Winona State University

March 19 2012

A Self-Study Report in support of the Comprehensive Evaluation for continued Institutional Accreditation: Program to Evaluate and Advance Quality (PEAQ), by the Higher Learning Commission of the North Central Association of Colleges and Schools
Winona State University (WSU), founded in 1858, and located in southeast Minnesota along the Mississippi River, is a public mid-sized comprehensive regional university with a Carnegie classification of Masters M.
It is a pleasure to provide you with our institutional Self-Study. We have used this process to take stock of ourselves, to review our progress in accomplishing our goals, to raise our own expectations of what we can achieve together as a community of learners improving our world and to look ahead at what may lie before us. As we entered the final phase of completing our Self Study, Winona State University has found itself in a period of important transition that coincides with the timing of our reaccreditation process as well as the changes that are taking place in regional accreditation as it is being interpreted by the Higher Learning Commission. We welcomed a new Chancellor for the Minnesota State Colleges and Universities (MnSCU) in August 2011. In May 2012, after seven years of service, I shall step down from the presidency of Winona State University to pursue other goals and a new president will take the helm. These transitions are taking place in a context of rapid and unpredictable social and economic change in our state, in our nation and around the world. We have chosen to use our Self-Study process to guide and ease these transitions and to ensure a continuity of vision and purpose in uncertain times.

The path ahead of us will be filled with both opportunities and challenges. The conversations and discoveries that have resulted from our approach to our Self-Study have led to a rich and stimulating vision of what it will mean to educate our students for the 21st century and what we must do as a community of learners to create an educational environment that can support our shared vision of preparing our students to “serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.” (Revised WSU Mission statement 2011)

The speed of change both in our own region and around the world will require us to go beyond the traditional curriculum to work in new and creative ways in order to prepare ourselves and our students in the years ahead. For this reason, we have elected to craft an additional and final chapter—aptly titled WSU, the Next Chapter—for our Self Study that captures the reflections and ideas that have emerged from our discussions this fall. Employers and educators have articulated a new set of high expectations for the outcome of an educational experience—“global knowledge and competence; intercultural knowledge and skills; creativity and innovation; teamwork and problem-solving skills in diverse settings; information literacy and fluency; and ethical reasoning and decision making.” You will find these themes reflected in our campus wide conversations as well as in our plans for the future. We are so impressed by the strong sense of shared purpose that has emerged from our campus-wide conversations that we have launched an internal grant opportunity and invited members of our campus community to submit innovative proposals to guide the fulfillment of our mission in a changing landscape. We have drawn upon the expertise of our HLC Steering Committee and built this RFP process upon our experiences in supporting innovation over the past several years and are confident that we will see some exciting ideas emerge from the stimulation created by participation in our Self-Study process.
We have much to learn about how to prepare our graduates for today’s world and I am excited about the opportunity we now have through this internal grant opportunity to invest in some projects that will support innovative approaches to learning and teaching that will add to our distinctiveness, contribute to the quality of the student experience and build our capacity to fulfill our mission.

It will be a pleasure to welcome you to Winona State University this spring. We look forward to your visit and to the opportunity to share our reflections and experiences with you. We hope to learn from you and to enter the next ten years of our development with a deepened sense of what we value most about Winona State and with a strong commitment to improving our world.

Sincerely,

Judith A. Ramaley
President and Professor of Biology
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INTRODUCTION

Overview

Located in the beautiful bluff country of the Mississippi River Valley, Winona State University is largely residential and primarily serves a traditional student population. Additionally, the university operates a campus in Rochester, Minnesota that serves a large population of non-traditional students and provides a unique ‘laboratory’ for many of our distinctive community engagement programs. We value differences and work collaboratively, as we continue a legacy of more than 150 years of service and fulfill our self-assigned role and mission as a community of learners improving our world.

As a mid-sized public university, Winona State University balances the advantages that come with being a larger institution with the benefits of a smaller school. Students therefore enjoy small class sizes and close contact with their professors as well as the excitement and energy that a school of some 8,900 students generates. A large part of the reason WSU continues to be a highly successful institution is that it has made wise investments in the resources, technologies, and facilities that are vital to excellence in higher education. Yet, as important as these material investments are, the real story of this institution’s many successes lies in its people—those partners and players in our community of learners who work to ensure that WSU remains a leader in higher education.

Winona State University (WSU), the oldest higher education institution in Minnesota and the first normal school west of the Mississippi River, has developed into a vibrant institution embodying the spirit and essence of a regional comprehensive university. We address our public covenant by offering a comprehensive portfolio of academic programs and learning opportunities. This array of offerings responds to an increasingly diverse population that comes to postsecondary education at different life stages with varied educational goals. WSU has been nationally recognized for offering high quality academic programs at a reasonable cost.

We seek to prepare our graduates to ask challenging questions, demonstrate leadership and problem-solving skills, engage in civic affairs, and adapt appropriately to our changing global environment. Our students are encouraged to exhibit an intense community spirit and a sense of pride, as well as an understanding and commitment to stewardship. They know the joy of celebration, giving, and serving; and, they have the potential to become engaged, enlightened citizens.
Living Our Mission Statement

A community of learners improving our world

We take great pride in the breadth and depth of this statement. It pervades every aspect of campus life, from the purple banners lining walkways and local streets, to day-to-day personal interactions. This mission statement has been the driving force behind our culture. The members of the WSU community have continued to redefine the words in this statement to better describe the evolution of our work and thus align our vision and aspirations with our transformations. Our mission statement in its entirety, and the work recently done within our university to refine it, are detailed in much more depth in Chapter 1: Mission and Integrity.

Institutional Profile

Demographics

Today, almost 8,900 students work with nearly 400 faculty in more than 80 disciplines on two campuses—one in Winona, and one that has served the Rochester area since 1917. The main campus, nestled in the Upper Mississippi River Valley, is a garden oasis in the City of Winona, compact and beautifully landscaped, and adorned with every native species of Minnesota tree. In addition to the main campus, the west Winona residence area offers housing, classes, and cultural activities on site for students living there. Just over forty miles to the west of Winona, in Rochester, WSU shares a non-residential campus with Rochester Community and Technical College (RCTC). The site offers a variety of baccalaureate, post baccalaureate, and graduate programs to meet the needs of predominantly adult learners. Some 58% of students at the Winona campus are under 21 years old and 93% attend full-time; in Rochester, which has 850 students attending WSU-R full-time as their primary campus and nearly 1,500 total students taking courses annually, 3% are under 21 years old and 51% attend full-time. In the last five years, enrollments on both campuses have increased gradually, despite the fact that they attract very different student bodies.

From an opening enrollment in 1860 of 20 students, the total student body in 2011 has grown to 8,896, including 8,441 undergraduates and 455 graduate students. Approximately 61% (5,404) are women and 8% (698) are students of color. At WSU-Rochester, 76% of students are female and 24% of students are male; nearly 14% are students of diverse ethnicity. The majority of our students in 2011 come from Minnesota (70%) and the surrounding states of Wisconsin (24%), Illinois (4%) and Iowa (1%). International students representing 47 countries worldwide account for 3% of the student body. The average ACT score of new entering first-year students is 23 and 71% come from the top 50% of their high school class. Some 51% receive some type of financial aid; of those who apply for aid, the rate is increased to 72%, which includes nearly all students (98%) who are determined to have financial need.
Table 1-1: WSU Student Demographics, Fall 2011

<table>
<thead>
<tr>
<th></th>
<th>Rochester</th>
<th>Winona</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>847</td>
<td>8043</td>
</tr>
<tr>
<td>Full-time</td>
<td>435</td>
<td>7519</td>
</tr>
<tr>
<td>Part-time</td>
<td>412</td>
<td>524</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>76%</td>
<td>59%</td>
</tr>
<tr>
<td>Male</td>
<td>24%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Students of Color</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>White</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>International</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;21</td>
<td>3%</td>
<td>59%</td>
</tr>
<tr>
<td>21-24</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>25-34</td>
<td>39%</td>
<td>6%</td>
</tr>
<tr>
<td>35-44</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>45+</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Low Income</strong></td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>**First Generation **</td>
<td>61%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Source: ISRS (Integrated Statewide Records System); Fall 30 Day enrollment, 2011; Federal definition of first-generation; Students of unknown status were ignored in calculating percentages

**Faculty**

The number of full-time faculty\(^a\) on the Winona campus is 392, contributing to a student-faculty ratio of 20:1. The close contact students have with their professors may be part of the reason the institution boasts a 78% persistence rate from first-year to second-year (Fall 2010 first-time, full-time students returning Fall 2011). Undergraduate graduation rates are good as well with 29% (500 students) of first-time, full-time students entering in Fall 2005 graduating within four years and 50% (869 students) graduating in five years. In 2011, the university awarded 24 associate’s degrees, 1,521 bachelor’s degrees, 135 master’s degrees and 1 doctorate degree.

**Programs**

Overall, WSU students can choose to pursue studies in 42 academic departments offered across five colleges: Business, Education, Liberal Arts, Nursing and Health Sciences, and Science and Engineering.

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\(^a\) Unless specified otherwise, the term ‘faculty’ in this self-study report is intended to indicate teaching faculty who are members of the Inter Faculty Organization (IFO) collective bargaining unit.
Winona State University offers:

- 67 undergraduate degree programs,
- 10 pre-professional programs,
- 20 Master’s degree programs,
- A Doctorate of Nursing Practice degree,
- 11 graduate certificate and two specialist degree programs
- In addition to university-wide accreditation by the Higher Learning Commission, many WSU academic programs are accredited, recognized, or approved by national agencies or professional societies.

Winona State University is proud to have had its academic programs recognized by several notable outside evaluators. Institutional Research and Evaluation (IRE) has named WSU as one of “America’s 100 Best College Buys” for 15 consecutive years. Additionally, the Princeton Review has named WSU among the “Best in the Midwest” for eight consecutive years. The University ranks as a top tier institution in the 2012 listing of America’s Best Colleges published by U.S. News and World Report, and WSU was ranked 47th among institutions in the top tier of “Best Universities—Master’s” for the Midwest region (2nd in the state of Minnesota).

Institutional Distinctions

WSU offers a portfolio of broad and diverse educational opportunities, ranging from programs guided by our liberal arts tradition, to a purposeful selection of professional and graduate programs that align with the needs, resources, and expertise found in our region. Among our distinctive initiatives and signature programs are:

- Leadership in technology-infused learning. Whether students are participating in an online discussion group for a liberal arts course or analyzing data from a laboratory experiment, learning at WSU is an anytime, anywhere experience.
- Nursing and Health-related sciences – WSU offers a wide spectrum of nursing and health-related degrees that are in high demand.

Accreditations, Recognitions & Approvals

- Accreditation Board for Engineering and Technology (ABET)
- American Bar Association (ABA) Standing Committee on Paralegals
- American Chemical Society (ACS)
- Association for Childhood Education International (ACEI)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission for Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for Exceptional Children (CEC)
- Council on Social Work Education (CSWE)
- Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)
- Minnesota Board of Nursing
- Minnesota Board of School Administrators
- Minnesota Board of Teaching (MnBOT)
- National Association for the Education of Young Children (NAEYC)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Council for the Social Studies (NCSS)
- National Council for Therapeutic Recreation Certification (NCTRC)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
There are more than 4,400 nursing alumni and more than 80% of all baccalaureate graduates work in the region. Our RNs have consistently achieved first-time state certification pass rates ranging from 88 to 93%; our graduate nurse practitioners have achieved a 98% pass rate for the entirety of the program’s history.

- **Education** – The College of Education prepares approximately 300 teachers (each year) in 25 licensure areas in both Rochester and Winona. The College is undertaking a comprehensive redesign of the teacher education program with the support of a NExT – Network for Excellence in Teaching—grant from the Archibald Bush Foundation. The program, involving four regional partners, is setting a new direction for the way we recruit, prepare, place and support teachers for success in all types of learning environments.

- **Social Media** – In addition to the traditional mass communication curriculum and opportunities for broadcast experiences in our radio station and TV studio, students and community members contribute multimedia news and information to Winona360, a community journalism website ([http://www.winona360.org/winona360](http://www.winona360.org/winona360)).

- **Composite Materials Engineering (CME)** – WSU has the only undergraduate program in the nation in composite materials. The CME Program operates the Composite Materials Technology Center (COMTEC) to foster interaction with industry and enhance engineering education. COMTEC is staffed by engineering students who work under the direction of faculty and staff.

- **National Child Protection Training Center** – The Center’s goal is to end child abuse within three generations; it currently works with 52 universities and many professional partners to implement this reform. Resident experts, working in partnership with WSU faculty, train more than 15,000 child protection professionals annually in all 50 states and in 17 countries. WSU has created the first model undergraduate Child Advocacy Studies (CAST) curriculum, now offered in 20 universities/colleges, three law schools, two seminaries, and one medical school. CAST trains students to advocate for child abuse victims throughout their careers in health care, criminal justice and social services.

- **HealthForce Minnesota** – One of four state centers of excellence designated by the MnSCU Board of Trustees, HealthForce Minnesota is a collaborative partnership of more than two dozen education, industry and community organizations dedicated to increasing the number and quality of health care workers throughout Minnesota.
• Integrated Wellness Complex (IWC) – The IWC integrates multiple facets of wellness, including: expanded academic and research programs; classrooms; advanced health care technologies; fitness facilities, recreational sports, and intercollegiate athletics; student health and wellness services; nutrition education; counseling services; and a public pharmacy. The Complex is evidence of our commitment to sustainability and is the first Leadership in Energy and Environmental Design (LEED) certified structure in Winona County.

• Sustainability – WSU was an early signatory to the American College and University Presidents Climate Commitment. The University has taken action to strengthen the “Sustain Winona” alliance, an organization of seven community-based partner institutions focused on a wide range of sustainability goals.

Knowledge, Practice

Education for WSU students is enriched by many experiential learning opportunities outside the classroom. Whether students are involved in career-related student work or hands-on internships, the WSU community of learners strives to make theory applicable in relevant experiences. Members of the faculty encourage students to undertake independent research and creative projects as well as collaborative community service or engaged learning projects. Many WSU students present at professional conferences as well as at local research symposia.

Design for Success

WSU is a leader in designing services to ensure student success. In Winona, many of our students’ academic support and administrative services are co-located in a single Warrior Hub, where employees are cross-trained to ensure the most efficient and accurate responses to student needs and questions. The Hub is both a physical location and a web presence where students can secure forms and transcripts; check their accounts; access records; register their bike; buy parking stickers; or meet with financial, advising, or career consultants.

Our retention and graduation rates reflect our proactive focus on student learning and success. They also reflect an increase in retention for low-income and first-generation students. Our priorities are first to attract prospective students who are prepared to meet our educational standards, who will thrive in our environment, and who will be actively engaged in the WSU community. We then support these students with placement in appropriate academic courses and engagement with faculty. Our student-faculty ratio of 20:1 supports this close interaction.

More specific details on both retention and graduation are provided in the following table; this data indicates that cohort sizes have gradually increased over the past decade, and that WSU students have maintained or increased retention and graduation rates:
Table I-2: First-to-Second Year Retention and 6-Year Graduation for First-time, Full-Time New Students

<table>
<thead>
<tr>
<th>Term</th>
<th>Initial Cohort Size</th>
<th>First-to-Second Year Retention</th>
<th>6-year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>1460</td>
<td>75%</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>1630</td>
<td>74%</td>
<td>54%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1547</td>
<td>75%</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1644</td>
<td>73%</td>
<td>52%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>1580</td>
<td>73%</td>
<td>55%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1727</td>
<td>70%</td>
<td>54%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>1737</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Fall 2007</td>
<td>1734</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1877</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1813</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1633</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1873</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Although WSU has seen a decrease in the past ten years in retention of first-generation and low-income college students, that trend has been reversed and current rates show a steady increase in retention for these at-risk students, as indicated in the following table:

Table I-3: First-to-Second Year Retention for Low Income and First Generation First-time, Full-time New Students

<table>
<thead>
<tr>
<th>Term</th>
<th>Low Income Cohort</th>
<th>Low Income First-to-Second Year Retention</th>
<th>First Generation Cohort</th>
<th>First Generation First-to-Second Year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>365</td>
<td>79%</td>
<td>715</td>
<td>75%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>400</td>
<td>81%</td>
<td>861</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>420</td>
<td>78%</td>
<td>795</td>
<td>75%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>420</td>
<td>73%</td>
<td>804</td>
<td>70%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>378</td>
<td>76%</td>
<td>737</td>
<td>72%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>411</td>
<td>75%</td>
<td>786</td>
<td>70%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>446</td>
<td>75%</td>
<td>822</td>
<td>70%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>520</td>
<td>81%</td>
<td>846</td>
<td>72%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>551</td>
<td>83%</td>
<td>829</td>
<td>72%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>585</td>
<td>79%</td>
<td>824</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>536</td>
<td>76%</td>
<td>741</td>
<td>76%</td>
</tr>
</tbody>
</table>
Our support for all students throughout their college experience includes:

- Effective programs for transition to college;
- Greater collaboration between faculty and Student Support Services, which includes tutoring and supplemental instruction;
- An emphasis on intrusive advising and early intervention efforts;
- A focus on enhanced advising for undeclared students; and
- Enhanced collaboration between Advising Services, Career Services, and the Counseling Center.

Graduate Competitiveness
WSU’s graduates remained competitive in the marketplace with a 92.4% total employment rate, down only slightly (2.4%) from the previous year despite the national economy and reduced hiring of new college graduates.

An Engaged Community
For the past three years WSU was named to the President’s Higher Education Community Service Honor Roll. In 2010, we were one of 621 schools to be recognized nationally for exemplary, innovative, and effective community service programs. The number of students participating in community service has grown in recent years with 70% -- 5,980 students -- participating in 2010-2011 (most recent available data).

WSU and Higher Education in Minnesota
Winona State University is the oldest of the seven state universities that are part of the 31-institution Minnesota State Colleges and Universities system (MnSCU). The institutions operate under the authority of a 15-member Board of Trustees appointed by the Governor and subject to Minnesota State Senate approval. Members include one representative from each of the state’s eight congressional districts; four at-large members; and one student from a community or community and technical college, one student from a technical college, and one student from a state university. All serve six-year terms, except for the students, who serve two-year terms. The Board appoints the Chancellor and the presidents of the institutions.

The Minnesota Senate and the House of Representatives oversee the system’s operations and finances. The Board has broad policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The chancellor’s office represents the system at the state legislature, reviews and coordinates educational programs, oversees the credit transfer process, negotiates labor contracts, coordinates presidential searches, and carries out the policies of the Board of Trustees.

As part of the MnSCU system, WSU operates in concert with Minnesota’s 24 two-year colleges and six other state universities. Through its ties to the MnSCU system, the university ensures that transfer students experience a smooth transition to WSU. As an upper-division undergraduate campus that also offers 11 different programs of graduate study, WSU-Rochester (WSU-R) welcomes students who are transferring credits or degrees from accredited institutions to apply towards their WSU degree. Dual enrollment of WSU-R students with other institutions is common. The greatest number of transfer students comes from Rochester Community and Technical College (RCTC), WSU’s MnSCU partner institution on the University Center Rochester (UCR) campus. The two institutions have collaborated on the ‘Path to Purple,’ which provides students with a wide range of options for beginning their education at RCTC, then transferring to WSU-Winona or WSU-Rochester to complete a four-year degree. Further,
the university as a whole works as part of a larger system with common start dates and consistent curricula. As a result of its participation in the MnSCU system, Winona State University is able to offer students an accessible, high-value education at a competitive price.

History of WSU

As is true of many universities, Winona State University invests great energy in anticipating and planning for the future of its students and graduates, faculty, staff, administrators, and the institution itself. Yet part of what makes WSU distinctive is our understanding that our community’s history informs our present in vital ways. As becomes clear in a brief recounting of the institution’s history, WSU has long been a site where purposeful innovation has led to meaningful change.

WSU got its start in 1858 when the state of Minnesota offered communities the opportunity to house state normal schools if they could raise $5,000. In just over a year, the city of Winona raised the necessary funds, and opened a four-room schoolhouse with 20 candidates in attendance. The State Normal School at Winona—the fourteenth normal school in the United States and the first state-supported normal school west of the Mississippi River—was our humble beginning. From the beginning, this institution demonstrated a commitment to improving our world. For instance, in 1880, WSU became the first institution in the state of Minnesota to connect a kindergarten to a public school system, and then established a Model School for teacher training in 1915; the entire institution was eventually renamed Winona State Teachers College.

Winona State University began offering courses in 1917 in Rochester as a vital part of WSU’s growth and outreach to all of its potential students. WSU moved to its current site in 1986 and initiated the current practice of “2+2” program agreements with Rochester Community College. In 1994, WSU-Rochester joined Rochester Community and Technical College and the University of Minnesota Rochester to create the University Center Rochester partnership. This houses three public institutions on the UCR campus site. The present UCR partnership links RCTC and WSU-R as the two key partner institutions, as well as including the University of Minnesota Extension offices located in the UCR Heintz Center building. One unique feature of the history of the WSU-R programs is the fact that 80% of the students enrolled there now have either graduated, or obtained credits from, Rochester Community and Technical College.

After World War II, more and more Winona students sought preparation for an ever-widening range of careers through new programs in liberal arts, sciences, and professional degrees. Soon, the number of graduates in the liberal arts and sciences surpassed the number of teacher education graduates, and in 1957 the institution became Winona State College, offering associate’s, bachelor’s, and master’s degrees in a wide variety of fields.

Winona State College continued our tradition of a community focused on change and became Winona State University in the mid-1970s. The university’s structure continued to expand as well, with the creation of the College of Business in 1985. Throughout the late 70s and early 80s, the university developed new strengths, creating new programs in pre-law, accounting, and mass communication as well as a fifth-year certificate program for high school administrators. In 1989, WSU created the first degree program in the country in composite materials engineering. Even more recently, in 2007, after the Minnesota legislature amended MnSCU statues to allow the conferral of practical doctorates, WSU began developing a doctorate of nursing practice in cooperation with three other MnSCU universities. This is just one more change that signals the institution’s commitment to continual progress and partnership with the communities we reach.
In response to the opportunities and possibilities of technology, Winona State University launched its laptop program (now called the e-Warrior/Digital Life and Learning Program) in 1997. This program, described in more detail in the next few pages of this chapter, has been woven into the fabric of the institution and provides every student on the Winona campus with a laptop computer to enhance his/her studies. This change has made it possible for students and faculty alike to access the latest learning technology throughout their academic careers.

Overall institutional innovation has kept pace as well; in 2003, Winona State University collaborated to envision a “New University,” an institution of higher education that would continue to facilitate L21, or “Learning for the 21st Century.” This effort continues right up to the present day as we navigate the ‘New Normal.’ Whatever the name we give to this process, WSU is continually exploring the ways advancing technologies, changing economic landscapes, globalization, and decreasing resources necessitate changes in the ways institutions of higher learning carry out their mission. Mindful of our rich history of educational innovation and discovery, Winona State University once again looks to its future role in helping students develop into productive workers and citizens in our increasingly complex and global community of learners.

History of Campuses and Facilities
The four-room schoolhouse established in 1858 has grown to a core campus in Winona of 26 buildings spread over some 24 city blocks. Additional facilities include a three-building residential campus one mile west of the main campus as well as the East Lake Apartments complex located not far from campus, adjacent to Lake Winona. In Rochester, Minnesota, just over 40 miles to the west, WSU shares the University Center–Rochester campus with Rochester Community and Technical College.

The university is especially proud of the Winona campus grounds. Showcasing meticulous landscaping, dozens of sculptures reflective of the region, an antique stained glass clock tower, and a representative of every tree species native to Minnesota, the grounds themselves are in many ways indicative of the institution’s commitment to getting even the small details right.

In addition to efforts aimed at maintaining the beauty of WSU’s external grounds, the university has also made significant improvements and additions to university facilities since the 2001 accreditation report, as is evident by a brief recounting of recent activities. For instance, a $30 million Science Laboratory Center opened in 2004 and now houses the four natural sciences—biology, chemistry, geosciences, and physics. In 2005-2006, the university completely remodeled the previous science building, Pasteur Hall, making it home to all science faculty offices, classrooms, and “dry” labs.

Extensive remodeling of Minné Hall and upgrading of the Performing Arts Center in 2005 improved the environment for the Liberal Arts as well. In 2008, the University purchased a former school building on Wabasha Street, two blocks from the main campus, using the new facility to provide needed studio space for the Art Department and an expanded facility for the Child Care Center. Additionally, in 2008 Maxwell Hall was extensively re-modeled to house an Integrated Academic Services center—what we call the “Warrior Hub,” a ‘one-stop shop’ in which students can now conduct nearly all their university-related business. The Maxwell remodeling made space for the National Child Protection Training Center, one of WSU’s most commended national programs. The work on Maxwell also created necessary space for a vital faculty and staff Teaching and Learning with Technology (TLT) resource center, which includes technology support, conference space, university assessment offices, and the Grants & Sponsored Projects office.
Facilities for students have been expanded in recent years. At the west Winona residence area, the university acquired new student housing, including the Tau Center in 2003 and Maria Hall in 2007. WSU now owns and operates East Lake Apartments, a facility that offers students one- to four-bedroom apartments with kitchen facilities. Two new residence halls with space for more than 400 students opened on the main campus in fall 2010. Additionally, in 2006 the university expanded the student union, Kryzsko Commons, to add a Solarium and an enlarged cafeteria. Finally, in fall 2010 (as noted previously in this chapter), the Integrated Wellness Complex (IWC) opened, offering easy access to a fitness center, Student Health Services, and the Counseling Center to integrate multiple facets of wellness.

WSU-Rochester is located on the 480-acre University Center Rochester (UCR) campus in the thriving city of Rochester, one of the fastest-growing cities in Minnesota in terms of population and economic progress. The rich diversity of the community provides unique opportunities for specialized classes and programs aimed at key industries in the area, including computer science, health care, business, and education. The UCR facility itself is managed by our MnSCU partner institution, Rochester Community and Technical College (RCTC). UCR’s core technology infrastructure is designed, implemented, and managed by RCTC. As a result, campus improvements have been a combination of joint efforts and institution-specific improvements. Three major capital projects at the UCR campus in the past ten years are directly relevant to WSU: The $15 million UCR Regional Sports Center built in 2002, the $12 million Health Sciences building project in 2007, and the $6.5 million remodeling of the Heintz Center from 2007-2010.

Perhaps the most visible facilities project is the new UCR Welcome Center located just off the atrium lobby of the campus’s main building. Jointly sponsored by WSU and RCTC, the Center provides information and advising services for prospective and incoming students, sharing staff who represent both institutions. The Welcome Center provides a warm and effective ‘front door’ experience for campus visitors.

All of these projects on both the Winona campus and the Rochester campus have benefited from input from the community members—students, faculty, staff, administrators, Winona and Rochester residents—who use these facilities. Although WSU is rightly proud of its new construction and renovation, the recent physical changes that the campus has undergone have stemmed directly from the university’s recognition that the wider campus community can best thrive when material needs have been carefully and fully addressed. As important as bricks and mortar are to the university, it is always what the people of this community do with those facilities that bring distinction to the institution.

WSU and Technology

WSU was a pioneer in introducing computer technology to our classrooms. As noted earlier in this chapter, we launched our “laptop university” initiative in 1997, now known as the e-Warrior/Digital Life and Learning Program. All entering first-year students are issued a laptop computer for their use during their academic careers; students receive a new laptop every two years to ensure they have access to the most current technology. They also receive software, email, and technical support services. Wireless access is available in every building (and throughout the grounds) on campus. Faculty and Administrative Service Faculty are also issued laptops, which are replaced every three years. Faculty have access to D2L (the Desire to Learn online course support program) to provide online course content and distance learning opportunities. An Information Technology Center provides hardware and software support to all faculty, students, and staff; the Teaching, Learning & Technology Center provides education and support to faculty and staff.
Unlike other institutions within the MnSCU system or many other campuses, WSU’s Winona campus has no traditional computer labs, although specialized facilities do exist in the Mathematics Achievement Center, the Graphic Design Lab, the Advanced Computing Labs, and the Composite Materials Engineering program. For the most part, traditional, specialized rooms for working with technology have given way to anytime, anywhere learning. The entire Winona campus is a learning space with access to worldwide information resources. Innovative pedagogies are in practice and tested on campus; current action research projects involve assessing the effectiveness of e-books and enhancing communication with students.

Winona State’s most recent campus buildings (i.e., science building, library, Maxwell renovation) were designed based on the concept of creating a mobile computing environment. All building spaces and equipment, including science labs, are being constructed with the assumption that students have mobile computing devices. This mobile computing environment has allowed Winona State to create more efficient teaching and learning spaces, with easy connections to high-tech science equipment (as one example). The design of the new Wellness Complex incorporates the realities of mobile computing, with wireless access available throughout. As a result, the Winona campus has one of the largest wireless network installations in the state of Minnesota; WSU was named one of the top 25 wireless college campuses in the United States in a survey conducted by the Center for Digital Education and Intel Corporation.

In addition to the technology environment in Winona, the University also provides technical support to the Winona State University-Rochester (WSU-R) campus with its diverse student population, including a growing number of adult learners in upper division Bachelor’s, Master’s, and Doctor of Nursing Practice degree programs. Learning technologies have become a critical aspect of improving access to education for these working adults.

The WSU-Rochester campus provides a unique situation in terms of technology, given its integration into the institutional technology of both WSU and our MnSCU partner institution, Rochester Community and Technical College (RCTC). The University Center Rochester (UCR) campus is managed by RCTC and the UCR’s core technology infrastructure is designed, implemented, and managed by RCTC. The circumstances and needs of WSU-R introduce additional technology issues and requirements that often are not identical to the demands of RCTC students. Ongoing discussion between the two institutions allows cooperative technology solutions to be created and supported in a more direct manner.

**Planning for the Future**

**Future Issues**

**Demographics**

WSU traditionally draws a majority of students from Minnesota and the upper Midwest, which will see a decrease in high school graduates ranging from -10% in the Dakotas to between -5% and -9.99% in Minnesota, Wisconsin, and Michigan.

Current WSU enrollment strategy seeks to create a stable enrollment base and generate resources to invest in our future by broadening the scope of our approach to managing our enrollment. These goals will be achieved by:
1. Maintaining or increasing our share of a smaller pool of well-prepared high school graduates by targeted recruitment and follow-up
2. Becoming more “transfer friendly”
3. Increasing student success and retention
4. Attracting more advanced students with a growing portfolio of graduate and professional programming

To encourage more young people to pursue higher education, we offer a variety of programs:
- College For Kids – a summer enrichment program for children in grades 3-8
- Scrubs Camp – a five-day summer experience for students in grades 9-12 to participate in hands-on healthcare workshops and learn about healthcare career opportunities
- HOPE (Harnessing Opportunities for Postsecondary Education) Academies – a summer enrichment academy for 8th-12th graders, including classes in English, math and the sciences, targeting underrepresented populations
- Grandparents University – An intergenerational learning experience for grandparents and grandchildren ages 8-14

Resource Development

To cope with recent budget cuts, we developed shared budget principles across constituency groups, many of which were initiated by the All-University Facilities and Finance Committee and then adopted by the Cabinet and WSU constituency groups. We reduced operating expenses, initiated energy savings, and restructured summer session offerings. By reducing faculty reassigned time we were able to scale back on the number of temporary faculty hired. Significantly, we used our federal stimulus funding to offer early retirement incentives. To date we have been able to reduce our personnel costs without wide scale layoffs or retrenchments.

As the oldest campus in the MnSCU system, WSU has the oldest average building age. Therefore, the university has placed a high priority on infrastructure maintenance and repair. In addition to targeting biennial HEAPR requests against the most critical building needs, the university will request Board of Trustees’ approval to redirect $3.5 million in excess 2008 bonding authority toward deferred maintenance on university residence halls. Additionally, WSU’s 2012 capital project request includes $14 million to apply toward backlogged maintenance in two of our oldest buildings, Somsen and Wabasha Halls. WSU’s 82% classroom utilization rate is very near the system average of 83%. However, as detailed in WSU’s 2010 campus comprehensive plan, the university faces a critical shortage of large classrooms. Room utilization rates for 100 seat classrooms are near 130%. To address this shortage, WSU’s 2012 capital project request calls for adding six multipurpose, larger classrooms.
Opportunities
We are keenly aware of the need to prepare workers for high-employment demand fields, such as management, leadership, green jobs, healthcare and business communication. In Winona and Rochester, the office of Outreach and Continuing Education (OCED) offers credit, non-credit, and CEU-based courses and workshops that respond to the needs of individuals and businesses using appropriate delivery methods. OCED also offers customized training solutions for businesses with a variety of partners:

- Coalition for Continuous Improvement in Healthcare (CCIH) – LEAN training
- Minnesota Department of Education partnership – Continuing education for health science teachers
- Healthcare Alliance “HOPES Grant” – LEAN training for 12 healthcare partners in Central Minnesota
- 7 Rivers Alliance – Conferences for business, government, and education partners to discuss economic prospects and the topic of regionalism

Innovative Solutions
While we strive to maintain our physical environment, and enhance our partnerships and collaborative work, we also seek to be more effective in our administrative processes. The WSU LEAN initiative is a notable example of WSU’s commitment to leadership and efficiency. Initially an industrial tool, employees at WSU re-framed the methodology for use in higher education. Using a combination of process analysis, focus groups and literature reviews, an employee team breaks down a task/process to its bare component parts to identify waste and redundancies that add costs and inhibit quality. The number of WSU employees trained in LEAN techniques has grown steadily; WSU has been introducing the practice to other MnSCU institutions and state and local agencies as well.

WSU will maintain its appeal to prospective students, focus on student success through retention efforts, expand offerings to different segments of the population, generate revenue, and build an internal and external culture of philanthropy. Despite the challenging economy, we launched our first successful “Light the Way” capital campaign that attracted a number of first-time donors. As of September 2011, we had amassed $9.76 million of our $10 million goal. The campaign goals include $4 million for scholarships, $3.5 million for the Integrated Wellness Complex, and $2.5 million for the National Child Protection Training Center (NCPTC).

Winona State University is a vibrant member of the Minnesota State Colleges and Universities System. Profound challenges face all of us. WSU pays attention to the social, economic, political, and cultural changes that are shaping the communities we serve. We are continuously responsive to meeting our regional and state needs as well as our learners’ needs to become engaged, productive, healthy, and creative citizens.

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b LEAN training encourages organizations to examine their practices critically to optimize flow, increase efficiency, and decrease waste by using empirical methods to decide what matters.
RESPONSE TO THE 2001 HLC ACCREDITATION REVIEW

History of Accreditation

WSU was first accredited in 1913. Comprehensive evaluations are now conducted every ten years by the HLC. The 1991 evaluation required a focused evaluation five years later on the university’s developing graduate programs. The focused evaluation noted all concerns had been addressed. The 2001 evaluation team requested submission of a progress report on “the availability and degree of implementation of direct programmatic based measures of student academic achievement in undergraduate academic majors and graduate programs” by September 1, 2003; a fiscal audit of Winona State University by December 1, 2003; and an “update on the completion, implementation, and assessment of the University Studies Program (USP)” by September 1, 2006. These reports are discussed in the following section.

Response to the Last Self-Study Report

In 2001, Winona State completed a “Special Emphases” Self-Study focusing on the Seven Principles for Good Practice in Undergraduate Education, a pedagogical paradigm that had informed campus practice since the late 1980s. The Higher Learning Commission recommended continued accreditation, noting that “the institution has done an excellent job of meeting all concerns of the 1991 visit, even through challenging financial circumstances.” In particular, as strengths of the report, the HLC team lauded WSU’s efforts to implement and articulate the Seven Principles campus-wide, to develop methods for assessing student learning outcomes, and to re-design its old “general education” program as University Studies. No concerns of the team warranted further monitoring, contingency, or other reports; the HLC team did request submission of three progress reports from the institution, as described below.

The first of three requested progress reports, submitted in 2003, addressed WSU’s assessment efforts. The report provided evidence that departments had identified learning outcomes, and were using effective assessment strategies to demonstrate levels of achievement. The report also described a newly developed university-wide assessment database and query tool that was available to the university community.

The University has consistently promoted assessment since the 2001 self-study. A faculty member initially was given release time and assigned to the position of Faculty Assessment Coordinator. An All-University Assessment Day was established during which classes were cancelled for one day every spring semester so students could variously participate in a university-wide survey; complete the Collegiate Assessment of Academic Proficiency (CAAP) distributed from 1998-2009, as well as other program-based

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Seven Principles of Good Practice in Undergraduate Education
(American Association of Higher Education – March 1987)

1. Good practice encourages interaction.
2. Good practice encourages interaction and collaboration between students.
3. Good practice uses active learning techniques.
4. Good practice gives prompt feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.
7. Good practice respects diversity—talents, experience, and ways of learning.
exams such as the Educational Testing Service Major Fields tests; and attend departmental assessment programs.

The recent preparation for the 2012 self-study visit has resulted in the development of more standardized plans across all programs and departments. Academic departments articulated mission statements, student learning outcomes and curriculum maps. Academic Service Providers (ASPs, non-teaching units) generated missions, goals, objectives, action plans, and measures. In an effort to institutionalize ongoing planning and assessment the University created a new full-time position of Director of Institutional Planning, Assessment and Research (IPAR) in 2009. For a specific discussion of WSU’s assessment data, results, and improvements, please see Chapter 1: Mission and Integrity and Chapter 2: Preparing for the Future.

The second of three progress reports addressed fiscal auditing and was submitted later in 2003. The 2001 evaluation team’s concerns in this area stemmed from the fact that, at that time, the Minnesota State Colleges and Universities (MnSCU) system office completed only a consolidated system audit and not individual institutional audits. In FY 2003 and 2004, the system office published a supplement to the system-wide audit that provided data on individual institutions and in FY 2004 began providing individual audits for all state universities.

Finally, as noted earlier, a 2006 report on the University Studies Program was submitted and accepted by the Commission. This report provided a history on the program’s development and implementation; an assessment plan; evidence that the plan had been implemented and data collected; discussion and justification of resultant changes; and a list of “flagged” courses, as per the HLC’s request. The University Studies Program Subcommittee was able to assess and accept for resubmission all categories of the USP through the Unity and Diversity category by the time the committee ended service in spring 2011. This report was acknowledged by the HLC in 2006 as a “thorough, well-written progress report” that “includes a great deal of documentation supporting the University's genuine, substantial, and academically valuable University Studies Program.” With this report submitted, as well as the other significant work that took place in response to the 2001 accreditation visit, the self-study process begun a decade earlier was complete.

Progress on our general education program, however, did not end with compliance with the HLC 2001 self-study recommendations. As we approach our next comprehensive evaluation scheduled for spring 2012, we will have a number of reports and initiatives to summarize concerning our newly-revised general education program, the Winona State University Minnesota Transfer Curriculum/General Education Program (WSU-MnTC/GEP). Cross-disciplinary University Task Forces began work on revising our USP program for greater ease of transfer and MnSCU compliance in spring 2010.

USP Task Force I conducted a comprehensive comparison of similar institutions and their general education programs. USP Task Force II continued that work in summer 2010 by examining the compliance and transfer issues identified and communicated to WSU by the MnSCU system offices. USP Task Force III worked throughout the academic year 2010-2011 and summer 2011 to review all current general education offerings; to submit a Goal Area-themed list of WSU general education courses consistent with the Minnesota Transfer Curriculum, which is in the process of receiving final approval from the MnSCU system office; to create a new set of policies, procedures, and paperwork for the new general education program; and to educate faculty and students about the new and improved WSU MnTC/GEP (General Education Program).
Preparation and Communication of the 2011 Self-Study Process

Representing three years of careful work from representatives across all areas of the WSU community (timeline on next page), this self-study has been guided by a genuine interest in learning how the university currently functions and how it might function more effectively. Following the completion of all required reporting and follow-up from the last HLC visit during the 2006-2007 academic year, a kick-off presentation in October 2007 informed the campus community about the upcoming self-study and accreditation. Representatives from all constituency groups (four collective bargaining units, non-union administrators, and the student association) were appointed to a Higher Learning Commission Steering Committee.

In August 2008, the Committee prepared templates for development of assessment plans by departments and academic service providers and held a workshop for academic department chairs and directors of academic service offices. The purpose of the workshop was to receive information from the participants on their progress in terms of developing missions, goals, objectives and measures, curriculum maps and student learning outcomes.

The Committee established sub-groups for each criterion to begin identifying and gathering information relevant to the criterion in the self-study report. Several members again attended the HLC annual meeting in Chicago on April 17-21, 2009, and a follow-up chairs and directors meeting was held on campus in June 2009. The 2009-10 academic year focused on refining assessment plans, data collection and posting results online.

In fall 2010, a web-based Campus Self-Study Survey was distributed to all employees to gather various data for the HLC Self Study and to gather input on the revision of the University Mission Statement. HLC Steering Committee members and the new Director of IPAR attended the HLC annual meeting in 2011 as well as workshop sessions on the new HLC criteria and the Open Pathways model. A new mission statement was developed during the 2010-11 academic year and approved by the MnSCU Board in 2011. The end result of this continuous work by the HLC Steering Committee as well as by the WSU university community as a whole, the Self-Study Report completed in fall 2011, contains an overview, a chapter on our response to the 2001 Self-Study, chapters addressing each of the five HLC criteria, and a concluding chapter.

Executive Summary of Major Changes Since 2001

Since the 2001 HLC accreditation visit, WSU has taken on the challenges of redefining ourselves as a community, as well as our relationships to the communities with which/whom we interact. This change is reflected in the following list of institutional initiatives, but will be expanded upon in much greater detail in the chapters of this self-study report that follow.
Appointment of WSU’s Fourteenth President

In 2005, the university experienced an additional transition as President Darrell Krueger retired after sixteen years of service. In the summer of that year, Winona State welcomed Dr. Judith Ramaley as the university’s fourteenth president. While embracing much of the vision that President Krueger had crafted, Dr. Ramaley contributed her own style and insights. Re-focusing the “New University” initiative as “Learning for the 21st Century” (L21), President Ramaley challenged the university community to hone its efforts to prepare individuals for life, work, and leadership in a rapidly changing, complex, competitive, interconnected global society.

Among other initiatives, President Ramaley undertook an ambitious re-structuring of central administrative functions. The last five years have brought changes in the leadership positions in academic affairs, student affairs, information technology, and facilities and finance. President Ramaley added associate vice presidential positions in key areas, a new position of Dean of Students, and a new Associate Dean position in the College of Liberal Arts. During this same period of time, there was extensive turnover on the Deans’ Council. For the most part, the university has reached the point where ‘interim’ appointees have been almost completely replaced by permanent staff, leading to the sort of administrative stability that is necessary for an institution of this size to function effectively and efficiently.

New Initiative – WSU Goes Green

With encouragement from faculty and administrative leadership, Winona State University has emerged as a leader in environmental stewardship in the Upper Mississippi River Valley. One of the primary signs of WSU’s commitment to green initiatives emerged when the university became one of the early signatories to the American College and University Presidents Climate Commitment. Through this commitment, WSU models ways to reduce global warming emissions and also works to educate graduates by providing the knowledge and skills necessary in achieving climate neutrality on a broad scale.

SELF-STUDY
PREPARATION TIMELINE

Fall 2007: WSU HLC Steering Committee forms
April 2008: HLC Steering Committee members attend HLC’s 113th Annual Meeting
August 2008: HLC Steering Committee creates Assessment Plan templates; sub-committees formed
August 2008: April 2011: Numerous workshops held across campus on HLC preparation and assessment
October 2008: Steering committee sends requests for information to programs and units
October 2008-December 2011: Programs and units gather information and compile reports
April 2009: HLC Steering Committee members attend HLC’s 114th Annual Meeting
October 2009: HLC liaison Dr. Robert Appleson visits WSU; provides feedback on progress and Self-Study Outline
September 2010 – April 2011: University community reviews/revises Mission Statement
October 2010: IPAR administers Self-Study survey campus-wide
January – April 2011: HLC Steering Committee compiles information into self-study report draft
April 2011: HLC Steering Committee members attend HLC’s 116th Annual Meeting
Summer 2011: Committee drafts full report and sends it to editor for review
August 2011: Members of HLC Steering Committee attend workshop on new HLC assessment criteria and Open Pathways model
August – October 2011: Constituency groups begin work on WSU’s Next Chapter
September – October 2011: Constituency groups review working draft of self-study report
November-December 2011: RFP for Next Chapter internal grant competition drafted
January 2012: Self-study report completed and Next Chapter RFP announced
April 2013: Next Chapter awards made
WSU has taken action to strengthen the “Sustain Winona” alliance, an organization of seven community-based partner institutions focused on a wide range of sustainability goals. In June, an independent audit group sponsored by Purdue University certified Sustain Winona’s Environmental Management System (EMS) to be in compliance with international standards to support environmental protection.

WSU has progressed with our energy performance contracting initiative, which leverages future energy savings to pay for present day energy-saving upgrades to our physical plant. In a major step, WSU contracted ICS Consulting, Inc. to develop a request for proposals that will allow the university to hire a private energy service company (ESCO) to complete our performance contract process. The university’s new Integrated Wellness Complex is the first Leadership in Energy and Environmental Design (LEED) Silver-certified structure in Winona County.

In addition to advancing these major initiatives, the University completed the roll-out of our “WSU Goes Green” website, established 72 new recycling stations across campus, and initiated car sharing and bike sharing programs aimed at encouraging students not to bring cars to campus. In a separate 2010 initiative, the university began replacing its aging fleet of maintenance vans with smaller, more efficient electric vans; these vehicles have zero tailpipe emissions and cost only .02 per mile to operate. Unlike typical ‘golf-cart’ electric vehicles, the vans are street legal so maintenance crews can drive them to work at the west campus or East Lake Student Apartments.

On Sept 15, 2011, WSU was recognized at the 2011 Xcel Energy Expo for having the largest natural gas savings of any commercial customer in the State of Minnesota. In 2010, WSU changed 235 failed steam traps on its main campus boiler system resulting in 200,000 therms saved or approximately $85,000/year in natural gas expenditures.

Finally, signifying WSU’s long-term commitment to sustainability, the university recently has begun to integrate its commitment to green initiatives into the curriculum; our annual campus-wide theme—“The Big Sky” in 2010-11 and “Home and Place” in 2011-12—has had an environmental/sustainability message in every year of its existence. During the 2009 school year, a group of faculty from across campus began work on both major and minor programs in sustainability studies. In 2010, the campus Common Book selection, Gone Tomorrow: The Hidden Life of Garbage by Heather Rogers, brought environmental and sustainability concerns to thousands of campus readers.

New Curricula

In fall 2001, WSU implemented a new University Studies Program. The program required students to complete 12 hours of basic skills (written communications, oral communications, mathematics, and physical education), 22 hours in the arts and sciences (humanities, social science, natural science, and fine and performing arts), and 12 hours in the area of unity and diversity (critical analysis, science and social policy, global or multicultural perspectives, and contemporary citizenship or democratic institutions). Additionally, the program requires that students complete at least 12 hours of “flagged” courses—upper division courses, usually in a student’s major, which are designed to reinforce and build on basic skills coursework.
The University Studies Program was originally designed to address a set of concerns articulated by the Higher Learning Commission (HLC) in the 2001 self-study as well as to parallel national trends in liberal education—such as the Association of American Colleges and Universities’ Liberal Education and America’s Promise (LEAP) initiative. The Higher Learning Commission’s 2001 evaluation of the University’s Self-Study concluded that the then-new USP constituted “an identifiable and coherent undergraduate general education,” one that satisfactorily addressed each of the concerns articulated in the prior evaluation.

Over the past decade, the program has been aligned much more closely with the Minnesota Transfer Curriculum, has assessed student learning outcomes, and has incorporated a number of new courses and sequences. The newly-approved WSU MnTC/GEP (General Education Program) will provide a much clearer path to graduation for students who either begin their education at WSU or transfer to our program from other MnSCU institutions.

In the last ten years, the university has made changes both within and beyond our General Education Program (GEP). For example, students now regularly encounter new emphases on interdisciplinary offerings, team teaching, experiential learning, and out-of-classroom experiences such as internships, service learning, and travel study, many of which fulfill general education requirements. In tandem with these curricular changes, there is a heightened interest in student research on campus, which has led to the university’s annual Undergraduate Research Symposium. This day-long event showcases student research across all disciplines in a professional conference format.

New since our last HLC evaluation is WSU’s Center for Mississippi River Studies (CMRS), an interdisciplinary initiative dedicated to creating greater understanding of the broad, multi-faceted nature of the Mississippi River and the people and places it touches. The Center explores the history, environment, literature, folklore, natural and social sciences, economics, and visual and performing arts of the Mississippi River through research, teaching, and outreach. Indicative of the university’s wider interest in working beyond the walls of a traditional classroom, the Center works to strengthen connections among students, faculty, river agencies, corporations, government, and other universities.

The university is also proud of its new Common Book Project. Starting in 2005, faculty members have picked one book that is taught in most sections of English 111, College Reading and Writing, as well as numerous other courses across the curriculum. In addition to reading, discussing, and writing about the book, students are able to meet the author, who
comes to campus both semesters to meet with small classes and to give a public presentation. In the seven years since this project started, close to 15,000 people have participated in this common reading.

Over the past decade, faculty have responded to changing realities in their fields, leading to the creation of a variety of new academic courses and programs. Notable examples of recent program development include: comprehensive revision of the computer science curriculum to include four interdisciplinary tracks (2005); an interdisciplinary curriculum in Child Advocacy Studies taught by faculty in Criminal Justice, Social Work, and Women’s and Gender Studies, as well as by community partners (2005); undergraduate and graduate programs in Teaching English to Speakers of Other Languages (TESOL) (2005); a post-baccalaureate teacher licensure program (2005); a graduate-level interdisciplinary sports management program (2007); a doctor of nursing practice degree (2008); a new interdisciplinary arts administration degree program (2008); an early childhood special education graduate-level degree program (2008); a re-designed Health, Exercise and Rehabilitative Services (HERS) program (2008); a clinical laboratory science program (2009); a new undergraduate nursing curriculum (2010), and the NExT/Teach 21 Initiative mentioned in the INTRODUCTION.

Work is underway to utilize a $70,000 MN Online grant to develop an online adult completion degree in Healthcare Leadership and Administration in collaboration with Bemidji State University, RCTC (Rochester Community and Technical College), Minneapolis Community and Technical College, Anoka-Ramsey Community College, HealthForce Minnesota, and several statewide healthcare partners. Another $50,000 grant has been awarded through HealthForce Minnesota to WSU in order to develop an online adult completion degree in Health Information Management, partnering with RCTC, Mayo Clinic, Western Technical College, Gundersen Lutheran Medical Center, Winona Health, and Allina Hospitals.

At WSU-Rochester (WSU-R), STEM (Science, Technology, Engineering, and Math) activities have been an exciting curricular initiative. WSU-R education faculty have been partnering actively with researchers from Mayo Clinic and educators/students from the Rochester Public School system to create the Integrated Science Education Outreach (InSciEd Out) project. Creating a successful summer STEM camp and developing a capital project proposal for a new STEM Village/K-12 resource center on the UCR campus are only two of the aspects of this dynamic program changing the community of learning in the Rochester region.

New at WSU is the Center for Engaged Teaching and Scholarship, which promotes authentic, relevant community work for WSU students, faculty, staff, and administrators. A recent example of the Center’s work is the Sustainable Food Project, a year-long initiative to increase awareness and understanding of issues around sustainable food systems. WSU, working with community members involved in local foods and sustainable farming, will offer a variety of opportunities throughout the academic year to engage students and faculty in this study, including both on- and off-campus events incorporating farms, film, food, literature, science, wildlife, and policy into the multi-disciplinary approach that is at the heart of this effort. The intent is to create long-term benefits to our community of learners through this extended study of the complexities of sustainable food systems.

Each of the curricular developments noted briefly in this chapter attests to Winona State University’s commitment to meeting student needs in ways that are in step with the changing realities outside of the institution. Similarly, our commitment to the communities within and around us remains strong and active, as is evident in reviewing WSU’s community engagement initiatives.
New Initiatives for Community Engagement

WSU greatly values its many connections to the greater Winona and Rochester communities. In the spirit of building strong ties between the university and the cities of Winona and Rochester, WSU has developed numerous artistic and educational relationships with local businesses as well as the general public.

For example, working through Outreach and Continuing Education (OCED) as well as through the College of Education, the university has expanded partnerships with area schools. Internships and service learning projects have established new relationships with area businesses and service agencies. WSU has established partnerships with numerous employment organizations. For instance, HealthForce MN, a Center of Excellence established in fall 2005 in Rochester, has over 24 partnerships with educational institutions and industries from Austin to Duluth. With the employment of a full-time Director of the Office of Outreach Continuing Education in July 2008, the potential for expansion into a number of partnerships continues to increase.

WSU has expanded extracurricular programming on campus as well. The university now employs a full-time arts administrator who coordinates lectures and performances and works with community organizations to offer cultural and artistic events. The goal of this programming is not only to engage and educate students in the importance of the arts, but also to increase WSU’s outreach and engagement of our community and region outside of campus.

For instance, one of the most visible changes on campus in the past ten years has been the university’s partnership with the Great River Shakespeare Festival. This event that brings professional Shakespearean artists from across the United States to perform in southeastern Minnesota during the summer months. Begun in 2004, the Festival has enjoyed steady increases in attendance and community involvement every year. The university sponsors numerous lectures, workshops, musical performances, and other public events to complement the festival.

On-campus lectures and events forge another important connection between WSU and the community. In spring 2005, the Krueger Library initiated the Athenaeum Series, a weekly series of lectures and performances given by university employees. The Frozen River Film Festival (FRFF), a weeklong event begun in 2006, brings to Winona each winter an eclectic series of films, documentaries, lectures, workshops, music and outdoor activities. Also beginning in 2006, the previously-organized Consortium for Liberal Arts Promotion evolved into the Consortium for Liberal Arts and Science Promotion (CLASP). Each fall semester, CLASP hosts weekly colloquia centered on a broad theme aimed at bridging academic and community interests. Also, in 2007, WSU became the co-sponsor of the Minnesota Beethoven Festival, which was established that same year.
More and more of these initiatives, many of them begun under the aegis of the original “New University,” are now operating collaboratively. Efforts to incorporate a “University-Wide Theme” through the yearlong examination of a single topic—“The Big Sky” in 2010-11 and “Home and Place” in 2011-12—include the Common Book, CLASP, Athenaeum lectures, Frozen River films, Lyceum, and dozens of classes working in concert.

Winona State University-Rochester has developed many collaborative affiliations with organizations, business, and educational institutions in the greater Rochester area. These affiliations provide important service learning and research opportunities for WSU-Rochester students and faculty, and involve university and campus resources that contribute to the greater good of the city of Rochester and its surrounding communities.

WSU-R students also benefit from external relationships that WSU-Rochester faculty members cultivate with Rochester employers and organizations. Through internships, job shadows, and field or clinical experiences with employers such as IBM, Mayo Clinic, Olmsted County Medical Center, Rochester Public Schools and others, students gain invaluable hands-on career experience. Several of these connections will be discussed in greater detail in Chapter 5: Engagement and Service.

WSU takes seriously its commitments to its communities. Through its efforts to make community members welcome on our Winona and Rochester campuses and to extend university initiatives well beyond institutional walls, WSU works to position itself as a center for art, intellect, culture, and the many benefits that these entail for members of the communities around us.

Summary — Accreditation

Winona State University has been accredited for just under a century. We have consistently engaged in an all-inclusive self-study process that encourages reflection and we have consistently successfully responded to concerns of the HLC.

This most recent self-study triggered three significant events: 1) Development and initiation of uniform planning and assessment procedures for academic departments as well as academic service provider units; 2) Conduct of a university-wide Self-Study Survey seeking feedback and input from all employees, to be followed up by continued study and continued surveying; and 3) Revision and adoption of the university’s Mission Statement.

These three events, initiated as a result of the ongoing work involved in our self-study process, will have a long-term impact. The new assessment models developed will be institutionalized as part of our “New Normal.” The results of the self-study survey have identified issues and concerns to be explored or studied further. And, the revised mission statement has reaffirmed our identity and vision and will guide our future endeavors.
The following chapters of this report address the five Higher Learning Commission Criteria for Accreditation in more depth and detail. Each of these chapters will conclude with a reflective section discussing the areas and issues where we as a community of learners believe additional work must continue. A final chapter, ironically titled “The Next Chapter,” examines the next steps we plan to take towards Winona State University’s future.
Chapter 1: CRITERION ONE

CRITERION ONE: Mission and Integrity. The organization operates with integrity to ensure fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Winona State University fully embraces the vision and mission of the Minnesota State Colleges and Universities (MnSCU) system and serves an important function within that system by pursuing its own individual distinctive mission. Winona State University involves the entire WSU community in pursuing its mission with integrity, thoughtfulness, and focused action.

Component 1A: The organization’s mission documents are clear and articulate publicly the organization’s mission.

The MnSCU System Vision and Mission

Winona State University is a member of the MnSCU system consisting of 25 two-year colleges and seven universities operating on 54 campuses in 47 communities. The current MnSCU system requirements for campus vision and mission statements were last revised during development of the 2010-2012 system strategic plan, “Designing the Future” and are set forth in Board Policy 1A.1, Minnesota State Colleges and Universities Organization and Administration:

Vision: The Minnesota State Colleges and Universities will enable the people of Minnesota to succeed by providing the most accessible, highest value education in the nation.

Mission: The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state.

Each state college and university has a distinct mission that is consistent with and supportive of the overall mission of Minnesota State Colleges and Universities.

Minnesota State Colleges and Universities provide high quality programs comprising:

1. Technical education programs delivered principally by technical colleges, which prepare students for skilled occupations that do not require a baccalaureate degree.
2. Pre-baccalaureate programs, delivered principally by community colleges, which offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies.
3. Baccalaureate programs delivered by state universities, which offer undergraduate instruction and degrees; and
4. Graduate programs, delivered by state universities, including instruction through the master’s degree, specialist certificates and degrees, and applied doctoral degrees.
The MnSCU system determines the guiding policies and procedures for the crafting of individual institution mission and vision statements. Policy 3.24, System and College and University Missions provides the following definitions:

**Mission:** Mission means the distinct purpose of the college or university, the constituents served and the expected outcomes, values and goals, and aspects such as institution culture, decision making processes, and the principles and behaviors to reach aspirational outcomes.

**Vision:** Vision means the aspirations of the college or university, the primary products or services, the distinctive or unique attributes of the college or university, and assumptions about the college and university and its environment in the future.

**WSU Mission Statement**

In fall 2009, the Higher Learning Commission (HLC) Steering Committee reviewed the one-page WSU mission statement that had been approved by the MnSCU Board of Trustees on January 20, 1999, six months prior to the Board’s enactment of new vision and mission requirements. This review concluded that while the core community of learners statement was, in fact, still guiding the institution, the complete mission statement did not fully address the MnSCU policy requirements in terms of content and format. Additionally, the existing document contained some dated references. The Committee recommended that the statement be revised.

Constituency groups (the four major collective bargaining units on campus, students, and administration) were invited to appoint representatives to an institutional Mission Review Task Force with a charge to “conduct a review, consultation, and update of the WSU Mission Statement.” The Task Force members included representatives of all WSU constituency groups as well as members of the HLC Steering Committee.

The process of revising the mission statement was one of collaboration and inclusion. The Task Force created and presented a draft statement campus-wide for feedback via forums and surveys. Four open forums were held, including one on the Rochester campus. A survey on the mission statement was distributed to students as part of the annual institutional-wide Assessment Day in spring 2010 and garnered over 3,000 responses. Finally, in fall 2010, a web-based Campus Self-Study Survey was distributed to all employees. This survey, designed to gather data on various topics for the HLC Self Study, included questions on the development of the mission and vision statements. Of the 374 employees responding, 88% were aware of the development of the new mission statement; 40% reported they had provided feedback during its development. The Task Force also collected feedback on the mission draft from alumni and community members.

The Task Force analyzed the feedback, revised the mission statement accordingly, and developed two accompanying vision and core values statements. The three documents were then presented to the constituency groups for formal review and feedback via the shared governance structure. The Task Force then presented its recommendation to the President and Council of Administrators, who finalized the wording of and approved the mission and vision statements.

The revised mission and vision statements were presented to the MnSCU Board of Trustees and approved on March 16, 2011. Both the process and the product reflect the commitment to collaboration and community that the institution values.
Mission Statement

The mission of Winona State University is to enhance the intellectual, social, cultural, and economic vitality of the people and communities we serve. We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest. We prepare our graduates to serve generously, lead responsibly, and respond imaginatively and creatively to the challenges of their work, their lives, and their communities.

Winona State University is a community of learners improving our world.

WSU Vision Statement

Winona State University aspires to be known for academic excellence, our commitment to promoting the health and well-being of our community, and our success in making our university a model of environmental sustainability. We will be a wise steward of the distinctive environment in which we live, study, and work and the resources entrusted to our use. Our graduates will be involved, well-educated citizens who make a difference in the changing context of professional practice and community life.

While the details of the mission statement have evolved to accommodate changing times and responsibilities, its core message has remained consistent for nearly two decades—A community of learners improving our world. This phrase remains the constant expression of our guiding principles. Clearly and publicly articulated to all stakeholders in a number of ways, this phrase appears on purple banners on light poles across campus and on Huff Street and Main Street, the major arteries to Winona’s downtown that pass by the main campus. Therefore, our students, faculty, staff, and members of the greater Winona community are reminded daily of the University’s mission. The fact that we are a community of learners is evident as well from the inscriptions on the door sign holders of most administrative offices in Somsen Hall (the main administration building). The complete formal statement is being integrated into our printed materials and web site.

WSU Work Plan

The campus and MnSCU system missions are reflected in the WSU Workplan. The 2010-2012 MnSCU strategic plan, “Designing the Future,” enumerates five strategic directions and accompanying goals to accomplish its system-level mission. Each MnSCU institution includes and addresses these goals in an annual University workplan. The workplan includes a section of specific institutional goals as well. Proposed workplan activities, results, and evaluations are negotiated by individual presidents with the Chancellor.

Constituency groups have input into the planning process via collective bargaining units’ formal Meet & Confers and the students’ Meet & Discuss sessions. President Ramaley schedules “listening sessions” open to the general campus community to seek input on the plan. Each annual workplan and reports on progress made are communicated via the President’s web site link to Strategic Planning and Initiatives.

Results from the previously mentioned 2010 Campus Self-Study Survey indicate 87% of the respondents were satisfied or very satisfied with communication about the University’s goals as put forth by various addresses and documents from the President; 83% reported they were satisfied with the University goals themselves. While respondents appear generally satisfied with the overall results of the process, administration evidently needs to do a better job of achieving ‘buy-in’ from the entire university
community. Because of WSU’s size and complexity, campus governance occurs through elected constituency representatives rather than direct democracy. As a result, given WSU’s governance structure, which utilizes Meet and Confer (faculty-administration meetings), Meet and Discuss (Student Senate-administration meetings), and All-University Committees, individuals can feel left out of the strategic planning process.

The most recent workplan goals highlight the University’s significant accomplishments in advancement, academic excellence, regional workforce and economic development, sustainability initiatives, diversity efforts, and development of technological resources. Section I of the plan addresses System Strategic Plan Alignment and contains MnSCU’s five Strategic Directions. Section II addresses additional institutional goals that are in alignment with the systems strategic directions. (Note: The University’s FY11 plan was submitted before the MnSCU Board of Trustees adopted Strategic Plan 2010–2014 on June 16. Hence, the wording in the strategic directions is slightly different than in the current MnSCU plan.)

**Strategic Direction One:** Increase access, opportunity, and success

1.1 Raise Minnesota’s participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.

1.2 Prepare young people to enroll in higher education ready for college-level work by working with schools and other organizations.

1.3 Maintain an affordable and competitive cost of attendance.

1.4 Support students to reach their educational goals with a focus on graduation or transfer.

**Strategic Direction Two:** Achieve high-quality learning through a commitment to academic excellence and accountability

2.1 Continuously improve instruction through assessment of student engagement and learning outcomes.

2.2 Produce graduates who have strong, adaptable, globally competitive, and flexible skills.

2.3 Provide multiple efficient and effective delivery options for educational programs and student services.

2.4 Employ outstanding faculty and staff who bring current knowledge, professional skills, and cultural competence to educate students.

**Strategic Direction Three:** Provide learning opportunities, programs, and services to enhance the global economic competitiveness of the state, its regions, and its people

3.1 Be the state’s leader in workforce education and training.

3.2 Support regional vitality by contributing artistic, cultural and civic assets.

**MnSCU Strategic Directions (Incorporated in the WSU Workplan)**

- **Strategic Direction One:** Increase access, opportunity, and success
- **Strategic Direction Two:** Achieve high-quality learning through a commitment to academic excellence and accountability
- **Strategic Direction Three:** Provide learning opportunities, programs, and services to enhance the global economic competitiveness of the state, its regions, and its people
- **Strategic Direction Four:** Innovate to meet current and future educational needs
- **Strategic Direction Five:** Sustain financial viability during changing economic and market conditions
3.3 Develop each institution’s capacity to be engaged in and add value to its region and meet the needs of employers.

*Strategic Direction Four: Innovate to meet current and future educational needs*

4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.
4.2 Draw on the talents and expertise of faculty, staff, students, and others to meet the challenges facing the system.
4.3 Hire and develop leaders who will initiate and support innovation.
4.4 Critically examine and improve structures, technologies, policies, and processes to support transformative innovation.

*Strategic Direction Five: Sustain financial viability during changing economic and market conditions*

5.1 Make budget decisions that reflect priorities in the core mission and fiscal stewardship.
5.2 Rigorously pursue ways to reduce unnecessary costs.
5.3 Develop funding sources to supplement revenues from state appropriations, tuition, and student fees.

Section II institutional goals are:

1. **Invest in academic excellence by supporting innovation and distinctive programming.** This goal is in line with the systems’ strategic direction two, promoting high-quality learning programs, and strategic direction four, innovating to meet current and future needs.

2. **Invest in support for student learning and success by enriching the student experience.** This is in line with strategic direction one, increasing access and opportunity and strategic direction two, promoting high-quality services.

3. **Build capacity to support our mission.** This goal is in line with strategic direction four, innovating to meet current and future needs and strategic direction five, sustaining financial viability during changing economic and market conditions.

4. **Make the University a working model of scholarship and creative solution-finding in action as well as a laboratory for the practice of contemporary democracy.** This goal is in line with strategic direction two, promoting high-quality learning

5. **Develop a clear vision for WSU programs in Rochester and continue to work with Rochester Community and Technical College (RCTC) to provide coordinated student support services; and**

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**Institutional Goals in the University Workplan**

1. Invest in academic excellence by supporting innovation and distinctive programming.
2. Invest in support for student learning and success by enriching the student experience.
3. Build capacity to support our mission.
4. Make the University a working model of scholarship and creative solution-finding in action as well as a laboratory for the practice of contemporary democracy.
5. Develop a clear vision for WSU programs in Rochester and continue to work with Rochester Community and Technical College (RCTC) to provide coordinated student support services; and with RCTC and the University of Minnesota Rochester to develop career pathways and programmatic collaboration to serve the needs of the Rochester community.
with RCTC and the University of Minnesota Rochester to develop career pathways and programmatic collaboration to serve the needs of the Rochester community. This goal is in line with strategic direction three, providing programs and services that enhance the economic competitiveness of the state and its regions.

Rochester Campus
The University Center Rochester (UCR) campus is included in and covered by the official WSU mission statement and the annual University workplan. Additionally, WSU-Rochester (WSU-R) has developed a local mission statement to define its role within the unique environment of the University Center (a facility shared by WSU and RCTC) and the surrounding community:

Winona State University—Rochester provides relevant and innovative life-long learning experiences to educate, enlighten, and serve our citizenry to meet the needs of the community and region.

WSU-R develops its own annual campus strategic plan. Its mission statement and goals align closely with those of the main campus, yet focus on providing resources and curriculum that address area needs—such as the master’s program in social work and the emphasis on seamless transfer between Rochester Community Technical College (RCTC) and WSU. Like the plans of each department, program, and unit on the Winona campus, the WSU-R mission statement clearly and publicly articulates the organizational purpose of the Rochester campus.

Component 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

WSU’s recently-adopted mission and vision statements reflect our commitment to celebrating and supporting diversity of our students, staff, and faculty. As a community of learners improving our world, WSU welcomes diversity and is committed to serving the “greater society.” System and university policies promote fairness and inclusion for all learners; specific offices and individuals work to protect the rights of the historically under-represented; and a wide array of diversity initiatives provide both curricular and extracurricular opportunities, including student clubs, support groups, and travel study programming. The following descriptions show the support from system level to the individual level of these important commitments.

MnSCU System and WSU Alignment
A number of MnSCU policies address Equal Education and Employment Opportunity, including affirmative action and reasonable accommodations, access for individuals with disabilities, and procedures for dealing with discrimination, harassment, and sexual violence.
These policies and the system’s commitment to diversity are evident in the strategic plan’s first stated direction—to “increase access and opportunity”—and the first goal—which is to “raise Minnesota’s participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and education goals.” In response to this policy and direction, the FY11 WSU workplan includes an Action Plan Initiative to “improve persistence and completion for underrepresented students.” Initiatives such as WSU’s Academic Progression Reporting System, which identifies and assists students having academic difficulties, as well as our Tutoring Services and Student Support Services programs, have contributed to student success and retention among underrepresented groups.

While numerous initiatives and program curricula foster and support inclusivity, three offices share primary responsibility for promoting diversity on the WSU campus. These are the Affirmative Action Office (housed under the President’s Office); the Inclusion and Diversity Office (under the Vice President for Student Life and Development); and the Office of International Programs (which reports to the Dean of International Programs under the Provost). The mission statement of each articulates its recognition and promotion of the diversity of learners it serves:

- It is the mission of the Affirmative Action Office to foster and support all members of the Winona State University “Community of Learners,” enabling them to engage in academic pursuits, obtain and maintain employment, and utilize university services without experiencing discrimination based upon race, religion, color, creed, national origin, sex, sexual orientation, age, marital status, physical and mental disability, status due to receipt of public assistance, or any other group or class against which discrimination is prohibited. To this end, the Affirmative Action Office is dedicated to ensuring a campus environment that is free from prejudice, discrimination, harassment, hatred, and ignorance—an intellectually and culturally vibrant environment where all individuals are welcomed, valued, respected, and unobstructed in their pursuit of excellence in their work and scholarship.

- The mission of the Inclusion and Diversity Office is to build an inclusive community through co-curricular education, community outreach, acceptance and respect of issues related to race, ethnicity, national origin, gender, age, beliefs, ability levels, economic status, sexual identity, gender identity, and religion.

- The mission of the Office of International Programs is to enhance global awareness among members of the university, increase global competence of students, and promote international education as a necessary component for life in the 21st century.

Promoting Diversity on Campus

The WSU Affirmative Action Office addresses legal issues involving diversity. This office monitors the employee search process, receives and investigates complaints of discrimination and/or harassment, and provides training and instruction. (Note: The Director of Human Resources serves as the Americans with Disabilities Act Coordinator to ensure employees have access and reasonable accommodations. The Student Disability Services Coordinator is employed in Advising Services and provides services for students.) The Affirmative Action Office monitors compliance with all federal and state laws and MnSCU policies and procedures.
Developing a Diverse Faculty and Staff

WSU believes recruitment of underrepresented faculty and staff contributes to a welcoming campus climate and provides underrepresented students essential role models. Despite aggressive recruiting efforts attracting underrepresented faculty and staff to the WSU campus remains a challenge. As a result, there has been no significant change in the number of diverse employees on campus.

Table 1-1: Faculty by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Non-resident Alien</th>
<th>Black, not Hispanic</th>
<th>American Indian/Alaska Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
<th>Unknown</th>
<th>Total</th>
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<td>2009-10</td>
<td>3%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>5%</td>
<td>2%</td>
<td>89%</td>
<td>0%</td>
<td>344</td>
</tr>
<tr>
<td>2008-09</td>
<td>3%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>5%</td>
<td>2%</td>
<td>89%</td>
<td>0%</td>
<td>340</td>
</tr>
<tr>
<td>2007-08</td>
<td>3%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>4%</td>
<td>2%</td>
<td>90%</td>
<td>0%</td>
<td>351</td>
</tr>
<tr>
<td>2006-07</td>
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<td>&lt;1%</td>
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<td>2005-06</td>
<td>4%</td>
<td>2%</td>
<td>&lt;1%</td>
<td>5%</td>
<td>2%</td>
<td>88%</td>
<td>&lt;1%</td>
<td>329</td>
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</table>

Source – IPEDS

Table 1-2: All Other Employees Race/Ethnicity

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<th>Non-resident Alien</th>
<th>Black, not Hispanic</th>
<th>American Indian/Alaska Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>White, non-Hispanic</th>
<th>Unknown</th>
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</tr>
</thead>
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<tr>
<td>2008-09</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>97%</td>
<td>&lt;1%</td>
<td>432</td>
</tr>
<tr>
<td>2007-08</td>
<td>1%</td>
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<td>&lt;1%</td>
<td>2%</td>
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<tr>
<td>2005-06</td>
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<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>97%</td>
<td>0%</td>
<td>388</td>
</tr>
</tbody>
</table>

Source – IPEDS

Developing a Diverse Student Body

The Inclusion and Diversity Office employs numerous strategies to recruit and retain underrepresented students. This office has established strong relationships with government agencies and schools in Winona, Rochester, and the Twin Cities. Its staff members visit schools on recruiting trips, co-sponsor diversity programming and community outreach, and bring students on campus for visits. Our collaboration also involves hosting on-campus recruitment with various organizations in the state of Minnesota, Wisconsin and Illinois such as TRIO, Upward Bound, GEAR UP, AVID, YWCA, YMCA and the Girl Scouts, in order to introduce potential students from targeted populations to Winona State University. This past year WSU co-sponsored 26 of these visits, totaling 794 students. WSU is also a member of the Minnesota Association of Counselors of Color; staff members attend college fairs held at high schools in Minneapolis and St. Paul during November and March. The Inclusion and Diversity Office is also a member of the Minnesota Minority Education Partnership, and staff members represent WSU at college scholarship nights for populations targeted by the MMEP. Each November, in collaboration with Southeast Technical College, WSU holds its Annual Diversity Recruitment Day, busing in students from Minnesota and Wisconsin and providing them with admissions information to Southeast Technical College and WSU, financial aid workshops, career and major workshops, and introductions to
departments and faculty on campus. Last year, 289 students and 20 high school counselors and chaperones attended the event.

Our partnership with Project FINE’s (Focus on Integrating Newcomers through Education) College Education Connection program has promoted application and access to postsecondary education for traditionally underrepresented students. The Boys to Men Summer Leadership Academy (co-sponsored in 2008, 2009, & 2010 by Southeast Technical College and the Rochester Public School District # 535) brought 9th-12th grade boys to campus for a series of workshops on pursuing higher education. In 2011 H.O.P.E. (Harnessing Opportunities for Postsecondary Education) Academic Leadership Academy (co-sponsored by Southeast Technical College and in partnership with Anoka Ramsey Community College) served both 9th-12th grade boys and girls. Our Family Ties program involves parents and family members in the transition-to-college process of our underrepresented students.

The chart below shows we have made definite gains over the last 10 years in the percentage of African-American and Hispanic students in WSU’s student body. Federal reporting guidelines changed in 2010, which explains the anomalies in recent data. Overall, however, the picture is one of definite improvement.

![Figure 1-1: Fall Share of Opening Enrollment Comprised of US Students of Color](image)

There are many programs and services to support underrepresented students once they arrive on campus. The Inclusion and Diversity Office, in conjunction with academic departments and offices, offers a variety of programs, including academic skills workshops and heritage month programs, as well as bringing in guest speakers and organizing panel presentations.

Other campus-wide services are also available. In Winona, Tutoring Services provides individual and group tutoring as well as supplemental instruction for specific courses; and since 1982, WSU has been a recipient of Title IV Student Support Services funding, which currently offers services for 225 first-
generation students, low-income students, and/or students with disabilities. The University Center-Rochester also offers individualized student assistance through its Learning Center.

Students on the Winona campus additionally have the opportunity to participate in a variety of clubs representing diverse groups, as indicated by the list that appears to the right. Besides student-led activities, the Office of International Programs serves international students, offering special scholarships, residence hall programs, and an orientation program designed to assist them in adjusting to life in a different country. All international students are required to participate in a Cross-Cultural Outreach Program through which they offer cultural presentations to area schools and community organizations.

The Office of International Programs has a dynamic study abroad program as well. Students can pursue opportunities at partner institutions located in Mexico, Spain, Egypt, Australia, South Korea, Taiwan, China, Japan, and Malaysia. WSU’s commitment to exposing our students to diverse populations is further evident in many of the community service opportunities woven into the curriculum. The Travel Study Program offers service opportunities in American locales as well as Australia/New Zealand, Brazil, Costa Rica, Tanzania, St. Croix, Eastern Europe, Mexico, Tokyo, and many more. Volunteer and community service opportunities in the Winona community are coordinated by a Community Liaison (established as a permanent position in 2007). A Center for Engaged Teaching and Scholarship (established 2007) promotes incorporating engaged learning and active service activities in out-of-classroom co-curricular experiences.

**Sampling of Student Clubs**

- Amigos de Cuetzalan
- Asian-American Club
- Black Culture Awareness Association
- Chinese Student Society
- Club Sri Lanka
- FORGE (Fighting for Our Rights and Gender Equality)
- French Club
- German Club
- GLBTA Partnership (Gay, Lesbian, Bisexual, Transgender, Ally)
- Hmong American Student Association
- International Club
- Malaysian Students Association
- Nepali Club
- United Nations Club
- Voices Latino/Hispanic/Chicago Association
- Women’s Initiative for Learning & Leadership

**Rochester Campus**

WSU-R campus programming focuses more explicitly preparing professionals in education and nursing, especially among the diverse and disadvantaged populations of Rochester. Our purpose is to address regional workforce needs, with an increasing interest in health, education, and STEM (science, technology, engineering, and mathematics) preparation.

For example, a WSU-Rochester education faculty member serves on the board of the Rochester Area Math and Science Partnership, a collaborative community partnership involving multiple employers and K-12 and higher education representatives to promote math and science in the schools. WSU-R has also joined with the Winona Campus (specifically, the Bush Foundation-funded Teach 21 initiative in the College of Education) to develop a new STEM Village capital project for the UCR campus. This work, in collaboration with the City of Rochester, will provide a K-12 STEM resource center for K-12 educators in southeast Minnesota.
With a $10,000 grant from the Rochester Foundation matched with $60,000 in tuition scholarships, WSU’s College of Education is launching a new minority recruitment project with Rochester Public Schools aimed at encouraging minority K-12 students to 1) aspire to a college education and 2) explore careers in teaching and education. Another initiative, the nationally-recognized ZEBRA Fish Project—a partnership of WSU-R, Mayo Clinic, and Rochester Public Schools—pairs WSU preservice teachers, Mayo scientists, and Rochester teachers with K-6 elementary school students.

HealthForce MN, a state-initiated Center of Excellence focused on promoting the health care industry to prospective students, has funded K-12 events in Rochester such as the Health Science Partnership, Health Care Scrubs Camps, and numerous STEM/Science Fairs. It has also funded three projects in Minneapolis: HIRED-Broadway Teen Program, Project for Pride in Living, and Jump Start, all aimed at diverse and disadvantaged populations to improve college readiness and increase interest in health care careers.

The Student Support Services program, which has operated on the Winona campus for 30 years, has recently begun a pilot project to provide services to first generation and low-income students in Rochester. A recent grant has provided funds for the Winona staff to initiate weekly visits to Rochester.

WSU takes its responsibility to recognize the diversity of its learners, its constituents, and the greater society it serves with utmost seriousness. While WSU is not itself an especially diverse campus in terms of its demographics and regional draw, its mission and organizational infrastructure advocate vigorously for fairness, inclusion, and representation for all.

**Component 1C: Understanding of and support for the mission pervade the organization.**

The core expression of the university’s mission has remained constant for nearly two decades. This constancy has promoted understanding of—and support for—that mission throughout the organization. A host of initiatives in the last decade—from the expansion of our international studies and travel studies programs, to our employment of a Community Liaison in Student Life and Development to promote community service, to the creation of the Center for Engaged Teaching and Scholarship—have promoted WSU’s mission of being a community of learners improving our world.

**Improving Our World**

WSU’s commitment to improving our world can be seen in its service engagement with the local and regional community. Our students are encouraged and supported to get involved with the broader communities surrounding our campuses during their time at WSU through service-learning classes, community-based research, club activities, and volunteer efforts. In addition to offering our students rich academic opportunities, we promote a deep sense of community pride and responsibility both on campus and beyond (much more specific detail on WSU students’ service engagement projects is found in Chapter 5: Engagement and Service).

The Center for Engaged Teaching and Scholarship fosters community engagement across the curriculum. Working to bring together faculty, staff, and community partners, the Center has had two very successful campus-wide initiatives—an examination of the safety of public water and an exploration of sustainable foods—in its first years of existence. Integrating a lecture series, curricular programming, common readings, and community events from both aesthetic and scientific perspectives, these efforts brought together thousands of people in the pursuit of improving our world with safe water and sustainable agriculture (the Center is discussed in greater detail Chapter 5: Engagement and Service).
In the course of leveraging the $4 million Bush Foundation grant, the College of Education worked to fulfill WSU’s mission by creating a new and historic Letter of Agreement between WSU and the Winona Area Public School District, as well as partnerships with the LaCrescent, Austin, and Rochester districts.

Finally, the Office of Continuing Education and Development (OCED) provides access to university resources to the community at large, offering credit and non-credit courses and workshops to individuals and businesses.

Rochester Campus

The City of Rochester, with over 70 languages spoken in the public school system, offers WSU a unique opportunity for community service and outreach to diverse populations. Various WSU-R faculty and staff have expanded outreach efforts to develop partnerships with Rochester community agencies serving the underrepresented and immigrant population. For example, the Women’s and Gender Studies (WAGS) and Social Work programs have collaborated with the Boys and Girls Club of Rochester to develop a partnership plan to integrate community-based service learning into the WSU-R curriculum, to improve processes related to tracking student volunteer experiences, and to increase the number of senior student projects involving the club.

Faculty also promote service by example. A WSU-R counselor education faculty member and students under her direction provide counseling and mental health/addiction education at Hawthorne Center, which offers adult learning opportunities for an extremely diverse 800-plus student population. WSU-R nursing programs have connected students with the Hawthorne Center population for research and course projects. The 2011 cohort of WSU-R teacher education candidates are the first for whom the entire instructional program takes place in Rochester’s Riverside Elementary School, working and learning directly with elementary students.

These examples indicate the degree to which the most basic summary of this university’s mission—*a community of learners improving our world*—is upheld by many on a daily basis.

**Component 1D: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

At WSU, shared governance and employee leadership are valued and are supported through a wide variety of professional development activities. The formal structure of bargaining units, reporting hierarchies, and committee assignments ensures that the administration works and collaborates closely with each constituency group. Meanwhile, leadership skills are cultivated and opportunities offered through a variety of means.

**Governance and Administrative Structure**

The majority of WSU employees belong to four major collective bargaining units (excluding administrators and confidential employees): the Inter Faculty Organization (IFO); the Minnesota State University Administrative & Service Faculty (MSUAASF); the American Federation of State, County and Municipal Employees (AFSCME) Council 5; and the Minnesota Association of Professional Employees (MAPE). A small number of employees (17) belonging to the Middle Management Association (MMA) and six in the Minnesota Nurses Association (MNA) are consulted as needed on issues related to their positions. Those bargaining units do not regularly participate formally in governance activities.
Each of the four major units’ contracts establishes a system to communicate regularly with the administration through a “Meet and Confer” process. (The local WSU Student Association, affiliated with the Minnesota State University Student Association, has a similar “Meet and Discuss” process.) The Executive Officers of the local Faculty Association (affiliated with the IFO) meet with the administration every two weeks. MSUAASF executive officers meet with administration monthly and the other units meet as needed. Through Meet and Confer, any group can bring issues or concerns to the table. Meet and Confer and Meet and Discuss are the vehicles through which the administration keeps the community informed about campus developments and decision-making; these are also the vehicles through which the administration seeks the constituency groups’ feedback on regulations, policies, and procedures. Meanwhile, faculty, student, and staff concerns are brought to the administration through this same process. Members of the university take this process seriously and also depend on it to ensure their concerns and recommendations are heard. Every substantial potential change in campus policy, curriculum, or procedure is negotiated through this system of shared governance.

Often the development of regulations, policies, and procedures is the result of work done by standing All-University Committees and all-university short-term Task Forces. Each of the four major collective bargaining groups and the Student Association approves the make-up of these bodies (including ex officio appointments) and recommends appointments of the designated number of members to serve as their representatives. Other appropriate ex-officio members (including members of the smaller MMA and MNA bargaining units) can also be appointed by the President. Constituency representatives report back to their respective units and minutes from committee and task force meetings are posted on the university portal site. Recommendations from committees are brought to Meet and Confer, ensuring that all voices can be heard in this process. The Campus Self-Study Survey provides evidence of strong support for the committee structure. Approximately 62% of employees reported they had served on an All-University Committee at some point in the last ten years, and 36% had served on a Task Force.

The 2010 Campus Self-Study Survey provides evidence that most employees are generally satisfied with the current governance structure.

| Table 1-3: 2010 Campus Self-Study Survey Results - Satisfaction with Governance |
|---------------------------------------------|---------------------------------|
| Which best describes your satisfaction level with each of the following? | % of Total Respondents Reporting as Very Satisfied or Satisfied |
| Processes to elect officers and representatives to faculty/staff governing bodies | 72% |
| Communications from collective bargaining unit executives/representatives to members | 75% |
| Overall ability of elected representatives to represent your interests | 64% |
| Working relationships between faculty/staff collective bargaining representatives and administrators | 65% |
| Communication about Meet & Confers | 73% |
| General working relationships between administrators and the faculty/staff | 71% |
| Your bargaining unit’s working relationships with other collective bargaining units | 69% |
Faculty Association

The Faculty Association has a number of all-faculty committees\(^\text{13}\) that conduct collective bargaining unit business, oversee curriculum development and review, and advise the administration on curricular, budgetary, and student-related matters. These bodies may develop policies and procedures that are presented to the administration through the Meet and Confer process. The tasks of these 35 committees include most curricular matters, which are reviewed in the Academic Affairs and Curriculum Committee (A2C2) and its subcommittees: Course and Program Proposal Subcommittee (CPPS) and General Education Program Subcommittee (GEPS). Other faculty committees include a number of advisory committees (American Democracy Project, Career Services, Frozen River Film Festival) as well as those tasked with very specific, concrete charges requiring regular action (e.g. the Catalog Review and Grade Appeals Committees).

Within the past ten years, 34% of the faculty surveyed reported they served on a Faculty Association committee. Participation in these committees allows faculty the opportunity to contribute to the intellectual well-being of the university and serves as an important means by which they can be recognized for their service to the university in the promotion and tenure evaluation process.

Visible support for collaboration

Annual fall leadership meetings bring together administration, faculty chairs, department and program directors, and constituency group executives. While not part of the formal Meet and Confer process, these sessions provide an informal format to communicate about current issues and plans, such as this ongoing process of self-study. A University Improvement Day is scheduled in mid-fall to further address current issues. For example, the fall 2009 Improvement Day focused on the development or redesign of academic department learning outcomes. Departments, programs, and units used the opportunity to refine and reconsider the integration of their mission statements and learning outcomes.

The university has encouraged faculty and staff to participate in its Applied Educational LEAN Facilitator certificate program (described previously in the INTRODUCTION), both in terms of becoming facilitators and calling on trained facilitators to improve processes in their work areas. Other development activities related to promoting leading collaboration are supported through professional development funds allocated by the collective bargaining agreements. These funds support travel to conferences and workshops and support continuing education activities.

Rochester Campus

WSU-Rochester faculty and staff are able to participate fully in the university’s formal collaborative structure through extensive use of Interactive Television (ITV) technology to accommodate collective bargaining unit sessions and all-university and task force committee meetings. WSU-R administration is actively engaged in collaboration with RTC leadership for the development of joint programs and initiatives at University Center Rochester, including the Learning Alliance, a joint RTC/WSU-R administrative leadership team, and the UCR Welcome Center Advisory Committee.

\(^\text{c}\) One exception is that Graduate Committee curricular recommendations are sent directly to Faculty Senate rather than to A2C2.
Component 1E: The organization upholds and protects its integrity.

Policies and Procedures

MnSCU policies establish ethical standards and mechanisms for responding to complaints. WSU has developed regulations as required by the system and has developed policies and procedures to meet federal regulations (see following list).

MnSCU Policies and Procedures

Policy 1B - Equal Education and Employment Opportunity
Procedure 1B.0.1 - Reasonable Accommodations in Employment
Policy 1B.1 - Nondiscrimination in Employment and Education Opportunity
Procedure 1B.1.1 - Report/Complaint of Discrimination/Harassment Investigation and Resolution
Policy 1B.2 - Affirmative Action in Employment
Policy 1B.3 - Sexual Violence Policy
Procedure 1B.3.1 - Sexual Violence Procedure
Policy 1B.4 - Access for Individuals with Disabilities
Policy 1C - Code of Conduct & Ethics
Procedure 1C.0.1 - Employee Code of Conduct
Policy 1C.2 - Fraudulent or Other Dishonest Acts
Policy 1D.1 - Office of Internal Auditing
Policy 3.1 - Student Rights & Responsibilities
Policy 3.6 - Student Conduct
Procedure 3.6.1 - Student Conduct
Policy 3.8 - Student Complaints and Grievances
Procedure 3.8.1 - Student Complaints and Grievances
Policy 4.10 - Nepotism
Procedure 4.10.1 - Nepotism

WSU Regulations
3-7 Policies and Procedures for the Use of Human Subjects in Research
3-27 Policies and Procedures for Dealing with Allegations of Research Misconduct
3-28 Conflicts of Significant Financial Interests Policy as Related to Grants and Sponsored Research Projects
3-30 Student Academic Appeals
3-32 Assurance of Compliance (IACUC)
4-2 Student Grievance Procedure
5-2 Procedures for Affirmative Action Recruiting and Hiring
5-16 Policy Statement On and Plan to Prevent Workplace Violence

In addition, for students, Student Life has developed the following policies: Academic Integrity Policy, Alcohol and other Drug Policies, Hazing Policy, Sexual Violence Policy, and Student Conduct Code. Collective bargaining agreements include a grievance process for employees to pursue in instances where they believe the contract(s) were violated and address issues of freedom of inquiry as appropriate for each group of employees.


**Rochester Campus**

All system and university policies and procedures are applicable to the WSU-Rochester campus. One key exception is that banded tuition rates (paying a flat rate for taking 12-18 credits) are not applicable to WSU-R students. WSU-Rochester has formal and working agreements with RCTC for the shared facilities and services at the University Center Rochester.

**Conclusion**

**Future Issues**

WSU’s mission and vision statements are clearly articulated and deeply embedded into campus life and daily activities. The mission remains consistent, is supported by all constituency groups, and guides campus decisions. Nevertheless, creating a more welcoming and diverse community is a process that still requires continued, long-term investment and effort. The task forces that have been established with representatives from all constituency groups address an important step in the process. The dozens of initiatives promoted by offices primarily responsible for inclusion and diversity demonstrate tangible progress towards a more inclusive community. The partnerships developed with local communities, organizations, and institutions do much to make WSU more welcoming of diverse learners.

Progress has been made in diversifying our student body. However, we still need to develop and then consistently use strategies to identify and successfully recruit a more diverse faculty and staff population. Additionally, we need to develop the means by which we can successfully engage our university community in this effort. Engaging the greater community outside of WSU in supporting our efforts to attract more diverse employees and a more diverse student body will be a particular challenge.

**Opportunities**

Winona, Minnesota, is a Minnesota Star City in the upper Midwest. Historically, it has had and continues to have a homogeneous character, with a relatively small population of persons of color and immigrants. That homogeneity may be a disincentive in attracting underrepresented employees and students to campus. The city of Rochester, however, is home to a wider variety of ethnic and minority populations. The institution is exploring strategies to target university recruiting efforts to increase representation of racially diverse employees and students, particularly at WSU-Rochester.

WSU-R has focused efforts on building partnerships with key community partner organizations that serve diverse populations: the Rochester Boys and Girls Club, the Rochester Diversity Council, the Sports Mentorship Academy in Rochester, the Intercultural Mutual Assistance Agency, Rochester Public Schools, and Catholic Charities. All these organizations provide a channel to increase outreach and to improve campus awareness and understanding of how to better recruit and serve those populations. WSU-R’s Minority Teacher Recruitment initiative, just implemented in spring 2010, is specifically aimed at recruiting students of color for our education programs, and now has scholarship money for that purpose. The first scholarship applications were submitted in June 2011 and four awards were made in fall 2011. WSU-R faculty and staff have entered into a year-long diversity training program designed to increase awareness and understanding of diverse populations and cultural issues. This will improve employees’ abilities to serve and interact with a more diverse student body in Rochester, thus helping to recruit and retain students of color. Efforts are also being made to collaborate with the Winona-based Inclusion and Diversity Office, RCTC, and the Rochester Diversity Council to host diversity program speakers at WSU-Rochester.
In addition, we need to review our recruiting efforts to determine if a more aggressive or a different type of recruitment programming would be beneficial, particularly in Rochester. For example, a new WSU-R staff position was created in 2009 to focus on recruiting, communication, and outreach for the campus. A new initiative with RCTC is developing processes to track and share student enrollment data to compare student transfer success between the two institutions. There is a need to establish some mechanism for monitoring the Winona campus and city climate that greets underrepresented employees and students. Efforts in that area may offer suggestions for developing new programs to encourage retention.

MnSCU policy statements, WSU regulations, operating areas’ separate mission statements, and the legally required statements that appear on printed materials stand as evidence of commitment to diversity and inclusion. While a community of learners implies a commitment to diversity, a more direct statement of commitment that we could use on publications—particularly in recruiting materials—might be useful. In 2010-11, the composition of the All-University Affirmative Action and Inclusive Excellence Committees was reviewed and in 2011-12 a single Inclusive Excellence, Affirmative Action and Title IX Compliance Committee is getting underway. Developing a unifying statement may be an appropriate first task for that body.

Summary

For the better part of two decades, WSU’s mission statement—we are a community of learners improving our world—has remained constant, visible, and demonstrable. Our mission informs our marketing efforts but is more importantly apparent to all members of the community—on our web pages, our campus banners, and our internal and external documents. Winona State has updated and refined its mission statement carefully in accordance with MnSCU policy to reflect the changing campus and system directives, but in doing so has preserved its own distinctiveness as an institution. Furthermore, every department, program, and unit on campus has developed its own mission statement and, perhaps more importantly, connected that statement with the broader WSU mission and articulated the ways in which that mission is achieved. Through the “New University” visioning process in 2003-2005 and again in our updating of the mission statement in 2010, we affirmed and reaffirmed our core mission statement as a community of learners improving our world.

This affirmation does not mean that the process is finished, however. Continuous improvement means that we are constantly analyzing ways to expand upon and further refine the implementation of our mission and the university as a whole. The viability of our mission—and the energy with which we apply it to every facet of the university—creates the foundation for the integrity and cohesiveness of all our activities. Students, faculty, staff, and members of the community are constantly reminded of this mission and all that derives from it.

In the next chapter we will discuss how we are marshaling our resources and planning systems to respond effectively to future challenges and opportunities.
Chapter 2: CRITERION TWO

CRITERION TWO: Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Winona State University allocates resources purposefully to achieve required Minnesota State Colleges and Universities (MnSCU) system strategic directives, while at the same time investing in our own distinctive strengths and capabilities. Our processes of evaluation and planning are thorough and thoughtful, enabling WSU to improve current practices and respond to future needs.

Component 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Planning and Preparation

WSU Annual Work Plan

As noted in Chapter 1: Mission and Integrity, the 2010-2014 MnSCU strategic plan “Designing the Future” enumerates five directions and accompanying goals that each institution includes in its annual work plan along with its own institution-specific goals. The annual plan includes a section on “Futures Planning” that identifies major directions or changes anticipated in the next ten years. Constituency groups have input in the planning process via the formal Meet & Confer and the students’ Meet & Discuss sessions, as well as Presidential “listening sessions” open to the general campus community.

Constituency groups have input into the planning process via collective bargaining group and student representation on the Facilities & Finance Committee, whose charge is “to advise on policies for resource allocation within the university.” The committee includes, as ex officio members, the Vice President for Finance and Administrative Services, the Associate Vice President/Chief Financial Officer, and the Registrar. The Vice President for Finance and Administrative Services, advised by the Committee, periodically holds open forums to inform the university community on budgetary decisions and to seek feedback. Employees can make budget suggestions via a Committee web site.

Annual workplan proposed goals, activities, results, and evaluations are negotiated by the individual Presidents with the Chancellor. As was discussed in the previous chapter, the workplan itself, and reports on progress made, are communicated to the campus community via the President’s web site.

Institutional Goals in the FY11 University workplan included:

1. Investing in academic excellence by supporting innovation and distinctive programming.
2. Investing in support for student learning and success by enriching the student experience.
3. Building capacity to support our mission.
4. Making the University a working model of scholarship and creative solution-finding in action as well as a laboratory for the practice of contemporary democracy.
5. Developing a clear vision for WSU programs in Rochester and continue to work with RCTC to provide coordinated student support services; and with RCTC and the University of Minnesota—Rochester to develop career pathways and programmatic collaboration to serve the needs of the Rochester community.
The vision through 2020 is:

Winona State University will be a national model for the integration of scholarship, education, and the improvement of professional practice in cooperation with our regional partners.

Specific Areas:

Programming
- Design and introduce high-demand and innovative, multiple-pathway, hybrid undergraduate and graduate programs that include certificates and cross-disciplinary degrees.
- Integrate sustainability content and research into the curriculum and other learning and leadership opportunities.
- Increase 2+2 programming with RCTC and other 2-year institutions.
- Maximize partnerships with community agencies, schools and businesses to enhance resources, strengthen programs and support high levels for accountability in our professional programs.

Facilities
- Complete update to campus master plan that includes a comprehensive transportation study.
- Propose and receive approval of capital budget projects for College of Business, College of Education, and the Performing Arts.

Human Resources
- Develop a recruiting and search model that positively impacts the quality and diversity of the university's applicant pool, timeliness of the search process, and future staffing needs.
- Utilize the Educational Lean Improvement Model to improve HR's intra- and inter-departmental processes.

Students
- Develop and introduce a focused, effective advising system with an emphasis on career development.
- Expand the diversity of our student body by continuing to establish relationships with institutions that attract diverse students.
- Attract a student body with an enrollment mix that reflects the shifting demographics and the characteristics of a global society.
- Implement GPS-based (Goals+Plans=Success) holistic advising and education/career planning process on WSU-Rochester campus.
Technology
- Information Technology Services (ITS) endeavors to position the University as a national leader in the innovative and effective use of technology to support the academic enterprise.
- Develop and implement new professional development programs and comprehensive data mart–reporting project.

Philanthropy
- Build a culture of philanthropy at the university where students, faculty, and staff embrace the joy of giving of oneself to enhance the life of individuals and society.
- Secure philanthropic gifts to transform the student experience and expand student scholarship opportunities.
- Engage effectively our 50,000+ alumni and friends in ways that enhance the university and encourage philanthropic support.

Departmental Plans
As part of the self-study process, beginning in 2008-2009, academic service providers (administrative, primarily non-teaching offices) reviewed and/or developed mission statements and developed goals, objectives, action plans, and measures. Whereas employees in many of these offices had developed plans in the past, preparation of the plans for the HLC self-study constituted our initial attempt to standardize planning document formats institution-wide. The new Director of Institutional Planning, Assessment and Research (IPAR), hired in 2010, is helping ensure that future planning by these service providers is carried out in a universal format in alignment with the institution’s overall strategic plan. As assessment and program evaluation are continually evolving processes, the Director of IPAR works with each area annually to move their planning toward more

Academic Service Providers (ASP) Plans
(WSU Faculty and staff can access these plans online)
Advancement
Alumni Affairs
Development
Marketing/Communications
Student Life
Admissions
Advising Services
Career Services
Community Liaison
Counseling Center
Financial Aid
Fitness/Wellness
Health Services
Housing and Residence Life
Inclusion and Diversity
Intramurals
Registrar
Student Conduct
Student Resource Center
Student Support Services
Student Union
Academic Affairs
Arts & Lectures Administration
Children’s Center
Grants & Sponsored Projects
Information Technology
- Infrastructure
- Leadership
- Teaching, Learning & Technology Services (TLT)
- User Services
- Development and Web Support
Institutional Planning, Assessment and Research
Library
Outreach & Continuing Education (OCED)
Retiree Center
WSU-Rochester campus
Finance & Administration
Book Store
Budget
Facilities/Maintenance/Mail
Finance & Facilities
Human Resources
Safety
Security/Parking
President’s Office
Affirmative Action/Legal Affairs
Athletics
HealthForce Minnesota

CRITERION TWO 44
evidence-based models. All plans are available to the campus community on an internal institutional portal page\textsuperscript{22}; the development and content of the portal pages will be discussed in more detail in Chapter 3: Student Learning and Effective Teaching.

Academic departments and programs also developed assessment plans including student learning outcomes and curriculum maps (discussed in more detail in Chapter 3: Student Learning and Effective Teaching). For some academic service offices and academic departments, the standardized planning process was a new approach to assessment. Continued enhancements for WSU’s assessment portal creates additional opportunities for campus programs to receive feedback from fellow faculty members, Deans, and the Director of IPAR about their assessment plans on an annual basis.

In the 2010 Campus Self-Study Survey, 41% of employees surveyed on their involvement in their units’ assessment activities reported being “very much” involved, 15% were “often” involved, and 25% were involved to some extent. They stated that the impact of their most recent assessment efforts was effective (48.39%) or very effective (11.29%). The two groups most involved were Administration (President and Vice Presidents) and teaching faculty. Administration reported the most involvement (94.11% often or very much involved) followed by instructional faculty (69.61% often or very much involved). In terms of effectiveness of assessment in improving department programs, 75% of the administration said the most recent assessment cycle or program review was effective, while 60.5% of the faculty indicated the assessment was effective or very effective.

\textit{Rochester Campus}

In Rochester, there is an extra layer of planning. The unique co-location of WSU and Rochester Community and Technical College allows them to work collaboratively to develop joint programs and initiatives, including the Learning Alliance (a joint administrative leadership team) and the UCR Welcome Center Advisory Committee. For example, the two institutions jointly developed a “Path to Purple,” which provides a variety of ways for students to move from a two-year program to completion of a baccalaureate degree. Information about both institutions’ programs is readily available in a newly-constructed and shared Welcome Center. In 2009, the two schools began developing a process to track and share student enrollment data to compare student transfer success. The WSU-R campus has engaged the campus staff in an annual planning process over the past three years to develop an ongoing campus development plan aligned with both the institutional plan and partnership efforts with RCTC. As another example, a graduate student study room and gathering area was added in the East Hall of the Rochester campus to meet the needs of graduate students. This was a direct result of advisory meetings with graduate students that took place as a part of the WSU-R campus planning process.

\textit{Facilities (Capital Projects, Infrastructure, Local Repair and Betterment)}

An institution’s physical environment functions most effectively when it is aligned with the mission and core values. In the last ten years, WSU added significant facilities to support its students: East Lake Apartments (2003), a Science Laboratory Center (2007), two additional residence halls (2010), and a new Integrated Wellness Complex (2010). Readers should note that the Integrated Wellness Complex is the first LEED Silver-certified structure in Winona County, reflecting the institution’s commitment to sustainability and energy savings. Additionally, WSU has repurposed and upgraded a number of existing facilities, such as the rehabilitation of Maxwell Hall completed in 2008.
In 2010-11 Winona State University and consultants (Collaborative Design Group) completed a year-long effort to update the campus master plan. A comprehensive master plan largely manifests itself in brick and mortar projects, but its fundamental purpose is the creation of an environment that reflects, promotes, and strengthens the institution. The recently completed WSU facilities master plan focuses closely on aligning physical plant development with the university mission and core values. The result is a 50-year blueprint for developing an enduring and vibrant campus environment designed to support Winona State’s community of learners improving our world.

Constructing a plan to support the university mission required a process that was open, collaborative, and inclusive. To that end university planners conducted an extensive series of interviews and feedback sessions over six months to solicit the best ideas of our internal and external stakeholders. For the on-campus portion of this effort, planners held open meetings with each of the colleges and presented information to the various campus constituency groups. The planners conducted interviews with university senior administrators and updates were provided to the Dean’s Council and the university’s Council of Administrators.

Externally, particular attention was directed toward neighborhood groups from the communities adjacent to the main and west Winona residence areas as well as the Wabasha Hall area and the East Lake campus housing complex. Planners met with those groups or their representatives five times during the plan’s development. Additional meetings were held with members of the Winona Housing Association as well as officials from the City of Winona and Winona County.

Oversight of the entire process was provided by the All-University Facilities and Finance Committee whose membership includes representatives from all campus constituency groups. In the course of the plan development the committee conducted five progress reviews of the plan and provided valuable “mid-course” corrections that improved the final product. Collaborative Design Group representatives conducted individual or small group interviews with committee members as part of their effort to gain end user perspective. From these interviews, a consensus emerged on a number of themes that stakeholders identified as being crucial to supporting WSU’s mission and values. Overall, the plan looks to achieve a campus infrastructure that builds on these themes: promoting student success, pursuing academic excellence, creating a sustainable campus, and increasing community partnership.

Since undergraduate student success, as expressed in high graduation rates, improves the longer a student remains in university housing, a major goal of this plan is a commitment to gradually increase the percentage of students living on campus (or in campus-run facilities) from the current 35% to 50%. As the plan indicates, this goal can be achieved through a combination of a new residence hall construction, renovations of existing residence halls, development of non-traditional housing, and possible partnership with the private sector.

Graduate student success is supported when teacher-learner and peer-to-peer relationships are both strong. In addition to increasing on-campus housing, the document also introduces a plan for using capital funds to better serve nontraditional students by creating a Center for Adult and Continuing Education and Graduate Studies that would be designed and operated purposefully to meet the needs of graduate and non-traditional students.
In terms of pursuing academic excellence, the plan proposes a capital building program heavily focused on creating innovative instructional spaces. Each of the three proposed capital projects in the plan devote substantial resources toward the renovation of obsolete classrooms as well as converting administrative space into new classrooms and learning laboratories. The result will be a net gain of multifunctional instructional spaces that allow faculty to fully leverage state-of-the-art instructional delivery methods.

As an early signatory to the American College and University Presidents Climate Commitment, WSU declared its intention to be a leading institution for environmental stewardship in the southeast Minnesota region. The comprehensive plan includes numerous initiatives intended to underwrite the university’s commitment to creating a sustainable environment. Much effort was dedicated to exploring improvements such as streetscapes, crosswalk safety, and campus entry points aimed at making the campus more pedestrian friendly. The plan proposes creating campus infrastructure conducive to transportation alternatives such as bicycles, buses, (local) and connections to our rail hub (regional → national). The plan incorporates new and proven techniques for storm water management, subsurface water treatment, and storm surge holding areas. Finally, any new capital projects envisioned by the plan will be designed to meet the United States Green Building Council’s Leadership in Energy and Environmental Design (LEED) Silver or the equivalent MnSCU B3 standard.

As a result, in regards to increasing community partnership, the document reflects a number of initiatives designed to develop the campus in a manner that helps resolve campus/community challenges in a mutually beneficial manner. Better defined campus entry points and signage will channel traffic more efficiently onto the campus. Architecturally compatible themed housing and appropriate streetscape applications could help restore the character of those community areas that border campus properties. Increased campus infill and a priority to renovate existing properties, as opposed to building new square footage, will lessen the need for the campus to acquire adjacent properties. The plan highlights areas such as Garvin Heights that present increased opportunities for university/community cooperation. These initiatives, along with others in the plan, signal intent to increase the partnership between the university and surrounding neighborhoods in a cooperative manner that respects and promotes the values of both.

The plan also addresses the fact that, as the oldest campus in the MnSCU system, WSU has the oldest average building age. The university therefore has placed a high priority on infrastructure maintenance and repair. While WSU’s deferred maintenance spending is near the system average, our university’s aging buildings remain a concern. Overall, Winona State’s average repair and replacement expenditures have consistently remained above the system goal of $1/Gross Square Footage (GSF). This update to the Winona State University comprehensive plan seeks to continue building a physical space that reflects who we are: a community of learners improving our world.
Similar to deferred maintenance spending, WSU’s 82% room utilization rate is very near the MnSCU system average of 83%. However, as detailed in the chart below, the university faces a critical shortage of large classrooms. For instance WSU room utilization rate for 100-seat classrooms is near 130%. To address this shortage, WSU’s 2012 capital project request to MnSCU calls for adding six large multipurpose classrooms to be available for use by the entire campus.
Whereas the majority of faculty responding to the 2010 Campus Self-Study survey reported being satisfied or very satisfied with instructional facilities in general, classroom availability raises some concerns. Respondents reported considerable dissatisfaction with the availability and use of classrooms and learning spaces (as shown in Table 2-1 following); this is not surprising given the room utilization data presented previously in Figure 2.2.

Table 2-1: Faculty Members’ (IFO) Satisfaction with Classrooms & Learning Spaces

<table>
<thead>
<tr>
<th>Which best describes your satisfaction level with each of the following?</th>
<th>% of Total Respondents Reporting as Very Satisfied or Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Classrooms (classrooms available at desired times)</td>
<td>59%</td>
</tr>
<tr>
<td>Usability of Classrooms (appropriate technology/facilities for needs)</td>
<td>65%</td>
</tr>
<tr>
<td>Learning spaces (such as labs, learning centers, or performance spaces) at WSU</td>
<td>58%</td>
</tr>
</tbody>
</table>

Technological Environment

The critical importance of technology in the university environment spurred WSU to develop a separate Technology Master Plan for July 2010-June 2013 that addresses learning environments, infrastructure, sustainability, community collaboration, and professional development. The Technology Master Plan development process was the first step in integrating information technology into the overall mission, vision, and purpose of the University. The plan reaffirms the University’s commitment to pioneer the intersection of teaching, learning, technology, and engagement. The plan was developed through a campus conversation with various campus constituency groups (16 were sessions held with 223 faculty, staff, and students participating. In addition, the CIO and members of

Technology Plan Cornerstones

Engaging Student Learning Environments
• Develop, support, and foster technology-enriched student learning environments, which inspire and teach learners to acquire, apply, and extend knowledge; to think critically; and to solve challenges imaginatively.

Ubiquitous and Reliable Technology Infrastructure
• Plan and provide for the current and future technology infrastructure needs of the University.

Sustainability
• Support the University’s commitment to sustainability through information technology operating practices that promote responsible management of time, money, energy, paper, and waste.

Alumni and Community Collaboration
• As a community of learners improving our world, work with the extended communities of the University to enhance the technology environment that supports business and industry partnerships, provides workforce training and professional development for adult learners, and strengthens relationships with our friends and alumni.

Professional Development and Preparedness
• Employ professional development strategies and activities that address the needs of current and future faculty, staff, and students that contribute to academic and professional success in the application of information technology.
the All University Technology Committee received follow-up communications from the campus community during a public comment period. Review and reaction to the draft of the Technology Master Plan was made by the campus constituency groups through the “meet and confer” and “meet and discuss” process. The final Technology Master Plan was approved by the WSU Cabinet in May 2010. (for more on WSU and Technology, see that section in the INTRODUCTION).

Societal Trends

Demographic Trends and Enrollment Management

WSU draws most of its students from the Upper Midwest. A November 2010 Insight newsletter published by the Minnesota Office of Higher Education predicted that the number of high school graduates in Minnesota will decline over the next seven years from 65,073 to 59,727, then increase slightly from 2017 to 2023. During the same period, the number of white graduates is projected to decrease by 12% while the number of students of color increases from 16% to 23%. The report noted that the surrounding states of Iowa, South Dakota, North Dakota, and Wisconsin expected similar declines in the numbers of high school seniors.

The Enrollment Management Committee

The charge of the All-University Enrollment Management Advisory Committee is to optimize enrollment for the university. During the 2008-09 academic year, for example, the Committee recommended to President Ramaley that admissions standards be changed. Consultation with the leadership of Faculty Association (FA), Administrative Service Faculty (ASF), and WSU Student Association resulted in adoption and implementation of the recommended change. As a result, the former standards (ACT of 21 or higher OR ACT of 18 or higher and high-school class rank of 50%) were changed to reflect requirements of ACT of 21 or higher/high-school class rank of 33% or higher OR ACT of 18 or higher/high school class rank of 50% or higher. While it is impossible to know if the change in admissions standards is the cause, WSU realized a record high first-to-second year retention rate of 78% for first-time, full-time new freshmen starting in Fall 2010, the first class to be admitted under the new standards.

In 2009-10, the focus of the Enrollment Management Committee was on addressing issues related to the recruitment of transfer students. Since the University had identified transfer students as a source of enrollment growth, the Committee examined factors that affected the recruitment, advising, and retention of transfer students. In 2010-11, the Enrollment Management Committee identified the courses in which students did not succeed and with the highest number of retakes; the result was a recommendation to increase supplemental instruction offered for specific courses. The Committee analyzed data to develop a profile of WSU students who were successful.
Enrollment management efforts have been successful in the last five years as we have gradually increased numbers so as not to overtax our resources. Present planning assumptions are that the institution has the capacity over the next 5-10 years to grow from the current head count of ~8900 students to a total of 10,000 students, which includes a total of 8500 students in traditional programs on the Winona campus, a total of 1000 students in Rochester, and a total of 500 students in online offerings through Outreach and Continuing Education (online offerings will be discussed in more detail in the following Workforce Analysis section).

Figure 2-3: Headcount Enrollment for Full- and Part-Time Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Full-time</th>
<th>Total Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>7130</td>
<td>1091</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>7223</td>
<td>1125</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>7423</td>
<td>1088</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>7652</td>
<td>1038</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>7557</td>
<td>1074</td>
</tr>
</tbody>
</table>

Source: ISRS (Integrated Statewide Record System); Fall 30th Day enrollment;

Part-time is defined as undergraduates enrolled for fewer than 12 credits or graduates enrolled for fewer than nine credits.

Enrollment management in Rochester requires different recruiting efforts because of the population involved. As was noted in the INTRODUCTION, some 59% of students in Winona are less than 21 years old and 93% attend full-time. In Rochester, which has 850 students attending WSU-R full-time as their primary campus but nearly 1,500 total students taking courses annually, only 3% are less than 21 years old, and 51% attend full-time. Rochester enrolls more students of color (14% vs. 8% in Winona for fall 2011) and more first-generation students (61% vs. 46% for fall 2011). There are slightly fewer low-income students in Rochester, presumably because many are employed full-time.

Workforce Analysis

According to the Minnesota Department of Employment and Economic Development, the number of jobs in manufacturing and agriculture, forestry and fishing and hunting will decline between 2006 and 2016. Meanwhile, employment in educational and health services and the professional and business services sectors will increase. In fact, the U.S. Bureau of Labor Statistics reported in December 2009 that total employment is projected to increase by 10.1% during the 2008-2018 decade. More than half of
the new jobs will be in professional and service occupations, where a postsecondary degree is usually required. While the pool of potential students may be reduced, then, obtaining a college degree might be even more essential in entering the workforce.

Nationally, by 2018, two-thirds of all new job openings will require at least some postsecondary education or training. According to the Minnesota Department of Employment and Economic Development’s assessment of future employment opportunities, “the fastest growth rates are projected to be for jobs that require a postsecondary vocational award (13.3%), associate degree (17.8%), bachelor’s degree (10.9%), master’s degree (15.3%), and first professional degree (16.0%).” Clearly, there is an opportunity to expand adult learner programs in order to compensate for the loss of traditional age students, and WSU is responding accordingly.

The institution has focused resources to address needs and opportunities in health-related fields, establishing a Doctor of Nursing degree with five program options; adding a new acute care nurse practitioner program in collaboration with Mayo Clinic-Rochester; revising the master’s degree curriculum in nursing to enhance content in community and family health promotion, molecular/genetic and immune mechanisms, organizational/systems leadership, and information management; and, particularly in Rochester, offering “Scrubs Camps” that introduce pre-college students to possible careers in the health and health care industry. A recently-developed Child Advocacy Studies certification program and the creation of a corresponding minor curriculum prepare students from a variety of human services fields how to respond to child maltreatment. WSU also responds to changes in technology. The recent addition of an art option in graphic design, as well as plans to develop a shared media/graphics/technology resources room for Art, Mass Communication, and Communication Studies are cases in point.

Perhaps no area is more responsive to workforce analysis than the Office of Outreach and Continuing Education (OCED). OCED offers credit, non-credit and CEU-based (Continuing Education Units-based) courses and workshops that respond to the needs of individuals and businesses, offering certificate programs and online courses in the areas of management, leadership, green jobs, healthcare, and business communication. OCED’s programs focus on professional education and leadership opportunities for adults, including offering workforce and online continuing education courses.

In 2010-11, unduplicated headcount enrollments in OCED were 1,432. Projects under development include a Bachelor of Applied Science in Healthcare Leadership & Administration, a Bachelor of Applied Science in Health Information Management, a Professional Studies Environmental Sustainability Minor, and a Business Writing Professional certificate. OCED is assisting with the coordination and management of an adult completion degree in Clinical Lab Science with a Twin Cities cohort in collaboration with Allina Health Systems and Children’s Hospital.

Partnerships with community agencies and businesses will be key to providing Minnesota the educational opportunities that meet its citizens’ needs as well as serving our community. With new

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**Top 10 Employers of WSU Graduates**

Mayo Health Care System  
Fastenal  
Rochester Public School District  
Wells Fargo  
Winona State University  
Target Corporation  
IBM  
Home and Community Options  
Winona Area Public Schools  
*Family and Children’s Center  
*Aurora Healthcare  
*Menard’s  
*Three-way tie for tenth  
Source: 2008-09 Graduate Follow-up Study, Career Services
technologies, OCED can partner with other institutions to provide distance education opportunities. This is a rapidly expanding educational delivery methodology and we expect to see growth in this area. For the University, this could be a significant source of revenue generation.

Globalization

Countries are no longer isolated realms unaffected by the “outside” world. Globalization is a fact, and boundaries will continue to become more porous in the future. Therefore, our students need to be well-prepared to success in this changing environment. In the last 10 years, WSU has responded to this challenge by expanding its study abroad (international exchange) and travel studies programs. The number of partnerships established with foreign universities has grown to more than 15, and 17.6% of graduates have some experience in studying abroad (2010 data).

WSU plans to further encourage diversity among the international student population by including more students from countries that are less represented as well as developing study abroad and travel study destinations in countries and regions that are not currently on the destination list. In fact, among the current international student population, 47 countries are represented. While continuing to recruit students from our top sending countries: China, South Korea, Nepal and Taiwan, we are actively seeking to recruit from countries that are less represented such as: Moldova, Azerbaijan, Kazakhstan, Belarus, Kyrgyzstan, Burundi, Italy, Thailand, Ghana, Ireland, Russia, Ecuador, Morocco, Pakistan, Egypt, Malaysia, Brazil, Serbia, and many others. In the near future, WSU plans to add new destinations for Study Abroad and Travel Study, including Belize, Paris, London, Vietnam, Shanghai-China, Turkey, and Argentina.

Economic Trends

Like most states, Minnesota has faced severe economic challenges as a result of the financial recession that began in 2008. Minnesota experienced a $426 million deficit in FY09 and a $4.6 billion shortfall in the FY2010-11 biennium. Current estimates show the State of Minnesota’s General Fund to be in deficit $5 billion over the FY2012-13 biennium. This amount is before any adjustment for inflation and assumes a 3.5% Gross Domestic Product (GDP) growth rate.

Negotiations over how to solve the $5 million FY2012-13 deficit resulted in a 2011 Minnesota state legislative regular session impasse followed by a 21-day Minnesota state government shutdown. Eventually, a one-day special session resolved the state’s $5 billion projected general fund deficit, with nearly two-thirds of the solution coming from one-time actions. These included extending and increasing K-12 school payment shifts, using proceeds from bonds secured by tobacco settlement receipts, transfers from other funds, and a reduction in state reserves.
Faced with these shortfalls, the priorities of the state have shifted away from higher education and other sectors of state spending and moved toward health and human services. For instance, the FY11 state funding level of $605.5 million to MnSCU returned the system to slightly below its FY02 funding level. This occurred despite the system serving an additional 31,850 full-year equivalent (FYE) students (25% increase) above FY 2002.

Figure 2-4: Tuition and State Appropriation Percent of General Fund Budget

For FY2012-13, the budget approved by the special legislative session reduced the system’s state allocation by an additional $76 million from the previous fiscal year. When adjusted for inflation, the FY12 budget leaves the system operating with 4% less per student than it had in fiscal year 2002, even though the system is now servicing 38,000 more students.

The state disinvestment in higher education has translated to an estimated $7 million (23 percent) reduction to WSU’s state appropriate since FY2009. As a result, the university has struggled to balance its budget by reducing staff and faculty through early retirement incentives, reduction of operating budgets, restructuring, energy savings, and tuition increases. Unfortunately, WSU students, like those throughout the MnSCU system, now see tuition covering approximately 61% of their education costs. Prior to successive state support reductions, 2002 state appropriations had covered 56% of the cost of education, and tuition paid 44%. With little economic relief on the horizon, coupled with the state’s trend away from investment in higher education, the reduction in the university’s state appropriation represents a fiscal “new normal” for Winona State University.
Component 2B: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future

In an era of dwindling support for higher education, managing resources to protect the core educational enterprise becomes critical.

Budget Principles

As the state budget crisis of 2008 became apparent, the Facilities & Finance Committee reviewed and revised the institution’s budget principles as follows:

Winona State University will be guided by its mission statement and look at the good of the whole. Budget decisions will be based on a consistent set of data and communication will be transparent and inclusive. Winona State University will:

1. Provide classes that allow students to complete their educational programs in a timely manner.
2. Maintain its commitment to our faculty and staff.

As we strive to accomplish the above during these hard times, we will:

- Maintain a physical environment that meets the health and safety needs of the University community.
- Provide services and activities that support student success.
- Remain committed to high quality affordable education.
- Work to increase the efficiency and effectiveness of our operations.
- Create and enhance revenue streams.
- Not exempt any unit of the university from making needed sacrifices.

Budget Scenario Calculator

To manage upcoming cuts, WSU will use its budget scenario calculator to examine alternatives when making decisions. The calculator is a spreadsheet that quickly lets us determine the budgetary impact of changing economic factors. The university refers to the Higher Education Price Index (HEPI), which is a
more accurate indicator than the Consumer Price Index (CPI) as to what the real inflation rate is at colleges and universities. The HEPI is maintained by the Commonfund and compiled from data reported and published by government agencies. Eight categories cover the operational costs of the institutions: Faculty salaries; administrative salaries; service employee salaries; clerical salaries; fringe benefits; utilities; supplies and materials; and miscellaneous services. WSU looks to the HEPI as a guide when increasing budgets for inflation.

Several assumptions guide our current budget planning. First, as state support has vanished, students have been forced to accept higher tuition rates. In the last 10 years, rates have risen 87%. Tuition is expected to continue increasing in the future. We are anticipating a 5% increase in FY12. State collective bargaining units agreed to forgo pay raises in negotiating their 2009-11 contracts, and given the current economic climate, the likelihood of another pay freeze is significant. However, since the 2011-2013 negotiations are not yet complete, WSU is planning on at least a 1% increase for contractually-obligated salary and a 1% increase overall.

**Personnel Resources**

In 2009, early retirement incentives resulted in significant decreases in the number of employees, especially among the AFSCME unit (maintenance and clerical staff). Elimination of reassigned time resulted in a reduction in the numbers of adjunct faculty.

Faculty and Administrative Service Faculty work under collective bargaining agreements that provide for continuing professional development via sabbaticals, professional development funds allocated to each faculty member for travel to conferences, and competitive Professional Improvement Fund awards. Other employees receive training via workshops offered by the Office of Human Resources. In the 2010 Campus Self-Study Survey, 83.97% of employees reported they had attended a professional meeting/workshop in the past five years.

Overall, employees seem to be generally content with their employment at WSU. In the 2010 Campus Self-Study Survey, 88% of respondents indicated being satisfied or very satisfied with their job. They claimed to be very satisfied or satisfied with their salaries (61%) and benefits (81%), an impressive figure when one considers there were no salary increases in the last round of contract negotiations. As a side note, Winona State has no control over the salary and benefits offered to its employees. Collective bargaining takes place on the state level, and any exceptions to the collective bargaining agreements must be approved by the system office or negotiated with the bargaining units.

<table>
<thead>
<tr>
<th>Employee Classifications</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td>Commissioner</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>MAPE</td>
<td>56</td>
<td>58</td>
</tr>
<tr>
<td>MMA</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>MNA</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>AFSCME</td>
<td>245</td>
<td>219</td>
</tr>
<tr>
<td>Administrative &amp; Service Faculty</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>IFO - Adjunct</td>
<td>222</td>
<td>161</td>
</tr>
<tr>
<td>IFO - Instructor</td>
<td>49</td>
<td>46</td>
</tr>
<tr>
<td>IFO - Assistant Professor</td>
<td>109</td>
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</tr>
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<td>IFO - Associate Professor</td>
<td>81</td>
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<tr>
<td>IFO - Professor</td>
<td>171</td>
<td>162</td>
</tr>
</tbody>
</table>

Source: MnSCU HR Oracle Database
Financial Data (All data is for fiscal year 2011)
The University maintains separately audited financial statements. For fiscal year (FY) 2010, the University received an unqualified opinion. The audit and financial statements can be found on WSU’s website.

MnSCU Allocation Model
Funding from the State of Minnesota is obtained by the MnSCU Office of the Chancellor in response to legislative budget requests presented to the Legislature by the Board of Trustees. This funding is then allocated to the system institutions using a complex allocation model. The MnSCU allocation model was developed with the goal of having a single model that equitably recognizes the diversity of MnSCU students’ needs and adequately supports the unique educational goals of each institution. The allocation model contains six primary components: Instruction, Administration, Facilities, Library, Research & Public Service, and Enrollment Adjustment.

WSU Allocation Model
WSU utilizes a funding model to allocate academic departments their operating budget (supplies and expenses) for the fiscal year. The WSU budget is developed, monitored and implemented by the President and the President’s Cabinet. The budget is forecasted and projected using scenario-based tools. As the new fiscal year approaches, the Cabinet uses modeling from the university budget calculator, which projects the university budget based upon many changing variables such as enrollment projections, tuition projections, labor contract settlements, health care costs projections, and other inflationary adjustments. The university vice presidents bring forward requests and recommendations for budget investments based upon previously agreed-upon guidelines. These requests are reviewed and action taken by the President’s Cabinet.

The WSU budget can best be described as a hybrid model, combining incremental budgeting with a targeted investment-based approach. Generally, departments’ operating budgets and staffing levels will be similar to what they received in the previous fiscal year. All vacant positions are brought to the President’s Cabinet for review before proceeding with filling of the position. The university maintains an innovation fund equivalent to about ½ of 1% of the general fund budget. This fund is used to make targeted investments and provides seed money for new programs and ventures.

The All-University Facilities and Finance committee meets monthly in order to review facilities and budget information. The committee acts primarily as a communication conduit between the administration and the various constituency groups. The committee may make recommendations on facilities and budget issues in broad terms.

Summer School Model
Presently, WSU uses two models for funding Summer Session academic activity. The first model (the ‘traditional allocation’ model) provides a base level of funding to departments based on factors such as
student credit hours, average faculty salary, and prior year’s allocation. The second model (the ‘OCED revenue share model’) allows departments to offer any classes that meet a minimum enrollment threshold. After the minimum course enrollment is met, any revenues are shared among the department, college, and university. Since summer 2009, there has been a significant shift by departments from the traditional allocation to the OCED revenue share model. Since running two concurrent models is cumbersome and not fiscally sustainable, the WSU Summer Session Task Force has recommended that summer 2013 be the final year that the traditional model is offered, provided that a ‘safety net’ of funding is established in each college to cover ‘must-have’ courses that do not meet the minimum enrollment standards.

Revenue Generation
The amount of revenue received from tuition has climbed in the last decade and the amount of tuition students pay has increased as shown in the following chart.

University Advancement

Development
More and more, public institutions are relying on generating revenue through fund-raising and WSU is no exception. As noted in the INTRODUCTION, the university launched its first comprehensive capital campaign at approximately the same time the financial crisis hit. Despite that fact, mid-January 2012, we had amassed $14.5 million, exceeding our $10 million goal. More than 13,000 donors made a gift to the Light the Way Campaign, many contributors were first-time donors; also, 188 new scholarships were established during the campaign. Light the Way goals include $4 million for scholarships, $3.5 million for the Integrated Wellness Complex and $2.5 million for the National Child Protection Training Center (NCPTC).

Alumni Relations
Alumni Relations is critical to continuing successful fund-raising. The Office of Alumni Relations considers all alumni to be members of the Society and has records on more than 50,000 graduates. In the last decade, the office has increasingly relied on technology to communicate with the alumni. As of FY10, it has collected valid email addresses for 21,167 WSU graduates. A Facebook page for WSU Alumni & Friends was established in FY10 and attracted 2,200 responses by the end of the year. Use of technology has enabled WSU to increase the number, types, and attendance of alumni events held across the country.

University Marketing and Communications
In recent years, the Marketing and Communications group (MarComm) has pursued its goal of supporting the university community while simultaneously sharing the WSU story with outside groups in a new and more deliberate way. The group has reorganized and realigned resources to integrate internal efforts, improve external relations, and elevate the profile of the university. In 2006, a new position of Assistant Vice President of Marketing and Communications was created. When the Director of Publications retired shortly thereafter, another new role of Director of Web Communications emerged, a position focused exclusively on web and social media communications. The Office of Publications was renamed as Creative Services, to be more reflective of the wide array of services provided.

The MarComm group has undertaken a number of important initiatives to support WSU’s programs, as well as to maintain and enhance their quality, including:
- Designing a new website in a multi-year project begun in 2007, which involved input from 1,200 individuals on campus, as well as setting up eHome pages for employees and students
- Creating an Issues Management team which meets monthly to review good and bad news issues, and their potential impact on WSU’s image
- Establishing a style guide and protocols for appropriate usage of the WSU brand symbols
- Working closely with University Admissions to improve and enhance recruiting efforts
- Completely redesigning WSU’s University-wide magazine, Currents, which is sent to 46,000 alumni and friends of WSU yearly, and conducting the first-ever reader interest survey for that publication
- Training campus spokespersons in media relations
- Undertaking a broad-based market research study of WSU in 2010, surveying thirteen different audience groups to gauge perceptions of Winona State University
- Launching the first university-sponsored social media initiatives in 2010
- Winning WSU’s first-ever Gold award from the Council of Advancement and Support of Education (CASE) for its marketing campaigns

Rochester Campus

Costs for offering courses on the Rochester campus are limited to administrative and support staff, technological costs, faculty salaries for those who do not teach on the Winona campus, and the costs for leasing the facilities.

Component 2C: The organization’s ongoing evaluation and assessment processes provide reliable evidence on institutional effectiveness that clearly informs strategies for continuous improvement.

In the last ten years, due in part to the findings of the previous HLC self-study visit, WSU has invested significant resources in improving its evaluation and assessment capabilities, a clear indication of the institution’s commitment to relying on data collection and analysis to inform decision-making.

National Level

WSU and its six affiliated MnSCU institutions participate in the national Voluntary System of Accountability (VSA), an initiative in which 4-year public universities provide a basic portrait of their academy. Institutional College Portraits are published in a consistent format on a centralized web site to allow prospective students and their parents access to common data presented in consistent ways across institutions. Basic data included in the College Portrait, accessible by clicking on the designated button on the VSA website, covers student characteristics, admissions, costs and financial aid, undergraduate success and progress rates, campus life (class size, faculty characteristics, housing, safety) and programs of study. Included in WSU’s College Portrait are student results from the most

“The benefits of such culture [higher education], like the fragrance of flowers and the pleasure of music, are diffusive and accrue to the society in general. The skill of the engineer who plans our bridges, of the pilot who guides the steamer into port, or the chemist who assays our ores, or the linguist who translates foreign literature into our language, is more valuable to the public than profitable to himself, and it amply compensates the state for supporting the schools in which it was acquired.”

D.S. Burt, 1880
Minnesota Superintendent of Public Instruction
recent administration of the National Survey of Student Engagement (NSSE) and Collegiate Assessment of Academic Proficiency (CAAP), both items that are not yet mandatory for members of the VSA.

In summer 2010, WSU’s University Communications office worked with the Offices of Institutional Planning, Assessment & Research, and Admissions to update the text of WSU’s institution-specific College Portrait so that it is consistent with other marketing materials presented by the University. Additionally, data on the future plans for graduating students was added, based on a spring 2010 survey of seniors about to graduate; this thereby completed all items, both required and optional, for WSU’s College Portrait.

System Level

The system commitment to evaluation and assessment is evident in MnSCU’s Strategic Plan, specifically in Strategic Direction 2, which is to “promote and measure high-quality learning programs and services.” The first goal in that direction is to “promote accountability for results through a system of accessible reports to the public and stakeholders.” As part of that commitment, MnSCU has developed an Accountability Dashboard to track the system's and individual institutions’ progress in meeting the system’s strategic goals. Data monitored include enrollments, tuition and fees, related employment of graduates, licensure exam pass rates, persistence and completion rates, and a facilities condition index. There are dial indicators for high quality learning, innovation, partnerships, and student engagement, but no specific definitions have been established by the system office to date for those measures.

WSU Level

Office of Institutional Planning, Assessment, and Research Services

In 2010, WSU established an Office of Institutional Planning, Assessment, and Research (IPAR), bringing the previous offices of assessment and institutional research into closer alignment. The staff members of the previous Assessment and Institutional Research offices were moved into a common space and a Director was appointed in early spring. IPAR’s task is to synthesize institutional data from a variety of sources into meaningful and actionable information that can support evidence-based decision-making processes. Information sources may include the central student information system—MnSCU’s Integrated Statewide Records System (ISRS), campus assessment data, and external, nationally benchmarked assessments and surveys.

IPAR provides services in addition to those traditionally provided by the Institutional Research and Assessment offices, most specifically in assisting programs, departments, and colleges with their accreditation-related needs. IPAR serves to coordinate the accreditation requirements of the various programs, departments, and colleges with institutional accreditation, accountability and planning efforts. In fall 2010, WSU purchased TaskStream’s Accountability Management System (AMS) to serve as the central collection and coordination system for program-level assessment and accreditation. AMS will expand and simplify institutional reporting capabilities by allowing for automatic correlation and summary of assessment data at various levels (department/unit, college, university) for distribution to external accreditors and other stakeholders.

Institutional Data Collection

In 2006, Winona State began developing a locally-maintained mirror of data collected and stored in the centralized MnSCU ISRS system to increase the flexibility and usefulness of these data for on-campus reporting and planning. The core Data Mart, which transforms functional data stored in ISRS to more
readable data suitable for supporting meaningful reporting, was a joint project between Information Technology and Institutional Research and has become the primary source of reporting data used by campus.

Two years following the creation of the Data Mart, Institutional Research developed a Report Index that was made available to faculty and staff across both campuses. Predefined reports that contain frequently or routinely requested information from a variety of campus offices are included in the Report Index so that users can access data when they need it. While the data source currently most easily accessible through Report Index reports is the Data Mart, IPAR has been working to expand the data available by building infrastructure to support data from surveys conducted through Qualtrics as well as WSU’s rich collection of student assessment data. In spring 2010, IPAR worked with the College of Business to create a reporting model for course evaluation data that displayed comparison data for an individual faculty member’s department and college and trend data over time. Among IPAR’s FY2011 goals are plans to create additional infrastructure and reporting tools to incorporate and expose additional data to campus users.

In summer 2010, the WSU’s HLC Self Study team and WSU’s college deans sponsored a series of small research grants for faculty and staff, specifically targeted at using institutional data to close the assessment loop. Fifteen projects were accepted for funding and support, covering a range of research questions from assessing alumni satisfaction and success to identifying correlates and conditions most likely to lead to student persistence and degree completion. Many of the projects combined data from the Data Mart and WSU’s historical Assessment Day surveys, as well as the spring 2009 administration of the NSSE and departmentally collected data. Results of the projects were shared with the campus community in fall 2010.

Assessment Day

In spring 1998, WSU’s Faculty Senate established an institution-wide Assessment Day to create opportunities for gathering feedback from our students, faculty, and staff about the functioning of the University. In addition, time was allotted to evaluate student learning outcomes using the Collegiate Assessment of Academic Proficiency (CAAP). Since then, the Assessment Day student survey has grown significantly from a core set of modules—designed to evaluate student engagement, experiences, and satisfaction with general education and major curriculum—to include modules from a variety of campus areas designed to assess the quality of services provided to students.

As new tools continue to become available for the collection and analysis of survey data, including broad adoption of nationally benchmarked surveys such as the National Survey of Student Engagement (NSSE), assessment activities at WSU will continue to evolve. Beginning in 2009, WSU became a member of the Voluntary System of Accountability (VSA) and has agreed to administer the NSSE to first-year and senior students every other year. Completion of a review of the University Studies program, started in 2009-10 by the Faculty Senate’s Academic Affairs and Curriculum Committee (A2C2), will identify which of the three student learning outcomes assessments approved for use in the VSA will be administered in 2012-13.

Rochester Campus

The WSU-R campus also participates in the WSU Assessment Day each year. In the past, WSU-R student participation in Assessment Day declined due to the limited application of many survey questions to the WSU-R campus. However, focused efforts over the past three years to develop new survey instruments
that better meet the WSU-R campus situation have brought about greater participation by WSU-R students, in turn providing more data to inform WSU-R decisions and campus improvements. The number of survey questions was increased to provide more information and questions were focused on specific WSU-R campus topics relevant to admissions, student services, student activities, technology, and student satisfaction. The data were broken down into demographic categories to help the campus administration better understand the specific needs and concerns of different segments of the WSU-R student population. In addition, the WSU-R marketing staff conducted a specific marketing survey in spring 2010 to gather information on where students learned about WSU-R programs, why they chose WSU-R for their education, and which communication media are preferred by students in receiving all-campus information.

In 2010, WSU-R campus administration initiated a new WSU-R Student Advisory Group that met several times each semester to provide an informal forum for dialogue between WSU-R students and WSU/WSU-R administration to address student concerns and questions. The WSU-R campus utilizes online surveys over the course of the year to get additional student input as well as a campus comment “drop box” to provide students with a number of ways to provide input to campus administration. The WSU-R campus staff has engaged in telephone surveys with “step out” students (students who enrolled intermittently over the past three years) to encourage re-enrollment and gather student input on their experience at WSU-R. In spring 2011, the campus staff implemented its first effort at a telephone survey to WSU-R graduates to solicit feedback from departing students shortly after graduation.

**Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

**Coordinated Planning Processes**

As discussed previously in this chapter under Component 2B, Winona State University has spent considerable time and effort developing processes and tools that allow for long-range strategic planning yet still allow flexibility in response to our rapidly-changing environment.

The University coordinates planning and ensures that its priorities align with MnSCU system goals as well as with the WSU campus. Campus leaders identify the University goals and priorities and align them with the system priorities, then develop plans to meet these goals. The plans are set in motion through specific objectives and measures which include activities and action steps supported by the appropriate resources, (human, financial, etc). The outcomes are reported on annually and are used to inform future decision making.

An example of linkage between the 2009-10 WSU Work Plan and the MnSCU Work Plan is the focus on student access and educational success. One goal of the MnSCU system is to raise Minnesota’s participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals. In the 2009-10 WSU Work Plan, a primary objective was the inclusion of 800 students in the Academic Progress Reporting System (APRS); goals were set to retain at least 75% of this group from fall 2009 to spring 2010, and 70% from fall 2009 to fall 2010. With new active early-alert identification and effective intervention strategies in place, the results were impressive: fall 2009 new entering freshmen who were involved in the APRS system had a 91.3%
retention rate from fall 2009 to the end of spring 2010, compared to a retention rate of 89.6% for all 2009 new entering freshmen from fall 2009 to the end of spring 2010.\textsuperscript{d}

Another objective in the 2009-2010 Work Plan—hat 50 WSU students would participate in the Peer Mentoring Program—was also designed to be in alignment with the MnSCU system priorities to raise Minnesota’s participation and achievement in post-secondary education—the objective. The measures included the academic success of the student mentors (each mentor would have a cumulative GPA of 2.0 or higher and be in good academic standing). A total of 45 students served as mentors; a total of 46 WSU students were mentored, receiving an average GPA of 3.15 at the end of the 2009-2010 academic year.

The Link between Planning and Budgeting

The attention given to strategic planning and plan alignment at the administrative level also results in attention to budgeting at the financial level. Winona State enhances University business functions with technology by reducing waste and errors. Innovative uses of technology allow us to save time and greatly improve our visibility in student record and University data intelligence. The University supports a robust document-imaging environment that electronically stores the student profile. This solution provides granular delegation and real-time access to the student records along with intelligent routing and paperless workflow. In recent years, the University has built a strong data-rich environment that allows for designated areas of the University to securely access appropriate and accurate data with the click of a mouse.

One recent initiative to link planning and budgeting was a 2010 project to update department and program-level data collection and accessibility. Department-level financial data were merged with student and faculty data to give departments and deans a more objective view of how best to distribute resources. These program scans are stored in WSU’s Report Index and is combined with WSU Databook reports of faculty FTE and student-faculty ratios to enhance strategic planning. This access to data through the Report Index allows Winona State’s leaders to make informed decisions based on quantitative data.

Rochester administrators, faculty and staff also use recently-completed market and graduate surveys and the aforementioned Report Index to make decisions on facilities use, priority-setting, future marketing, and enrollment management. Budget requests are made within this context as well as within the unique health care and technology-rich Rochester community to meet the needs of nontraditional learners.

Implementing and Adapting Strategic Plans

To provide examples of how the strategic plans created at WSU are adapted in response to changing environments and influences, we can consider two university groups actively involved in planning and addressing issues related to student enrollment (both new and continuing students as well as issues of student learning and success). Whereas the Enrollment Management Committee and the Enrollment Analytics Team have functions specific to each group, both deal with external factors that influence

\textsuperscript{d} Although WSU developed a 2010-11 Work Plan aligned to MnSCU system priorities, the incoming Chancellor decided in summer 2011 that a new reporting/planning process would be instituted; WSU is still awaiting details of how we are to proceed fully with the new strategic planning process.
planning; both groups are also involved in work that integrates internal processes to enhance overall institutional capacity and effectiveness.

The Enrollment Analytics Team, which includes individuals from across the Winona and Rochester campuses associated with recruiting new students and supporting current students, meets regularly to review enrollment indicators and share information across campus. This group addresses issues related to the recruitment of new students and the support of current students. As a result of sharing real-time data, for example, changes are made to the number of courses offered during registration periods (courses were added due to increased demand), to advising protocol of new students (transfer student course needs were shared with academic deans and advisors), and enrollment projection models were developed and revised, to name a few.

One of the most valuable activities undertaken by the Enrollment Analytics Team is the regular sharing of information across the campus and offices. When this group examined new student enrollment patterns, it became clear that the number of paid housing deposits is one of the most accurate indicators of the number of new students who will matriculate at the institution. As such, the offices of Admission, International Services, and Housing & Residence Life are now communicating in ways that are different from the past; they are sharing data and coordinating planning in ways that help ensure that as an institution we are prepared for the number of new students (freshmen and transfers) who will join WSU’s community of learners. In addition, the offices associated with the registration and advising of students, as well as those involved in tracking that data are actively involved in the work of this group. As a result of these collaborative relationships and this cooperative approach, WSU was able to effectively absorb record enrollment for fall 2011 (8996 total head count) during a time of financial challenge.

Planning in an Ever-Changing World

Under Criterion 2A, this report discussed the capital projects, infrastructure, local repair and betterment ongoing in Facilities. As we look to WSU’s future, enhancements such as the Academic Theme Housing project, creating themed residential housing (discussed in more detail in Chapter 3: Student Learning and Effective Teaching) will not only serve our immediate region by supporting local contractors and generating a revenue stream, but should also serve to attract new students and encourage disciplinary depth of learning.

Involving Internal and External Constituents in Organizational Planning

Advisory Groups

WSU relies on a number of advisory groups to assist in planning for our future in a way that continues to fulfill our mission as a community of learners improving our world. Both internal and external advisory groups and committees contribute to WSU’s organizational strategic planning process. Examples of external advisory groups include the President’s advisory committee, WSU Foundation trustees, and the Special Education Advisory Council. External advice was also sought from alumni, parents, employers, top recruiters, benefactors, and other community members through the market research conducted for WSU by the Vendi Group in 2010. Internal groups that provide advising on organizational planning include the many All-University advisory committees that provide input to OCED, GLBTA, CAST, and the American Democracy Project; and the Council of Administrators, among others.
**Enrollment Management**

A prime example of involving internal constituents in the process of aligning our mission with our organizational planning process is the work of the all-university Enrollment Management Committee. This group includes representation from constituent groups as well as individuals who are on the committee by virtue of their functional role on campus. When the Enrollment Management Committee examined the issue of enhancing student success (a goal in the WSU Work Plan) by looking specifically at which courses had the highest number of students repeating the course, a number of courses were identified as having high failure/low passage rates. Specific courses were identified and in fall 2011, additional resources were made available for supplemental instruction in order to provide support for students.

Students are a key internal constituency group and assist WSU’s organizational planning processes in many ways. Specifically, in campus master planning, student representatives are included in every building design project as well as on the construction management teams when we build each building. Students are consulted on all major university initiatives, formally through Meet & Discuss (twice/semester and over the summer as needed) as well as through presentations/discussions at Student Senate meetings.

Students have also been involved in Educational LEAN project teams, especially the one that focused on undecided students. Since the goal of this initiative was to enhance student success, with a selected focus on undecided students, a student representative was elected to a LEAN project that brought together the areas of Advising, Counseling, and Career Services. The project resulted in the creation and use of a Prepare to Declare instrument; enhancements to the advising process for undeclared students; and the creation of a campus Major/Minor Fair where students can speak with department and program representatives to help them in the major/minor declaration decision-making process.

Student representatives are also involved in every All-University Committee. The All-University Technology Committee (AUTC) is just one such group, enabling students to help set priorities for strategic initiatives by assisting with the eWarrior Digital Life & Learning (laptop) program.

**Program Review Process**

As mentioned previously in this chapter, the program review process has been enhanced through increased efficiency and access to department-level data. IPAR has added several reporting structures to the WSU Report Index to assist in analyzing department and program performance. These include diversity reports, graduates by major and year with GPA, and student headcount by major by year. These reports were made part of a comprehensive review of academic programs in 2010 when WSU faced the possibility of additional budget cuts from the state of Minnesota, and continue to serve as important data in ongoing program reviews. Over the past several years, the department and program review process also has been redesigned so that it has a close alignment to the assessment criteria utilized by the HLC; in fact, program review reports are now required to address the five HLC criteria that serve as the framework for this self-study report.\(^{36}\)

**Grants**

WSU develops grant proposals seeking funding for program initiatives, special projects, course development, and instrumentation. A full-time director and half-time assistant in Grants & Sponsored Projects Office assist faculty and staff in identifying funding sources and preparing proposals. Over the
last ten years, roughly 43 proposals have been submitted annually, with received funds averaging $2.0 million per year.

Significant awards in the last ten years have been received from the Bush Foundation in 2009. These included an award of $4,040,000 over ten years to revamp the College of Education’s teacher education programs. In 2010, the Department of Justice in 2010 awarded $1,000,000 over two years for the National Child Protection Training Center, the 9th such award the Center has received. From 2006-2010, WSU partnered with the Southeast Service Cooperative and the Minnesota Historical Society to receive a $1 million award from the Federal Teaching American History grant. Grant partners worked with 40+ K-12 teachers in a cohort group, and doubled grade 6-12 History Day participation in Southern Minnesota. A community-based participatory research project entitled “Healthy Immigrant Families,” a multi-institution effort with WSU and the Hawthorne Education Center, received notice December 1, 2011 of a $1.7 million five-year award to the Mayo Clinic on behalf of the Rochester Healthy Community Partnership. Additionally, the Student Support Services program has received ongoing federal support for thirty years.

Graduate programs have also been successful in receiving external monies. For example, nursing has been awarded continuous funding from the Department of Health and Human Services Bureau of Health Professions since 1987 to support tuition and stipends, and, we recently received award notification of a MnSCU-sponsored program for the development of a Professional Science Masters (PSM). This one will be matched internally for total of $100,000.

**Educational LEAN**

The Educational LEAN training offered through OCED (described in the INTRODUCTION, as well as earlier in this chapter) has been applied across campus. LEAN has been used in administrative areas such as Information Technology and Human Resources. The program has been applied to academic projects, such as nursing curriculum redesign, development of administrative systems to support the new Bush Foundation-funded initiatives in Education, and the advising process for undeclared students. WSU plans to continue the professional development of the 38 individuals who have been trained as Educational LEAN facilitators to date as well as offering additional training for new participants.

Whereas use of the LEAN model does not generate revenue directly, it can produce dramatic cost savings. Winona State has not made a practice of quantifying improvement projects in terms of dollars. Instead, projects report re-allocation of staff time toward work that is less burdened with non-value activity and creates actual desired outcomes for our customers or stakeholders. Average reallocated full-time equivalent position (FTE) per project is .3. For example, streamlining WSU’s faculty contract creation process through Educational LEAN saved workers the number of hours/year equivalent to roughly 1/3 of a full-time position (approximately $11,375 per project if expressed in dollars). Over the course of expanding programs or managing re-hires, these efficiencies are realized as real cash savings because capacity of existing resources is higher.

**Conclusion**

**Future Issues**

WSU’s planning and budgeting processes demonstrate our ongoing commitment to our institutional mission. Although the impact of state budget decisions contributes some future financial uncertainty, the institution has pledged students that WSU will maintain quality and even improve performance despite lessening state support. The social and economic reality is that state funding for higher
education is not going to return to previous levels. At the same time, tuition increases cannot continue to increase to cover rising costs. Institutions across the country are being forced to focus efforts and resources on revenue generation. Doing so at WSU without sacrificing quality will continue to be a fine balancing act.

Opportunities

We need to work closely with administrative and academic offices to encourage increasingly effective plans that allow for meaningful assessment. New strides in this area were triggered by the upcoming HLC self-study, and we need to be certain planning continues to guide departmental activities. While we have begun to seek more diverse enrollments in terms of ages and persons of color, we need to focus more resources in this area if we are going to be successful. Our collaborative work with the Rochester Public Schools on the Minority Recruitment Project is an important step in this direction. The new IPAR Office will provide a source of permanent support for planning and assessment efforts. A comprehensive review of our recruitment strategies for underrepresented populations needs to be undertaken to identify weaknesses and help WSU move in new directions. Finally, we need to be ever-vigilant of the rapidly changing workplace needs and be prepared to be flexible in adapting programming to meet those needs.

Summary

WSU students, faculty and staff are reminded of the mission statement daily. Its pervasiveness ensures that all planning is guided by the simple, yet powerful statement that we are “a community of learners.” As noted in Criterion 2A, the institution has responded to and met multiple environmental challenges ranging from state budget cuts to increased enrollment demands. We continue to monitor workforce trends and respond accordingly with appropriate programming. These challenges have led to the work reported under Criterion 2B, which demonstrates the effort dedicated to budget management, strategic planning, and new allocation and summer school models to assist in connecting budgeting and planning efforts. Our resource base in terms of human capital and physical plant is solid and serves us well. One of the significant areas of progress reported in Criterion 2C is institutional assessment. The new IPAR group has worked closely with departments and programs across campus to ensure not only better record-keeping but also more meaningful data collection, interpretation, and use. All of these strategic planning efforts have been conducted with attention to inclusion of both internal and external constituencies as well as a renewed focus on/interpretation of WSU’s overarching mission—to be a community of learners improving our world in an informed, deliberate, and progressive manner.
CRITERION THREE: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

National demands for accountability in higher education have dominated the news in the last decade and WSU, like many other institutions, has responded. We believe we have made significant progress, especially in the past several years leading up to this self-study.

Component 3A: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Since our last HLC self-study visit in 2001, WSU has continued to work on improving and communicating student learning outcomes (SLOs), as well as on integrating them more effectively into daily practice. Our University Studies Program (USP), the new General Education Program (GEP), our Academic Affairs and Curriculum Committee (A2C2), and the Graduate Council have all been instrumental in ensuring that student learning outcomes are embedded into new course proposals and course renewals.

Preparing for the 2012 Self-Study Visit

In preparation for the 2012 self-study visit, we sought to ensure that department and program chairs that were new to their positions in the past several years had a good working understanding of assessment.

As noted previously, as a result of the 2001 visit of the Higher Learning Commission (HLC), WSU prepared a 2006 report on University Studies: Completion, Implementation, and Assessment that evaluated the program in greater detail. After filing that report and receiving the HLC’s favorable response, the Faculty Assessment Coordinator and HLC Steering Committee began examining the current state of assessment across all academic departments and service units. In 2008, the Coordinator and HLC Steering Committee began offering campus-wide workshops on assessment; these started in August of that year with a leadership session for department chairs, program directors, and administrators. These workshops covered topics including, but not limited to:

- Determining annual goal-setting and program evaluation (for Academic Service Providers-ASPs)
- Creating effective student learning outcomes (SLOs), hosted for department chairs
- Avoiding common assessment mistakes (for the university community at large)

This workshop series set the stage for the next phase of our institutional assessment—creating our SharePoint portal pages.

Tracking Student Learning and Effective Teaching: WSU’s SharePoint and TaskStream Accountability Management Assessment Portal Pages

In 2009, working in conjunction with the Teaching and Learning Technology Department (TLT), WSU’s HLC Steering Committee began designing a central and communal virtual assessment repository. This repository allowed both academic departments and academic service providers (ASPs) to track their assessment plans and progress. These portal pages enable departments and programs across both WSU campuses to create a ‘one-stop shop’ in which they report either their mission statements, program-
level goals and objectives or the student learning outcomes, assessment plans, assessment results, and program or curricular changes made as a result of this continuous improvement process.

**Academic Departments**

This process began by asking all academic departments to provide four key building blocks of their portal pages: 1) an updated mission statement that was in alignment with college- and university-level missions; 2) 5-6 program-level Student Learning Outcomes (SLOs), which departments developed with assistance as needed from the Faculty Assessment Coordinator and HLC co-chairs; 3) a curriculum map, showing how the specified SLOs matched up with current course offerings; and 4) any supporting documentation.

**Academic Service Providers**

At the same time as the portal work began for academic departments, Academic Service Providers (ASPs) were asked to create their own essential building blocks on their portal pages: 1) an updated mission statement in alignment with the WSU mission; and 2) for each fiscal year, program-level goals, objectives, and measures. Outcomes, analysis, and decisions made and supporting documentation were added as each FY ended.
The current portal pages reflect both academic/curricular and ASP assessment work. Each program page was regularly audited by the HLC Steering Committee co-chairs, and feedback on completion of sites was given to deans and program chairs.

Although not every department or unit has completed every assessment task, the HLC Steering Committee, working in close partnership with department and program chairs as well as the new Director of Institutional Planning, Assessment, & Research (IPAR), has been able to move this initiative forward with significant success. With very few exceptions, nearly all programs have completed mission statements, student learning outcomes, curriculum maps, and yearly goals/measures (for ASP). Many are continuing to work on data collection, reporting, and indicating program changes resulting from assessment up to the present time.

While the SharePoint programming initially served WSU’s needs well, the decision was made to migrate the work done to an externally-supported system—one with tools designed specifically to support

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<th>Goal</th>
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<tr>
<td><strong>FY 1 (5)</strong></td>
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<td><strong>Promote holistic academic and personal development</strong></td>
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<td><strong>SSS participants achieve academic success</strong></td>
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<td><strong>Taking seriously the perspectives of others (Dimension 4 of Core Commitments)</strong></td>
<td>Increase support and involvement of SSS staff and students in cultural events such as those offered by the office of Inclusion and Diversity and Disability Services</td>
<td>The # of events attended by SSS staff. The % of SSS students attending cultural events. The use of diversity resources such as new books purchased for student use. Completion of professional development sessions on Dimension 4 topics.</td>
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<td><strong>FY 2 (4)</strong></td>
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<tr>
<td><strong>Taking seriously the perspectives of others (Dimension 4 of Core Commitments)</strong></td>
<td>Increase support and involvement of SSS staff and students in cultural events such as those offered by the office of Inclusion and Diversity and Disability Services</td>
<td>The # of events attended by SSS staff. The % of SSS students attending cultural events. The use of diversity resources such as new books purchased for student use. Completion of professional development sessions on Dimension 4 topics.</td>
<td></td>
</tr>
</tbody>
</table>

---
annual assessment of learning outcomes, goals, and objectives. This would help continue campus momentum and make this process seamless through and after WSU’s self-study visit in spring 2012.

After review of several potential systems and conversations involving key stakeholders among faculty, staff, and administration, WSU purchased a campus license for TaskStream’s Accountability Management System (AMS) in summer 2010. Under the guidance of WSU’s IPAR office, a group of pilot users from both academic and non-academic units worked to create initial workspaces that would allow an easy transition from the old system to the new. This also allowed pilot users to explore new program features for those areas ready to move forward in advancing their assessment work.

TaskStream AMS was introduced in late summer and early fall 2011; the process began by entering all historical data from our previous SharePoint system for both Academic Service Providers and academic departments. The Director of IPAR then met (or is scheduled to meet before March 1, 2012) with 33 academic and 40 ASP representatives to begin learning the new system and discuss assessment goals and objectives. All the academic programs have learning outcomes and curriculum maps and have been asked to have Measures and, if appropriate, Actions for 2011-12 entered by mid-March; similarly regarding the Measures and Actions for the ASP programs. By implementing AMS, WSU is creating an effective infrastructure to support annual tracking of area outcomes as well as the ability to aggregate and report data university-wide. This system will allow peer review and feedback on student learning and other outcomes, goals, and objectives, and increase transparency of assessment both on and off-campus (examples below).

Figure 3-3: An Example Academic Department TaskStream AMS Portal Page
WSU anticipates that this ‘portal’ initiative will serve well for purposes of our immediate upcoming HLC assessment. Additionally, however, this work provides a lasting foundation so that ongoing reflection on student learning, effective teaching, and institutional planning continues to be an integral part of our day-to-day processes. As we move forward beyond the HLC self-study, we will define an explicit plan for using this material and a process for review and reflection on a regular basis. These efforts would be supported by a new type of comprehensive advisory committee—our current thinking is to morph our HLC Steering Committee structure to align assessment and evaluation at all levels.

Another area that has received considerable attention regarding student learning outcomes and effective assessment is WSU’s general education program, which has gone through significant and vital changes since our last self-study accreditation visit.

Assessing General Education: The University Studies Program (USP)
There have been several significant shifts in general education at WSU due to the desire to make continuous improvements; to align curricula with institutional goals; and to align with the MnSCU-mandated MN Transfer curriculum. The first significant shift came in response to recommendations from the 2001 HLC self-study team. This was the creation of the University Studies Program (USP), which had four basic areas: 1) Basic Skills, 2) Arts and Sciences Core, 3) Unity and Diversity, and 4) ‘Flagged’ intensive courses at upper-levels, designed to serve as 1) a reinforcement of the basic skills courses and 2) a way for students to engage in activities designed to introduce them to the way their disciplines communicate and analyze information.
Several assessment reports on WSU’s general education program were filed in response to the 2001 HLC self-study team’s recommendations. The first of these was compiled by the former USP director in 2006. This report detailed the University Studies Subcommittee (USS) plan to create grant-funded research that would encourage faculty to submit proposals for research projects focused on general education assessment. This University Studies Assessment Plan was given approval by the HLC-appointed reviewers.

The second major USP assessment report was a University Studies Program: Writing Flag Report submitted by two professors from the English Department in 2009. This report presented data on a longitudinal assessment of students from their initial English 111 (College Reading and Writing) USP course through their Writing Flag (writing-intensive) USP course. Participants completed the survey questionnaires from the National Survey of Student Engagement’s Writing Practices Consortium about their experience in both their first-year composition courses and in their upper-division coursework. Then, a series of extended interviews solicited further information about students’ writing projects and processes in their specific disciplines. Finally, student portfolios were analyzed according to the Association of American Colleges & Universities (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) criteria for written communication.

In this qualitative, longitudinal study, the majority of the twelve student writers participating exhibited strong degrees of success with each AAC&U VALUE and USP Writing Flag outcome. This indicates that with appropriate basic skills instruction, sufficient motivation, intentional curricular design, and recognized good practices for writing across the curriculum, WSU students can and do write at or near very high levels of ability. Only two student writers appeared unable or unwilling to progress much beyond the basic or “benchmark” level. As a result of the study, the English program decided to place a greater emphasis on certain key student learning outcomes and activities in the English 111 course (including frequent peer/instructor feedback, collaborative group work, more detailed rubrics, and emphasizing student success) as well as to strengthen linkages between the freshman-level English 111 course and the upper-level writing intensive ‘flagged’ courses.

The full implementation of the assessment plan proposed in the 2006 report encountered delays in the continuance and appropriate funding for the USP directorship and the program itself. Similarly, recruiting sufficient faculty to participate in faculty-driven assessment for the entirety of the University Studies program was a challenge. Nevertheless, WSU continued to discuss and evaluate the means by which effective assessment could be done. This struggle, while it delayed planned progress for a brief period, was useful in encouraging WSU to put new assessment approaches into place. The WSU General Education Program Subcommittee (GEPS) will draw on this experience in designing assessment for the new general education program.
The third USP assessment report\textsuperscript{43} was filed by WSU’s former faculty assessment coordinator in summer 2010 as part of a series of grant-funded assessment projects funded by the Provost’s office. This report reviewed data from the 2006-2009 administrations of University Studies Skill Development module of the Assessment Day survey, which was offered only to lower division students. The module was developed “to gauge student perceptions of the value of University Studies and courses in their major to the development of a set of commonly cited skills promoted through a university education.” Recommendations presented in the report included:

- Reviewing USP student learning outcomes for each category;
- Rewriting the WSU courses accepted in the Minnesota State Colleges and Universities (MnSCU) transfer curriculum to reflect meaningful, assessable student learning outcomes and embedding those into the general education program;
- Making general education course renewal contingent upon the documentation of achievement of each of the stated learning outcomes for the category;
- Including assessment of the USP outcomes in departments’ program reviews.

Because the General Education Program is currently under revision, these recommendations are expected to be revisited by the newly-created GEPS.

Up through May of 2011, assessment of the USP included both macro-level assessment (of USP categories of general education courses) as well as micro-level assessment by departments as they proposed renewals of their original University Studies course offerings. The picture of general education shifted, however, with the recent creation of the newest WSU general education program.

Revising WSU’s General Education Program: The WSU MnTC (WSU Minnesota Transfer Curriculum) & General Education Program (GEP)

As the INTRODUCTION and Criterion 4 also note, the latest work on evaluating WSU’s general education program has been done via a series of three All-University Task Forces. These three Task Forces have responded to the Provost’s charge to address specific, ongoing issues related to the University Studies Program.

A directive from MnSCU’s Office of the Chancellor initiated creation of the first Task Force. Phase I (spring and summer 2010) entailed responding to a 2009 Minnesota State Colleges and Universities memorandum regarding the university’s University Studies Program courses. The work of the University Studies Task Force I Committee began in March 2010 with a review of specific WSU University Studies Program (USP) courses and their alignment with the Minnesota Transfer Curriculum (MnTC) as requested by WSU’s Provost. The document sent to the Provost in fall 2009 addressed the transfer audit of specific

\textbf{Minnesota Transfer Curriculum (MnTC)}

Core Goal Areas
- Goal 1: Communication
- Goal 2: Critical Thinking
- Goal 3: Natural Sciences
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences
- Goal 6: The Humanities and Fine Arts

Theme Goal Areas
- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

Total credits to complete the MnTC ten goal areas: 40 credits
USP courses that, according to MnSCU, did not appear to meet the MnTC criteria. General findings of the USP Task Force I Committee indicated confidence in the selected University Studies Program (USP) courses’ ability to meet the needs of the MnTC. Although the USP Task Force felt comfortable that WSU’s university studies courses aligned with the MNSCU transfer curriculum, the System Office still challenged several of the courses, and asked us to rethink the issue because of affiliation agreement (transfer) concerns. As a result, the Provost convened a second task force (Phase II) to delve further into the matter.

Phase II examined the similarities and differences between general education courses at a number of institutions and our own institution (summer 2010). After the USP Task Force I Committee completed its work reviewing courses from the 2008 – 2010 catalog, the University Studies Program Task Force II Committee (USP II) moved to an assessment of WSU’s current practices as well as best practices in general education programs at other institutions in order to address the Provost’s request to prepare data for the fall 2010 University Studies Program Task III Committee. The group compared the USP to general education requirements at 24 colleges and universities and the MnTC. In addition, the committee examined WSU data regarding program cost and capacity.

The final task force report noted that WSU’s general education program was comparable in requiring some form of writing-intensive or writing-related, discipline-specific requirement at upper levels as a prerequisite for graduation; requiring basic skills courses; general offerings in Arts & Sciences; and requiring both lab and non-lab courses in the sciences. The committee found WSU was unlike other institutions surveyed in having a separate Fine and Performing Arts category in their general education program; having a separate Wellness or Physical Education activity category; and including occupation-specific courses in general education. These findings enabled Task Force II to conclude its work by submitting a revised general education program outline to all constituent groups on campus in spring 2010.

Phase III commenced in fall 2010 and continued through fall 2011 to revise and rewrite all relevant regulations, policies, procedures, and paperwork for the new general education program, now titled the WSU General Education Program (GEP). These recommendations are currently being sent forward to the Academic Affairs and Curriculum Committee, Faculty Senate, and ultimately to the Administration through Meet and Confer. New entry students

<table>
<thead>
<tr>
<th>Goal Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goal 1: Communication (7 S.H.)</td>
</tr>
<tr>
<td>• Goal 2: Critical Thinking (no S.H. required; will be considered completed when all other goal areas are met)</td>
</tr>
<tr>
<td>• Goal 3: Natural Sciences (7 S.H.)</td>
</tr>
<tr>
<td>• Goal 4: Mathematics/Logical Reasoning (3-4 S.H.)</td>
</tr>
<tr>
<td>• Goal 5: History and the Social and Behavioral Sciences (9 S.H.)</td>
</tr>
<tr>
<td>• Goal 6: The Humanities and Fine Arts (9 S.H.)</td>
</tr>
<tr>
<td>• Goal 7: Human Diversity (3 S.H.)</td>
</tr>
<tr>
<td>• Goal 8: Global Perspective (3 S.H.)</td>
</tr>
<tr>
<td>• Goal 9: Ethical and Civic Responsibility (3 S.H.)</td>
</tr>
<tr>
<td>• Goal 10: People and the Environment (3 S.H.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intensive Courses (formerly called Flag Courses)</td>
</tr>
<tr>
<td>o Writing Intensive (6 S.H.)</td>
</tr>
<tr>
<td>o Oral Communication Intensive (3 S.H.)</td>
</tr>
<tr>
<td>o Mathematics/Statistics OR Critical Analysis Intensive (3 S.H.)</td>
</tr>
<tr>
<td>• Physical Development &amp; Wellness (2 S.H.)</td>
</tr>
</tbody>
</table>
admitted during the summer of 2011 for fall 2011 enrollment were scheduled under the new program, whereas returning students and transfer students were given the option to stay under the USP or shift to the new GEP.

In late 2011, WSU was notified by the MnSCU general education liaison that some further revisions were required to bring the new GEP into complete alignment with MnSCU policies, even though the proposal submitted by Task Force III had received initial verbal approval from the MnSCU liaison. Task Force III met again in December 2011 to address these issues and propose/recommend GEP revisions to Faculty Senate.

Further discussion of the ongoing assessment of WSU’s general education programs is presented in Chapter 4: Acquisition, Discovery, and Application of Knowledge.

Other Assessment Activities across Campus

To encourage further use of the assessment data being collected across the WSU community of learners, a number of assessment grants were given and several major projects were completed and reported on in summer 2010. This initiative encouraged faculty and academic support staff to utilize university-collected data to assess areas important to curriculum and program development (which could include, but were not limited to, USP/general education courses). The reports filed from these projects are located online at the WSU website. Examples of these projects include:

- A study of Business Administration (BSAD) alumni and their relative satisfaction with the program curriculum from 2001-2009;
- An examination of how low-income students, students with disabilities, and others receiving Student Support Services (SSS) perform academically in comparison to non-SSS students; and
- The administration of a nationally-standardized achievement test to psychology majors.

WSU’s Education Department instituted a Faculty Assessment Fellows program in fall 2011 designed to support ten selected participants with six added duty days and $2000 in professional development funds. We have established “Professional Education Units” that consist of the faculty and programs who prepare teacher candidates; this includes faculty in the College of Education as well as faculty in programs and departments across the University who provide content-area instruction for teacher candidates. The Fellows will work with the Unit Assessment Coordinator and the Director of IPAR to develop a comprehensive and integrated assessment system to support student learning outcomes assessment and program evaluation for teacher education at WSU, including initiatives related to the Teach 21 program. Each Fellow will work in a train-the-trainer model with members of his/her program on TaskStream’s Accountability Management System (AMS) as well as the Learning Achievement Tools (LAT) module.

Other ongoing institution-wide programs at Winona State University that focus efforts on assessment include:

- **University Improvement Day.** Held in mid-October, this non-class day allows departments and programs time to hold focus groups, conduct planning workshops, collect data on student learning or alumni satisfaction, and other activities related to turning assessment into action.

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*Non-class duty days are days when classes are not held, but faculty are contractually obligated to devote time to other university business.*
• **Assessment Day surveys.** Each February, WSU has a dedicated Assessment Day (ADay) during which students are invited to complete an online survey designed to provide feedback to many different areas of the institution on student satisfaction, as well as to participate in department-level assessment activities. On this day, students have also taken national-level competency exams such as the Collegiate Assessment of Academic Proficiency, or CAAP, test. Students are invited to participate in student engagement surveys such as WSU’s locally developed assessment survey or the National Survey of Student Engagement (NSSE).

<table>
<thead>
<tr>
<th>Spring</th>
<th>Eligible Students</th>
<th>Completed All ADay surveys</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>7590</td>
<td>4605</td>
<td>61%</td>
</tr>
<tr>
<td>2005</td>
<td>7630</td>
<td>4072</td>
<td>53%</td>
</tr>
<tr>
<td>2006</td>
<td>7630</td>
<td>4007</td>
<td>53%</td>
</tr>
<tr>
<td>2007</td>
<td>7788</td>
<td>4219</td>
<td>54%</td>
</tr>
<tr>
<td>2008</td>
<td>7781</td>
<td>3729</td>
<td>48%</td>
</tr>
<tr>
<td>2009</td>
<td>8028</td>
<td>3763</td>
<td>47%</td>
</tr>
<tr>
<td>2010</td>
<td>8106</td>
<td>3034</td>
<td>37%</td>
</tr>
<tr>
<td>2011</td>
<td>8150</td>
<td>3004</td>
<td>37%</td>
</tr>
</tbody>
</table>

In the past, the Assessment Day Survey was set up to create a student-level record of student experiences and interactions with our campus throughout their entire experience at WSU – a truly worthwhile endeavor! Unfortunately, as we’ve added more and more surveys to the ADay Survey, it’s gotten longer and longer for our students and we can see in the survey response data a definite pattern of fatigue – most students simply don’t have the patience to respond to a long survey. Fortunately, there are other approaches to conducting this type of University-wide assessment that allow us to remove some of the burden from our students while still adequately representing them as a group. Moving to these other approaches requires a slight shift in our institutional philosophy about Assessment Day, but it is a reasonable compromise that allows us to gather important feedback from our students in a way that remains statistically valid. Using established survey research methodology, we can use data from a significantly smaller number of our students to create a representative picture of our entire student body. These changes were implemented on Assessment Day 2011; additional information about the sampling changes is available on the [IPAR website](#).

• **Challenge grants.** These grants help faculty conduct in-depth research designed to answer key assessment questions. Recent examples include:
  o The Writing Flag study in 2008-2009, which assessed transferability of writing skills from basic to advanced general education courses;
  o The Assessment Grant project in summer 2010, which allowed faculty and staff to explore existing department- and university-level data in relationship to general education outcomes and assessment;
The proposed Next Chapter grant project for spring 2012—spring 2013, which will encourage cross-disciplinary/cross-program exploration of issues significant to the university as a whole (detailed in more specifics later in this report in the EPILOGUE: The Next Chapter).

- Presentations and workshops on course redesign and assessment supported by the Teaching and Learning with Technology (TLT) group. One recent example of course redesign work is in the Clinical Lab Science program. TLT staff spent a significant amount of time with six Biology instructors helping them develop and manage their online CLS courses. This included customized, one-on-one training on the use of D2L, Adobe Connect, Adobe Presenter, CMap, Tegrity, and many other tools. Instructors use TLT resources to capture lectures and create multimedia content; the first cohort of CLS students admitted in fall 2010 also received technical support from TLT throughout the year.

Assessing Our Assessment Process: Results from the 2010 Campus Self-Study Survey

Given all of the assessment activity taking place at Winona State University, the HLC Steering Committee decided to include some global questions about assessment for faculty, staff, and administrators in the 2010 Campus Self-Study Survey. The full results of the survey can be found in the HLC Research List but to highlight a few results related to assessment:

When asked the extent to which respondents were involved in program and department assessment, administrators responding indicated a high level of involvement (often/very much); for Inter Faculty Organization (IFO) members, the majority were involved at least to some extent. More than half of IFO respondents reported being highly involved in assessment.

Administrative & Service Faculty (ASF) members generally reported they were involved, and nearly half indicated they were involved very frequently. Three-quarters of the Minnesota Association of Professional Employees (MAPE) members taking the survey were involved to some degree; approximately one-quarter reported high involvement. Members of the American Federal of State, County, & Municipal Employees (AFSCME) noted the least involvement with program and department assessment (nearly half of survey respondents were not involved at all, with nearly an equal number noting that they are involved to some degree). Given the differing duties of AFSCME members, who work with buildings and grounds, financial and administrative services, and technical support, members might not perceive themselves as doing assessment.

Table 3-2: Involvement in Assessment Activities by Bargaining Unit

<table>
<thead>
<tr>
<th>How involved are you in your department or program assessment?</th>
<th>Not at all</th>
<th>To some extent</th>
<th>Often</th>
<th>Very much</th>
<th>Don’t know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>6%</td>
<td>0%</td>
<td>12%</td>
<td>82%</td>
<td>0%</td>
<td>17</td>
</tr>
<tr>
<td>AFSCME</td>
<td>49%</td>
<td>29%</td>
<td>12%</td>
<td>7%</td>
<td>4%</td>
<td>76</td>
</tr>
<tr>
<td>ASF</td>
<td>7%</td>
<td>27%</td>
<td>15%</td>
<td>47%</td>
<td>4%</td>
<td>55</td>
</tr>
<tr>
<td>IFO</td>
<td>6%</td>
<td>22%</td>
<td>18%</td>
<td>51%</td>
<td>2%</td>
<td>204</td>
</tr>
<tr>
<td>MAPE</td>
<td>10%</td>
<td>35%</td>
<td>13%</td>
<td>26%</td>
<td>16%</td>
<td>31</td>
</tr>
<tr>
<td>Other</td>
<td>29%</td>
<td>35%</td>
<td>6%</td>
<td>29%</td>
<td>0%</td>
<td>17</td>
</tr>
</tbody>
</table>

When asked to rate the impact of their department or program’s assessment efforts in improving programs, 82% of all administrators taking the survey thought these efforts were effective or very
effective; the next highest ratings came from ASF members, where nearly 79% of those taking the surveys thought their efforts have made a difference, followed by the MAPE group (nearly 63% found efforts effective). IFO respondents scored these efforts almost as high (61% rating them as effective), although 31% reported their program’s efforts were not effective in making improvements.

Although 16% of AFSCME participants did not think these efforts were effective, the high number of respondents who reported non-involvement with assessment indicates that the HLC steering committee should, as noted previously, conduct focus groups to explore how various respondents interpreted survey questions and intended their responses to be evaluated. When asked to assess the impact of the most recent assessment cycle on program improvements, 75% of WSU administrators found these efforts effective, compared to 70% of ASF members taking the survey; 62% of MAPE members; 60% of IFO respondents; and 44% of AFSCME participants. Again, further exploration is needed to find out why perceptions of effectiveness vary among respondents.

In terms of satisfaction level with the assessment cycle or program review process, 70% of WSU administrators reported they were satisfied or very satisfied. Among IFO teaching faculty, satisfaction was reported by just under 65% of participants; ASF members had even higher satisfaction, at nearly 79% (MAPE and AFSCME members were not asked this question). Overall, then, the progress being made and the assessment being done appear to be satisfactory to a large part of the WSU community of learners.

The HLC Steering Committee next plans to conduct focus group sessions to try to probe the reasons for satisfaction and dissatisfaction with department and program assessment to further continual improvement in this process. Textual responses to the survey also still need to be analyzed for further clues in interpreting this first round of campus climate assessment.

In our attempts at continual improvement at WSU, we are looking not only at the communication of/action on student learning outcomes, but also at the effective teaching that is essential in facilitating those outcomes—detailed in the next section of this report.

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### Survey Results

<table>
<thead>
<tr>
<th>In the area of professional development, during the past five years, I have:</th>
<th>% of IFO Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended a MnSCU program/workshop</td>
<td>42%</td>
</tr>
<tr>
<td>Attended a professional meeting/conference</td>
<td>98%</td>
</tr>
<tr>
<td>Submitted a paper/poster session/workshop to a professional meeting/conference</td>
<td>80%</td>
</tr>
<tr>
<td>Presented a paper/poster session/workshop at a professional meeting/conference</td>
<td>79%</td>
</tr>
<tr>
<td>Chaired a panel at a professional meeting/conference</td>
<td>32%</td>
</tr>
<tr>
<td>Held office in a professional organization</td>
<td>34%</td>
</tr>
<tr>
<td>Authored or co-authored a book, book chapter, or journal article</td>
<td>61%</td>
</tr>
<tr>
<td>Refereed a journal article</td>
<td>42%</td>
</tr>
<tr>
<td>Served as a journal editor for a professional organization</td>
<td>8%</td>
</tr>
<tr>
<td>Performed/exhibited publicly as part of a professional/creative activity</td>
<td>43%</td>
</tr>
<tr>
<td>Submitted grants</td>
<td>61%</td>
</tr>
<tr>
<td>Received grants</td>
<td>53%</td>
</tr>
<tr>
<td>Reviewed grants</td>
<td>14%</td>
</tr>
<tr>
<td>Cooperated/collaborated with faculty/colleagues from other organizations or institutions</td>
<td>79%</td>
</tr>
<tr>
<td>Other:</td>
<td>49%</td>
</tr>
</tbody>
</table>
Component 3B: The organization values and supports effective teaching.

The InterFaculty Organization (IFO), the Minnesota State Colleges and Universities System (MnSCU), and the Winona State University community of learners all place a high priority on excellence in teaching. Effective teaching is the first and most important of the five key required areas in the IFO contract that faculty are expected to address in their professional development plans and reports. Many funding initiatives, as well as programs, support the efforts of WSU faculty to continue a long-standing tradition of excellence in classroom instruction. The table on the previous page, drawn from the 2010 Campus Self-Study survey, indicates that, despite a 12-credit per semester (4/4) teaching load, faculty are actively engaged in professional development that further enhances their excellence in teaching.

IFO Contract Language

Article 22, Professional Development and Evaluation, sets forth the criteria by which faculty are assessed. In the words of the IFO contract:

The purpose of professional development is to provide for continuing improvement in teaching, in other student interactions, in the quality of scholarly activity and other service to the university and community. The purpose of evaluation is to provide faculty with information which will contribute to their professional development. The evaluation processes are intended to be supportive of a faculty member’s desire for continuing professional growth and academic excellence. This process contributes to various personnel activities and supports the interest of each faculty member to achieve continuing professional growth and to pursue the highest possible level of academic excellence.

In delineating this appraisal process, the contract sets forth five criteria that guide the submission of Professional Development Plans (PDPs) each fall and Professional Development Reports (PDRs) each spring, as follows:

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments.
2. Scholarly or creative achievement or research.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and development.
5. Service to the university and community.

Effective teaching, however, requires not only evaluation but also support, which is provided both contractually and through MnSCU’s and WSU’s institutional efforts. Article 19, Section B of the IFO contract\(^4\) determines that each department/unit will be allocated professional study and travel funds at the rate of not less than one thousand three hundred dollars ($1,300) in FY 2010 and one thousand three hundred dollars ($1,300) in FY 2011 per each full-time equivalent faculty in the department as of the beginning of each academic year. WSU’s commitment to effective teaching goes far beyond adherence to our bargaining agreements, however; initiatives related to enhancing effective teaching are detailed in the pages that follow.

Contractually, faculty are given Faculty Development duty days\(^1\), which fall at various times before, after, and during the semester so that faculty have opportunities to focus on their teaching, scholarship and service efforts.

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\(^{1}\) Non-class duty days are days when classes are not held, but faculty are contractually obligated to devote time to other university business.
MnSCU System Support: Center for Teaching and Learning

As a part of the MnSCU system, WSU has benefited from the services of the Center for Teaching and Learning. The Center for Teaching and Learning provided conference and workshop opportunities, instructional development grants, and sponsorship through organizations such as the Bush Foundation; all of these are resources that WSU faculty have used to facilitate more effective teaching. From 2000 through 2009, 31 faculty members received over $275,500 in funded grants to develop innovative strategies for curriculum, community outreach, and teaching. Although MnSCU no longer supports the Center for Teaching and Learning, WSU faculty were able to make use of this key resource during the time it was offered.

Asked in the 2010 Campus Self-Study Survey how many had attended a MnSCU program or workshop in the past five years, 89% of administrators responded that they had done so. 61% of ASF members and 53% of AFCSME members indicated that they had attended such a workshop in the past five years. Response rates were lower for IFO teaching faculty (42%), perhaps in part because of the cutbacks previously mentioned or because the programs offered were not discipline-specific. Although the Center for Teaching and Learning will not be continued in the future, we are hopeful that MnSCU offers other grant opportunities WSU faculty can explore to support effective teaching.

The MnSCU system also establishes certain accountability standards for student learning and effective teaching; the MnSCU Accountability Dashboard\(^\text{47}\) includes reporting requirements for licensure examination pass rates and student persistence and completion, which hold WSU and all MnSCU schools responsible for tracking the outcomes of student learning at multiple institutional levels. Scores on the Dashboard simply indicate which institutions are either above or below the “norm” for a given measure. A quick glance reveals that WSU is consistently ranked blue (the “Meets Expectations” rank) on most measures, but that we received gold ratings (“Exceeds Expectations”) for Persistence and Completion Rate for FY2008. Given that MnSCU is adjusting the thresholds for the FY2009 measures, we will again be rated blue for FY2009. The only measure on which WSU is ranked red (“Needs Attention”) on is the Facilities Condition Index.

In a more recent development on accountability, although WSU faculty regularly have distributed course syllabi to their students, MnSCU has now requested that course outlines for all general education courses be shared with MnSCU for public access. This process is to be completed by December 2011, with course outlines for all other WSU courses requested for submission to MnSCU by June of 2012.

WSU itself, however, goes far beyond what MnSCU provides for support and standards for effective teaching, as demonstrated by the New University/L21 Initiative.

WSU’s New University/L21 Initiative (New U/L21)

In June 2003, under the direction of our former President Darrell Krueger, Winona State University began a planning process to create a “new university.” Faculty, staff, students and administrators engaged in visioning sessions, benchmarking visits, literature reviews, and other activities to identify the characteristics that would be the hallmark of a university preparing students for life in the 21st century.

This was a time-consuming and sustained project, as faculty/staff participants joined in study groups, work groups, grant projects, and institutional activities. Numerous others attended visioning conferences and brown bag lunches. Additionally, many students participated directly in these activities; many more students were (and continue to be) directly affected by the curricular and extracurricular
changes that have occurred. Participating employees represented every college, the majority of academic departments and programs, every area of academic service providers (ASP), and all administrative offices—so representation across campus was extremely high.

The New University/Learning in the 21st Century (NewU/L21) initiative resulted in tremendous change at WSU. New U/L21 proposals concerned topics such as interdisciplinary offerings, hands-on experiences, team teaching, experiential learning, and out-of-classroom experiences such as internships and travel study, study abroad, and service learning. In tandem with curricular change, there is greater interest in research on campus, and the university now sponsors an annual spring student-faculty symposium at which students present their original work. Additionally, The Center for Mississippi Studies and new degree programs such as the sustainability minor (a direct result of New U/L21 conversations) were developed to promote interdisciplinary work. The new Community Liaison officer and the Center for Engaged Teaching and Scholarship continue to expand and promote out-of-classroom learning; their efforts are described in more depth in Chapter 5: Engagement and Service.

In response to New U/L21 findings that student retention continued to be a challenge (the first-to-second year retention rates for the Fall 2000 cohort was 75% compared to just 73% for the Fall 2003 cohort and 70% for the Fall 2005 cohort), expanded tutoring, supplemental instruction activities, and career development services are now available. The first-to-second year retention rate climbed steadily starting in fall 2006, reaching a record high of 78% for the Fall 2010 cohort.

The university now employs an Arts and Lectures Administrator, a direct response to the evidence in the New U/L21 reports that WSU had many such programs in need of coordination across campus.

The combined efforts of the overall initiative also resulted in expanded ties with the communities around WSU. Partnerships with area schools have been expanded. Internships and service learning projects have strengthened or established new relationships with area businesses and service agencies. Outreach and Continuing Education (OCED) has expanded contacts for business partnerships through a variety of initiatives such as the new Healthcare Leadership Administration (HLA) degree proposal, which has brought together WSU faculty across numerous departments, healthcare partners such as Mayo Clinic, and other universities (Bemidji State University). An expanded University Advancement staff is securing increased external funding to find support for projects such as the WSU Integrated Wellness Complex in light of decreased state funding.

Generally, the ideas and programs proposed in the New U/L21 initiative were most successful when large collaborative groups worked as teams, and projects “fit” into the existing university structure and practices. Difficulties were encountered when only one or two advocates spearheaded an initiative; there was a lack of infrastructure (or restructuring) to sustain initiatives, and limitations imposed by collective bargaining unit agreements could not be resolved. (For example, the faculty contract does not have any language covering credit hour accrual and compensation for team teaching.)

Initiative to Promote Excellence in Student Learning (IPESL)

The next university-wide WSU program supporting effective teaching and learning began in January, 2007 with the creation of the Initiative to Promote Excellence in Student Learning (IPESL). Started with initial funding from MnSCU, this program ran from January 2007 through summer 2008. IPESL featured a series of faculty colloquia on a variety of topics, providing tools to enhance student learning in reading, writing, math, science, and critical thinking. Faculty received duty days for participation, for which they
were required to incorporate tools and/or topics discussed into a course of their choice. Up to 30% of the faculty participated in 15 distinct projects. This initiative was a short-term project with limited funding, but helped to provide a further springboard for the work currently being carried out by the WSU Faculty Development Committee.

**WSU Faculty Development Committee/Faculty Development Programming**

The charge of the Faculty Development Committee (FDC) is to “create opportunities for faculty to engage in innovation and renewal in the teaching environment, assist faculty in achieving personal and professional growth, and coordinate faculty activities that lead to increased collegiality.”

To help focus the committee’s work, the FDC sought to elicit information from faculty in August 2009 to ensure that these activities were in line with constituent needs. The overall results were useful to the committee in developing ongoing opportunities for the next few years. The results clarified that faculty did not want the FDC to focus on technology so much as active learning strategies, and that they preferred face-to-face interactive workshops/brown bag lunches rather than webinars or other online training.

To highlight only one of the many recent activities of the FDC that built on these survey results, in 2010-2011, members of the FDC provided September training sessions with Lynda Milne of the MnSCU Center for Teaching and Learning on how to conduct effective peer midterm course and instructor evaluations. A ‘refresher’ workshop was held by the FDC in January 2011. Materials were distributed to interested faculty and a schedule was drawn up for peer reviews in March 2011. The FDC ‘closed the loop’ by conducting and reviewing results of an online survey so participants could evaluate the process. Survey results included the following:

- 100% of those who participated indicated they would implement changes to the course based on the mid-semester assessment;
- 100% of responding faculty strongly agreed/agreed that the mid-semester assessment was effective in helping with course curriculum changes;
- 100% of those who took the survey strongly agreed/agreed that student feedback or suggestions helped make positive changes to the course;
- 100% strongly agreed/agreed that they would recommend a mid-semester assessment to other professors;
- 90% strongly agreed/agreed that the mid-semester assessment was a good way to improve student learning;
- 90% strongly agreed/agreed that the mid-semester assessment affected relationships with students in a positive way;
- 80% strongly agreed/agreed that the mid-semester assessment was effective for improving pedagogy.

Approximately 20 faculty participated as both reviewers and recipients of assessment evaluation in spring 2010. This project is continuing in fall 2011 with additional training for more peer reviewers; at present, 30 faculty have already been trained, and more than 40 instructors are planning to participate in the mid-semester evaluation project.

Response to the Faculty Development Committee’s overall efforts appears to be very positive; data collected via the fall 2010 Campus Self-Study Survey indicated that nearly 88% of respondents had attended at least one WSU faculty development workshop during the past five years.
Assistance for effective teaching is built into WSU’s infrastructure as well as its committee structure, especially through the Teaching, Learning, & Technology (TLT) department at WSU.

**WSU’s Teaching, Learning, & Technology (TLT) Group**

WSU’s Teaching, Learning, & Technology (TLT) group has grown in both staff and outreach to help faculty improve their teaching effectiveness through integrating technology to enhance instruction. Providing training and support in areas such as Desire to Learn (D2L) online course management; Turnitin (a hosted service designed to help faculty identify student plagiarism); Twitter (to find ways to engage students outside of class), and creating communities of practice for instructors teaching online courses, TLT staff are continually working to improve service to the employees and students of Winona State University.

Of course, effective teaching, as well as effective learning, can only happen when the environments created at an institution such as WSU support these efforts.

**Component 3C: The organization creates effective learning environments.**

Winona State University has grown into a different type of unified community that engages not only the city of Winona but also our educational and corporate partners throughout the state of Minnesota. Numerous physical, virtual, and community partnership learning environments provide a variety of settings in which student learning is made possible, and more importantly, enhanced.

**Physical Learning Environments**

A number of the new or recently renovated physical environments that are essential to supporting the community of learners at Winona State University have been described in previous chapters, particularly in our Institutional Profile in the INTRODUCTION, however, has numerous other physical settings that provide supportive environments in which students can learn.

Some of the unique learning spaces include:

**Travel Study, Study Abroad, and other OCED-sponsored programs.**

These international and regional settings offer students exciting new environments in which to extend their learning beyond the traditional classroom. Travel study courses are taught by WSU instructors in both national and international settings, such as the Navajo Nation (in collaboration with Diné College) and the Lakota Nation in the American Midwest and Southwest; St. Croix in the U.S. Virgin Islands; St. Paul’s inner-city schools; and South Korea, to name just a few. All of the Travel Study programs directed through WSU’s Office of International Programs request completion of an assessment instrument by students at the conclusion of the trip. The number of students participating in travel studies was 92 in 2008, 272 in 2009, 203 in 2010 and 154 in 2011.

| **Travel Study Destinations** |
| **2011-2012** | **2010-2011** |
| Australia/New Zealand (Pacific Challenge) | China |
| Belize | Costa Rica |
| Boundary Waters | Ecuador |
| Costa Rica | London |
| England/Ireland | Mexico |
| Green America | St. Croix |
| Guatemala | St. Croix, USVI |
| Jamaica - Special Education | South Korea |
| Jamaica - Nursing | Tanzania |
| St. Paul – Teaching | United Kingdom |
| St. Croix, USVI | Tokyo |
Student evaluations from these programs averaged a 61% response rate across all three years; evaluations were generally very positive, but did point out issues related to budgets, cost estimates, billing, and program management in a few isolated cases. These have been discussed and addressed by the Travel Study Advisory Committee and the Dean of International Programs.

**Integrated Wellness Complex (IWC).** One of the most dramatic new physical landmarks on the Winona campus, as well as one of the most exciting physical environments for student learning, is WSU’s IWC. Opened in fall 2010, the IWC followed a strategic plan (whose concept also emanated from New U/L-21 thinking) created by multiple constituencies from 2006-2009 to coordinate fitness, recreation, health, counseling, and health education services. This coordination not only optimizes the well being of students but also provides experiential learning opportunities for students in health and wellness-related disciplines. From the second week of September 2010-August 1, 2011, 201,601 patrons visited the facility. In a typical week in January (January 24-28, 2011), 7,693 patron visits were recorded.

**The National Child Protection Training Center (NCPTC).** Located in Maxwell Hall, this facility features large courtroom-style workspaces/classrooms that allow students in social work, criminal justice, and child advocacy to experience what happens in child abuse trials, as well as the Etta Wheeler House—known as the “Garbage House” among students and staff. Designed to give students hands-on training on what they might encounter in the field, the fully furnished residence includes props such as dirty diapers, open prescription pill bottles, and cigarette lighters. Each room has a camera to record the students and the techniques that they use, as they practice interacting with the “family” (actors or role-playing faculty) and taking careful notes on what they observe in the home.

**West Winona Residence Area.** Acquired from the former College of St. Teresa, Winona State University’s West Winona residence area combines Lourdes, Tau, and Maria Halls into a seven-house system. Following the successful pattern of Oxford, Cambridge, and Harvard, the residence halls are organized into houses that provide the structure for activities and governance as well as provide a sense of belonging. Residential Seminars offer students living in West Winona residence facilities opportunities for additional learning outside the classroom in themed explorations, such as the Mississippi River and The Body and The Mind. Mugshots,
a featured coffeehouse in Lourdes Hall, also provides a communal environment where marketing students promote events, music majors perform, and theatre enthusiasts host improvisation comedy nights. Overall participation is reflected in the satisfaction data reported in Table 3–3.

Table 3-3: West Campus Survey Satisfaction Statements over Four Years

<table>
<thead>
<tr>
<th>Satisfaction questions</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>educational activities</td>
<td>39.00%</td>
<td>41.60%</td>
<td>47.10%</td>
<td>54.70%</td>
</tr>
<tr>
<td>your house/ floor activities</td>
<td>61.40%</td>
<td>59.70%</td>
<td>51.00%</td>
<td>54.30%</td>
</tr>
<tr>
<td>West Campus wide activities</td>
<td>59.20%</td>
<td>59.30%</td>
<td>65.70%</td>
<td>63.00%</td>
</tr>
<tr>
<td>interactions with other students on WC</td>
<td>84%</td>
<td>81.30%</td>
<td>73.50%</td>
<td>76.30%</td>
</tr>
<tr>
<td>interactions with faculty on WC</td>
<td>53%</td>
<td>57%</td>
<td>58.10%</td>
<td>65.70%</td>
</tr>
<tr>
<td>Interactions with staff on WC</td>
<td>63%</td>
<td>70%</td>
<td>65.20%</td>
<td>68.70%</td>
</tr>
<tr>
<td>ability to study</td>
<td>71.80%</td>
<td>68%</td>
<td>66%</td>
<td>62.30%</td>
</tr>
<tr>
<td>ability to socialize</td>
<td>86%</td>
<td>79.50%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>overall experience living on WC</td>
<td>83.20%</td>
<td>80.30%</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>overall experience at WSU</td>
<td>85.80%</td>
<td>83.40%</td>
<td>86.40%</td>
<td>86.50%</td>
</tr>
</tbody>
</table>

All of these efforts to provide essential, effective physical learning environments result in high satisfaction with the look and feel of WSU’s campuses. Asked in the fall 2010 Campus Self-Study Survey to describe their satisfaction levels with classroom availability, classroom usability, learning spaces (such as labs, learning centers, and performance spaces), office spaces, appearance of campus/grounds, and sustainability of campus/groups, constituent groups reported they were generally satisfied to very satisfied with these physical facilities.

Important upgrades to all of our classrooms and buildings (for instance, the MCOM television production studio in Phelps Hall, the dance studio in Memorial Hall, the student lounge area/solarium in Kryszko Commons, and many others) have been detailed earlier in the INTRODUCTION and also reflect the importance of physical learning environments at WSU.

But our effective learning environments are not merely physical. In fact, at WSU, our virtual learning environments receive as much attention as our physical surroundings; these efforts are detailed in the pages that follow.

**Virtual Learning Environments**

Because WSU is a laptop university, and because WSU-R shares resources and information technology support with RCTC, there are many ways in which we provide virtual learning environments for students to engage not only with their coursework, but also with each other, both inside and outside a traditional classroom. These virtual connections are vital in communicating with graduate students who do not reside on the residential campus. Such connections also facilitate student group work, such as research project or group writing tasks.
These virtual environments receive support for classroom management and out-of-class teaching from WSU’s Information Technology Services (ITS) group (organized into four units—User Services; Infrastructure Services; Teaching, Learning, & Technology Services (TLT); and Development and Web Support Services). These groups variously:

- Supervise the distribution and support of the over 7,800 computers involved in the student/faculty laptop program;
- Provide technical support to students, faculty and staff; monitor and support our course management platforms (first Blackboard until June 2004, then a combined pilot supporting both Blackboard and Desire to Learn (D2L) programs, then full transition to D2L in June 2005);
- Introduce new course delivery programs such as Tegrity, which helps instructors capture their in-class work for online delivery and/or non-real-time student access to course content;
- Support our Interactive Television (ITV) offerings between Winona, Rochester, and surrounding areas; and
- Developed the My WSU Portal, which allows everyone with a WSU laptop to create a one-stop shop of personal links and resources.

The TLT group has also worked diligently to create virtual environments that facilitate effective teaching. In the past two years, faculty with expertise in technology have been sharing teaching tips, which have been posted to YouTube to communicate with faculty both within and outside WSU. A sample video, featuring a faculty member from Nursing Department discussing her use of the SoftChalk program, can be found on YouTube, as can several such videos on faculty technology initiatives.49

Because the HLC emphasizes the importance of availability of faculty for student inquiry and mentoring, it is worth noting as we discuss technology that this increase in virtual environments has, if anything, increased—not decreased—the time faculty spend working with students. Although IFO faculty have a contractual requirement of ten contact hours per faculty person per week, faculty are increasingly answering student inquiries nearly 24/7 in both real-time and asynchronous settings as course management programs such as D2L and Tegrity (a course capture system) become more popular among WSU faculty.

Another new initiative at Winona State University is the development of Winona 360. Hosted online at http://www.winona360.org/winona360/, this project joins the efforts of ITS, academic faculty,
community partners/contributors, and students to create a multimedia news and information Web site. Winona 360 is designed as an independent nonprofit news and information site that operates through a partnership with Winona State University and collaborations with several local organizations. The site unites journalism and education in a virtual learning environment to create an informed and intelligent community and is a laboratory for students to learn and produce new media that engages and serves the Winona region. In October, 2010, Winona360 received a 2010 WOW award from the Western Interstate Commission’s Cooperative for Educational Technologies (WCET) for its innovative approach to civic journalism.

There are many community partnerships that characterize the efforts to enhance effective student learning and teaching at Winona State University, of which Winona 360 is only one; many more of these partnerships are described in the next and final section of Criterion 3C.

Community Partnership Learning Environments

Winona State University has a decades-long tradition of establishing community partnerships as a kind of learning environment where students can develop hands-on skills as they pursue their studies. These environments happen locally and regionally, but do extend well beyond the boundaries of Minnesota to international partnerships as well.

Because our local, regional, and even national partnerships are so widely dispersed throughout the university, it is difficult to list them all comprehensively. Additionally, several of these partnerships are profiled in more detail in Chapter 5: Engagement and Service. Here, however, we can mention a few of the many opportunities that students are provided through graduate and undergraduate research, clinical lab experiences, job shadows, practica, internships, and faculty-led community-based participatory research.

Partnerships with other regional educational institutions, such as Rochester Community and Technical College (RCTC) and Southeast MN Technical College, create learning environments such as Diversity Day—an event in which students and faculty of both WSU and SE-Tech join together to welcome high-school students from larger cities to the region for an introduction to the college experience. WSU-R education faculty have been active partners with researchers from Mayo Clinic and educators and students from the Rochester Public School system to create the InSciEd Out project (Integrated Science Education Outreach). WSU-R education faculty have also created a successful summer STEM camp in collaboration with the Rochester Public Schools. As an outgrowth of this camp, WSU recently developed a capital project proposal for a new STEM Village on the University Center Rochester campus. The STEM Village is a K-12 resource center that will involve collaboration with the Rochester Public Schools, RCTC and the Rochester Area Math and Science Partnership, as well as a number of K-12 school districts in the region.

Public schools in the region also send their outstanding high school students to WSU to gain college credit through the PSEO (Post-Secondary Educational Option) coursework. And, of course, WSU’s
Education Department places over 300 student teachers each year into more than 30 districts/learning environments each year in partnership with elementary and high schools in the state of Minnesota.

Partnerships with professional organizations such as IBM, Mayo Clinic, Olmsted County Medical Center, Gunderson Lutheran Clinic, and others offer students the opportunity to gain impressive and invaluable hands-on career experience as part of their student experience, gaining direct training in their fields. The Hawthorne Center in Rochester, a Rochester Public School system resource for adult and basic education programs and career training, provides opportunities for WSU faculty and students to engage in volunteer work, service learning activities, clinical practice, and research studies with community residents from a range of diverse populations.

Opportunities to create learning environments through community partnerships also occur through service learning and engaged learning experiences, such as:

- The Reading in the Mall program, where education majors not only read to Winona-area students but also plan a variety of age-appropriate activities to promote literacy;
- Cultural programs for area schools, where WSU’s international students take a full day to give presentations on their country and culture;
- WSU’s many camps such as College for Kids, which create a learning environment for students of all ages;
- The Minnesota State Music Festival, where music education and performance majors meet with high school students attending festival competitions;
- The Winona Oratorio and Symphony, both of which meet on the WSU Winona campus and allow students to work directly with community members preparing for performances;
- Special activities with the community, such as hosting the Winona Farmer’s Market on campus throughout the year as part of the sustainability initiative and sustainability courses; and, of course,
- The Great River Shakespeare Festival (GRSF), which employs WSU students as interns and assistants each year in professional productions throughout the summer;
- The Frozen River Film Festival (FRFF), which provides opportunities for students to participate in this community event during Winona’s winter season.

**International Partner Institutions**

- Southern Cross University—Australia
- University of Salford—England
- Hebei University of Technology—China
- Shanghai International Studies University—China
- Misr International University—Egypt
- University of Hong Kong—Hong Kong
- Akita University—Japan
- Toyo University—Japan
- INTI College—Malaysia
- Universidad Internacional—Mexico
- Chung Ang University—South Korea
- Chungnam National University—South Korea
- Soonchunhyang University—South Korea
- Centro de Lenguas Modernas—Spain
- Tamkang University—Taiwan
- The Center for Global Education at Augsburg College—US/Mexico
WSU’s growing partnerships in international venues are also creating new community partnership environments every year. International partnerships with other universities, which allow for exchanges of students and faculty, have been established with institutions across the globe.

Given the variety of physical, virtual, and community partnership environments available at Winona State University, it is clear that considerable effort goes into sustaining the creation and support of effective learning environments.

**Component 3D: The organization’s learning resources support student learning and effective teaching.**

Winona State University offers many means by which our learning resources support both student learning and effective teaching. These learning resources need to address as many of our community of learners’ needs as possible in order to help students learn and instructors teach. Therefore, this section features resources that support the personal and professional needs of our students and faculty; the academic needs of our students; and the professional needs of our faculty.

**Personal and Professional Resources for Students**

WSU excels in its dedication to providing both personal and professional development resources to help students focus even more effectively on their educational experiences. A brief list highlighting several such resources follows:

- **Integrated Wellness Complex.** WSU offers a variety of departments and programs that assist students with their personal needs while enrolled at our institution. Many of these services such as Counseling & Psychological Services, Health Services, Health Education, and fitness and recreation are combined in one facility as part of the Integrated Wellness Complex.

Figure 3-4: WSU Wellness Wheel
Considerable research in the Student Development profession indicates healthier students and healthier campus communities facilitate learning, promote academic achievement and lead to improved retention rates. Since WSU’s Winona campus has a young student population that is just starting to learn to be responsible for its own health care and overall well-being, the Integrated Wellness Complex has a vision of making students active partners in promoting healthy lifestyles throughout our university community.

As the original Integrated Wellness Complex Strategic Plan noted in 2005, “The majority of chronic, lifelong health problems and mortality are related to unhealthy lifestyle choices that often begin during late adolescence and young adulthood.” This, in addition to spiraling health care costs, supports our strong belief that WSU has an obligation to educate students about health habits that become a lifestyle and to assist them in developing a healthy lifestyle. Although not physically part of the Integrated Wellness Complex, WSU-R provides similar services with a similar mission to Rochester-area students through the UCR Fitness Center, RCTC Health Services, and RCTC Crisis Counseling Services.

• **Career Services.** WSU’s Career Services Department strives to reach students personally to help them develop effective and successful academic and career goals, with the end objectives of increasing student satisfaction and retention, better alumni and employee relations, and increased opportunities for current students for internships and job shadowing. Offering resume “carts” that travel to where students are meeting across campus, one-on-one resume building, interview recording and critique sessions, interview-related podcasts, and numerous career fairs on campus, Career Services works diligently to provide learning resources that enhance student learning as well as effective teaching. WSU-R’s Career Services program features the Goals + Plans + Success (GPS) LifePlan program, which encourages students to use an interactive online site to set and pursue Career, Education, Finance, Leadership and Personal goals.

• **Inclusion and Diversity Services.** WSU’s Inclusion and Diversity Office provides programs, personal support, and services to create a learning community where people are safe and respected regardless of cultural background. This is an important part of WSU’s efforts to develop a learning community “where diversity in its broadest terms—including race, ethnicity, national origin, gender, ability/disability, age, religion, economic, language, gender identity, and sexual identity—is valued, affirmed, and celebrated as an important first step toward embracing world differences in order to make the world a better place in which to live and work.” In 2008-2009, the Inclusion and Diversity Office reported serving 369 students of color on the WSU Winona campus, welcoming 379 students to campus for on-campus recruitment events, and hosting 1,397 off-campus minority students at off-site recruitment events.

The office is also part of a program that enrolls 869 students in an Academic Progress Reporting System (APRS) that tracks midterm grades, academic concerns, and retention for athletes,
international students, students receiving Student Support Services (SSS), and students enrolled in Inclusion and Diversity Services. The APRS functions as a part of the WSU Access, Opportunity, and Success Grant with funding through the Office of the Chancellor. Since the implementation of APRS, Inclusion and Diversity participants have been retained at a rate of 72%, while student-athletes have been retained at a rate of 91%.

- **Disability Services (DS).** Relocated in 2008 to become part of the integrated services of the Warrior Hub in Maxwell Hall, the Disability Services office works closely with students to provide services and reasonable accommodation for disability-related concerns, such as alternative test accommodations, accessible classrooms, in-class presentations, classroom interpreters, disability counseling, and information on disability-related scholarships. Student awareness of DS is high. In 2011, Assessment Day Surveys indicated 81% were aware of the services offered. The number of students served has grown from 160 in 2006 to 257 in 2010. Some 1,105 courses were accommodated and 1,011 tests were proctored in 2010-11. A survey rated the “helpfulness and friendliness of DS staff” at 4.5 on a 5 point scale.

- **“Warriors Lead” student leadership program.** Designed to help students who show leadership potential to enhance and practice those skills, the “Warriors Lead” program has been implemented by Student Life and Development. Based on the Social Change Model for Leadership Development, this program gives students the chance to develop as group and community leaders through participation in a three-tiered program. Since beginning the program in fall 2009, some 250 students, averaging 50 each semester, have attended. WSU is participating in the Multi-Institutional Study of Leadership in 2011-2012 to evaluate the effectiveness of this program as well as to gather feedback from students on how to continue improving their leadership skills.

- **Internships and job shadowing.** Students from many programs at WSU complete internships for credit as well as non-credit job shadowing projects. The academic requirements for each department’s internship opportunities are usually listed on its website as well as in the course catalog. Some 93% of teaching faculty responding to the 2010 Campus Self-Study Survey reported that the number of students they supervise in internships has either stayed the same or increased. According to Spring 2011 NSSE results, 54% of senior respondents had completed a practicum, internship, field experience, co-op experience or clinical assignment, compared with just 38% of seniors at other MnSCU Universities and 49% at all other public, Masters institutions.” (NSSE 2011 WSU Mean & Frequency Report)

- **Student clubs, honor societies, and Greek societies.** WSU has many student clubs as well as chapters of national and international honor and Greek societies, all of which offer students resources for learning about community, professional development, and personal interests.

- **Maxwell Child Care Center and UCR Child Care Center.** Both of these facilities feature on-site child care, early childhood education, and other care-related services for the children of the students, staff, and faculty of Winona State University.
• **Intercollegiate and intramural sports.** Sports activities provide WSU students with learning opportunities in wellness and teambuilding outside the classroom. WSU’s athletic program is a vital contributor to NCAA’s Division II programs, winning numerous conference and intercollegiate championships over the past 10 years including two national championships in basketball. Given the program’s mission of attracting student-athletes who strive for both academic and athletic success, the overall student-athlete GPA of 3.14 is impressive. WSU’s “Life in the Balance” program also encourages student-athletes to dedicate time to the community, with over 3200 hours of community service performed last year. Warriors reach out to southeastern Minnesota through service projects, local school appearances, hospital visits, and hosting events on the WSU campus.

These examples are a partial list of the many resources provided on the Winona and Rochester campuses that support student learning by ensuring that students receive the personal and professional assistance they need to make the most of their classroom experiences. Next, this report features the many learning resources that address students’ academic needs in order to enhance their educational experience.

**Academic Resources for Students**

Academic resources provided to enhance student learning and effective teaching at WSU follow students from their first days on campus well into their major programs and even graduate work. To highlight a few of these vital resources, we note:

• **First-year Experience/Orientation 100 Course.** For WSU students, the first-year experience begins with a week of orientation prior to the start of fall classes. Sessions on alcohol abuse, sexual safety and health, and study skills, as well as faculty-led “hot topics” -- sessions on subjects such as sustainability and networking -- are offered to students as well as a range of social activities. Once registered for fall classes, incoming students are also enrolled in a one-credit Orientation 100 section. Students who have declared their major work with faculty in their area of interest; undeclared students work with faculty from a wide variety of fields. These courses introduce students to the realities of managing college life and serve as a ‘safe place’ where they can get to know their orientation leader and their fellow students in a different way than in the average classroom.

The first-year Orientation 100 course is under the direction of the Advising Services Office; in 2010, a Faculty Orientation Director was appointed to ensure adherence to, and assessment of, appropriate student learning outcomes across the many sections of the course. As of spring 2011, faculty and staff members must apply competitively to be selected by the Faculty Orientation Director to teach the OR 100 course.

Two major changes in the first-year experience grew out of the New U/L21 initiative mentioned earlier in this chapter: The Common Book project and linked “Learning and Living” courses at the
Residential College. The Common Book project was initiated in the fall 2005 and designed to give all first-year students the shared experience of reading and discussing the same book. The common book is adopted by most sections of English 111, the introductory College Reading and Writing course and, since 2008, it has been related to the university theme. Graduate Assistants in the English department prepare a packet of teaching materials for faculty adopting the book and the author is invited to campus each semester to meet with students and community members. For many incoming students, this is the first time they have met the author of a book they have read. The 2011-12 Common Book, Packinghouse Daughter, is being read by 2,500 students this year and is about the 1959 meatpackers’ union strike that divided the author’s hometown of Albert Lea, Minnesota. By connecting the common book to issues relevant to our students and to other extracurricular events and activities throughout the year, students are exposed to the power of the written word.

In fall 2006, the West Winona residential area offered first-year introductory seminars (in lieu of the traditional orientation courses) and piloted linked courses. There was insufficient funding to continue the seminars, but the program continued to evolve, with development of an Oxford-like “house” structure established in fall 2008 with a goal of more fully integrating academics into the social fabric of the university.

- **Krueger (WSU) and Goddard (Rochester) Libraries.** Noted earlier in this chapter as one of the many physical environments in which students learn, the Krueger Library not only serves the WSU Academic community through its many resources, but also serves as a U.S. Government Depository and as a resource for the greater southeastern Minnesota and WSU community. The Krueger Library has three floors with over 450,000 book volumes, over a thousand print periodical titles, and access to 35,000 eJournals, 54,000 eBooks, and 100 online databases. Built with the “Laptop University” in mind, it contains over 2,800 network ports and wireless access, and over ten high speed duplexing laser printers throughout the building.

  The Krueger library offers ten public terminals for internet access and free printing, as well as ten computers for catalog and WSU database access to anyone in the library building. The Library's Information Gallery (IG), located on the first floor, has 48 high-end multimedia computers, scanners, and high-speed printers. Both Mac and PC platforms are supported. The IG circulates laptops, power and network cords, webcams, media carts, which include a wide screen TV and DVD/VCR, as well as other peripherals (for WSU students only). It also has six laptop workstations that include scanners and DVD burners. Even more importantly, WSU’s professional librarians serve as academic liaisons to departments depending on their individual areas of expertise, apprise faculty of new developments and resources, and work with many students on specific course projects and assignments.

  **The Goddard Library at Rochester** has developed a new Digital Media Center and offers students access to 10,000 online journals, 20 dedicated research work stations and an extensive collection of periodicals. Goddard Library also hosts the Library Technology Center, the largest computer lab on campus. “Smart Study” rooms on the third floor accommodate up to six people for group study or collaborative projects. A fully-equipped assistive technology room reformats traditional materials into disability-accessible files. Staff at both libraries hosts numerous classes and workshops to help students advance their knowledge of information literacy.
WSU students, faculty, and staff enjoy robust use of the Library’s facility and services. End-of-year gate counts, i.e., the number of individuals leaving the building, average around 475,000 per year. NCES (i.e., IPEDS) survey data show “typical week” gate counts that consistently exceed state, national and peer group averages and medians. This is especially notable considering that most of the Library’s purchased content is electronic and readily available anywhere on or off-campus.

The Krueger Library’s services are also well used. NCES data report WSU reference, instruction, circulation, and interlibrary loan statistics that exceed state and national medians. Reference transactions average over 241 questions in a “typical week” (compared to a state and national medians of 112 and 145 respectively). Library instructional activities as measured by number of presentations and total attendance surpass state and national median totals. Total circulation statistics for both general and reserve collections also exceed the national and state medians. NCES shows WSU with 9 circulations per FTE student, while national and state medians are 7. The interlibrary loan service is especially well used, receiving an average of 8,100 books, articles, and other material each year. By comparison the state average is 3,203 and national average is 7,126.

- **Technology Support and the WSU-Winona e-Warrior Program.** Recent developments in the continual improvement of our academic resources to enhance student learning and effective teaching include the e-Warrior/Digital Life and Learning program. All full time students (12 or more semester credits) on the Winona campus are automatically enrolled in the program and required to rent a laptop for their time at Winona State University. Students are allowed to keep their laptops during the summer at no cost. The cost of the program is $350-$500 per student per semester. The fee is variable based on the laptop chosen (PC or MAC) as well as the student’s year/status at WSU. Students are offered a laptop purchase option when they graduate.

In order for the program to be most effective, all full-time faculty and students use a common set of tools. This level of standardization allows instructors to integrate technology into their courses confidently and enables support staff to provide timely and cost-effective technical assistance. The end result is that students and faculty can spend their time using technology to facilitate learning versus solving technical problems, wondering whether their personal computers will be adequate for their next set of courses, waiting for their computers to be repaired, or installing software.

Although WSU-R students are not required to participate in the e-Warrior rental/purchase programs, WSU-R does offer the laptop leasing program to WSU-R students, and a growing number of students are choosing to enroll in the program. To ensure that all WSU-R students have access to laptops in the classroom, the university provides a ‘laptop cart’ on the WSU-R campus. These mobile laptop carts provide computers for classroom use. WSU-R students can also rent laptops by the hour or use UCR campus computer labs to access WSU-licensed software and technology resources. In
addition, WSU-R ITS staff provide technical support and assistance with using WSU technology via wireless networks.

Students are also an active part of maintaining these academic learning resources. Every semester, over 100 WSU students are employed as part-time support for the Digital Life and Learning Program as Student Technology and Resource Specialists (STARS).

At WSU-R, the campus IT office hires 3-5 student workers each year to assist with providing technical support to faculty and students and maintaining laptop systems for the carts and for faculty, staff, and students. Therefore, students not only benefit from these learning resources as clients, they also have the opportunity to participate as active learners and teachers.

- **Advising Services.** Advising Services works with students to provide assistance with course selection, placement, registration scheduling and information, and, as previously mentioned, oversees the Orientation 100 course component of the First-Year Experience. During 2010-2011, Tutoring Services in particular served more than 1,700 students, provided over 14,000 hours of academic support, and gave more than 40 students academically-related work experience as tutors or Supplemental Instruction (SI) leaders.

Advising also informs students about policies and procedures related to academic suspension, appeals, and reinstatement, as well as updating faculty on new procedures and calendar dates for each semester’s registration. Additionally, this office tracks student retention and supports student persistence to graduation. Disability Services, discussed previously in this chapter, is affiliated with Advising Services.

The APRS system mentioned previously in this chapter has been an important step in identifying students who might be at risk. This awareness enables us to provide early faculty and advising intervention to help students succeed academically. Tutoring programs are offered through the Advising Services on both the Winona and Rochester campuses.

At WSU-R, students can access Learning Center tutors for specific subjects provided by RCTC and WSU, and can access online resources as well. The Learning Center moved into a new campus space three years ago that increased the space five times beyond the original facility, and the numbers of student users have soared to the point where it could use more space and staff than currently available. The UCR Test Proctoring Center is also part of this center, and provides students with an alternate testing option if they cannot make the test date/time scheduled for a WSU-R course.

- **Student Support Services.** Student Support Services is a federal grant-funded TRIO program for first-generation and low-income students as well as students with documented disabilities, designed to help underrepresented students achieve their goals of graduation. Individualized academic and personal assistance, including tutoring, is offered to eligible students. The SSS grant has been in place at Winona State University since 1982 and is funded for 225 students per year. WSU’s SSS program has received almost $4 million to date. In 2009, the Student Support Services group moved from its former home in Phelps Hall to an expanded space on the 2nd floor of Krueger Library that is both more welcoming and more accessible for students than the previous location.

- **Writing Center/Math Achievement Center.** These centers on campus, originally located respectively in Minné Hall and Gildemeister Hall, provide subject-specific assistance for students in writing-
math-intensive courses. Additionally, the Writing Center and Math Achievement Center provide high-ability students and majors or minors in these fields the opportunity to develop their skills as potential future instructors. Usage data for Fall 2011 shows that 692 individual students made nearly 10,500 visits to the Math Achievement Center between September 11 and December 4.

In fall 2011, the Math Achievement Center moved to enhanced facilities on the third floor of Tau Hall in the West Winona residence area. This makes math assistance even more readily available to the many first-year students who reside there. WSU’s most recent data indicate that between 30 and 50 students either work in groups or are tutored one-on-one in the center every day; additionally, the failure rate in Calculus I dropped by 13% this fall compared to last. Usage data for Fall 2011 shows that 692 individual students made nearly 10,500 visits to the Math Achievement Center between September 11 and December 4, 2011.

- **English as a Second Language (ESL) Services.** Students who need further assistance in building their oral and written proficiency in English receive assistance in a number of ways, including the English 106 and 107 classes, Academic Reading and Writing I and II, as well as the English Language Center program, housed in the International Education office. The English Language Center at Winona State University welcomes all students, international and domestic, whose first languages are not English.

- **Academic Advising.** Undergraduate students receive academic advising from their major and minor advisors, as well as from their Orientation instructors (up until the time they declare a major). Departments are responsible for distributing advising materials and information to students, and ‘Advising Week’ is a regular feature of the published academic calendar for the week prior to each semester’s online registration period. Students are not able to register online unless they meet with an advisor to receive their online access code, which is changed each semester.

Graduate student advising is provided by the advisor assigned to each student upon admission to a graduate program. Graduate students do not use the online access code system; instead, they consult with their advisors to complete a Graduate Candidacy form before completing 16 graduate credits.

- **Engaged Learning Initiative.** As noted earlier in this chapter, many of these academic initiatives, detailed in depth in Chapter 5: Engaged Learning and Service, were envisioned in the New U/L21 project. Since then, WSU has continued to expand its opportunities for students to participate in more active learning and in more community engagement. In the 2010 Campus Self-Study Survey, 51% of IFO teaching faculty indicated they have incorporated significant community-based/engaged learning activity in their classes. Additionally, 31% of senior NSSE respondents in Spring 2011 reported completing a community-based project as part of a regular course, compared with just 18% of seniors at other MnSCU Universities and 21% at all other public Masters institutions. Both first-year and senior WSU respondents to the 2011 NSSE also scored statistically significantly higher than both MnSCU and Carnegie group

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<th>Yearly Community Service Programs</th>
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<tr>
<td>Spruce Up Winona</td>
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<td>Community/student block parties</td>
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<td>Adopt-a-block/Neighborhood mentor programs</td>
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<td>Restorative Justice project</td>
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<td>Student-run ‘Myst’ community nightclub</td>
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<td>American Democracy Project</td>
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<td>and voter registration efforts</td>
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<td>Farmer’s Market on campus</td>
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peers on the NSSE benchmark for Active and Collaborative Learning." (NSSE 2011 WSU Mean & Frequency Report; NSSE 2011 WSU Executive Snapshot). The Community Liaison Officer organizes student and faculty volunteer efforts yearly in ongoing programs. As such, over two-thirds of our students (68%) participate in community service or volunteer work during their time at WSU (as reported in 2009 NSSE survey). These engaged learning efforts are an important academic resource to complement student and faculty classroom interactions.

- **WSU-R Student Advisory Group (SAG).** This is a new initiative started in FY10 to provide a forum for campus administration and staff to interact with WSU-R students to ensure that open communication about campus issues informs decision-making. The group holds two to three meetings per semester, which are open to all WSU-R students. This initiative is challenged by the fact that WSU-R is a commuter campus, but student participation is slowly growing from a handful of students at the beginning of the program to as many as 15-20 students attending meetings at the close of the 2010-2011 academic year.

- **All-University Celebration of Undergraduate Student-Faculty Research and Creative Scholarship.** Each April, WSU sponsors its All-University Celebration of Undergraduate Student-Faculty Research and Creative Scholarship, hosted annually on the Winona campus. This event gives students a pre-professional opportunity to make presentations on research and creative projects from across all disciplines. Students receive feedback from faculty as well as from the community at large. In 2011, the Celebration featured 136 posters, 20 oral presentations, and 4 dance performances.

- **Master’s and Doctor of Nursing Practice (DNP) Poster Presentations.** At both the master’s and doctoral levels, the Nursing program at WSU provides an academic resource similar to the Undergraduate Research Colloquium for active student learning. In these presentations, DNP graduates must present their thesis research to the community at large, including not only faculty and peers but also representatives of the professional organizations that partner in the doctoral research effort.

**Professional Resources for Faculty**

There are also learning resources at WSU that are specifically designed to help faculty improve student learning and effective teaching. To list a few examples:

- **Teaching and Learning with Technology.** As noted earlier in this chapter, the TLT group provides essential resources to help faculty master technology and use it in effective and innovative ways. Faculty are variously enrolled in workshops and one-on-one training sessions to:
  - Redesign curriculum (as noted previously in this chapter);
  - Use the D2L course management program;
  - Use programs such as Google Docs to enhance student writing and collaboration;
  - Offer online courses, using the Tegrity course capture system;
  - Use Twitter in encouraging more student peer-to-peer and student-faculty interactions, and pursue learning on topics beyond the traditional course period; and
  - Use tools such as SoftChalk to enhance their existing online courses.

- **New Faculty Initiative.** For several years, WSU has offered faculty development sessions in the Orientation week before fall classes begin. Many of these sessions were targeted to new faculty, including sessions with Human Resources, IT, as well as social gatherings with fellow new hires. In
summer 2009, New Faculty Orientation Leaders were appointed on both the Winona and Rochester campuses, and developed a much more substantive program of workshops, presentations, and social events. Workshops and presentations were designed to enhance new faculty awareness of everything from technology available for the classroom to preparing a portfolio for tenure and promotion. A New Faculty blog was also created to allow new hires to share information and questions. Although the program was discontinued in summer 2010 (due to the departure of one Orientation Leader and issues of release time for the other leader), the program established new ground for helping faculty to create an ongoing cohort that learned together in an atmosphere of mutual support.

- **Professional Improvement Funds and Foundation Grants.** MSUAASF and IFO members are entitled to apply for professional improvement funds to enhance effective professional performance. Faculty members (IFO) are contractually entitled to apply for professional improvement funds (PIF) each year to enhance their work as scholars and artists. PIF funds are awarded by the President in consultation with the Provost and the various Dean of the colleges. Members of the Academic Staff faculty (MUSAASF) can receive similar support funds granted on the basis of proposals submitted by applicants to their supervisors, and ultimately to the Provost and President. The WSU Foundation also accepts applications each year and goes beyond the scope of other available funds to support projects that have a demonstrated connection to student learning and improving the student experience at WSU.

- **Statistical Consulting Center.** Offered as a part of the Department of Mathematics and Statistics, the Statistical Consulting Center at Winona State University provides quality statistical support for faculty (and student) research. The Center is run by students and faculty from the Department of Mathematics and Statistics, and provides statistical consulting services on research design, data analysis, and assistance with technical writing of results.

**Conclusion**

**Future Issues**

WSU continues to demonstrate a strong commitment to fostering student learning and effective teaching at all levels of instruction. Nevertheless, many of the challenges that WSU faces in the near future are similar to those other institutions encounter—the pressure to do more with less. Specific challenges unique to our particular circumstances are likely to include:

- **The importance of considering community relations in campus planning.** During the process of updating the Campus Master Plan, the University invited members of the Central Area Neighborhood and the Winona Housing Association (landlords) to at least five meetings (total of 50 people), several in which the proposed master campus housing plans were discussed. Despite this consultation, when the University recently decided to move forward with the plan to renovate a university-owned house and create a university theme house (theme of sustainability), several neighbors and local landlords were vocal with their concerns. The neighbors were primarily concerned with issues of parking and the city’s 30% rule of rental property while the landlords claimed increased competition. After several meetings with the Winona Planning Commission, the Winona City Council and an open public hearing, the Winona City Council approved the theme house. As the University moves forward with implementation of its campus master plan, it will need to be mindful of the delicate nature of small town university town-gown relations and remain sensitive to the concerns of local neighbors.
• **Retaining the distinctiveness of West Winona area within a context of fiscal restraint.** During the past several years when budgets were particularly tight and fiscal restraint was paramount, faculty release time was reduced and changes resulted in the former Residential College model. Although the same numbers of courses are currently offered on the West Winona area, and the addition of the Math Achievement Center has greatly increased the student traffic to west campus, there are members of the WSU community who perceive these changes as having diminished the appeal of this space. The demand for residence hall spaces remains very strong and there has not been a reduction in the numbers of students requesting to live on West Winona area. Students continue to choose the living and learning experience that offers unique programming and an intimate setting. Nonetheless, the University should continue to keep the distinctive nature of the West Winona area in mind as it implements plans for residential and academic spaces.

• **New faculty initiative.** This program should be reexamined and reconsidered in light of the many budgetary and cultural challenges WSU might face in the future. As resources become scarcer, it will be more important than ever to ensure the retention not only of our students, but also of our teaching faculty.

• **Managing interdisciplinary offerings.** Creating new interdisciplinary programs, such as the Sustainability minor, means that we must create new models of management, supervision, and assessment for the faculty and students involved in these programs. At present, our interdisciplinary courses and programs lack a centralized ‘home’ within any particular college.

• **Continued Faculty Engagement in Assessment.** When grant funding ended for the Faculty Assessment Coordinator, that function was continued for several years through release time. Given budget constraints, that alternative was no longer supportable. Although assessment is continuing throughout campus and the Director of IPAR, appointed since then, is managing many requests for data access, interpretation, and assessment assistance, the university must support models to enhance the engagement of faculty to serve as a liaisons on assessment between the faculty body and the Academic Affairs/IPAR offices.”

• **System support for effective teaching through cuts in MnSCU/CTL.** Losing the special programming grants through the Center for Teaching and Learning/MnSCU meant that one more valuable faculty development resource was gone. Although the Center for Teaching and Learning will not be continued in the future, MnSCU might offer other kinds of grant programs to support effective teaching; it is important to seek these out, as well as to search for other funds that can supplement the support for effective teaching that WSU provides its faculty.

• **Sustaining momentum from New U/L21, summer 2010, and other short-term assessment grant projects.** We have seen a pattern of ‘peaks and valleys’ of progress in both creativity and assessment, with the peaks generally coming after significant financial investment in new initiatives and the valleys coming when it is time for faculty or departmental or program resources to sustain the brilliant ideas generated. One such example was a challenge to maintaining a unique physical learning environment as part of the Center for Mississippi River Studies (CMRS). The CMRS initially had access to a riverboat, the River Explorer, on which themed classes and tours of the river could be held. However, legal/liability issues and challenges coordinating staffing with the Corps of Engineers precluded continued usage of the riverboat; the university is currently working on finding a comparable learning environment to support the CMRS. This is one example of the issues the
academy faces as state and federal resources continue to diminish, competition for students grows, student numbers diminish in the post-boomer era, and competition among various kinds of learning institutions becomes greater.

- **Encouraging more active use of available resources to support effective teaching.** Some programs, such as the Statistical Consulting Center, have not yet fully ‘taken off’ with teaching faculty. Continued marketing across all platforms and departments is needed to ensure that these programs spark enough interest and participation to ensure a strong return on investment.

**Opportunities**

Given the rapid progress of the past few years in assessment, this is certainly one major area of opportunity. If the HLC steering committee that was initially created as an All-University Committee can be continued as an assessment advisory committee to support the efforts of WSU’s Director of IPAR, there is a better chance that momentum in this important area can be sustained.

Another opportunity for improvement might well come as we explore the capabilities of the new TaskStream programs. Although the Accountability Management System (AMS) is being used initially to record academic department/program and ASP program assessment efforts, the system has the ability to link in assessment of student portfolios, course-level assessment, and much more thorough integration with Learning Achievement Tools (LAT), another feature of TaskStream. As part of a mini-grant related to the Teach21 teacher education transformation initiative, a group of 10 faculty from across the Professional Education Unit is working with LAT during the 2011-12 academic year. One of the goals of the mini-grant is to create a culture of coordinated assessment across departments and colleges for our teacher candidates. We hope to continue the Assessment Fellow model in future years to encourage active faculty participation in assessment, but funding would need to be identified to support professional development activities above and beyond those allocated by the governance groups.

Chances to improve our considerable efforts might come in the form of increased use of the Educational LEAN resources on campus. Since the LEAN process was used with great success in implementing and coordinating the reconfiguration of offices and functions for the Warrior Hub (Integrated Academic Services Center) and the Integrated Wellness Complex, it could potentially be used to streamline and improve other programs within the WSU community.

Recommendations from previous assessments of our University Studies program will be useful background information as the GEPS works on a comprehensive plan of assessment for the new general education program.

The Academic Progress Reporting System (APRS) has demonstrated an impact on retention of students who are at risk from a variety of factors. A final area for opportunity might be the expansion of the APRS to reach all faculty and students on campus.

**Summary**

The past ten years have led to considerable progress in the assessment and support of student learning and effective teaching. Building on the momentum of past grant support for a faculty assessment director and a coordinated effort to collect institutional and program-level data, WSU has now moved to even more detailed and deliberate data collection and interpretation.
The effort to explore the full potential of the TaskStream platform has already begun. Select department chairs have been transferring their materials to the new program with the assistance of the Director of IPAR. Starting in late summer 2010, ASP units have begun transferring their full assessment plans to the TaskStream platform and are beginning work on their next assessment cycle.

In addition, the USP Task Force III has completed its rewriting of all policies, procedures, and paperwork for the new WSU GEP (General Education Program). This group will then make assessment-related recommendations for the new GEP All-University subcommittee to take under advisement as that committee begins hearing proposals for new courses and course renewals in the new general education program.

Finally, WSU’s reinvention of itself as a laptop university earlier this past decade has allowed our institution to create a successful working partnership among ITS, staff, faculty, and students. Given the continued and sustained development over the past decade, we fully anticipate that student learning and effective teaching will continue to be a keynote for our institution and a vital part of fulfilling our mission.
Chapter 4: CRITERION FOUR

CRITERION FOUR: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

As WSU forges its way through the early 21st century, we strive to sustain a culture that values a life of learning. Through a variety of means, WSU supports, recognizes, and promotes the efforts of its community members as they acquire knowledge and apply it in innovative and responsible ways. For students, faculty, staff, and administration, WSU consistently honors and promotes scholarship in our community of learners.

Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Lifelong learning is woven into the fabric of everyday life at WSU. Programs, policies, budget planning, and contracts in place at WSU enhance this environment so that both inquiry and creativity are cultivated and valued by students, faculty, staff, and administrators.

A Life of Learning for Students

A critical goal for our students is to develop the habits of mind to seek out and create new knowledge. As a basic building block to achieve these habits, freedom of inquiry is approved and honored by Minnesota State College and Universities (MnSCU) and WSU policies. Student rights and responsibilities are laid out in MnSCU Board Policy 3.1, Student Rights & Responsibilities, which includes statements about freedom to learn and freedom of expression.

State financial allocation and the distribution of other resources at WSU indicate that we fund what we value—a life of learning for students. As mentioned in Chapter 2: Preparing for the Future, Budget Principles were established in 2008 to help maintain our academic integrity during these difficult budget times. For example, purposeful base funding allocations enhance support for a life of learning for students. Research indicates that the basic writing and mathematical skills students learn in their early courses are among the most valuable tools for future success, both at the university level and post-graduation. Therefore, WSU has invested in a Writing Center to aid students in becoming more proficient writers, extensive library facilities and access to encourage students to use these resources, and the Math Achievement Center to assist students in developing math skills.

WSU offers a competitive undergraduate research and creative grants program (WSU Regulation 3-22, Grant Policy for Undergraduate Student Research and Creative Projects). For students who have completed appropriate projects, support for presenting their projects at discipline-specific meetings or conferences (WSU Regulation 3-25, Travel Support for Undergraduate Research and Creative Presentations) is provided so they can become more engaged in their discipline’s culture, thus making it more likely that they will continue their involvement in the future. As a sign of the program’s success, approximately $20,000 in funds allocated annually for both these programs are used up well before the end of each academic year. The following figure indicates the growth of the number of research/creative projects receiving money as well as the amount of money going to the program over the past 10 years.
Overall, and despite some fluctuations, the number of projects has more than doubled and the amount of money allocated follows that same trend. This increase in activity is no surprise since over the last five years, as reported in our fall 2010 Campus Self-Study Survey, there has been an increase in the number of students that faculty are supervising in research, scholarly or creative activity, and internships, as well as independent studies. According to Spring 2011 NSSE results, 21% of senior respondents reported working on a research project with a faculty member outside of course or program requirements, compared with just 13% of seniors at other MnSCU Universities and 18% at all other public, Masters institutions.” (NSSE 2011 WSU Mean & Frequency Report)

Other student resources are continually created and supported by Winona State University to further develop the habit of a life of learning. These resources include updated facilities such as classrooms, student labs, research labs, and student housing that incorporates spaces specifically for study. These newer facilities make a more enjoyable atmosphere to learn in and the technology incorporated in them allows for a more robust learning environment. The new Integrated Wellness Complex on the Winona campus includes state of the art work out facilities and implies to students that a life of learning needs to take a holistic approach including not just the mind but the body as well (see Chapter 3: Student Learning and Effective Teaching for a more thorough description of this facility).
In addition, the Krueger Library, opened in 1999, is a tremendous resource for students and employees. The library has over 450,000 book volumes, over a thousand print periodical titles, and access to over 100 online databases. Built with the "Laptop University" in mind, it contains over 2,800 network ports and wireless access (more information about the library can be found in Chapter 3: Student Learning and Effective Teaching).

The e-Warrior/Digital Life and Learning program, one of the distinctives of Winona State University, embodies the idea that technology plays a major role in society, in learning and, hence, on our campus (the e-Warrior program is described in more detail in Chapter 2: Preparing for the Future). All students on the Winona campus are required to participate in the laptop rental program (this is optional for WSU-R students). These laptops are fully serviced and supported on campus by trained technicians, both staff and students. The program has been judged to be critical to academic success by students on an annual survey and there is anecdotal evidence that it prepares students to live in a digital workplace (see the WSU e-Warrior/Digital Life and Learning Program Assessment Plan).

Student clubs/organizations and the Warriors LEAD program, introduced in 5: CRITERION THREE, offer additional support for a life of learning for WSU students.

Between 2009 and 2011, the Warriors LEAD program has attracted approximately 200 students who have participated in a variety of service projects such as those shown here.

The feedback from students about this program, based on surveys, shows an average response value from 4.5 to 4.8 on a 0-5 point scale (where 5 is the most favorable response).

### Sample Warriors LEAD Service Projects

- Conducting focus groups and providing feedback on the freshmen Orientation class experience
- Working on Ledebuhr Bluff Restoration with the MS Valley Conservation Group
- Creating awareness, displays and communication for Recyclemania on campus
- Working with Spruce Up Winona communications to various groups and the Chore Service Program

**Table 4-1: Feedback from Students Participating in Warriors LEAD Programs**

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<th>Fall 2009</th>
<th>Spring 2010</th>
<th>Spring 2011</th>
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<tr>
<td><strong>Emerging Warriors (Started in Spring 2011)</strong></td>
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</tr>
<tr>
<td>Quality of program content</td>
<td>4.6</td>
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<td></td>
</tr>
<tr>
<td>I have more knowledge to improve my skills</td>
<td>4.8</td>
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<tr>
<td><strong>Developing Warriors</strong></td>
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<tr>
<td>Quality of program content</td>
<td>5.0</td>
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<td>4.5</td>
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<tr>
<td>I can immediately implement skills and knowledge from this program</td>
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<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Advancing Warriors</strong></td>
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<td></td>
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<tr>
<td>Quality of program content</td>
<td>4.7</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>I can immediately implement skills and knowledge from this program</td>
<td>4.8</td>
<td>4.7</td>
<td>4.8</td>
</tr>
</tbody>
</table>
Indirectly, the student experience is enhanced by monies allocated to support the professional development of Faculty, Staff, and Administrators to improve the culture of learning on campus as will now be discussed.

**A Life of Learning for Faculty**

Faculty and administrative service faculty have academic freedom as described in Article 4 of the Inter Faculty Organization (IFO) contract and Article 4 of the Minnesota State University Administrative & Service Faculty (MSUAASF) contract (see WSU Human Resources Labor Relations site for links to all Master Agreements). These agreements ensure that faculty are entitled to full freedom in research and publication of results so that they may continue their life of learning.

The faculty/IFO contract encourages a life of learning. Article 22(B) mandates faculty engage in “scholarly or creative achievement or research” and further requires each faculty member to plan and report on their activities. In recent years, the administration has strongly encouraged scholarly activity and publication as a measure that keeps faculty current in their field of specialization and allows them to integrate the most recent disciplinary findings into the classroom.

Faculty are supported for their continued education and scholarly work through direct financial support. Professional Improvement Funds are provided via the IFO contract, Article 19, and are currently awarded annually in the amount of $1,300 per faculty member. Administrative service faculty are allocated professional development funds based on the number of members at each MnSCU institution. In addition, both faculty and administrative service faculty can apply for competitive Professional Improvement Fund grants (WSU Regulation 3-11, Distribution of Professional Improvement Funds – IFO, and WSU Regulation 3-16, Distribution of Professional Improvement Funds (Administrative Service Faculty – MSUAASF). Faculty and administrative service faculty are allowed credit waivers to pursue courses offered at any of the MnSCU system colleges and sabbaticals are awarded as agreed upon in Article 19, Section C of the IFO contract and Article 15, Section E and C of the MSUAASF contract. IFO faculty are eligible for sabbaticals after seven years of service since their last sabbatical. Almost all tenured faculty who apply are awarded sabbaticals after ten years.

<table>
<thead>
<tr>
<th>Professional Improvement Awards (Last four years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (IFO)</td>
</tr>
<tr>
<td>FY11</td>
</tr>
<tr>
<td>FY10</td>
</tr>
<tr>
<td>FY09</td>
</tr>
<tr>
<td>FY08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Service Faculty (MSUAASF)</th>
<th>Number of Awards</th>
<th>Total Awarded (Limited to $1,000 per FY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY11-2</td>
<td>8</td>
<td>$7,350</td>
</tr>
<tr>
<td>FY11-1</td>
<td>4</td>
<td>$3,735</td>
</tr>
<tr>
<td>FY10-2</td>
<td>12</td>
<td>$11,200</td>
</tr>
<tr>
<td>FY10-1</td>
<td>10</td>
<td>$9,334</td>
</tr>
</tbody>
</table>

IFO faculty receive fifteen days per academic year for professional development (i.e., non-class duty days), which occur at the beginning, middle, and end of each semester. Examples of these include the University Improvement Day in the fall and the Assessment Day in the spring (previously discussed in Chapter 2: Preparing for the Future). Faculty are encouraged to participate in many forms of professional development on these types of days, including all-university forums and workshops, as well as to pursue their own professional interests.
The fall 2010 Campus Self-Study Survey indicates that 88% of respondents attended a WSU Faculty Development Workshop over the past five years. Many of these workshops are created by the WSU Faculty Development Committee (FDC), which sponsors workshops, lunches, and discussions on a variety of curricular and scholarly topics. The FDC is a Faculty Senate committee whose partial charge is to “to assist faculty in the achievement of personal and professional growth.”

Over the years these non-class duty days have evolved to better match the needs of the faculty. The FD committee works with the Teaching, Learning & Technology services (TLT) program to develop faculty forums and opportunities where faculty can learn about combining pedagogy with technology, new teaching strategies, scholarship of teaching and learning, and active learning strategies. One new project for the FDC in the 2010-2011 academic year was the development of a peer assessment training program and a new midterm course/instructor evaluation process; faculty across all colleges took the opportunity to enhance their professional development through this particular program (see Chapter 3: Student Learning and Effective Teaching for more discussion about the FDC’s peer assessment/midterm course evaluation project).

Funding also provides several major resources on campus for faculty:

- To further facilitate a culture of learning, each academic department makes requests through its acquisitions liaison to purchase materials that support either classroom or scholarly and creative work; these liaison librarians work closely with faculty to build and manage each subject discipline’s library collection. Although the bulk of the Library’s budget is spent on journals and serials (primarily electronic), approximately 20% is reserved on a formula-driven basis for academic departments to help select materials that support instruction, research, and other scholarly needs.

- The Grants and Sponsored Projects Office assists with grant writing and oversees grant submissions. Over the last ten years, roughly 43 proposals have been submitted annually, with received funds averaging $2.0 million per year.

- Each faculty and administrative service faculty member is given a new laptop every three years. The Teaching, Learning & Technology Services office provides all employees on-demand customized training workshops for new software.

- New facilities on campus allow faculty to continue and expand their scholarship and creative works. For example, the Science Lab Center gives science faculty valuable lab spaces and equipment. More recently, several departments in the College of Liberal Arts have been collaborating on the design

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**Sample Grants Received for Organizational or Educational Improvements**

- In fall 2009, WSU received its largest grant from the Bush Foundation to redesign teacher education (the Network for Excellence in Teaching program). At WSU, this is called the Teach21 program.

- From 2006-2010, WSU partnered with the Southeast Service Cooperative and the Minnesota Historical Society to receive a $1 million award from the Federal Teaching American History grant. Grant partners worked with 40+ K-12 teachers in a cohort group, and doubled grade 6-12 History Day participation in Southern Minnesota.

- In 2003, we were awarded a NOVA grant to improve science education.

- The Large River Studies Center has secured funding for high quality student research.

- MnSCU’s former Center for Teaching & Learning awarded us revenue for smaller projects aimed at advancing our mission.

- Additionally, all of the College Deans have a modest amount of Innovation Funds that they can use at their discretion to fund other promising projects.
and creation of a shared media/graphic design lab in Phelps Hall, where both faculty and students can develop their skills in various programs and applications.

An indirect indication of how these varied professional development resources are utilized can be found in the results of the fall 2010 Campus Self-Study Survey.

- IFO faculty have been engaged in professional meetings/conferences as either attendees (98%) or participants (approximately 80%) in the last five years;
- In terms of other scholarship and creative activity over the past five years, 79% of respondents have presented papers, poster sessions, or workshops at professional meetings; 61% have authored/co-authored a book, book chapter, or journal article; 43% have performed or exhibited publicly as professional/creative activity; 42% have refereed an article; and 8% have served as journal editor for a professional organization.
- The majority of IFO faculty are collaborating with other colleagues from other institutions (79%) as well as actively submitting (61%) and receiving grants (52%) for their ongoing research;
- ASF faculty report that 91% attend workshops and conferences, 40% have received grants, and 58% collaborate with colleagues at other institutions and organizations.¹⁰⁸

To continue to improve the culture of scholarship on campus, support for new faculty is particularly important. WSU has tried various approaches to help new faculty get their footing for a successful career. New Faculty Orientation during the week prior to classes helps with some aspects of enculturation, and the institution has tried to mentor new faculty throughout the year with varying success. This is an area where we could improve our efforts to match the work put into helping students and experienced faculty and staff.

A Life of Learning for Staff

For staff, the amount of resources provided for professional development varies. There are many internal opportunities for professional development where costs are covered by grants or internal allocations such as those offered by Human Resources (e.g. DISC, Strengths Finder, and Crucial Conversations) or by Educational Improvement and Leadership (Facilitating Groups for Change and Educational Lean Project Training). Our MnSCU system office also offers workshops on current topics in which faculty can participate. Many university units do support employees that seek external professional development opportunities. Supplemental funds may be provided on an individual basis by submitting requests to supervisors.

Some supervisors allocate professional development funds that are used for workshop or conference participation. One example comes from Information Technology Services (ITS). ITS staff receive funding each year to attend conferences to stay abreast of emerging technologies. Given the speed at which this field changes, this resource is essential. Some members of the American Federation of State, County, and Municipal Employees (AFSCME) and Minnesota Association of Professional Employees (MAPE) bargaining units attend the Energizing our Front-Line Network conference that offers a range of sessions on topics such as providing comprehensive customer service, workplace safety, and ‘going green.’ For those in a leadership position, MnSCU offers Frontline Leadership workshops to develop supervisors’ skills; however, attendance at Frontline conferences and workshops is only possible when individual department budgets allow.

¹⁰⁸ A table depicting all responses to this question about professional development on the 2010 Campus Self-Study Survey was presented previously in Chapter 3: Student Learning and Effective Teaching.
Training and support is offered to staff and faculty when new software and system updates are created to ensure an efficient transfer to the new process. One example of this is occurring as WSU moves from an old system that used paper copies to initiate functions and perform tasks to a new system that is using online forms and processes. Specific examples include:

- The Term Course Forms (TCFs), which are used each semester to schedule class times, rooms, instructors, and other details
- The electronic submission and review forms now used by the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC)
- The robust Qualtrics survey software system
- The Desire to Learn course management system that is used in training as well as courses (as noted in previous chapters, TLT is a resource for all employees at WSU).

**A Life of Learning for Administrators**

WSU’s administrators not only facilitate professional development for their employees but are also active in their own life of learning. The Campus Self-Study Survey results indicate that 94% have attended a professional meeting/conference; 94% collaborate/cooperate with colleagues at other institutes/organizations; 84% have presented a paper, a poster session, or a workshop at a professional meeting/conference; and 56% have received grants. Our administrators are very active in system and external professional development opportunities—often presenting or facilitating workshops for non-profit agencies, colleges, and universities. Administrators receive monies in order to attend relevant conferences, workshops, and professional development opportunities. Additionally, administrators support with their operating funds webinars and teleconferences that are often accessible by all employees. On the Rochester campus, there are annual staff retreats, the Continuous Quality Improvement Network (CQIN) summer institute, and collaborative training opportunities between Winona State University—Rochester (WSU-R), Rochester Community and Technical College (RCTC), and University Center Rochester (UCR) to better coordinate the functions of that campus.

**A Life of Learning with the Community**

WSU has a variety of activities and programs to support a life of learning with our community. We have several lecture and seminar series such as Lyceum, the Athenaeum, and the Consortium of Liberal Arts and Science Promotion (CLASP), all of which are open to the public (more detail on these activities can be found in Chapter 5: Engagement and Service).

Our Outreach and Continuing Education (OCED) office continues to improve its knowledge of online education, develops and delivers certificate programs, and, in general, increases the awareness of the needs of adult learners throughout the institution. In fact, OCED offers many programs for learners at all stages in life, such as Grandparents University, Road Scholar program, Wilderness First Responder certification, LEGO Mindstorms, Camp Invention, College for Kids,

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**OCED Mission Statement**

The mission of the Outreach and Continuing Education Department is to provide dynamic leadership that supports quality learning programs for diverse audiences through innovative continuing education and outreach experiences.

**Primary Goals**

Develop internal and external relationships, seek collaborative partnerships, and leverage resources to expand the capacity of Outreach & Continuing Education (OCED) within the university and throughout our communities. Expand programs and services that address economic, workforce and continuing education needs within the region.
Health Force Scrubs Camp, and the Young Writers Conference, as well as several online classes.

Recent OCED initiatives include:
- Increasing the number of graduate courses/sections offered through Extension
- Increasing the number of online courses offered during WSU’s summer sessions
- Sponsoring a grant-writing workshop for WSU and RCTC staff, as well as external community partners in Rochester
- Hosting the 7 Rivers Regional Conference
- Developing the HIM adult online completion degree, using a $50,000 grant from HealthForce Minnesota

WSU also hosts, co-sponsors, and in some cases organizes, a variety of professional and community events. Community events include the Frozen River Film Festival, the Great River Shakespeare Festival, and the Beethoven Festival (see Chapter 5: Engagement and Service for more information on these programs). Professional events over the past 10 years include several workshops and conferences: Minnesota Area Association of Physics Teachers (MAAPT, 2004), Minnesota Science Teachers Association (MnSTA, 2006), North American Prairie Conference (NAPC, 2008), and Music Education Workshop (2011).

WSU is also involved with the Minnesota Campus Compact, which is a coalition of higher education institutions and communities seeking to develop creative solutions to pressing public issues (see Chapter 5 for further information). Another resource for the community comes from our Retiree Center; the Living History Project documents the experiences and expertise of WSU retirees.

Finally, a new resource for the entire community is provided by the Educational Improvement and Leadership program, which offers training in the LEAN improvement process. Several faculty on campus have been trained as Lean Facilitators to help with improvement, innovation, and sustained excellence at WSU and other institutions. These LEAN Facilitators have worked on WSU initiatives such as improving the undeclared advising process. WSU staff have trained Winona County workers to be Lean Facilitators so that they can make county processes more efficient (see Chapter 2: Preparing for the Future for additional information about the LEAN process).

Rochester Campus
For the past five years, WSU-Rochester has sponsored staff members’ participation in the Leadership Greater Rochester

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**Educational Improvement and Leadership**

**Vision**
To create a culture of change that facilitates continuous improvement, innovation, and sustained excellence at Winona State and other educational institutions.

**Mission**
To serve as a resource to Winona State and other educational institutions for continuous improvement and leadership development by offering credit and non credit courses and programs.

**Goals**
The Goals/Function of the Office of Educational Improvement and Leadership are:
- Prepare individuals, departments, and institutions for constant, rapid change.
- Increase leadership capacity and innovation.
- Improve processes that align with the institution’s plans.
- Improve employee and student satisfaction.
- Provide opportunities for faculty, staff, and administrators to work collaboratively outside of their daily responsibility areas.
- Provide research learning opportunities for students.
- Deliver credit and non-credit Educational LEAN programs and other learning options.
(LGR) program with the Chamber of Commerce and the Collaborative Leadership Fellows program in the Rochester community. These programs provide valuable experiences for staff to develop individual leadership skills, build a professional network, and learn about the community. WSU-R participants in these programs build their knowledge and skills for collaborative work within the campus, university, and community, and gain experience working with peers outside of the university environment.

Celebrating a Life of Learning

Promotion of a life of learning and discovery would not be complete unless it is celebrated. WSU acknowledges the scholarship of its students, staff, faculty, and administrators in a variety of ways:

- Throughout the year, there are recitals, showcases, and performances by students and faculty. For example, Dancescape is a faculty and student performance event each February sponsored by the Department of Theater and Dance.
- Every semester, the faculty from each major selects their most accomplished graduate to attend the Outstanding Graduate Recognition Banquet.
- The Spotlight sections of the WSU and WSU-R homepages and the daily WSU Update (sent via campus e-mail) both report the achievements of employees and students.
- The increasingly popular campus-wide spring Celebration of Undergraduate Student Research and Creative Scholarship symposium allows students from all disciplines to share their learning and discovery experiences (see more information about this celebration in Criterion 3).
- Finally, WSU participates in celebrating scholarship in the community as it hosts and organizes the Regional Science Fair every other year (see Criterion 5).

Component 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Regardless of the career a student chooses, gaining a liberal education is essential to a democratic society. WSU provides students a broad knowledge base and a set of transferable skills for future success as responsible citizens in a changing world.

General Education

Although WSU has implemented a new General Education Program (GEP), the core philosophy of our general education efforts does not differ from that of the previous University Studies Program (USP). Chapter 3: Student Learning and Effective Teaching provided an overview and history of how our general education program has evolved over the past ten years; the next section of this report highlights some of the major assessment initiatives related to general education.

Assessing General Education

Assessment of the general education program has several bright spots but also has areas for improvement. As noted previously in Chapter 3, the 2006 report on the University Studies Program submitted to HLC includes a significant amount of assessment data, including both direct and indirect evidence. One piece of direct evidence came from a review of seven years of data from the Collegiate Assessment of Academic Progress (CAAP) designed for students in their second semester sophomore or first semester junior years. As the 2006 report states:
The CAAP is designed for students who have completed 45-70 credits, and so students who take the test are, as a rule, either second-semester sophomores or first-semester juniors. At WSU, about a third of eligible students take the test on Assessment Day.

In each of the five modules administered—Writing, Critical Thinking, Mathematics, Scientific Reasoning, and Reading—WSU students taking the tests performed slightly better than students whose scores constitute the national average. (The only exception to the foregoing is the 2002 WSU Reading score, which was very slightly below the national average.) Nevertheless, in all five areas, the 1998 percentiles were greater than the 2004 percentiles. Yet in all cases, the aforementioned difference is less than two percentile points, and in Writing and Math, the difference is statistically negligible. More noteworthy is the pattern of decline, relative to national scores, in the category of Reading.

<table>
<thead>
<tr>
<th>CAAP Module</th>
<th>Year</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>National Score</td>
<td>64.4</td>
<td>64.3</td>
<td>64.3</td>
<td>64.3</td>
<td>54.6</td>
<td>64.5</td>
<td>64.5</td>
</tr>
<tr>
<td></td>
<td>WSU Score</td>
<td>66.2</td>
<td>94.8</td>
<td>65.6</td>
<td>65.7</td>
<td>65.2</td>
<td>65.6</td>
<td>66.2</td>
</tr>
<tr>
<td>Math</td>
<td>National Score</td>
<td>57.9</td>
<td>57.9</td>
<td>58.1</td>
<td>58.4</td>
<td>58.5</td>
<td>58.3</td>
<td>58.1</td>
</tr>
<tr>
<td></td>
<td>WSU Score</td>
<td>59.8</td>
<td>58.4</td>
<td>58.9</td>
<td>60.1</td>
<td>59.9</td>
<td>59.8</td>
<td>59.5</td>
</tr>
<tr>
<td>Reading</td>
<td>National Score</td>
<td>62.9</td>
<td>62.9</td>
<td>62.9</td>
<td>62.9</td>
<td>62.9</td>
<td>62.9</td>
<td>62.6</td>
</tr>
<tr>
<td></td>
<td>WSU Score</td>
<td>64.7</td>
<td>64.8</td>
<td>64.5</td>
<td>64.5</td>
<td>63.2</td>
<td>63.3</td>
<td>62.7</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>National Score</td>
<td>62.6</td>
<td>62.3</td>
<td>62.4</td>
<td>62.4</td>
<td>62.2</td>
<td>62.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WSU Score</td>
<td>65.9</td>
<td>64.2</td>
<td>64.5</td>
<td>63.6</td>
<td>63.5</td>
<td>63.0</td>
<td></td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td>National Score</td>
<td>60.6</td>
<td>60.7</td>
<td>61.0</td>
<td>61.1</td>
<td>61.1</td>
<td>61.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WSU Score</td>
<td>63.2</td>
<td>62.2</td>
<td>62.6</td>
<td>92.7</td>
<td>61.9</td>
<td>63.0</td>
<td></td>
</tr>
</tbody>
</table>

So, in general, our students are performing at or above the national average on the CAAP. The last sentence in the previous paragraph about Reading scores could be somewhat misleading without looking directly at the data. What it actually conveys is that from 1998 to 2004, the WSU reading scores declined from 64.7 to 62.7—yet the 2004 score is still equivalent to the national average. WSU continued administering the CAAP until 2009 and student scores on all five subscales remained largely stable and consistent.

Finally, a 2009 University Studies: Program Assessment Update report indicates additional progress made on assessment. In 2008, at the advice of an external consultant, an Inquiry-Based Assessment program (Scholarship of Teaching and Learning) was initiated. This program promoted scholarly inquiry into select University Studies Program (USP) outcomes. A call for proposals was put out for faculty to use their content expertise in helping assess these outcomes.

As noted in Chapter 3: Student Learning and Effective Teaching, two English faculty did a longitudinal study on the Writing Flag; also, a number of projects were conducted in summer 2010 to link existing department- or institutional-level assessment data with general education student learning outcomes; the results of the latter are available in the Document Library that accompanies this report. In addition, there was an attempt to assess the Arts and Science core, but this project met with...
difficulties—not enough faculty submitted proposals for a study, and as a result, very little data were collected. In the case of the Natural Sciences, direct data from two biology faculty was collected. That data were consistent with the CAAP data from previous years, indicating that WSU students are doing well compared to the national average.

During this year of assessment activities, no direct student learning outcome data were collected in the USP area of Fine and Performing Arts, and no proposals were received from faculty in the Humanities or Social Sciences. Had it not been for the diversion of campus effort and attention toward the mandatory alignment with the Minnesota Transfer Curriculum (MnTC, discussed here and in Chapter 3), we expect that our assessment efforts in general education would have expanded to include these areas.

Assessment continues to take place at the micro-, as well as the macro-level, across campus. For example, in the Natural Sciences, an interdisciplinary group of instructors is using the Classroom Test for Scientific Reasoning (CTSR) pre and post instruction to measure the ability of students to think like scientists. This test was developed by Anton Lawson (Arizona State University) and the scores are correlated to the neo-Piagetian thinking skills (concrete, transitional, formal, and post-formal). In particular, these instructors are measuring the CTSR scores for elementary education majors. The assessment is given pre and post over the span of time during which they take their science-content classes. The results of this assessment are very promising. The instructors almost always see an average gain of one point (on a 13 point test) where traditional science instruction has an average gain of zero.

The challenge of consistent faculty involvement in assessment of the general education program was not the only factor contributing to the sparse assessment of some areas. The other complication in WSU’s ongoing assessment of student learning outcomes in general education arose due to the fact that the program was continually evolving in response to MnSCU system directives (as noted previously discussing the work of USP I, II, and III). This was coupled with difficulty appointing a new USP director during the transition after the former director elected not to continue serving. The committee still does the essential work of reviewing courses and student course substitution requests under the leadership of the chair of the Curriculum Committee. The search for a new director for the new General Education Program (GEP) continues. We welcome suggestions from the site visit team about methods other universities employ to capture other types of relevant data, and a new director would help coordinate such an endeavor.

Indirect evidence of the program’s effectiveness comes from the University Studies Skill Development survey. The survey is offered only to lower division students to “gauge student perceptions of the value of University Studies and courses in their major to development of a set of commonly cited skills promoted through a university education.” With a choice of answers being 1) Significant, 2) Moderate, 3) Slight, and 4) Insignificant, the mode for 25 out of the 26 questions was that students reported courses had a moderate impact on their skill development.

Connections Outside the Classroom
Recognizing that student learning goes beyond coursework, both curricular and co-curricular connections are made at WSU that support inquiry, social responsibility, practice, and creativity. Within the curriculum, many courses offer service-related components that are tied directly to the content of the course. In 2010-11, for example, over 2,000 students participated in a service-learning class project. (See Chapter 5: Engagement and Service for examples.)
Student clubs are one avenue for accomplishing this outcome. All clubs require a faculty advisor and many of the clubs are academically focused and try to incorporate a component of service and outreach to the community. In addition, programs in Student Life and Development have as their purpose to “promote student excellence; invite collaboration and discovery; and challenge students to take responsibility as members of a diverse, global community. We are committed to enhancing the student experience and supporting the success of all students.”

One specific example of providing curricular and co-curricular connections is the American Democracy Project (ADP). WSU has been a participating institute in this national initiative since 2004. A WSU advisory committee helps the ADP remain organized, but projects are all chosen and led by students. The goal is to empower students to become agents of change and good citizens as well as strengthen the ties between community and students. Solving problems is not ADP’s purpose; instead, it facilitates the steps that must be taken before a problem can be solved by opening up a dialogue to promote a healthy democracy. For example, the initiative in 2008-2009 was the Deliberative Polling Project. WSU was one of 15 institutions nationwide chosen to participate. Our students decided to raise awareness of substance abuse. Community members and students were polled about their use of/beliefs about alcohol and binge drinking. The result of this activity was a community partnership to help address this issue with not just students but also community members. Currently, the ADP is working on the Civic Agency Institute (i.e., the “we the people movement”).

**Rochester Campus**

On the WSU-Rochester campus, the connection between curricular and co-curricular learning flourishes. This is in part due to the different demographics in the area. Graduate programs also foster connections outside the classroom because of students’ involvement/employment in their career fields.

The Rochester community offers many opportunities for this kind of interrelated learning. For example, the Rochester Intercultural Mutual Assistance Association (IMAA) supports events that educate, foster mutual understanding, and provide a forum for public discourse on global and domestic multicultural issues. The Integrated Science Education Outreach (InSciEd Out) program is a collaborative project involving the Mayo Clinic, WSU-R, and Rochester Public Schools. This project has had success at engaging 5th – 8th grade students in science with an increase from 40 to 80% of 8th graders selecting optional science courses in high school, and eight-fold increase in science fair participation, and an improvement in standardized testing in the 5th and 8th grades. Other interactions with the community occur via the Boys and Girls club, a partnership with Catholic Charities, and the Hawthorne Center.
Component 4C: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Our graduates will be employed in global economies and diverse communities. Therefore, we regularly review our curriculum and co-curricular activities to ensure their relevance in a rapidly-changing society.

Program Review

WSU's curriculum is reviewed at the departmental and program levels for relevancy and currency. WSU Regulation 3-26, Academic Program Review, describes the procedure, criteria, and timeline for program review. The criteria for program review have been redesigned in order to mirror the HLC’s five criteria for assessment. This reinforces WSU’s belief in the importance of the HLC process; however, other advantages of adopting these criteria in the program review process include allowing for a more seamless transition from program review information to HLC accreditation and making a more efficient use of our shared energies in regard to assessment. In fact, our customized internal Report Index (detailed in Criterion 2) has a section for programs going through review that provides a set of standard reports routinely needed for comprehensive evaluations (example in Figure 4-2). As discussed in Criterion 3, academic departments’ program assessment plans can be accessed internally at WSU through the SharePoint Portal Pages. These pages include student learning outcomes, assessment dates, assessment tools, analysis of the data, and any curricular changes that were implemented as a result of the process.

Programs are reviewed once every five years. Programs create their own self-study reports and review their Performance Portfolio in collaboration with IPAR. An external consultant is then asked to review the department’s Self-Study Report and Performance Portfolio as well as visit campus to audit the program. The consultant’s report is shared with department faculty, the dean of the college, the Provost, and the President for further discussion. Departments then create their Strategic Plan to address any concerns and identify necessary goals and initiatives for the next five-year cycle. This process is modified to some degree for programs that have external accreditations.
Process for Curricular Change

As part of the assessment cycle, curricula sometimes need to be changed. This process on campus requires approval from all relevant constituent groups to ensure not only that the change is communicated to other departments that might be affected, but also that it is a useful modification. WSU Regulation 3-4, Policy for Changing the Curriculum spells out the procedure for these changes.

For major revisions to the undergraduate curriculum, the Faculty Association’s Course and Program Proposal Subcommittee (CPPS) reviews the changes and makes recommendations to the Academic Affairs and Curriculum Committee (A2C2). If passed, the proposal then goes before WSU’s Faculty Senate and through the formal Meet and Confer process.

If the new course additionally will be proposed for inclusion in general education, the course must be approved by the Faculty Association’s Course and Program Proposal Subcommittee in addition to the University Studies Subcommittee before it is passed on to A2C2 and goes through the approval process. For graduate curriculum issues, the Graduate Council reviews and approves all notifications and new or revised courses—then moves them through the approval process.

Although this process can be lengthy, these checks and balances help WSU manage our curricular issues consistently and effectively. At times, however, it is useful to be able to try a course for the first time without requiring the full approval process. In this case, a One-Time Course Offering form can be used. This approach is useful for gauging the appeal and feasibility of new courses. Faculty and staff are invited to utilize the office of Institutional Planning, Assessment, and Research for researching the vitality of a new program or course.

Other Assessment and External Reviews

WSU Graduate Programs

Winona State offers more than 30 graduate programs in three colleges that lead to master’s, specialist, and applied doctorate degrees, as well as licensure and certificate programs. Through their achievements, our post-baccalaureate graduates prove the value of programs in areas such as nursing, education, educational leadership, counselor education, and English.

The graduate programs have also participated in our university effort to have a comprehensive assessment program by uploading their plans, evidence and analyses of graduate programs into our common portal site. Improvements in the usefulness and relevance of curriculum are often driven by external standards of practice that we integrate with internal monitoring and analyses. For example, the Counselor Education Department (CED) assesses student learning outcomes prior to admission into the department, throughout a student’s program of study, and post-degree. All courses offered by the CED include learning indicators and outcomes that parallel standards of practice set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Counseling Association (ACA) Code of Ethics. Student growth and development is monitored throughout the student’s program of study by department faculty and student issues are discussed as needed at regularly scheduled department meetings. When needed, Student Assistance Plans are developed. Both faculty and students engage in the development, implementation and assessment of the overall effectiveness of the plan. The CED is accredited by CACREP through March 31, 2017. Full CACREP accreditation requires that the CED have clearly defined assessment measures that
demonstrate student learning outcomes. The WSU CED CACREP report can be accessed through the portal link provided as part of the HLC resource list.

Another example of how we assess usefulness and relevance of graduate programming is shown by the process in which faculty determined the need to start a brand new Professional Science Masters degree program. Over the past year a group of dedicated faculty members from the College of Science & Engineering and the department of Health, Exercise, and Rehabilitative Sciences (HERS) worked on a proposal to MnSCU to plan and develop a Professional Science Masters (PSM) degree. The WSU Professional Science Masters degree (PSM) will capitalize on our current liberal arts and sciences undergraduate degrees and utilize partnerships with regional employers to advise us on developing graduate curricula that will educate students in academic content and provide experience using employment-ready skills valued by employers. WSU’s market analysis and external partner focus groups have brought attention to our current reputation and future capabilities in research and projects related to Geosciences; Biological Sciences/Nutritional Sciences; and Composite Materials Engineering. Therefore we envision developing PSM curricula where students would focus on a custom-designed STEM area (based on input from employer and faculty advisors) among Biology, Chemistry, Computer Science, Engineering, Geosciences, Health/Exercise Sciences, and Mathematics/Statistics and combine this customized STEM emphasis with a set of courses from areas such as accounting, finance, human resources, project management, ethics, leadership and professional communication.

**All-Campus Activity**

Program review and assessment plans (for departments and academic service providers) all use data collected from various sources. Two important days of the academic year are set aside for the entire University to provide a common time for part of this data collection and analysis. These are the University Improvement Day and the University-wide Assessment Day, held in the fall and spring semester each year.

Many academic programs also conduct separate Assessment Day Activities for their majors. For example:

- The College of Business has their majors complete the Major Field Test every other year. Results from the test across all departments in the college show that students perform between the 35th and 45th percentile, with students in Finance and Management Information Systems scoring in between the 70th and 75th percentile.
- The undergraduate nursing program utilizes the Assessment Technologies Institute’s (ATI’s) Comprehensive Assessment and Review program to track student progress compared to national standards and to assist students in optimizing their learning. The nursing program boasts a 99% first-time pass rate for WSU-trained nurse practitioners on the national credentialing examination and a 90-95% first-time pass rate for WSU baccalaureate prepared nursing candidates on the state exam.
- In the College of Science and Engineering, the physics department requires their juniors and seniors to participate in an activity where their skills as scientists are put to the test. They work in small teams to solve a problem in a lab setting and test their ideas against the results of the experiment.
- In Athletic Training, students complete a Board of Certification (BOC)-style examination and an oral practical examination that is not reflected on their course grades or clinical education. Average scores for the practical exam tend to range between 80-90% across sophomores,
juniors and seniors participating. These experiences give students a benchmark of their progress toward BOC certification as well as giving a measure for assessing program goals.

To assist in implementing these activities, departments can apply for a small monetary award.

Besides seeking the services of an external consultant for Program Review, some departments and colleges are externally accredited so that their graduates are recognized as professionals. Most recently, the College of Business was awarded Association to Advance Collegiate Schools of Business (AACSB) accreditation for the first time in 2011. Pursuit of this distinguished recognition (of nearly 13,000 Colleges of Business internationally, only 633 are AACSB-accredited) has been a long journey that began in 1985. President Ramaley made it a priority for the college in 2005. A Student Advisory Board and a Business Advisory Board were formed to finish the application and review process. Considerable work followed over the next four years with the Self Evaluation report submitted in fall 2010. The initial Accreditation Committee concluded that all 17 of the standards were met or exceeded by the college. A site visit followed in 2011 to discuss any concerns; the team recommended accreditation and in April 2011, the college was accredited.

**Career Services**

Indirect evidence of the vitality of our graduates comes from the Career Services Department, which tracks employment and post-graduation activities. For example, of 2008-09 graduates available for related employment, 93.8% of the 159 WSU Nursing graduates, 78.9% of the 158 WSU Business Administration graduates, and 78.8% of the 136 WSU Elementary Education graduates were employed in their field. Data from the class of 2008-09 broken out by program are available in the Graduate Success Study brochure. The employment trends of our graduates suggest the worth of our majors and the results suggest that WSU is preparing our graduates for their careers and/or graduate programs in their fields.

Career Services also collaborated recently with the College of Business to create more intentional ways to work together for common goals. One example of this is the Business Bridge program, which is meant to improve retention. The focus of this initiative is on sophomore-level students. The program uses University Improvement day for an all-day event that brings together sophomore students, area businesspeople, and College of Business alumni. First hosted in fall 2010, the program received very positive feedback from students and area businesspeople and will continue. The day had several sessions on time management, cultural awareness, and understanding the importance of growth occurring outside one’s comfort zone. These sessions also allowed sophomores to build on their networking skills.

Another source of indirect evidence about the usefulness of our programs comes from a market perception survey conducted by Vendi Advertising in spring 2010. The survey collected data from students (prospective, current, and alumni) as well as parents of students, counselors, top employers, faculty, staff and administrators. Of the 5422 individuals contacted, 475 responded. Highlights from alumni responses included the following:

- 93% agreed with the statement that WSU is a leader in technology
- 90% agreed that at WSU, students develop tools for success in their chosen career
- 89% agreed with the statement that WSU responds to the needs of regional and global communities.
Although the pool of respondents was small, this can offer guidance for future studies. Other alumni surveys have been conducted but these were at the program level. For example, as part of the summer 2010 research grants, an alumni survey was performed by the Sociology Department. Some of the findings from that study include:

- 91% were satisfied or very satisfied with the Sociology Program
- 82% of the graduates were employed; 44% reported that their job was “very much” or “completely” related to their major

Informally, faculty, staff, and administrators keep abreast of current trends by attending workshops and conferences, serving on non-profit/community organizations and/or government commissions, and continuing to consult professional publications. Many of the programs on campus that promote social responsibility came from these types of experiences and help WSU’s community make cross curricular and co-curricular connections. One example is WSU Goes Green. This includes a consortium with community partners (the Sustain Winona Partnership), the Environmental Club, a new curriculum, and the Zip Car program. As part of the initiative, President Ramaley signed the American College & University Presidents Climate Commitment. Department- and college-wide events such as the CLASP College of Liberal Arts consortium, the Celebration of the Book, and department seminar series are also events that support faculty, staff, and administrators in keeping current their disciplinary knowledge and knowledge of their colleagues’ work.

Academic programs also collaborate with community members. For example, Kids First is a program that works with Human Services by providing after-school support for children of residents in Section 8 housing in Winona. Another example includes community members having direct input into the curriculum, as happened in the WSU-R Education Department’s (re)Design of Teacher Preparation in 2008.

Curricular Redesign

The project just mentioned is one of many resulting in more robust and purposeful programs. The Teacher Preparation Program has continued to evolve under this collaboration, and a new curriculum will be in place for fall 2011. And, just as importantly, this redesign helped spark the drive for the Bush Foundation grant (i.e., Teach21), which led to several retreats from 2010 to 2011 in which the entire education department along with community members and students reflected on how to improve the program on the Winona campus. The four pillars of the Teach21 program are to recruit, prepare, place, and support future teachers.

Placement of the teacher graduates and their continued support post-graduation (i.e. induction) require a deep investment with the local school districts. This in turn has a heavy influence on the first two pillars—recruitment and preparation. This new collaboration, combined with feedback from the current student teaching experience, is intended to produce highly effective teachers to replace those retiring from the education workforce over the next ten years. In a sense, the student teaching experience is equivalent to an academic research or practicum capstone project of the kind that several departments on campus require their students to complete.

Just as impressive as the College of Education redesign was the overhaul of the undergraduate nursing curriculum. This was initiated in 2008 due to several factors, including changes in accreditation...
standards, new guidelines for clinical practice from a variety of regulatory agencies, changes in University and departmental missions and philosophies, needs for promoting engaged learning and community partnerships, and program assessment findings. Participants in this revision process included members of the Nursing Department, seniors in the nursing program, alumni of the Nursing program, the Cultural Diversity Office, other departments that provide prerequisite courses, and external consultants from agencies that partner with the Nursing Department.

Similarly, the graduate faculty in Nursing redesigned all master’s programs; initiated a new program for acute care nurse practitioners; and developed a new Doctor of Nursing Practice (DNP) program over the period from 2008-2011. These changes were informed by input from graduate students at the close of their programs who participated in focus groups, graduate nursing faculty, and community partners. Changes were also prompted by program assessment findings, community-identified needs for nurse leaders who consistently use evidence for practice change, credentialing standard changes, and accreditation standard changes.

**Rochester Campus**

The Social Work program at WSU-R provides an excellent example of our institution checking the relevancy of its curriculum in a diverse population. The program has developed strong partnerships with several community non-profit organizations to provide expanded learning opportunities for students. A partnership with Catholic Charities, for example, offers classroom presentations by professional CC field staff to supplement the WSU-R faculty lectures and provides students with access to field work with immigrant and refugee groups in Rochester. The Intercultural Mutual Assistance Agency provides WSU-R social work student’s access to a diverse immigrant and refugee population via its role as a central community resource for support services and cross-cultural community education programs in Rochester.

**Assessing Usefulness of Technology on Campus**

In addition to continually monitoring the usefulness of our curriculum, WSU tracks the worth of the technology used on campus. Technology is changing quickly; this continues to be a tried but true cliché. Our Information Technology Services department oversees the hardware and software that we use on campus. They continually monitor, reflect, and assess their programs, which have an extraordinary impact on the quality and effectiveness of the student experience on campus. For example, one important factor is cost. Although technology can easily consume a budget, our program has actually decreased the cost to students while maintaining a strong infrastructure (as reported previously in Chapter 3: Student Learning and Effective Teaching).

Also noteworthy is the level of student satisfaction with the Technical Support Center (TSC). During Assessment Day activities in fall 2011, 87% of the students who reported they had visited or called the TSC gave the Center a grade of “A” or “B”, a 7% improvement over the last two years. In addition, in the last year, the percentage of students who gave a grade of an “A” to the TSC increased from 50% to 67%.
The e-Warrior/Digital Life and Learning Program recently completed a comprehensive Assessment Plan and Master Plan (May 2010). The Assessment Plan reports that surveys suggest the Digital Life and Learning program is generally well received by WSU students and faculty; it also proposes a comprehensive assessment approach to help close the gap between reliable data and anecdotal evidence as we evaluate the effectiveness of the program on student achievement. The Technology Master Plan, including measurable goals and objectives, provides a blueprint for the next few years.

Component 4D: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

MnSCU and WSU value the ethical acquisition and application of knowledge. Numerous policies and procedures serve as ongoing reminders to our community of learners that with knowledge comes responsibility. WSU adheres to all MnSCU and federal policies regarding ethics and conduct. In addition, professional programs such as nursing utilize their professional organizations’ codes of ethics to determine appropriate conduct for faculty, staff, administration, and students.

MnSCU Policies

MnSCU encourages curricular and co-curricular activities be conducted in such a way as to advance and ensure responsible use of knowledge. This includes multiple policies, already discussed in Chapter 1: Mission and Integrity, including Policy 1C Code of Ethics Procedure

Technology Plan Cornerstones

Engaging Student Learning Environments
Develop, support, and foster technology enriched student learning environments, which inspire and teach learners to acquire, apply, and extend knowledge; to think critically; and to solve challenges imaginatively.

Ubiquitous and Reliable Technology Infrastructure
Plan and provide for the current and future technology infrastructure needs of the University.

Sustainability
Support the University’s commitment to sustainability through information technology operating practices that promote responsible management of time, money, energy, paper, and waste.

Alumni and Community Collaboration
As a community of learners improving our world, work with the extended communities of the University to enhance the technology environment that supports business and industry partnerships, provides workforce training and professional development for adult learners, and strengthens relationships with our friends and alumni.

Professional Development and Preparedness
Employ professional development strategies and activities that address the needs of current and future faculty, staff, and students, and that contribute to academic and professional success in the application of information technology.
1C.9.1 - Employee Code of Conduct\textsuperscript{71}, which establishes ethical standards for all employees and students. The Procedure also references various state laws covering ethical conduct, political activities, and conflicts of financial interests. Another MnSCU Policy 1C.2, Fraudulent or Other Dishonest Acts\textsuperscript{72}, establishes policies for employees related to financial improprieties. MnSCU Policy 5.22.1\textsuperscript{73} and Procedure 5.22\textsuperscript{74} address acceptable use of computers, information technology, and cellular and mobile computing devices.

Other MnSCU Policies cover legal issues:

- Policy 3.26 - Intellectual Property\textsuperscript{75}
- Procedure 3.26.1 - Patent Inquiry Procedures\textsuperscript{76}
- Policy 3.27 - Copyrights\textsuperscript{77}
- Procedure 3.27.1 – Copyright Clearance\textsuperscript{78}

WSU Adherence to Federal Policies and Ethical Training Requirements

WSU follows explicit federal policies and procedures for ethical conduct in research. Oversight and support is provided by the Grants & Sponsored Projects Office with the support of the appropriately constituted review bodies. Examples include those already mentioned in Chapter 1: Mission and Integrity, such as the Institutional Animal Care and Use Committee (IACUC) and the Institutional Research Board (IRB).

As part of the IACUC protocol application process (WSU Regulation 3-32, Assurance of Compliance with Public Health Service Policy on Human Care and Use of Laboratory Animals\textsuperscript{79}) faculty and student investigators must provide information on their training and experience and faculty must describe the education and training they will provide student researchers. The IRB protocol process (WSU Regulation 3-7, Policies and Procedures for the Use of Human Subjects in Research\textsuperscript{80}) requires all faculty and student investigators to complete an on-line human subjects education module (with a passing grade of 80%) before any research will be approved. To meet recent National Science Foundation and National Institutes of Health training requirements, WSU is registered with the Center on Materials and Devices for Information Technology Research, which offers a series of interactive tutorials on the Responsible Conduct of Research.

We also have established policies to meet federal requirements for managing financial conflicts of interest (WSU Regulation 3-28, Conflicts of Significant Financial Interests Policy as Related to Grants and Sponsored Research Projects\textsuperscript{81}) and for addressing allegations of research misconduct (WSU Regulation 3-27, Policies and Procedures for Dealing with Allegations of Research Misconduct\textsuperscript{82}). These regulations apply to all employees and students.

Student Responsibilities

At WSU, the academic and student support programs contribute to the development of student skills and attitudes regarding the responsible use of knowledge. The Academic Integrity Policy\textsuperscript{83} establishes the procedures for dealing with unacceptable academic behavior, including cheating, deception and misrepresentation, enabling academic dishonesty, fabrication, multiple submissions, and plagiarism.
Furthermore, several individual programs have guidelines for students participating in practice and field experiences such as those in Nursing and Education. The Undergraduate and Graduate Nursing Handbooks have guidelines and information about professional conduct; similarly, the College of Education’s Student Teaching Policy and Procedure Handbook has a chapter on student teaching professionalism and an appendix on the Minnesota Code of Ethics.

Faculty Responsibilities

WSU faculty respect the ethical standards of their respective professional associations and introduce students to those standards through their coursework. Faculty who supervise undergraduate research projects normally direct students through completion of the Human Subjects Examination for IRB approval of their studies. Graduate faculty also guide students through the IRB process when thesis or other capstone project work indicates there will be contact with human subjects or access to databases for which human subjects have been informants.

Conclusion

Future Issues

Winona State University continues to embrace the importance of acquiring, discovering, and applying knowledge. As an academic institution, we hold these values at the heart of our mission. Nevertheless, these ideals must sometimes be balanced against the financial and regularly restraints imposed by the State of Minnesota, MnSCU, and accrediting agencies.

Our most immediate challenge will be to implement the new General Education Program (GEP) while staying within the 120 credit limit for graduation mandated by the state government. For example, those programs which had a significant number of their courses formerly included as general education offerings in the University Studies program might not be counted in the new GEP (if they are judged occupational). Therefore, those programs, including some in the College of Education, could exceed the 120 credit limit. Departments submitting courses that can double-count in more than one general education category might help students and programs meet this challenge.

Along the same lines, programs with external accreditation are sometimes being asked to meet more standards and accountability but yet still stay within the 120 credit limit. We understand that programs must have a finite number of credits; our challenge is to find a way to address all the demands of external constituencies as well as meet student needs, and capitalize on the flexibility that does exist with upper division courses and major/minor programs.

Continuing support for existing professional development opportunities, let alone finding the time and money to expand the professional development of staff, will be difficult given the ongoing financial issues and debates in the state of Minnesota.

WSU is also challenged to provide support for graduate research and travel that is comparable to the programs in place for undergraduate students. Although Graduate Council has discussed this issue, the Council does not currently have funds available for allocation. Innovation funds might be considered as a way to initiate such support if a plan for sustainability can also be put in place.

Our Information Technology Services department works efficiently on the WSU campus, but a continual challenge involves the centralization of many functions by the MnSCU central office. As these functions migrate to the control of the central office, we lose the local responsiveness that gives us our
distinctiveness and ability to respond quickly to our own unique needs. For example, the registration system is now under MnSCU control and during peak periods (such as Freshmen Registration in June 2010 and 2011, and open registration in November 2011), there have been numerous times when the system does not respond or is completely inoperative. This could, of course, happen even if the systems were locally controlled, but at least we would have the ability to respond quickly.

Opportunities

Although WSU has a well-developed plan for students, IFO and ASF Faculty, and administrators to continue their life of learning, more work needs to be done for staff. For example, although all faculty and staff are allotted credit waivers, they rarely have time to actually pursue additional education at WSU because most classes are offered during the work day. Further investigation is necessary to determine what professional development opportunities should be given to staff and how that will be achieved.

Undergraduate and graduate faculty who guide student research are expected to maintain active research and creative activity in order to maintain the methodological knowledge needed to guide students in their inquiry and life of learning. Consideration of the time and financial resources needed to support this productivity is needed, especially given the rapid expansion in community engagement projects and the new DNP program, as well as growth in undergraduate research expectations and graduate programs at WSU.

Our fall 2010 Campus Self-Study survey offered a glimpse into how many people participate in these varied activities, but WSU would benefit from conducting focus group research to determine if more opportunities or different types of opportunities are necessary. Finally, the institution needs to ensure that new faculty and staff need to have adequate resources to help them get started as active members of our university.

Our general education program has seen many significant changes over the past 10 years, and we have had a significant assessment of the student learning outcomes for the Basic Skills area as well as the Writing component and intensive ‘flagged’ courses. However, more assessment of SLOs needs to occur for the other areas (now designated as Goal Areas in the new WSU GEP program) to ensure our students are well-rounded individuals ready to contribute responsibly in a global and technological world.

To improve our general education program and make assessment more manageable, there are several changes that could take place. For example, renewal of courses in the program should be made contingent on documentation of achievement of learning outcomes. Program review could require similar documentation for the intensive courses. Faculty can be encouraged to review their own program SLOs to make assessment of the program and the GEP more manageable. In addition, with the new Task Stream management system, it will be possible to track these learning outcomes across courses with the additional support of IPAR. Finally, a GEP director would be invaluable in coordinating the efforts of assessing such a large program.

Summary

The actions of WSU’s administration, faculty, staff, and students as well as institutional policies illustrate that WSU promotes a life of learning. We are a community of learners improving our world through responsible scholarship and creative projects. Via direct funding and indirect funding, many resources on campus exist to support a life of learning for our community.
Encouraged by the last accreditation visit, our general education program has continually improved due to the assessment evidence that has been collected and evaluated. On standardized national examinations, such as the CAAP, our students have shown above average performance. Student learning has also been enhanced due to increased participation in co-curricular activities connected to the curriculum. These experiences encourage students to expand their horizons and become more active participant-citizens.

The process for curriculum review and change is robust and active, thus ensuring that our programs continue to remain relevant in a constantly changing technological and global society. Many of our programs are accredited by other agencies and all of our programs undergo a program review every five years that requires input and expertise from an external consultant.

As we continue to explore our world and gain knowledge, we recognize the responsibility and care that we must take so that we are respectful of our people, community, and world. Through the efforts of committed staff, faculty, and administrators, as well as the benefits of new technologies, students are introduced and mentored in a life-long learning experience. With the experiences WSU graduates have at our institution, they are well-positioned to be valuable contributors to their communities, as demonstrated in the following of this self-study report.
Chapter 5: CRITERION FIVE

CRITERION FIVE: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Winona State University is a large presence in Southeast Minnesota. The broader community looks to us for support, continuing education, expertise, and partnership. We, on the other hand, value the community for partnering with us to better our community and for engaging with us to educate our students. In the following sections, we present examples of both well-established initiatives and emerging new programs that demonstrate our commitment to improving our world as a community of learners.

Component 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

In Winona, the population of the university (students, faculty and staff) comprises one-third of the population of the city. In Rochester, the WSU community is a smaller percentage of the city’s population, but specific programs such as Nursing and Education have a large impact in the region. Members of the university are naturally involved in many aspects of the broader communities of Winona and Rochester, and vice versa. Additionally, a number of departments and programs at WSU have community advisory groups; for instance, the President has a presidential advisory board to discuss societal and economic trends and the resultant changes affecting business, enterprise, and community. Given these interrelationships, we are able to learn from our constituencies to analyze ways we can serve identified needs and meet expectations creatively and effectively.

Student-Identified Needs for Different Structures

One of our main constituency groups is our student body. We learn from the students in many ways—through discussions with faculty and staff, class feedback, Student Senate resolutions, or even protests, students let us know what they are thinking. One method that we have found to be particularly helpful in identifying student needs vs. wants is to involve the students in focus groups and working committees whenever possible. In this section, we present one example of significant structural change begun as a direct response to identified student needs.

Historically, academic service departments at WSU were set up as they are at many other universities. Departments such as Admissions, the Registrar, Advising Services, Financial Aid, Accounts Receivable, Housing, Disability Services, and Career Services were all housed in different physical parts of the university and worked as individual entities. As has been noted in previous chapters, during the early days of the New University/Learning for the 21st Century (NewU/L21) initiative in fall 2003, the concept of creating a model for Integrated Academic Services (IAS) was first proposed. In January 2005, a team of academic services staff members and students began work on integrating the processes within each department to allow for a seamless provision of services from the students’ point of view. The intent was to use physical, operational, and technological integration of enrollment services to accomplish this and, in the end, to increase student involvement and satisfaction with their educational experience overall.

Nursing Graduates

There are more than 4,400 Winona State University nursing alumni; more than 80% of all baccalaureate graduates work in the region.
The IAS team worked on these goals through 2009 with the following major outcomes.

- Members of the IAS Implementation Team participated extensively in the planning for the Maxwell Hall Remodeling project. They researched and visited other “one-stop” university centers and learned about best practices at other institutions. As described previously, the Warrior Hub incorporates functions of seven different departments (Admissions, Advising Services, Career Services, Financial Aid, Parking, Registrars’ Office, and Student Accounts) and opened in Maxwell Hall in spring 2008.

- Fourteen major enrollment processes that cut across a variety of departments and affect large numbers of students were identified. Work groups were established and trained to map these processes in order to analyze, streamline, and redesign them from a student perspective. IAS Directors continue to meet weekly to work on integration of enrollment processes, striving for a functional, student-centered focus rather than a traditional administrative approach.

- Members of the IAS Implementation group worked closely with Information Technology Services (ITS) staff and others to utilize existing and potential technologies to enhance enrollment services and increase our ability to serve our students in a personalized, efficient, and convenient manner. Some examples of this include the creation of online forms and services; imaged student records and electronic files; and adoption of the Microsoft Office Communicator system for more efficient staff-to-staff communication.

- Training needs were identified and a monthly, division-wide training program was established to encourage and equip existing staff to take on the challenges and to benefit from the opportunities of the new service environment.

Identifying Community Needs by Way of Individual Service

A large number of our WSU community members serve on non-profit and business-related Boards of Directors. According to the results of the fall 2010 Campus Self-Study Survey, 33% of our faculty and staff reported having served on a Board of Directors in the past five years; 15% have served on a city or county commission or committee. In addition, close to 80% of our faculty/staff report having volunteered for a community organization in the past five years. The scope of this service is broad. Organizations range from small organizations, like the Kids First program at a city housing development, to large non-profits and businesses such as the American Red Cross, the United Way, and Winona Health.

The impact of these connections within our community runs deep. One example is the Women’s Resource Center of Winona (WRC), our local non-profit organization working to end domestic assault and sexual violence against women and children. WSU Faculty members have been involved with the WRC since its inception in 1978. Since then, at least 16 faculty members have served on the WRC Board of Directors. Over the years, we have developed a true partnership with the WRC as faculty members have designed significant class components involving the WRC well beyond traditional student internships.

A course, entitled “Gender, Violence and Society,” first offered in fall 2008, was developed collaboratively by faculty in the Women’s and Gender Studies (WAGS) program and the Child Advocacy Studies Program (CAST) at Winona State, and the director and staff of the WRC. The course connects
students with a number of community leaders in law enforcement, the judicial system and various advocacy systems, and also addresses identified needs of the WRC through formal Advocacy Training. As a direct result of this course, the number of trained advocates volunteering with WRC has tripled over the past three years and the number of student activists working on campus to address sexual violence has increased significantly. Currently, efforts are now underway to institute a peer-based sexual violence education and advocacy program on our campus. Such a program will be an enormous asset to the WRC as they are not able to support college women victims sufficiently at this time.

Identifying Community Needs by Way of University Structures

WSU has three main structures in place for identifying and analyzing needs within the greater Winona community that lend themselves to beneficial engagement: (1) the Office of Continuing Education, (2) a Community Liaison staff member, and (3) the Center for Engaged Teaching and Scholarship.

The Office of Continuing Education (OCED), as discussed in Chapter 2: Preparing for the Future and Chapter 4: Knowledge, offers programming to individuals and businesses across southeast Minnesota. As a result, OCED has a number of staff members and processes in place to assess the community’s need for specific offerings. One example is a current initiative to develop an online adult baccalaureate completion degree in Healthcare Leadership & Administration (HLA) that is based on the needs of various stakeholders. These needs were determined by the following strategies:

- OCED conducted a needs assessment survey for leaders of healthcare organizations throughout Minnesota, working in collaboration with HealthForce Minnesota and Bemidji State University;
- A focus group was conducted in the Twin Cities with healthcare providers and two-year college partners to gauge the needs of employees and employers in designing an appropriate program;
- Labor market data through the Department of Employment and Economic Development (DEED) was reviewed;
- Benchmark programs were identified and reviewed;
- OCED began aligning its program and learner outcomes with a national healthcare leadership alliance;
- A program advisory committee will be formed with internal and external stakeholders for ongoing program review.

Since 2006, we have had a Community Liaison (CL) staff position in the Student Life and Development unit. The Community Liaison serves a dual role as point person for community members to pass on information to the university and as an advocate and resource to WSU students regarding issues such as off-campus living and local ordinances. As such, the CL is able to identify opportunities within the community that lend themselves to volunteer work for students and civic-engagement projects for faculty to consider. In some cases these opportunities come in by way of formal requests; for instance, the Family Art Day puts in a request for art education students each year who are interested in assisting with this event to introduce the visual arts to community members. In other cases, the opportunity is realized through specific interactions with community members/organizations. As an example, a staff member on the board for Project Focus on Integrating Newcomers through Education (Project FINE) knew the organization needed volunteers to help with the Diversity Youth Quest activities for children of immigrants and refugees, and was able to pass that on to the CL.

The Center for Engaged Teaching and Scholarship (ETS) has been in existence since fall 2007. The reason for establishing this center was to advance the concept of engagement at WSU as a form of pedagogy
and scholarship. The Center sponsors workshops and theme-committees that provide a direct channel for community members to make WSU aware of their needs. The philosophy is to work with community members – not only for us to better understand their needs but also for them to gain an understanding of our academic processes and the benefits and limitations of working with students. More about the ETS Center is presented in the next section.

An identified challenge in this area is to coordinate even more effectively the needs of our community partners with the people, departments, and student volunteers that can best address the needs – both in the short-term and as part of a longer-term partnership.

Rochester Campus

On the Rochester campus, we partnered with Rochester Community and Technical College (RCTC) to develop the University Center Rochester (UCR) Welcome Center, which opened in September 2010 to serve prospective students for both RCTC and WSU-Rochester. The joint capital project created a visual entry point for the UCR campus and a new information center that will better serve campus visitors, prospective students, community members, and current UCR students.

The Welcome Center is designed to create and nurture relationships with prospective students, engaging them in the first stages of the student life-cycle by serving them in a high-touch, personalized environment. The intent is to foster purposeful and guided interactions with staff members who represent both RCTC and WSU programs. The joint information and advising services provided in the Welcome Center serve prospective students who are interested in attending WSU, WSU-Rochester and/or RCTC, separately or jointly. A key objective of the new Welcome Center is to provide joint advising for students interested in extending their associate’s degree work into a four-year degree program.

A significant feature of the Welcome Center is the creation of two new shared staff positions that serve both RCTC and WSU-Rochester students. A front counter “concierge” position provides initial services and information for visitors and prospective students. A joint advising position provides individual and group presentations and advising services for prospective and incoming students. This advising also serves to make students aware of the RCTC and WSU articulated degree programs as well as the full array of academic programs/courses available at both institutions. The Welcome Center project is part of the ongoing partnership between WSU and RCTC to improve and expand the programs and services offered at the UCR campus to meet the needs and interests of students and the community of Rochester and the surrounding area.

Component 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities

WSU’s commitment to engage with our community is a part of our culture and it has been viewed as part of our mission since the start of the university. As a university and as individuals, we engage with our community in service as well as in economic ventures. Our students are encouraged and supported to engage with the community during their time at WSU through service-learning classes, community-based research, club activities, and volunteer efforts.

Collectively, in addition to offering our students rich academic opportunities, we promote and foster a deep sense of community pride and responsibility both on campus and in the greater community. We present a variety of examples in this section that demonstrate this breadth of opportunities.
Commitment

Our commitment starts from the top. President Ramaley is a national leader in the area of civic engagement at the college level. Since coming to WSU in 2005, she has been a strong advocate and supporter for increasing our levels of academically-relevant engagement within our community. She has also modeled this type of behavior in many ways—signing the American College & University Presidents Climate Commitment as a charter member in May 2007; serving as chair of the Minnesota Campus Compact Board of Directors from 2008 to 2010; and serving on the local boards of the Winona County Historical Society, the Great River Shakespeare Festival, and the Seven Rivers Alliance.

WSU formally committed to making civic engagement and community service a part of our students’ experience when we created the Center for Engaged Teaching and Scholarship (ETS). Although there were service-learning opportunities available for students prior to this time, there was no coordinated effort to involve new faculty/community members and new courses from a wider range of disciplines in this type of pedagogy.

The composition of the ETS Center has evolved since it was initially set up with one faculty member at 50% reassignment serving as the Center Director. Starting in fall 2011, the ETS Center will be directed by the Community Liaison and will include a faculty liaison on 25% re-assignment. In addition, an advisory committee of faculty, staff, students, administrators, and community members meets bi-weekly with the Center.

The Center has a small budget but leverages opportunities to coordinate with other groups both on and off campus. The three main foci of the Center are: 1) Facilitating and coordinating the university theme each year, 2) Recognizing and promoting WSU-related community service, and 3) Providing faculty and community development opportunities.

During the past four years, the ETS Center has had a significant and positive effect on the culture of engagement at WSU. We have learned new ways to support our students, faculty and community members in this work. Specific outcomes that speak to this include the following:

- Three University Theme years have been coordinated, and a formal process for determining future University Themes has been established;
- A prestigious engagement awards ceremony has been established;
- Five faculty workshops/forums have been held on campus to increase faculty understanding of this type of pedagogy;
- Two community workshops have been held to connect community members with faculty partners;
- Two external grants were received, for a total of $21,500;
- Five internal faculty curriculum grants were administered.

The ETS Mission

The mission of the ETS Center is:
To advance the concept of engagement at WSU as a form of pedagogy and scholarship that can develop our students’ civic intelligence alongside of their academic intelligence, that can help students discover a sense of purpose in their education, and that can empower them to contribute to the community in ways that are meaningful to the community as well as themselves.
We have developed a comprehensive Community Connect Website\textsuperscript{84} that tracks the above information and tells many of our engagement stories. The power of involving students in community work—both for the students and for the community—is evident in these stories.

**Established Partnerships**

In 2008, when WSU began tracking community engagement, we counted over 300 community partners who provided experiences for WSU students as part of their coursework. Since that time, we have continued to expand both the numbers of partners and the numbers of students involved in community work. For example, in 2007-08, we counted 135,000 hours of community service performed by students for the National Service Honor Roll. For 2010-11, the number of hours increased to 184,078. Our university mission statement, revised this past year, now explicitly references the “communities we serve” and preparing our “graduates to serve generously.”

In our 2011 NSSE survey, 67% of senior students responding reported they had “participated in community service or volunteer work,” compared to 57% of seniors at other MnSCU universities, and 58% of seniors at public Masters institutions participating in the NSSE in 2011. This percent of student involvement across the board was confirmed in the most recent annual count of community service performed by the ETS Center: 5,968 students performed over 180,000 hours of community service throughout the 2009-10 school year. The number of courses containing a community service component has also risen since we began tracking community service in 2008. Currently, more than 70 faculty members regularly include some form of community engagement in

**WSU Community Service Summary Statistics**

**2010-11**

- Total hours of community service performed by our students: 184,078
- Total number of students: 8,896
- Students involved in volunteer projects: 3,886
- Students involved in service-learning class projects: 2,094
- Students involved in 20 or more hours of community service: 1,887
- Number of courses including community service components: 65
- Total number of students involved in service to our community during the year: 5,980 = 70% of all students

**2009-10**

- Total hours of community service performed by our students: 180,492
- Total number of students: 8,606
- Students involved in volunteer projects: 3,853
- Students involved in service-learning class projects: 2,015
- Students involved in 20 or more hours of community service: 2,035
- Number of courses including community service components: 65
- Total number of students involved in service to our community during the year: 5,868 = 68% of all students

**2008-2009**

- Total hours of community service performed by our students: 120,000
- Total number of students: 8,450
- Students involved in volunteer projects: 1,296
- Students involved in service-learning class projects: 1,181
- Students involved in 20 or more hours of community service: 965
- Number of courses including community service components: 62

**2007-08**

- Total hours of community service performed by our students: 135,000
- Total number of students: 8,274
- Students involved in volunteer projects: 2,100
- Students involved in service-learning class projects: 2,200
- Students involved in 20 or more hours of community service: 1,900
- Number of courses including community service components: 60
their classes; academic service opportunities for students are now available in a third of our programs and in all of our colleges.

In our fall 2010 Campus Self-Study Survey, over 50% of the faculty reported they have “incorporated a significant community-engaged learning activity (community issue combined with academic instruction focused on critical thinking, problem solving, and civic engagement) in my classes or as part of students’ research projects.” These numbers speak to long-term, purposeful partnership building on the part of our university members. Although we cannot describe every partnership here, six significant partnerships are highlighted below as examples of the depth and breadth of our engaged work within the community (other examples of great community partnerships can be found on the Community Connect website).

Winona Campus

Winona Parks & Recreation Department (Parks & Rec) is a city organization whose mission is “to enhance community through people, parks, and programs.” They typically hire over 200 part-time employees each year to staff their programs, 70% of whom are WSU students working as interns or paid staff. In 2002, members of Parks & Rec worked together with members of the Department of Recreation, Tourism and Therapeutic Recreation (RTTR) at WSU to co-design a “Research and Evaluation of Recreational Services” project. Since that time, these two organizations have built a true and significant partnership.

Every student who graduates from the RTTR program has gained at least some hands-on exposure to the role and functions of city Park & Recreation departments. Examples include Programming in Recreation class projects such as Earth Day and Winona Eco-Challenge, and Evaluation in RTTR projects involving recreation-related survey research. In addition to involvement as a component of a course, approximately 20% of all RTTR majors have volunteered or completed a practicum or internship with the Winona Department of Park & Recreation. Several have been retained as part-time employees. The integration of research, education, and professional practice opens up a different way to think about an immersive path to a career for our students. It also provides for a realistic understanding of the needs of our community and the power of recreation to address them (a short video about this partnership is available at Community Connect).

Our partnership between the Hiawatha Valley Mental Health Center (HVMHC) and the Departments of Nursing, Special Education, and Social Work is intended to provide WSU students with a more intimate understanding of the lives of persons with severe and persistent mental illness, to offer free educational and social opportunities to consumers of mental health services, and to increase the integration between the student and those communities using mental health services. Starting from discussions in 2007, a Peer Support Network (PSN) was officially opened in May 2009 as a drop-in center for the severely and persistently mentally ill. Starting in fall 2009, 16 students from the three departments were engaged in learning opportunities at the PSN.

WSU students offer nutrition and health information, one-on-one instruction on a variety of topics (time management, computer skills, everyday math), and structured social/educational activities chosen by the clients (such as discussing a movie depicting severe mental illness, a talent show evening, or, perhaps a craft night). Consumers, in return, help students understand the stigma of mental illness and share with students the challenges of living with a chronic mental disability. Additionally, WSU nursing
students continue with a 25-year history of working with HVMHC consumers in the community; HVMHC also offers internship and volunteer sites for Psychology, Biology and Counselor Education.

The **Navajo Oral History** project is a partnership between WSU and Diné College of the Navajo Nation that started with an idea in 2006. In summer 2009, and continuing each summer since then, students and faculty from both schools have worked together in teams to:

- Complete a service project for a Navajo elder (e.g., rebuilding and repairing a hogan, clearing downed brush, repairing water tank plumbing);
- Interview each elder three times;
- Research, write, photograph, edit, and produce a documentary film about the elder's life.

Elders whose history has been recorded in this way include one of the first Navajo medical doctors, the co-founder of Navajo Community College (now Diné College), and a Navajo Code Talker who fought in the South Pacific during World War II. After visiting with the elders in Arizona in May, the students collaborate via email and web throughout July and August, working close to 18 hours a day for several weeks, to complete their documentary projects. The finished projects have been presented to the elders and the Navajo Human Research Review Board; all have to date unanimously approved publication and distribution of the work. Each documentary is an important piece of journalism that will stand the test of time. The projects are archived at the Navajo Nation Museum and Library where scholars will be able to view and read the work of these students to gain an understanding of the Navajo culture of the early 21st century.

**Rochester Campus**

The WSU partnership with the Boys & Girls Club of Rochester continues to grow to meet the needs of WSU students and the Rochester community. In order to cultivate a long-term partnership where Club kids are engaged in “a pathway to college” and WSU students serve as mentors, WSU has expanded curricular offerings that have a Club connection. For the past three years, Women’s & Gender Studies has offered a topics class (topics ranging from Social Class, Poverty and Public Education to Child Poverty and Food Justice Movements in the U.S.) that is taught at the Boys & Girls Club. The Club offers “classroom” space for each course, which includes a service-learning component as part of every class period. While the service-learning classes have been successful in developing the partnership, we are working on increasing options for students to intern or do independent studies at the Club that would be focused on areas of particular interest related to a range of majors.

Winona State University-Rochester has an active partnership with Rochester Healthy Community Partnerships, a network of community agencies that primarily serves immigrant, refugee and/or low literacy populations in the community. Academic and service partners include Mayo Clinic, Olmsted Medical Center, University of Minnesota Rochester, and Rochester Community & Technical College.

**Rochester Nursing Students’ Service Activities at Hawthorne Education Center**

- B/P, BMI, and Vision Screenings in the NEC Volunteer Free Clinic
- “Keep Me Healthy” health literacy curriculum offered every week
- Exercise/nutrition class taught weekly
- Pre-Certified Nursing Assistant Class
- “Hand-Hand” program for parents and young children
- Informational health education fairs at HEC
  - Annual Healthy Living Fair
  - Flu Vaccine Clinic
  - Healthy Living/Healthy Eating Poster Fairs
Within this partnership, WSU works intentionally to meet the health needs of the community by first identifying the needs with the partners (such as tuberculosis screening and treatment, physical activity, and nutrition knowledge), and then working with them using community based participatory research (CBPR) techniques to create methods to address the needs. Approximately half of the WSU-R senior class of nursing students (24 students) participates in service learning/community engagement projects at Hawthorne Education Center (HEC) for two to three hours every week during their senior year.

WSU-R Counselor Education faculty also assist with coordinating and supervising student service learning work and individual and group sessions with clients of HEC, and WSU-R Social Work faculty have supervised a small number of student projects at HEC.

**Arts and Lectures**

In addition to community engagement through courses and internships, WSU engages with the greater community through a variety of performance, arts, and lecture events. To help promote and coordinate these events, an Arts Administrator position was developed in 2005. Events in this category include the following.

**Winona Campus**

The **Great River Shakespeare Festival (GRSF)** has been held on the WSU campus since it started in 2004. As a professional Shakespeare company in residence, GRSF puts on two major productions of Shakespeare’s plays each summer along with a myriad of educational programming geared to “help others discover the joy and the reward of meeting a complex work of art head on.” This festival is a major theatre event that draws patrons from all over the upper Midwest and beyond to WSU, and that employs nearly 100 people at the peak of the season.

The **Frozen River Film Festival (FRFF)** began its partnership with WSU in 2005. Starting with the use of WSU’s facilities for showing the films the first year, the partnership has expanded each year to provide a myriad of opportunities for student interns, faculty teaching, and media collaboration. Student interns have been able to learn about all aspects of organizing a film festival, from choosing the films to collecting the tickets at the door.

Numerous faculty members have been able to incorporate films into their class discussions; many have designed service-learning components into their classes. One class designed a full publicity campaign for the festival, including a “frozen flash mob” You Tube video. Student-produced films have also been included in the festival.

Starting with “Our Drinking Fountains, Our Water” in 2008, FRFF has been a key partner for our University Themes each year. The group now works with us to incorporate the theme into film and presentation choices, and in shaping ways the festival can enhance the theme. The festival itself has become a wonderful event for Winona each January. Our partnership with FRFF has provided a great venue for student-learning and a great means by which WSU contributes to our community.

The **Lyceum Series** is the premier speaker series at WSU. This program was initiated in 1989 to present events that provide unique cultural enrichment and educational opportunities for the Winona and Rochester campus communities. Internationally renowned speakers present topics in the sciences, the arts, politics, literature, popular culture and more. Past speakers include Maya Angelou, Kurt Vonnegut, and Michael Pollan.
The **Athenaeum Lecture Series** hosts events that explore and enhance the intellectual life of the University and the region through lectures, readings, performances, discussions, and other events. The Athenaeum reflects the importance the University places on the humanities, the arts, and sciences.

**Performing Arts presentations:** WSU’s Theatre and Dance Department stages four main stage productions and four studio, or black box, theatre productions per academic year. Both students and professional guest artists perform. Plays have included those by Moliere, Brecht, Shakespeare, and Stoppard, as well as original student scripts. Performances allow students to acquire integrated kinesthetic, cognitive, and creative skills as they develop their unique artistic voices. The Music Department also offers over 200 concerts and recitals yearly, featuring professional and faculty performances, as well as student recitals, chorales, and symphonic presentations. These live performing arts experiences enrich the lives of our students and also those of the residents of the greater Winona region.

Juried Art Community Exhibit: Each year, the Fine Artists of Southeast Minnesota mount a professionally juried art exhibit in the university art galleries. The gallery is open in the summer to attract visitors to campus, and highlights the fine quality of the work of our region’s visual artists.

**Rochester Campus**

A partnership with the **Rochester Civic Theatre (RCT)** allows use of WSU-R student activity funds to purchase blocks of prepaid tickets for RCT productions. Each WSU-R student is allowed two tickets per production (play or concert). This effort provides more student activities in Rochester by utilizing an existing community resource to connect the campus and students to the community. The program also provides many WSU-R students with their first live theater experience.

**Component 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service**

WSU supports our constituencies on both a regular and an emergency basis. We strive to establish sound programs that involve our students and the entire WSU community in working with external communities both regionally and nationally. We also respond to immediate needs that arise with little or no warning. The Nursing Skills Lab, for instance, is designated as a resource in the Winona County Disaster Plan. Additional examples of our responsiveness as a community of learners improving our world in times of need are described below.

**Emergency Response Examples**

After Hurricane Katrina hit the Gulf Coast in August 2005, WSU, like many other universities across the country, helped organize a number of volunteer relief efforts. We also developed a specialized course that was offered in spring 2006 and 2007 to help students address important questions about race, racism, socioeconomic class, and poverty in the United States as the aftermath of Hurricane Katrina played out in New Orleans, the Mississippi Gulf, and beyond. As part of the course, students participated in hurricane relief and recovery work in New Orleans over their spring breaks to experience the culture of the area, to interact directly with people who had been and continued to be affected by the aftermath of Hurricane Katrina, and to contribute in a tangible way to the ongoing relief efforts in rebuilding the city. A total of 41 students, five faculty members, and two community members participated in these courses; more detail is available from the WSU website with a full description of the New Orleans Spring Break ‘07 course and the service trips.
In August 2007, Southeastern Minnesota experienced severe flooding as a result of flash floods. WSU’s response to this regional disaster was immediate and broad. Many of our WSU community went out and helped in the hours and days right after the flood in a variety of ways—from the football team sandbagging to individuals bringing food to the shelters. On campus, a team of administrators, faculty, staff, and students was set up to provide direct relief to WSU community members affected by the flood and to support student volunteer relief efforts. Fifteen students and six faculty/staff flood victims were supported directly with meal plans, textbooks, housing assistance, and financial assistance.

After the first few weeks, attention shifted to two broad areas of flood relief: organizing weekend events so that more students could participate in the relief efforts; and helping faculty construct meaningful projects for their classes. Over 400 students participated in two weekend events to muck out homes, businesses, and yards in flooded areas. Faculty/staff donated tools and supplies for these efforts and helped with carpooling. About 20 classes included specific flood-relief service components. For instance, a Recreation class organized a benefit concert and raised $1,200; a Geosciences class researched the velocity of the flood waters through a park; three Nursing clinical classes interacted with families to help them understand their experience and problem-solve; and a Management class studied the flood’s impact on Winona businesses. All told, WSU community members mucked out and/or gutted over 100 homes, cleared out two city parks, moved tons of trash and debris out of homes and yards, and removed over 10,000 nails from studs so that new drywall could be installed. They also experienced firsthand the power of helping others when they are hurting.

**Service-Oriented Travel Study Courses**

“Travel programs at WSU are designed to encourage students to engage in critical thinking, experience firsthand the value systems and diverse lifestyles of other cultures, and participate in meaningful service learning projects.” This last phrase of the Travel Study program’s description came about as more and more travel study courses responded to community needs and student interest in helping. For example, in the summer of 2009, six of the eleven travel study courses included service; in summer 2010, all five courses included a service component. For 2011-12, seven proposed travel study courses will have a service or service learning component. In most cases, students also participated in fundraising to supplement their service work.

Three examples from the summer of 2010 help tell this story. Eighteen students traveled to Mwanza for the third offering of the Tanzania travel study course and each spent 15 hours helping with ongoing development projects for the Nyakato Health Center there; a retired WSU professor was instrumental in helping get the clinic built. The group planted more than 2,000 plants and trees at the clinic and brought 2,018 beanie babies to the children. On St. Croix in the USVI, 17 students each participated in close to 50 hours of service with the Nature Conservancy, the Women’s Coalition, and the Queen Louise Home for Children. They helped restore leatherback sea turtle nesting grounds, cleared and painted a play area for children at a women’s shelter, and assisted staff-mothers in three Early HeadStart classes. On the Mexico travel study, 14 students each worked 40 hours supporting domestic-violence-related social service programming in the indigenous village of Cuetzalan, Puebla. An associated student club at WSU funds a micro-lending program designed to help provide financial autonomy to women and families who have experienced domestic violence.
Sustainability Focus

For a number of years now, there has been a growing interest in embedding sustainability into the fabric of our institution. This grassroots build-up of interest eventually led to two key formal commitments by WSU in the summer of 2007. As noted previously in this chapter, President Ramaley signed the American College & University Presidents Climate Commitment. In addition, WSU signed on as part of Sustain Winona, a public and private, government, and educational collaborative of seven of Winona’s largest institutions that have committed to working together to achieve certification for Winona as an ISO 14001 community.

The momentum increased dramatically in August 2008 when WSU hosted the 21st North American Prairie Conference in conjunction with our sesquicentennial celebration, and began a year-long university and community-wide project of artistic and educational programming entitled “Our Drinking Fountains, Our Water.” During this same time frame, we introduced a Living and Learning Community with a sustainability theme for first semester, first-year students, and started a task force to explore specific educational connections with the regional Eagle Bluff Environmental Learning Center.

As more faculty, staff and students started to engage and connect around the general topic of sustainability, more initiatives and course components began to emerge. Examples include the RecycleMania competition, Bike Week, Zipcars, Energy-Reduction contests, hosting the Winona Farmers Market on campus, locally-sourced meals in the cafeteria, a new Biology course in Agroecology, a food poverty module in a Women’s and Gender Studies course, and an organic farm soils module in a Geomorphology course, to name a few. Not all of these efforts continued indefinitely, but each of them served to further our overall understanding of the complex issues around true sustainability.

For example, one project started with a Communication Studies (CMST) class in the spring of 2008. As previously discussed, the university-wide theme concerned drinking water. One of the CMST 191: Introduction to Public Speaking classes launched a campaign to remove plastic drinking water bottles from the WSU campus. Students collected basic research and other information to get the campaign started. Over the next three semesters, students continued to work on this project in various CMST courses. In spring 2010, students met with four universities’ student governments, including Winona State’s Student Senate. Students provided information about the burgeoning problem (more than 17 million barrels of oil go into producing 29 billion bottles used for water each year; most end up in

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Examples of Programs Integrating the Winona Community and WSU

- **Adopt-a-Block** – A student club neighborhood cleanup program
- **Spruce-Up Winona Day** – A city-wide clean-up and project day held in collaboration with Saint Mary’s University and Southeastern Technical School students
- **Tunnel of Oppression** – A diversity education program put on by student clubs for area K-12 students
- **AASCU America Democracy Project** – A multi-campus initiative focused on higher education’s role in preparing the next generation of informed engaged citizens for our democracy
- **Deliberative Polling** on alcohol abuse in Winona—Community members, students, faculty, and administrators came together to discuss the problem of binge drinking and to develop solutions to that problem
- **Student Election Judges** for November 2009 elections

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h ISO 14001 represents the core set of standards used by organizations for designing and implementing an effective environmental management system.
floating garbage patches or in landfills, where they do not decay), with a goal of eliminating the sale of plastic drinking water bottles on campuses and replacing them with aluminum containers. To date, three of the four campuses visited are considering changing their plastic bottle policies. In fall 2010, Winona State University introduced aluminum can vending machines and gave refillable aluminum water bottles to all incoming freshman orientation students. WSU also installed water fountains in the student union for refilling water containers and is tracking how many plastic water bottles are avoiding landfill disposal as a result of these campaigns.

In 2009-10, the formal theme for the university was “Sustainable Foods Partnership.” This themed year was an enormous success; final participation counts were 2,897 WSU students, 275 faculty/staff, and 881 community members. Towards the end of the year, it became clear that, although there were many areas within WSU where sustainable concepts were being applied, having a targeted curriculum for sustainability studies was vital in fulfilling our responsibility to this movement as educators. Work in this endeavor culminated in a new interdisciplinary Sustainability Minor that was formally approved by the Administration in spring 2011. Students will be able to declare this minor starting fall 2011, and we expect interest in this area to continue to increase.

Rochester Campus
As noted in several previous chapters, the faculty, staff, and administrators at WSU-R have been working with RCTC—Rochester Community and Technical College—for many years. More recently, we have increased the depth of this collaboration in direct response to the needs of the Rochester community. The recent Path to Purple program is a prime example of this. Past WSU recruitment efforts with RCTC focused on the articulated 2+2 programs in place between the two schools. The new Path to Purple program broadens this engagement effort to address all RCTC students as potential prospects for WSU, and to offer a number of ways that RCTC students can earn a bachelor’s degree from WSU. For example, students who are denied admission to WSU can enroll at RCTC to gain sufficient academic standing to qualify them for acceptance to WSU.

Whereas the articulated 2+2 programs provide RCTC students with the opportunity to complete a four-year degree in Rochester at the UCR campus, students can also enroll in RCTC directly and work toward bachelors’ degrees offered by WSU on the Winona campus. Students can initially enroll in RCTC and then make independent decisions as to when they want to apply for admission to WSU. In many instances, students choose to dual-enroll at both RCTC and WSU to work toward their four-year degree at WSU while earning lower-division credits at RCTC.

WSU-Rochester is renewing its efforts to recruit students from underrepresented populations to enter the teaching profession. The university created a new Recruitment, Admissions, and Advising Coordinator position for the Rochester Education program. This person will take a lead role on the Minority Teacher Recruitment committee for developing connections with community partners in the Rochester area. In addition to offering up to $2,000 per year in scholarship awards, the MTR initiative focuses on three key objectives: mentoring high school students; recruiting students for the Harnessing Opportunities for Postsecondary Education (HOPE) Academy summer programs in Winona; and offering adult/student/parent outreach programming through the Community Champion initiative.

The WSU Rochester Science, Technology, Engineering, and Math (STEM) Camp was offered for its second year in July 2011. The afternoon day camp is open to all summer school students at Riverside this year and many students from last year’s teaching team returned to help lead this year’s event. A
new element was the presence of C.I.T’s (counselors in training). Middle school students transitioning to high school next fall joined the camp staff team as apprentices and were introduced to leadership roles and more deliberately encouraged to consider one of the STEM fields as a teacher. All of the C.I.T. students had also participated in InSciEd Out (described previously in both Chapter 3: Student Learning and Effective Teaching and Chapter 4: Knowledge) so they brought strong scientific expertise to the table.

Component 5D: Internal and external constituencies value the services the organization provides

The greater Winona and Rochester communities not only value the services WSU provides, but in many cases they depend on them. In this section we describe our University Theme program and present examples of ways our constituents value WSU’s commitment to engagement.

University Themes

For WSU and for the Winona community, year-long University-wide Themes have proven to be an effective model for enabling different faculty and community members to engage productively. In 2008-09, our theme was “Our Drinking Fountains, Our Water”; in 2009-10, it was “Sustainable Foods Partnership”; in 2010-11 the theme was “Big Sky”; and for 2011-12, it is “Home and Place.” Each year, we engage thousands of students and community members in a variety of class projects, lectures, common book reading, theatre and dance productions, and other activities centered on the theme. We work with existing community partners as well as new partners with appropriate ties to the theme. Many faculty members coordinate existing engaged components of their classes with the theme, and each year three to five faculty new to this type of pedagogy offer engaged components in their classes for the first time.

The ETS Center works specifically to foster interdisciplinary programming and connections around the theme. In 2009-10 we awarded five curriculum development mini-grants to faculty specifically to design engaged components in their classes. These grants, ranging from $1,000 to $3,000, resulted in successful engagement projects for students and community (final project reports are available from the WSU website).

The curriculum mini-grants that we offered to support the Sustainable Foods theme were very successful. They offered faculty a way to get supplies, pay for travel, and support innovative community projects that otherwise could not have been done with departmental funds alone. They were not able to be continued, however, due to severe university-wide budget constraints. The hope is that alternate funding can be used to re-start this program. One idea is to work with the WSU Foundation to define a specific grant category that they would fund but that could be administered by ETS.

The University Themes initiative has received strong support across campus and within the community. The ETS Center is responsible for soliciting theme ideas and faculty/staff leaders, facilitating the theme through coordination with existing partners, and providing financial support for speakers, workshops, and curriculum grants. On-campus established theme partners include the Lyceum Series, the Common Book, the Consortium for Liberal Arts and Sciences Promotion (CLASP) Lecture Series, and the capstone
course in Graphic Design. Off-campus partners are the annual Frozen River Film Festival, Winona360, and the Winona Farmers Market, in addition to new theme-specific partners each year.

Internal Programs

Starting in 2009, WSU established a formal recognition event—The Presidential Engaged Partnership Celebration—that recognizes our engaged student and faculty leaders and honors the work and commitment of WSU’s community partners in helping to educate our students. This event is hosted by the ETS Center. At the first celebration, seven partnerships were honored, with faculty presenting the awards to their respective community partners. In 2010, we extended the event to honor specific students and faculty in addition to our community partners. The honorees that year included four groups of Engaged Student Leaders, three key partnerships, and recognition of one of the recipients of a Minnesota Campus Compact faculty award.

Starting this past spring (2011), we implemented a process for soliciting nominees from within the campus community and choosing three each of faculty, students, and community partners to honor and recognize at our yearly celebration. As this event has developed over the years, the prestige of the awards has grown. Community partners in town proudly display their framed certificates in prominent places and include mention of them on their websites. Students and faculty are able to include these awards on their resumes and vitae. The event serves not only to recognize the good work of our engaged community but also provides recognition that our community engagement is valued.

In addition to service-learning engagement within the community, many of our academic programs have a well-established internship program that also meets community needs. Two examples of this are the Computer Science program and the Social Work program. In both cases, our students are highly regarded for their work and are in high demand. In Computer Science, roughly 40% of our students do an internship as part of their course work, with the large majority of these at the Mayo Clinic, IBM, or Fastenal. These are internationally-recognized companies that provide wonderful opportunities for our students. Our students are able to get these prized internships because the companies value their education and work ethic based on past experience.

The Social Work program places an average of 150 social work and pre-social work students in internships each year. These placement sites include both public and private agencies in the areas of child welfare, mental health, health care, homelessness, and aging among others. Students provide on average 39,000 hours of service to agencies every year. Some of these organizations would have to severely limit their service to the community without this student resource.

Another important internal program that ensures a strong connection to WSU’s mission of service is the ‘Warriors Give Back’ program for student-athletes. As noted previously in Chapter 3: Student Learning and Effective Teaching, student-athletes provided 3200 hours of community service last year in line with the ‘Life in the Balance’ initiative. WSU’s athletic mission reads in part that student-athletes will “provide the community with a sense of spirit and identity,” and a ‘Warriors Give Back’ video on the WSU home page/WSU’s YouTube page documents this service taking place.
External Recognition

WSU has received both regional and national recognition for our community engagement work. In February 2008, WSU received the Helping Hands Award from the Boys & Girls Club of Rochester, awarded to recognize the growing partnership between WSU and the Club. In 2009, WSU was one of 10 finalists for the Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration, which is sponsored by the Minnesota Campus Compact and honors outstanding campus-community partnerships that address critical public issues. In 2009, Dr. Tamara Berg received the state-level Sister Pat Kowalski Leadership Award for demonstrated leadership and commitment to high-quality service-learning and campus-community collaboration, success at building strategic, long-term partnerships with communities, and positive impact on both the community and the educational institution. The following year, Dr. Joan Francioni was one of five national finalists for the Campus Compact Thomas Ehrlich Civically-Engaged Faculty Award that recognizes a senior faculty member for exemplary engaged scholarship.

For the past three years, we have been named to the national President's Higher Education Community Service Honor Roll. This honor roll is an annual recognition program that celebrates exemplary commitment to service and volunteering from institutions of higher education across the country. This is a significant honor for Winona State, as being named to the honor roll is the highest national recognition a school can achieve for its commitment to service-learning and civic engagement. Being named on the Honor Roll certainly presents WSU in a positive light. This recognition also validates our exceptional contributions in this arena compared to other post-secondary institutions around the country.

Finally, since 2006, WSU has held the “Curricular Engagement and Outreach & Partnerships” classification of the Carnegie Foundation.

Conclusion

Future Issues

There are varying degrees of belief and commitment across campus in relation to the following questions:

- How much engagement is appropriate?
- What kinds of engagement initiatives should be supported at what levels?
- Who is responsible for driving this kind of programming – Academics or Student Life—or both?

The primary challenge we face is that this type of work takes more resources than we have been able to garner to date. Ensuring that community engagement work is beneficial to both students and community members involves much more than putting faculty members in touch with community organizers. Trying to set up sustainable partnerships and initiatives is even harder.

Opportunities

One of our strategies for moving forward will be to embed engagement initiatives into other campus programmatic initiatives more deliberately than we have in the past. The new Sustainability minor is one
example of this. We are also hoping to integrate engagement efforts in Student Life and Development more directly with efforts underway in Academics. Changing the organizational structure of the ETS Center to roster the director in Student Life and Development, with a faculty member serving as the academic liaison, should help facilitate this integration better than in the past.
EPILOGUE: The Next Chapter

Introduction
The conversations that we have had as a campus community in the past year as we have completed the preparation of our Self-Study Report for the Higher Learning Commission have led to a rich and stimulating vision of what it will mean to educate our students for the 21st century and what we must do as a community of learners to create an educational environment that can support our shared vision of preparing our students to “serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.” (revised Mission statement 2011)

As preparation of the 2011 report for WSU’s 2012 HLC self-study visit drew nearer to completion, the HLC Steering Committee and WSU’s President met to discuss what we have learned from our self-study reflection and how best to use our insights in envisioning the path that lies ahead for our university. This discussion took place in the context of three important transitions. First, our university has managed the recent series of reductions in state general fund support with remarkable grace but we are all tired of thinking only about budgets. It was time to think about the future and to begin envisioning what that future might be like and what we might do to ensure our success and the success of our graduates in a rapidly changing world. In addition, the university is experiencing two leadership transitions. The Minnesota State Colleges and Universities (MnSCU) welcomed a new Chancellor in August 2011 who quickly set about the task of designing a strategic framework to guide the further development of the system as a whole. This framework provides a starting point for interpreting the role of Winona State as a member of a larger network of colleges and universities. Finally, our university will welcome a new president in the summer of 2012.

In anticipation of these transitions, President Ramaley and the President of the WSU Faculty Association, Dr. Bruce Svingen, undertook a series of ‘listening sessions’ with academic departments across campus in spring 2011. From these discussions, the President generated a list of key questions for the university community to address. She introduced the first working list of these questions to program chairs and directors in a retreat held on May 11th, 2011 and asked for responses to the questions.

Planning the Process
These questions were then reviewed by one of the HLC co-chairs and the Provost / Vice President of Academic Affairs in light of the responses given at the May Leadership Retreat to see if they could be more strongly linked to the ‘next stage’ of the HLC self-study process—setting a unified direction for the WSU community of learners as we approach our next ten-year assessment cycle. After discussion, the revised questions were introduced to the WSU leadership community at the Leadership Retreat held August 19, 2011. The three questions that emerged were:

1. The mission of Winona State University is to “enhance the intellectual, social, cultural and economic vitality of the people and communities we serve.” Given the changes that are taking place in our region and the world, how do we ensure that “we prepare our graduates to serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities”?
2. What makes us distinctive and important to the citizens of Minnesota and attractive to potential students?
3. If you had the opportunity to share one important thought or idea about higher education and the role of WSU in the future with the next President, what would you say and why would you say it? (in a sentence or two.)

**Initiating the “Next Chapter” Process**

At the Leadership Retreat on August 19th, administrators, Faculty Senators, and other bargaining unit representatives, department chairs, and members of the HLC steering committee addressed each of these questions in small groups. The groups contained representatives of all constituencies present and people rotated from one group to another to discuss each question. This process was facilitated by members of WSU’s Educational Improvement and Leadership program as well as members of the HLC Steering Committee, and conducted in line with the following guidelines:

Facilitation Process used for the Leadership Retreat:

- Participants were given a few minutes to write individual responses to the questions with the instructions that the response sheets would be collected and used to define a set of common priorities and areas of emphasis that could guide our further institutional development.
- Each group facilitator then solicited input from the group for each question (approx. 10-15 min per question).
- When the process was finished, the individual written responses were collected along with the responses recorded by the facilitator.
- A summary of the responses was prepared as each group reported to the entire gathering and the main points were shared at the end of the session.

**Refining Our Ideas**

The members of the HLC Steering Committee analyzed the responses obtained during the August Leadership Retreat and prepared a summary and a set of recommended themes and areas of emphasis. This document was sent at the end of August to the WSU Cabinet to set forth a procedure to make use of the ideas collected in the August 19th session. All departments and programs across campus were asked to address the questions from August 19th, which again read as follows:

1. The mission of Winona State University is “to enhance the intellectual, social, cultural and economic vitality of the people and communities we serve.” Given the changes that are taking place in our region and the world, how do we ensure that “we prepare our graduates to serve generously, lead responsibly and respond imaginatively and creativity to the challenges of their work, their lives and their communities”?
2. What makes us distinctive and important to the citizens of Minnesota and attractive to potential students?
3. If you had the opportunity to share one important thought or idea about higher education and the role of WSU in the future with the next President, what would you say and why would you say it? (in a sentence or two.)

Departments and programs were also told that they could address other issues in their document that were pertinent to their group as long as they were also in line with the Next Chapter questions. Supervisors were offered assistance from Educational LEAN facilitators if they desired to hold meetings or workshops to address these topics.
Between August 31 and October 3, academic Deans worked with their colleges to gather information, and Academic Service Provider (ASP) groups worked with their Cabinet leadership to determine an appropriate parallel process for doing so. All information was due Oct 3 so that results could be compiled and presented the results in preliminary form on University Improvement Day, October 18, 2011.

Moving Forward with the “Next Chapter”

On October 18th, invited representatives from all campus leadership, as well as HLC Steering Committee members, Faculty Senate representatives, and Student Senate representatives as well as other student leaders met to discuss the findings of the preliminary Next Chapter data collection. Content analyses indicating prevalent ideas and concerns across 1) Academic departments and 2) Academic Support Providers, respectively, as well as identifying the top issues salient to each of those groups, were presented.

The following issues emerged as key concerns for academic departments and programs:

- Students: Lifelong learning/civic awareness
- External partnerships/experiences/connections
- Higher expectations
- Community service/service learning
- Hiring/retaining quality employees
- Focus on advising
- Faculty/staff development

The following items appeared most frequently in the feedback from Academic Support Providers (ASP) respondents:

- Students: Lifelong learning/civic awareness
- Students: Career/job readiness
- External partnerships/experiences/connections
- Community service/service learning
- Outreach: Nontraditional students
- Technology
- Global: Diversity program/issues
- Campus & community
- Athletics
- Perceived value
- Partnerships: Other educational institutions
- Global: Domestic awareness/exchange
- Support our support staff
- Collaboration: Faculty/staff/administration

The three overall issues most common across all academic and constituency boundaries once results from all sessions and documents were evaluated included:
Helping students develop skills for lifelong learning/civic awareness; Developing external partnerships/experiences/connections; and enhancing students’ career/job readiness
The PowerPoint from the October 18th presentation, as well as the content analyses of the discussions and documents leading up to that session, are in the Document Library that accompanies this self-study.

The President and Interim Provost then introduced a proposal for what is being called our Next Chapter grant project—funding that will be used to encourage innovative proposals across campus that are interdisciplinary, focused on assessment, linked to the Next Chapter issues and/or the five HLC Criteria, and designed to enhance Winona State University’s distinctiveness and value as an institution. At this point, Chancellor Rosenstone had issued his Strategic Platform and it became possible to link to the HLC criteria and the themes developed through our discussion process to the three elements of his framework.

To close the October session, attendees were invited to participate in breakout groups to discuss the following questions in order to help draft the Next Chapter RFP:

- What criteria should be used to evaluate proposals submitted? What value should be attached to collaborative or interdisciplinary proposals?
- What are appropriate deliverables?
- Should we ask for a program proposal and/or action plan?
- What levels of funding should be provided?
- How much time should be allowed for the development and discussion of proposals?
- Who should review? Should the review committee consist of members of the HLC Steering Committee?

Responses from all participants to these questions were collected and forwarded to a small committee comprised of the Interim Provost, members of the HLC Steering Committee, the Director of Grants and Sponsored Projects, and the WSU CIO to help in developing an RFP for the Next Chapter grant project.

The HLC subcommittee returned to the top common issues of 1) Helping students develop skills for lifelong learning/civic awareness; 2) Developing external partnerships/experiences/connections; and 3) Enhancing students’ career/job readiness, and also revisited the content analysis to identify an additional list of priority ‘talking points.’ The following were added to the working list of common issues (all issues were defined briefly in order to assist those submitting proposals for the Next Chapter RFP):

**Students: Life-long learning**
This refers to skills and abilities that students will use/need throughout life, regardless of career choice (e.g., communication, teamwork, problem-solving, critical thinking, civic awareness, advocacy).

**Students: Career/job readiness**
This refers to advising, resources/information, and contacts that help students prepare not only to enter the workforce in general but also to enter jobs in their chosen field/career.

**University: Campus and community**
This refers to the collaborative relationships that WSU has with its respective Winona and Rochester communities (e.g., general connectivity, cultural opportunities, positive relationships).
**Department and Program: External partnerships/collaborations**

This refers to connections that WSU’s academic departments and programs have with external constituencies—some might involve student activity and others might not (e.g., professional speakers, consulting, travel study opportunities, project or curricular collaborations, global awareness, internships).

**Students: Community engagement/service learning**

This refers to course projects or volunteer opportunities established to give students the ability to participate in engaged learning and/or community service and the understanding of why such service is important.

**Technology: Educational support**

This refers to applications of technology for pedagogical purposes as well as for course delivery, course support, operations, tutoring, etc.

**Students: Higher expectations**

This refers to any call for students to be held to higher standards of practice in the classroom and lab or other academic settings as well as higher standards of conduct within and outside the WSU community.

**Students: Leadership opportunities**

This refers to any program that does, or could, give students active practice in taking leadership roles and developing leadership skills (both within and outside the classroom).

**Outreach: Non-traditional students**

This refers to the growing need for WSU to recruit and better serve non-traditional students, as well as to support outreach programs already in place.

**Department and Program: Interdisciplinary**

This refers to the need to create and support programs, curricular offerings, and other ventures that involve multiple disciplines, programs, and departments.

This list was incorporated into an RFP designed to elicit proposals for research and projects that will be interdisciplinary or cross-departmental/cross-unit in nature; will address either these themes or the HLC criteria; and will demonstrate the ability to support or create distinctives of Winona State University. The RFP will be accompanied by a one-page cover sheet that will explain the purpose and intent of the Next Chapter grant awarding process.

The committee drafted an RFP, shared the RFP with the full HLC steering committee in late November for feedback, and plans to distribute the RFP in January, 2012. Proposals will be reviewed beginning in April, 2012. Projects that receive grant funding are anticipated to get underway between June, 2012 and June, 2013. The full RFP can be reviewed in the Document Library that accompanies this report.
Conclusion
Our goal in undertaking the work of the Next Chapter is to utilize our own collective wisdom and experience, guided by the input of the Higher Learning Commission and the MnSCU Strategic Framework, to explore promising and innovative ideas that build on the findings and work of this self-study report and advance the ability of Winona State University to achieve its mission and to enhance the quality and distinctiveness of our university as well as our ability to assess our progress toward our shared goals. Eventually this process should lead us toward a unified assessment project that moves WSU forward successfully into the next decade. We also hope that any project that might be chosen as a point of focus by WSU’s community of learners could prove worthy of consideration for the HLC “Open Pathway” after the institution receives the formal response to our March 2012 self-study accreditation visit.
Endnotes

1. http://www.winona.edu/hlc/Media/International_Student_Enrollment-Countries_represented.pdf
2. Winona 360 - http://www.winona360.org/winona360
8. WSU Graphic Design capstone students created a brief video of a ‘flash mob’ they initiated for the Big Sky theme; view this video at http://www.youtube.com/watch?v=Ug9iLhxQqrQ, or another video showing Big Sky events from Family Weekend at http://www.youtube.com/watch?v=ZAcFOIgDPLA.
9. MnSCU Policy 1a.1, Minnesota State Colleges and Universities Organization and Administration -- http://www.mnscu.edu/board/policy/1a01.html
12. Travel Studies Program – http://www.winona.edu/oced/travelstudy.asp
13. Committee Assignments and Charges of the WSU Faculty Association - http://www.winona.edu/ifo/comas.htm
22. Departmental HLC Portal Pages (not accessible externally)— http://mywsu.winona.edu/HLC/Pages/ChairandDirectorResources.aspx

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International Student Enrollment—Countries represented—
http://www.winona.edu/hlc/Media/International_Student_Enrollment-Countries_represented.pdf

The WSU budget toolkit, including the Budget Calculator, can be viewed online at
https://www.winona.edu/adminaffairs/budget_101.asp


Voluntary System of Accountability (VSA) Program—http://www.voluntarysystem.org/index.cfm

Assessment Grant Reports – http://www.winona.edu/media/hlc/media/Assessment_Grant_Reports_(2010)


WSU Winona Faculty Association (WFA) Committees—http://www.winona.edu/ifo/comas.htm


WSU Educational Lean website—http://www.winona.edu/lean/82.asp

Departmental HLC Portal pages (not accessible externally) —
https://mywsu.winona.edu/HLC/Pages/ChairandDirectorResources.aspx.

Audit of Portal Pages— http://www.winona.edu/hlc/Media/Audit_of_Portal_Pages.pdf and

University Studies: Completion, Implementation, and Assessment (2006)—
http://www.winona.edu/hlc/Media/University_Studies_Completion_Implementation_and_Assessment.pdf


University Studies Program: Writing Flag Report—
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Using the Data Modules to Contribute to the HLC Self-Study—
http://www.winona.edu/hlc/Media/Using_the_Data_Modules_to_Contribute_to_the_HLC_Self-Study.pdf

Assessment Grant Reports(2010)—http://www.winona.edu/hlc/Media/Assessment_Grant_Reports_(2010).pdf, and
http://www.winona.edu/hlc/Media/HLC_2001_visit-report_assurance_section.pdf, and
http://www.winona.edu/hlc/Media/Self_Study_Executive_Summary_(2001).pdf

Campus Self-Study Survey Results—http://www.winona.edu/hlc/Media/Campus_Self_Study_Survey_Results.pdf


MnSCU Accountability Dashboard—http://www.mnscu.edu/board/accountability/index.html

Mid-Semester Assessment Report-
https://mywsu.winona.edu/committees/HLCSC/SelfStudy%20Document/MidSemesterAssessmentpresentation.pdf

Faculty Technology Videos—http://www.youtube.com/user/WSUTLT


MnSCU Board Policy 3.1, Student Rights & Responsibilities—http://www.mnscu.edu/board/policy/301.html

WSU Regulation 3-22, Grant Policy for Undergraduate Student Research and Creative Projects—
http://www.winona.edu/faculty/3-22.pdf

WSU Regulation 3-25, Travel Support for Undergraduate Research and Creative Presentations—
http://www.winona.edu/faculty/3-25.pdf


WSU Regulations 3-11, Distribution of Professional Improvement Funds (IFO)—
http://www.winona.edu/faculty/531.asp
Partnership video—http://cs.winona.edu/communityconnect/CommunityBasedAcademics.aspx


Winona and Fillmore County August 2007 Flood—http://cs.winona.edu/flood07

Sustain Winona Website— http://www.sustainwinona.org/

Information on the 21st North American Prairie Conference from the WSU website—
http://www.winona.edu/NAPC/

Information and resources on the 2008-2009 sustainability theme from the WSU Computer Science website—
http://cs.winona.edu/waterProject/main.html

Eagle Bluff Environmental Learning Center website—http://www.eagle-bluff.org/

More information about WSU’s sustainability minor can be found in an article on the Winona 360 website at
http://www.winona360.org/winona360/article/wsu-adds-green-minor

ETS Mini Grants Final Reports—http://cs.winona.edu/SFpartnership/curriculum_grants.htm

Warriors Give Back video at
http://www.youtube.com/watch?v=AUTJTZLnAtk&feature=BFa&list=UUDgpB101qHNSYiu5OxcZeBQ&If=plcp

President’s Higher Education Community Service Honor Roll—
http://www.learnandserv.e.gov/about/programs/higher_ed_honorroll.asp

Improvement Day Presentation October 2011— Improvement_Day_Presentation_October_2011; Next Chapter Themes Summary—Next_Chapter_Themes_Summary.pdf

Next Chapter RFP— http://www.winona.edu/hlc_grants/