

WINONA

STATE UNIVERSITY



Student Life and Development

Annual Report 2019-2020

Winona State University

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Executive Summary 2019-2020

Submitted by: **Dr. Denise McDowell**

Vice President for Enrollment Management and Student Life

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

As stated in the SLD End of Year Newsletter, the Fall semester began as usual with the bookend experience, welcoming the new entering class with the WSU handclap tunnel to acknowledge their arrival. On May 8, during the commencement ceremony, the handclap was experienced virtually by the Class of 2020.

The fall semester began traditionally, and, by February 2020, how the University conducted business operations and interacted with current and future students was turned inside out. In FY2020 a “sisu like attitude” emerged. Sisu is a Finnish word describing the extraordinary resilience required to overcome seemingly unbearable odds.

Through a series of unknowns, opportunities emerged brilliantly disguised as problems. February marked the beginning of a shift at WSU with COVID-19 entering our vernacular. Travel was suspended and students and personnel returned from pandemic hotspots. Surreal moments of no return to campus, distance learning, teleworking, and virtual May 2020 graduation marked a pivotal turning point for the collective of Minnesota State Colleges and Universities and higher education in general.

Through it all, the Winona State University community amplified what makes us "best in class." We meet this unprecedented challenge with agile thinking that made possible solutions happen. Our thinking shifted to creative solutions that harnessed our technological strength and focused energy on practices that elevate student success.

Amid COVID-19, we engaged in budget reduction conversations, personnel changes, births, deaths, and illnesses. All full of complicated nuances with no easy button and flawed options. Warrior resilience was amplified with endless possibilities, powered by **Meaningful and Purposeful Connections**.

Winona State welcomed 7,602 undergraduates, graduate, and visiting students in Fall 2019. Of the registered 6,620 (83%) of students are white, 1,021 (14%) students of color, 224 (3%) international and 74 PSEO students from 14 area high schools. Sixty-five percent of the students enrolled are female, and 33% are male, and less than 1% unknown. Of the students enrolled, 40% are first-generation. The University disbursed \$79.2 million in grants, loans, work-study, and scholarships to 6,940 students. The amount of financial aid disbursed in FY2020 included the Coronavirus Aid, Relief, and Economic Security Act (CARES) Act disbursements. The CARES Act is a \$2.2 trillion economic stimulus bill passed in response to the economic fallout of the COVID-19 pandemic in the United States.

The Fall 2019 New Entering First-Year cohort (NEF) student profile indicates 67% are from counties within Minnesota and 29% from Wisconsin. The cohort's average ACT was 22.2, and their average High School GPA 3.38.

The fastest-growing population among students of color is Hispanic or Latinx (4.5%). The New Transfer cohort was primarily from community colleges in southeast Minnesota, as well as part from Inver Hills Community College and Normandale Community College in the Twin Cities, and Western Tech in Wisconsin.

Student Type	Fall 2017		Fall 2018		Fall 2019	
	Target	Actual	Target	Actual	Target	Actual
New Entering First-Year Student (NEF)	1,600	1,610	1,600	1,546	1,600	1,555
New Entering Transfer Student (NET)	650	566	600	539	560	461
New Entering Graduate Student (NEG)		159		141	115	216
PSEO Students (incl. new and returning)	50	39	50	70	60	68

Source: WSU Institutional Planning, Assessment & Research

The three-year partnership with Education Advisory Board (EAB), a best practices firm that uses research, technology and consulting to address challenges within higher education, came to a close in September 2020; we did not gain traction to lift enrollment to the desired levels. The lessons learned included communication tactics, process bottlenecks, and areas to optimize financial aid. An emerging concern is the Admissions Office team is lean in a competitive market with an appetite for meaningful strategic touchpoints.

The most promising takeaway from the aforementioned partnership was the MN Access and Achievement Scholarship. In Fall 2019, the Financial Aid Office awarded the MN Access and Achievement Scholarship to 400 students that met the eligibility criteria, and 121 students accepted the award and enrolled. Qualitative data suggest the scholarship influenced the decision to attend WSU. A scholarship for \$1,000 or more was the tipping point that made a significant difference. There will be additional data analysis to track cohort success rates.

Our campus' focus on academic excellence and student success is what makes WSU best on class within the Minnesota State system. The personnel within Student Life and Development (SLD) are among the many at WSU who are building a culture of evidence to demonstrate institutional impact.

Fall Entering Freshman Cohort Retention /Persistence Rates

Data Point	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort
Fall to Spring Persistence Rates	90%	89%	91%
Fall to Fall Retention Rates	77%	77%	76%

Source: WSU Institutional Planning, Assessment & Research

Degree Awarded by Term

Term	2017-2018	2018-2019	2019-2020
Summer	245	248	227
Fall	471	505	469
Spring	987	958	954

Total	1,703	1,711	1,650
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Source: WSU Institutional Planning, Assessment & Research

Summer Term Headcount FTE

Term	2018	2019	2020
Summer	3,073	3,003	3,003

Source: WSU Institutional Planning, Assessment & Research

WSU's graduate-level programs under the Dean of Graduate Studies increase by 20 % or 103 students. Following the national trajectory of an upward enrollment trend. Notable increases in applications with the addition of new programs delivered online. New Graduate cohort, popular areas of study Nursing, Counselor Education, Social Work, Leadership Education. The Student Life and Development programs, services, and activities align with the vision of learning environments that elevate student success and completion with meaningful connections. As appropriate, the WSU Strategic Framework, Strategic Enrollment Management Work Plan, and SLD Strategic Priorities serve as guides. Selected highlights link strategies to day to day actions with measurable outcomes.

Graduate Enrollment Trend

Count	Target	2017-2018	2018-2019	2019-2020
Applications from July 1 to June 30		695	790	849
New Entering Degree Seeking Graduates (NEG) Fall 30 th Day Count	115	198	184	252
Total Enrollment (Fall 30 th Day Count)		522	560	625

Source: WSU Institutional Planning, Assessment & Research

Student Engagement

- MN Access and Achievement Scholarship for first-year MN residents who meet selection criteria, renewable for up to 4-years. 111 students awarded the scholarship Fall 2019
- Tutoring Services made a graceful transition online in response to COVID-19
- Access Services enrolled 600+ students in services for the 2019-2020 school year
- Emailed, Phoned, Zoomed, Team calls, chatted, and guide students through the resolution of concerns and business matters.
- Student Senate co-hosted the first Drag Show in collaboration with several campus organizations 250 people were in attendance
- 67.2% of programs have a PDF major map posted within the WSU online catalog compared to 60% last year. Three thousand one hundred eighty-nine clicks on the current online major map version compared to 2,489 last year (7/1/19 – 5/27/20).

Collaboration

- Co-Curricular Transcript captured 321 recorded events and over 5,000 participant entries compared to 200 experiences last year.
- Coordinated registration of over 800+NEF in March and April via Zoom
- Smile Campaign reached over 3,500 undergraduate and graduate students at the end of the Spring 2020 semester.
- TRIO SSS served 237 students, with 68 students graduating
- Kryzsko After Dark two events yielded over 2,200 students, with staff and administrators showing their support
- Winona Neighbors Helping Neighbors 2,000 members addressing the need for services and support as the pandemic continues and federal assistance slows down
- JED Campus Programming focuses on comprehensive, collaborative suicide prevention and mental health promotion. Program participant 8/2018-5/2022.
- Health and Wellness Services guided on campus public health response for COVID-19 (2/-/2020 – present)

Programming

- University Theme for 2019-2020 Career Readiness focused on eight core competencies aligned with the universities learning outcomes through curricular and co-curricular programming.
- Warrior Student Cupboard provided food and nutritional information for 91 students compared to 74 last year.
- First Warrior Lead with nearly 150 students participating to gain knowledge and leadership skills
- Virtual HOPE Academy held with fewer participants compared to the average of 50 in prior summers. A survey of those in attendance indicated the content was meaningful.
- First Gender Inclusive Community Living space launched Fall 2019, a home for 16 students.
- SLD Core team read the book Start Less Finish More, written by Dan Montgomery. The book discussion was facilitated by WSU alumna, Carole Burton.

Big Ideas

- Two new grants were submitted (TRIO-SSS & TRIO-DSSS). Both funded for a total of \$3.1M over five years
- Increase the capacity to guide LI/FG students and students with disabilities
- Implemented Telecounseling for the first time Summer 2020
- Co-ed living in Sheehan Hall after 50 years as an all-female hall
- Kryzsko Commons Student Union renovations include Student Life Suite
- Esports Lounge grand opening Fall 2020
- Research resulted in a name change for the Diversity and Inclusion Office. It is Equity and Inclusive Excellence

“In a complex system when there are many variables and networks to consider prediction and control become seemingly impossible.”

Influenced by the words of Dan Montgomery



Student Life and Development Department Reports





Admissions



Office of Admissions

2019-2020 Academic Year

Prepared by:

Gale Lanning, Interim Director of Admissions

We were very excited to have the new initiatives in place and fully implement them for 2019- 2020. Unfortunately, as we moved through this year, we faced some challenges that were out of our control in relation to COVID-19, along with a change in leadership. Nonetheless, we did not skip a beat, as the Admissions office quickly adjusted to virtually connecting with prospective students.

Key 2019-2020 Recruitment Goals

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

Highlights:

Continuation of Improved Communication: In building off the 2018-2019 communication goals, this year we assessed our need to continue the EAB contract. In conducting this assessment, we decided our efforts and budget would be better utilized in hiring an Assistant Director of Admissions Communication. This position was hired in October and allows for us to increase our communication with prospective students along with providing accurate and consistent messaging.

Transfer Take Over Days: The Transfer Team implemented Transfer Take Over Days with multiple two-year Minnstate institutions this year. The events were held on their campus with staff from our different Colleges along with the Transfer Team. The goal is to provide updated information and awareness about WSU and the majors we offer to the advisors/staff.

Increased Social Media: In efforts to broaden the awareness of WSU and reach more prospective students, we worked with WSU Marketing and Communication to create an Admissions Twitter account utilizing their guidelines. The intent of the account is to notify prospective students of when and where our Freshman Admissions Counselors and Transfer Teams will be recruiting, along with promoting WSU Admissions visits and events on a platform where students exist.

Snapchat Filters: New this academic year was Choose WSU Day filters. Our Future Warrior Snapchat filter reaches between 2,000 - 5,000 prospective students every Choose WSU Day, in the most effective marketing method of all: peer to peer.

SNAPCHAT FILTERS

Event	WSU filter viewed while on campus	WSU filter used in direct Snaps to friends	Viewed WSU filter in friends' Snaps
Choose WSU Days - 12 days	10,000	2,000	19,000
Spring Showcase	200	<100	2,000
Scholarship Registration -2 days	2,000	700	13,000
June Registration –5 days	2,000	900	17,000
Summer Showcase	300	100	1,000

WSU Class of 2024 Facebook Group

There are more than 1,000 students who have joined the Class of 2024 Facebook group. The group has more than 4,000 posts and comments.

Events & Communication Numbers

Events (# of students attended)	2015-16	2016-17	2017-18	2018-19	2019-20
Admitted Student Days	450	418	340	712	532-Canceled Events Due to COVID
Alumni Events (Canceled 2020)	-	-	41	30	-
Campus Visit	3,100	3,606	3,499	3,979	2,244
College Night (MEF & WEF)	2,681	2,322	2,482	1,900	1,778
National College Fair - MN	1,342	1,491	1,634	1,235	1,110
COSE Cal Fremling Boat Tour	-	-	-	15	98
MNAAC College Fair	522	692	443	558	85
Group Visits	-	493	1,423	2,268	3,250
High School Day Visit	2,405	442	532	640	49 -Coded differently this yr.
Local Admissions Night/ FAFSA Workshop	-	-	22	17	3
Preview Day (Canceled 2020)	225	231	163	-	-
Saturday Visit	499	346	342	435	389
Spring Showcase (Canceled 2020)	141	131	140	156	-
Summer Showcase	260	227	114	268	199
Communication					
Emails Sent	538,488	852,996	1,019,470	2,128,272	1,242,137
Texts Sent	-	3,742	59,209	144,829	114,219
Search Name Purchases					
Seniors	-	20,000	37,000	45,517	85,872
Juniors	-	-	-	62,090	46,285
Sophomores	-	-	-	26,550	15,981
Transfers	-	-	-	541	666
Freshman Registration					
July Registration	-	-	28	91	90
August Registration	68	91	56	44	31
March/April (Scholarship Registration)	460	468	448	513	809
June Registration (5-day total)	1,028	1,078	992	973	451
Transfer Registration (Winona Campus)					
July Registration	99	68	63	72	74
August Registration	41	42	44	34	37
November Registration	61	37	36	25	27
January Registration	35	57	54	56	38
March/April Registration	80	91	81	71	96
June Registration	132	130	111	100	78

Challenges:

We have vigorously been working to successfully implement our new CampusNexus Engage (CRM), however setbacks have occurred. Furthermore, COVID-19 had an impact on all areas of Admissions. We canceled numerous events, along with having to abruptly move to teleworking and virtual presentation/events. The entire Admissions staff did a wonderful job of transitioning. The Freshman Admissions Counselors and Transfer Team created virtual daily presentations and opportunities for prospective students to meet individually in a virtual experience. In addition, we experienced a change in leadership, a retirement and movement of staff into different positions. As we struggle to increase enrollment, we are now hit with less staff in the Admissions Office. A five-year staffing plan was approved by Administration and launched Summer 2020. We are hopeful that, soon, we will be back on campus with a full Admissions staff to successfully recruit and increase enrollment.



Community Engagement



Student & Community Engagement Annual Report

2019-2020 Academic Year

Prepared by:

Kendra Weber, Director of Student & Community Engagement

Winona State University students, faculty and staff continue to embody our mission statement of “a community of learners improving our world.” Confronting a global pandemic in the middle of the academic year provided a true test of this ideal, as students scattered from Winona and most staff and faculty began to work at home. Nonetheless, WSU continued to provide service, support and leadership within our communities.

HIGHLIGHTS FOR 2019-2020

Strategic Framework, Promote Personal Wellbeing: Expand and encourage student participation in extracurricular activities that enhance student engagement.

Career Readiness Theme

This year’s theme focused on helping students to develop their own story to tell about their skills, knowledge and accomplishments which corresponds to their future career plans and demonstrates the competencies they have developed. In a novel approach, the Theme rotated its focus in two-week blocks, on each of the eight career competencies. This allowed for a wide variety of staff and faculty to be involved in the planning and implementation and provided students and community members with many opportunities to connect to the theme. Surveys after each theme event provided insight into how these activities increased awareness, provided resources, and/or motivated participants to act. Survey results indicated that the Theme events provide opportunities for faculty and staff to reflect upon their own professional development; first year students with resources and insight into their possible majors; sophomores with reassurance that others were also struggling with certain issues; and juniors and seniors a chance to tie together their experiences into a cohesive narrative as they pursue their next steps in career or graduate education.

Totals Career Readiness Survey Respondents (competency/count)

	Total Responses	Increased Awareness	Locate Resources	Motivated to Act
Teamwork & Collaboration	13	13	12	12
Leadership	36	35	32	35
Digital Technology	1	1	1	1
Professionalism & Career Management	105	100	95	97
Community Engagement	4	4	4	4
Oral & Written Communication	15	14	13	14
Critical Thinking	12	12	10	12
Global and Cultural Fluency	3	3	3	3
Other	134	130	125	130
Total	323	312	295	308

Theme for 2020-21 is My Global Identity: Our Global Communities. The theme team worked hard during the 2019-2020 academic year to plan events, outcomes and engagement opportunities for this theme. Much will look different than planned in Fall 2020 and the Theme budget is still not finalized, but the team is committed to providing programming and time for reflection on this Theme.

Winona Neighbors Helping Neighbors

Winona Neighbors Helping Neighbors (WNHN) initiative grew entirely out of the situation faced by members of the Winona community (including faculty, staff and students, and others) due to the corona virus pandemic. As stores closed, people were out of work and supplies became hard to find, an organic mutual aid group was developed using Facebook and other online tools. While WNHN was started by engage Winona, me and other community leaders were asked to provide online moderation and leadership for this effort. We helped to mobilize community creators who made thousands of face masks which were distributed free of charge throughout the community, and to connect those who had the time and resources to help with those who needed assistance. We cultivated a community of respect and support, and now have more than 2,000 members. WSU staff and faculty, in particular, have stepped up as some of our most generous and reliable “helpers” including all three staff/faculty unions which each made financial donations for mutual aid on May Day, 2020. We anticipate there may be an increased need for services and support as the pandemic continues and federal assistance is ended. As students return to campus, we also anticipate they may be able to provide some of the needed support (transportation, yard work, etc.), as well as perhaps needing some help as well, particularly regarding food security.

ONGOING INITIATIVES:

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

- **Homecoming Clean Sweep & Good Neighbors:** Despite a weather-related delay of the Homecoming game to Sunday afternoon, more than 70 students participated in cleaning up around campus and in downtown Winona after the game! Eight student organizations did smaller, weekly cleanups in the campus vicinity during Fall 2019.
- **President's Engagement Awards:** Our annual recognition, including campus and statewide Minnesota Campus Compact award ceremonies were canceled due to the COVID-19 pandemic. We recognized our award winners online in a variety of ways, including video, social media and a “Kudoboard” with well wishes from variety of WSU community members: <https://www.kudoboard.com/boards/qLCLM8dO>
 - 3 Joan Francioni Steward Awards (faculty/staff)
 - 2 Community Partner Award
 - 5 Student Leadership Award
 - WSU Newman Civic Fellow—Kaitlyn Mercier will represent us in 2020-21

NEEDS/GOALS FOR 2020-2021:

Strategic Framework, Enhance Community Engagement that Supports Teaching & Learning

1. Concentration on systematic data collection on engagement, particularly quantitative, through the course designation and co-curricular transcript. Qualitative will continue by using student blogs, recognition awards, and through the focus on engagement as a competency in the Career Readiness theme.

A major recommendation that came from the final report of the Career Readiness theme is the need for centralized data collection and reporting on engagement and public relations activities. For the past several years, I've been trying to develop this capability through the use of engaged course designators and the co-curricular transcript, and both of these are continuing to gain traction, but still do not capture the complete picture of community and/or student engagement at WSU, and neither are mandatory for faculty and staff to utilize for courses or events, further limiting their effectiveness as a central data collection depository.

2. Expanding WSU's community feedback from the "usual" partners and individuals and actively seek connection with underrepresented portions of the community to develop more effective communication channels and effective collaboration.
3. Winona Neighbors Helping Neighbors in providing some inroad into undeserved or non-traditional populations in the community. I look forward to working with the Engage Winona Lived Experience Leadership program this fall to continue to learn more about how WSU can best connect with all our community in meaningful and helpful ways.



Conduct & Citizenship



Student Conduct Annual Report

2019-2020 Academic Year

Prepared by:

Alex Kromminga, E.J.D. Director of Conduct and Citizenship

Goals for 2019-2020	Status
Improve the Reporting Forms through the Maxient system that are used on campus to report concerns.	Ongoing
Updated guidelines for campus chalking.	Complete
Policy update of Student Grievance Policy and will submit for Policy Committee review for the Fall 2019.	Complete
Campus resource on Free Speech issues.	Ongoing
Coach and advisor to the Warrior Debate.	Ongoing

Sanction Chart & Highlights 2019-2020:

Charge	Not Responsible	Responsible	No Finding	Total
#1 Violation of any University or Minnesota State policy, rule, or regulation	0	3	1	4
#3 Disruption or obstruction of University activities	0	3	1	4
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	1	4	1	6
#5 Attempted or actual theft	0	2	0	2
#6 Unauthorized entry to or use of University facilities/keys	0	1	0	1
#8 Violation of rules governing residence in University property	0	3	1	4
#9 Drug policy	0	2	0	2
#10 Alcohol policy	0	71	1	72
#12 Failure to comply with University officials or law enforcement officers	0	1	0	1
#13 Conduct that is disorderly, lewd, or indecent/Breach peace	0	1	1	2
#19 Furnishing false or incomplete information to the University	0	1	0	1
#20 Violation of any federal, state or local law	0	80	2	82
#21 Abuse of the student conduct system	0	1	0	1
ALL CHARGES	1	173	8	182

*Note: The top violations remain consistent in the last 3 years, #10, #20, and #9. In 2019-2020 there were more #4 violations than in prior years. *COVID-19 Year-Campus Closed March 2020*

Sanction Chart & Highlights for 2018-2019

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

Sanction Chart & Highlights for 2017-18

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

Recommendations for Improvement:

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

Will work closely with Office of Equality and Inclusive Excellence on possible issues on constitutional issues regarding free speech and the university's response to those issues.

Anticipated Needs for 2020-2021:

Student Conduct Office anticipates no needs for FY21.

Goals for 2020-21:

Strategic Framework

Theme 5: Relationships

A. Develop and enhance programming to strengthen a culture of civility and collegiality on our campuses and in our local communities

1. Promote citizenship and responsibility

Objective: Attempt to attend a national conference if held regarding higher education law and/or student conduct if allowed by MinnState and/or State of Minnesota

Outcome: Share information with SLD division, Directors, BAIT, Conduct Committee, Student Mental Health, Student Conduct and Title IX

Strategic Framework

Theme 2: Student Success

B. Promote a culture of student success:

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

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

Outcome: Provide training for University hearing boards and Residence Life, Housing staff who administer the policies and procedures of the conduct system in Housing & Residence Life. Provide alternative forms of dispute resolution, when appropriate, and act as an advisor regarding complex legal and regulatory issues in higher education. Assist in coordinating the University's response to emergency situations involving students and assure compliance with the Family Education Rights and Privacy Act



Counseling and Wellness Services



Counseling and Wellness Services Annual Report

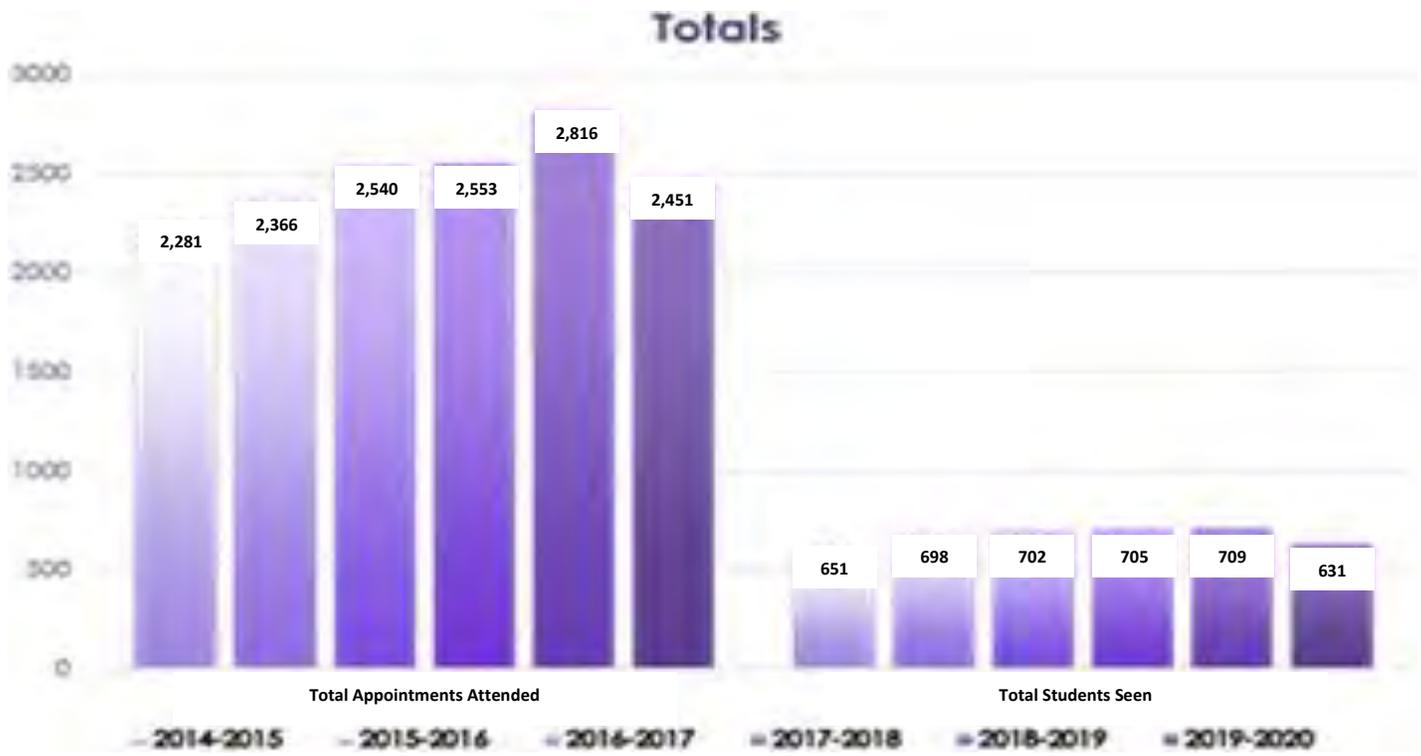
2019-2020 Academic Year

Prepared by:

Kateri Johnson, Interim Director of Counseling and Wellness Services

Our year began with some staffing uncertainties due to the retirement of our long-time office manager and the resignation of our director. With the encouragement of a very supportive staff, I stepped into the role of interim director. We also hired a temporary, part-time office manager, Brenda Scott. In January, we hired a new counselor, Serena Bohn, as well as Nancy Miller, an emergency hire to “backfill” the position left vacant by the interim director. These extra staff were all valued additions to our department!

After very high demand for counseling in the Fall resulted in a waitlist, we reassessed our process and decided to try a six-session limit per semester. This session limit provided clearer definition of our short-term model and still fit the need of the 90% of students who are seen fewer than six times in a semester. Due the abrupt changes with the COVID-19 pandemic, we were unable to evaluate this new policy, as demand for counseling drastically decreased when our service changed to virtual appointments. The graphs below illustrate the decrease in numbers; however, it is important to note that if COVID-19 had not occurred and trends from the first half of Spring semester continued, data suggests a trend toward record numbers.



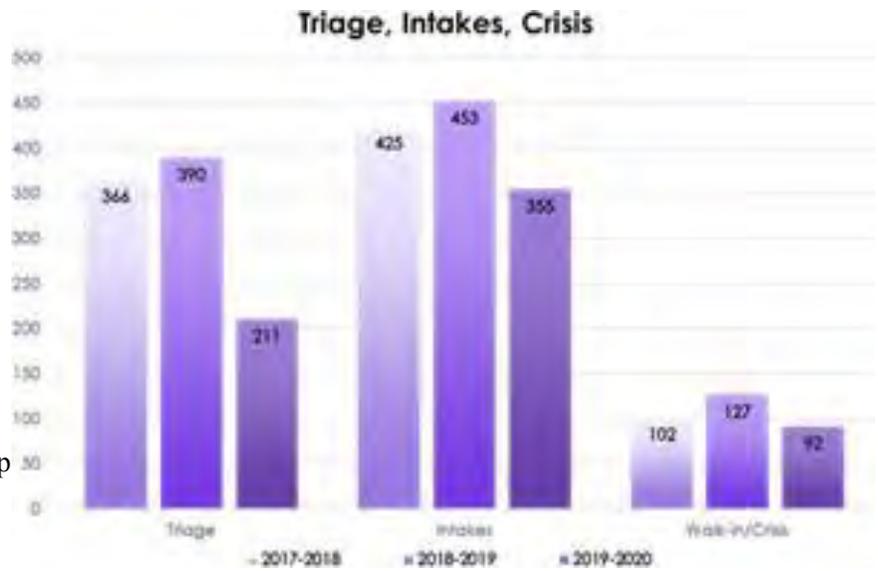
With classes moved to online formats and staff suddenly teleworking, we had some challenges but also many accomplishments. Initiating telecounseling was one of those accomplishments. To ethically provide this service, the counselors spent weeks taking telehealth trainings, getting guidance from licensing boards, updating our paperwork and protocols, and researching a confidential video platform. This took a lot of communication, which was difficult at a distance, but we successfully launched telecounseling to continue supporting students’ mental health, especially during a challenging and uncertain time. While some of our services looked a little different than previous years, this year was a true testament to our flexibility and our adeptness to provide continuity of care for students even amid a pandemic.

Services

Triage

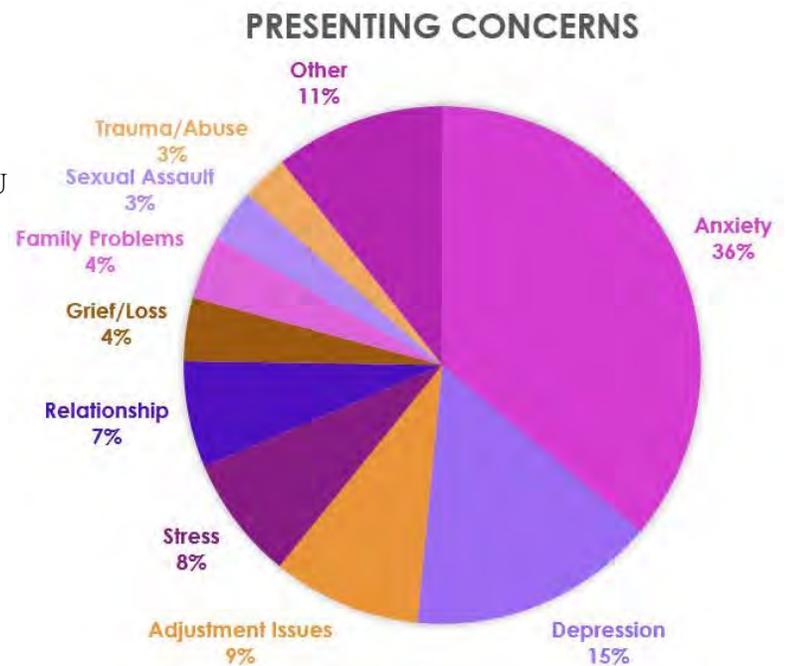
This year, rather than having one counselor serve as the triage counselor for the whole year, essentially removing them as an on-going counselor for students, we elected to rotate by each taking triage appointments on our walk-in day. This allowed every counselor to try triage while also maintaining a caseload. We were hopeful this process would help manage the flow of intakes. Unfortunately, triage appointments filled quickly as did intakes, resulting

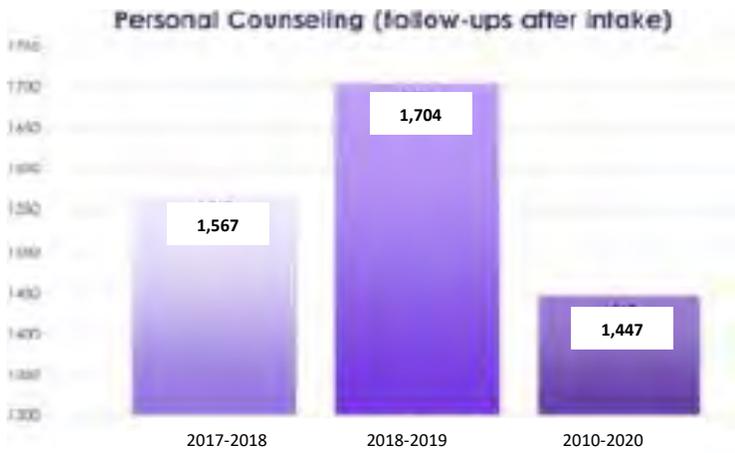
in full schedules and counselor caseloads by mid-October and ultimately, a waitlist. In the first half of Spring semester, the additional staff were extremely helpful in tackling the waitlist and keeping appointment wait times to less than five days. With telecounseling, we have discontinued triage but plan to return to this process when in-person services resume.



Individual Counseling

Personal counseling is the most requested service. After students' triage appointments, many are referred to a WSU counselor for an intake appointment and then follow-up appointments. Consistent with previous years, anxiety was the top concern for students, followed by depression. With the additional counselors and the increased demand for counseling, we were on pace to surpass previous number of appointments and the number of students seen.





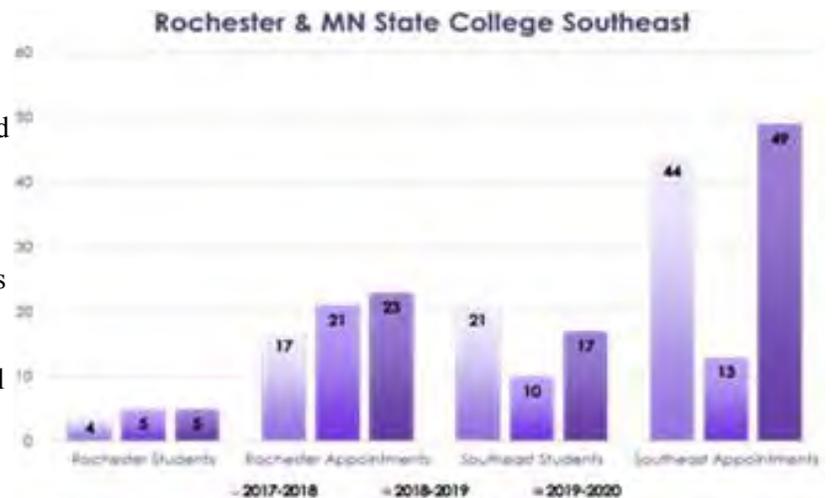
Walk-in/Crisis

We continued to provide walk-in/crisis services to students in need of urgent services. Due to full schedules, we altered the screening form to include two questions rather than our standard four. If a student marked ‘yes’ to being suicidal or having experienced a recent sexual assault, they were seen almost immediately. Because

telecounseling is not appropriate for crisis situations, we were unable to offer this during the latter part of Spring semester. The change in screening questions, as well as COVID-19, resulted in fewer crisis appointments, but again, this number would have been higher if we were “business as usual.”

WSU-Rochester & Minnesota State College Southeast

A counselor has traveled to WSU - Rochester for five years. This year was no different. Seven trips were made **5 separate times**. Kateri Jonson presented a brief class on the mental health services offered. Despite increased advertisement for counseling there, numbers remained low with only five students requesting appointments. Jamie Sanders served as the counselor for Southeast and was quite successful with increasing the use of counseling by Southeast students. She spent each Tuesday on the Southeast



campus with several appointments each day and was well on pace to surpass numbers from previous years. Additionally, Jamie provided outreach to a few of the staff and was a valuable resource for students following a lockdown situation that occurred on the campus.

Groups and Outreach

One of our most successful groups was “Drop-in Doggy Destress” with Lynda’s therapy dog, Aiden, which had 20-60 students attend each week Fall semester. Another successful group was Eunie’s Grief Group, which had 13 participants. We offered 12 Anxiety Seminar sessions, but unfortunately, attendance was low with only about two participants per session. We provided 42 outreach presentations to various groups on campus including OR100 classes, Athletics (thanks

to Mick's fervent partnership with the Athletics Department), Resident Assistants, parents, and faculty for a total of 3,336 individuals. One of the biggest events was the mental health panel for 1,800 freshmen during Fall orientation week, facilitated by Lynda, which received extremely positive feedback. Finally, all counselors were active participants in JED Campus, working toward increasing mental health awareness and suicide prevention on campus.

Anticipated Needs for 2020-2021

One of our most anticipated needs for the next year is adequate staffing. This includes a part-time office manager to help with scheduling, answering phone calls and emails, and other clerical duties. Additionally, depending on the student traffic, an emergency hire may be needed to help with a demand, as we had in Spring 2020.

An area of improvement is establishing a more robust training program for interns and pre-license trainees. With this, an anticipated need is funding for recording equipment for supervision requirements.

Goals for 2020-2021

1. Continue to actively participate in JED Campus and contribute to the strategic plan for mental health promotion, including initiating a peer support program. (Aligns with Theme 2, Section C of WSU Strategic Plan 2015-2020.)
2. Prevent a waitlist to ensure all students can access counseling that help foster the seven dimensions of wellness.
3. Create a protocol for supervision of counseling trainees and acquire necessary equipment to enhance our current training program. (Aligns with Theme 1, Section A.1 of WSU Strategic Plan 2015-2020.)
4. Continue to build a cohesive and collaborative team environment even while teleworking with weekly staff meetings and weekly "coffee hours."



Dean of Students



Dean of Students Annual Report

2019-2020 Academic Year

Prepared by:

Dr. Karen Johnson, Dean of Students

As part of the Division of Student Life & Development, the Dean of Students office continued to work in collaboration with all Student Life & Development (SLD) personnel to assist students when obstacles or crises interrupted their educational pursuits. In a truly unique Spring semester, life at WSU changed completely and we found ourselves adjusting quickly to the New U! We all struggled with how to support students during a pandemic. How do we continue to do our work in different spaces when so much of student life happens face-to face? Thankfully, WSU was well prepared to assist us with technology. In early March, several SLD offices packed up our belongings in Kryzsko and moved (temporarily) to the Gildemeister annex. The renovation is progressing steadily, and we should be in the new space in early August. The new layout will help students find resources more efficiently and enhance interdepartmental communication.

Best of 2019-20

WSU Strategic Framework Theme 1: Student Learning

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

When the pandemic hit in Spring 2020, evolving and adapting services to meet student needs was critical, and WSU stepped up to the challenge. Some notable improvements are mentioned briefly here and can be found in detail in departmental reports in this document.

Health & Wellness Services has provided valuable information and guidance to all of WSU during the pandemic. The Director participates in weekly (at least) meetings to disseminate information from the Minnesota Department of Health (MDH) and the Center for Disease Control (CDC). A great deal of time has been spent on planning for Fall semester at WSU and how this department will serve students, manage COVID testing, and implement a wellness campaign specific to campus needs. HWS has enabled student learning on the topic of COVID-19 through consistent communication and a strategic campaign.

Counseling was fortunate to find a well-qualified Interim Director this year. In a very short time period, all counselors became certified to provide teletherapy and continued to meet with students. When students have acquired the skills of resilience, coping with adversity, trauma, isolation, and loneliness, they are better able to navigate and manage their wellness and even to support others during this period of social isolation.

WSU Strategic Framework Theme 2: Student Success

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

The SMILE Calling Campaign was an idea generated by Vice President McDowell, designed to connect with most of our undergraduate students, simply to say “Hi”, check on their wellbeing, and answer questions. The timing in later April was strategic: before spring final exams and around registration and advising time for Fall classes.

Seventy-four volunteers, mainly from the SLD Division, called 4,542 students in a span of 10 days. In these conversations, students received individual attention and answers to their immediate questions. Many students were surprised by the phone calls – they never expected this level of caring and concern about their academic and personal wellbeing. Although these were not “cold calls” because an initial e-mail was sent, many calls were not answered initially. However, when callers left messages, these were often returned via phone or e-mail. Callers reported great satisfaction in this project, especially after talking to students and being able to provide inspiration and information. We predict that this campaign will positively affect retention and registration for Fall semester.

WSU Strategic Framework Theme 3: Stewards of Place and Resources

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

The Behavioral Assessment and Intervention Team (BAIT) continued to meet weekly during the academic year. We worked with an average of 10 student concerns per week. The team and our staff provided interventions, information, support, referrals, and assistance to students who are experiencing exceptionally difficult circumstances. When Winona Health closed the Behavior Unit at the hospital in October 2019, it dramatically changed the way we refer, counsel, and inform students. Our valuable relationships with social workers in this unit were severed and there was much confusion about the treatment plan for suicidal and/or students with significant mental health concerns. We now utilize crisis hotlines more frequently and must tell students that they may be transported to hospitals farther away such as Rochester or Albert Lea, MN. After students are safe and have decided to return to WSU, we discuss their needs and how we can help them to be successful.

WSU Strategic Framework Theme 5: Relationships

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

This year, there was an unusually high turnover of staff in the Student Support Services (SSS) TRIO program. Three staff members resigned and were replaced by well qualified personnel who are dedicated to the mission of serving Low Income, First Generation, and students with disabilities. After a program audit in Spring 2020, the external evaluator found that “Your new office atmosphere is very positive. The new employees are very excited about their positions and are energetic and dedicated to the principles of TRIO”. Because personnel costs constitute almost the entire budget for this program, relationships among staff members are critical to a positive climate and student success. We are optimistic that the new team in SSS will create a positive learning environment that will provide a comfortable place for students to

gather and. If the new SSS-Disabilities grant is funded this year, it will provide a space for students with disabilities to thrive and to receive expanded, individualized services such as tutoring, leadership opportunities, advising, and educational field trips.

Recommendations for Improvement

- Filling vacant positions quickly: There should be an expedited process, perhaps facilitated by HR, to hire qualified individuals to be a part of the SLD team. The length of time for a typical search currently seems unreasonable and I believe that we lose qualified candidates for this reason.
- Supervisor Support: The bi-weekly meetings hosted by HR that are happening now, because of COVID 19 are very helpful to supervisors. We receive information in a timely manner and can ask direct questions and get them answered. These meetings also provide the opportunity for positive interactions with colleagues.
- Budget reduction process: This is a difficult process at any time but has been exacerbated by the pandemic. Communication must be clear and timely so individuals can plan their budgets for the upcoming year and for the future.

Anticipated Needs for 2020-21

1. With the probability of our work being remote and online for much of the coming year, we will all need continued training and personal support.
2. If both SSS grant proposals are funded, we will need support in the quest for new space and for implementing the new grant to be in compliance with the Department of Education.
3. To best utilize our remodeled office space in Kryzsko, we will need increased communication both internally and externally for smooth traffic flow and for the health and safety of all students and employees.

Goals for 2020-21

1. **Strategic Themes 2, 3 & 4:** Implement the new SSS-Disability grant program. If funded, this will need a quick start-up to be functional by Fall 2020. We will need to hire several positions, recruit students, secure and move into new space on campus, implement a PR campaign, and create office procedures. This grant would serve 100 students.
2. **Strategic Themes 3 & 5:** If funded by the MN State System Office, we will start a new campus SUCCESS program in collaboration with the MDRC. This is a national effort to create comprehensive student support programs on campus. Proposals are due in July and planning for a WSU campus program would begin Fall, 2020.
3. **Strategic Themes 2 & 3:** Manage a newly reduced budget and the affected personnel. Given several downsized positions reporting to me, we will need to plan differently for student services, office operations, and possibly a continuing deficit. In addition, providing services remotely to students will require creativity and strategic communication.



Equity & Inclusive Excellence



Equity & Inclusive Excellence Annual Report

2019-2020 Academic Year

Prepared by:

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

The Office of Equity and Inclusive Excellence had a very successful academic year. Though COVID-19 provided us with some challenges, we still were able to provide the necessary services for our students to be successful. We spent this past year implementing the year one action items from the Inclusive Excellence Strategic Plan, engaging our campus community in several creative ways, and focusing on relationship building. Our priority is to close opportunity gaps which is in direct alignment with the system office initiative, Equity 2030. Our office is happy to be on the forefront of this work and look forward to bringing scalable strategies that lead to equitable outcomes.

Highlights from 2019-2020

This past year we worked with the College of Business, specifically Dr. Ryan White, who is a faculty member in the Marketing Department. Knowing how critical brand is to engagement, we specifically wanted to understand what our brand was and how people felt about our office. We worked with Dr. White's Marketing Research (MKTG 334) class in the fall and his Small Business Consulting class (MKTG 429) class in the spring. Having our office as his client, both classes provided recommendations on ways to enhance our brand and increase community engagement. One of the recommendations was a name change. After receiving the data from Dr. White, we wanted to validate it with students who interact with the office of Inclusive and Diversity to understand their perspectives. We ran a focus group with students to see if they had any thoughts about the name. Based on the focus group feedback, which mirrored the recommendations from Dr. White, we changed the name from the Office of Inclusion & Diversity (OID) to the Office of Equity & Inclusive Excellence (OEIE).

In coordination with the Inclusive Excellence committee, we oversaw the implementation of year one goals from the Inclusive Excellence Strategic Plan. Of the 14 year one goals, we completed a total of 12 of the two goals not completed, one will have to be planned differently due to COVID-19 and the other will be completed in the future when funds are available.

OEIE completed a search for the Office Manager position and we hired Linda Waldo. She has been doing a wonderful job building relationships with students. We will complete a search for an Intercultural Completion Coordinator (ICC).

Jonathan Locust Jr., AVP of the Diversity office signed the paperwork to move forward with the Inter-cultural Fluency Badge that will be a part of our institutional wide training.

This was the first academic year we implemented our collaboration with Academic Affairs, Expanding Perspectives. Expanding Perspectives is a full week of events occurring in both the fall and spring. Each night of the week we collaborate with one of the five colleges. We offered Continuing Education Unit (CEU) and three people took advantage of the CEU hours.

As equity in mental health has been a more well-known issue, we have had the pleasure of collaborating with Kate Noelke, Director of Integrated Wellness, as she has been spearheading mental health initiatives.

H.O.P.E. Academy

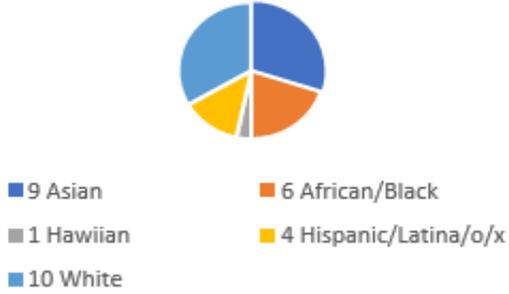
H.O.P.E. Academy (Harnessing Opportunities for Post-Secondary Education Academic and Leadership Academy), a previous leadership program called Boys to Men which started in 2008 with 30 participants, is a co-ed ten-day residential program designed for high school students. The co-ed residential model has been offered since 2011. The purpose of the Academy is to provide underrepresented and undeserved students with a transformative educational opportunity to experience college life. H.O.P.E. Academy student participants are very diverse and are made up of several different countries, ethnicities, backgrounds, and cultures. Due to COVID-19, we developed a virtual H.O.P.E. Academy for students to attend from Monday – Friday. Due to the virtual format we were unable to collect the usual demographic data, however, we were able to collect some data that could inform decisions around future virtual opportunities. Out of the survey participants (n=7), all of them shared that they would be willing to participate in the digital format, and 85% shared it was extremely/very useful, with one finding it moderately useful. This upcoming year we will prepare for the possibility of a digital format to best serve our students. Below shows demographics for previous years of HOPE Academy.

H.O.P.E. Academy 2016-19									
		African American	American Indian or Alaska Native	Asian	European American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Total (n)	
2017	Females	52%	0	24.0%	0	24.0%	0	25	44
	Males	84.2%	0	10.6%	0	5.2%	0	19	
2018	Females	36.1%	19.4%	30.5%	13.8%	22.2%	0	36	54
	Males	57.8%	10.5%	15.7%	10.5%	16.0%	5.2%	18	
2019	Females	30.6%	0	14.3%	4.1%	12.2%	0	30	49
	Males	16.3%	2.1%	10.2%	0.00%	10.2%	0	19	

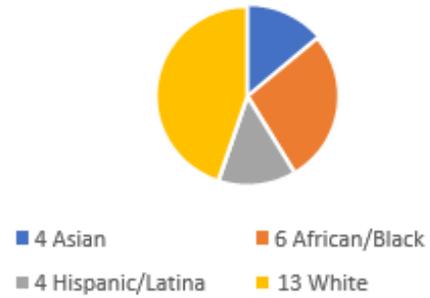
Guiding Warriors = SILCC Mentoring + Success Coach

The Guiding Warriors (GW) Mentor program streamlines the best of Students Impacting Lives on Campuses and in the Community (SILCC) - designed to offer incoming, transfer, and current students immersion opportunities to become more engaged with on-campus and off-campus community life and Success Coach - developed to help increase and maintain the retention of under-served, underrepresented, and diverse students at Winona State University. The goal is to provide personal support, academic assistance, social guidance, and positive campus survival skills by developing activities and interactions with peer and faculty mentors to address individual needs. Each student receives a faculty/staff mentor, a peer mentor, and participate in academic/social events for the purposes of community building. Below you will find race/ethnicity and cumulative GPA data for the mentors and mentees.

Race/Ethnicity of GW Mentees (FY20)



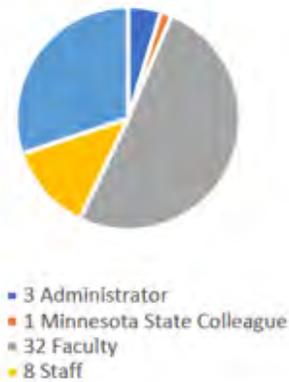
Race/Ethnicity of GW Mentors (FY20)



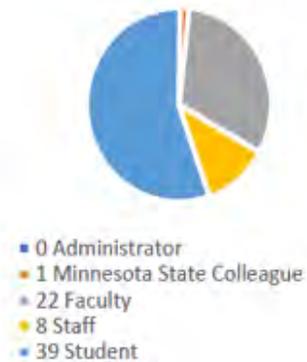
Safe Space Trainings

WSU's Safe Space Training is a campus-wide program hosted by the Office of Equity & Inclusion Excellence and Full Spectrum Student Alliance to create an inclusive and affirmative University community. A safe space is a place on campus where LGBTQ+ students, faculty, staff, and community members are respected and welcome. A safe space provides an area to promote visibility, awareness, and acceptance as well as address social injustices. Below is some data on Safe Space.

Registered for Safe Space (FY20)



New/Renewed Safe Space Contracts (FY19)

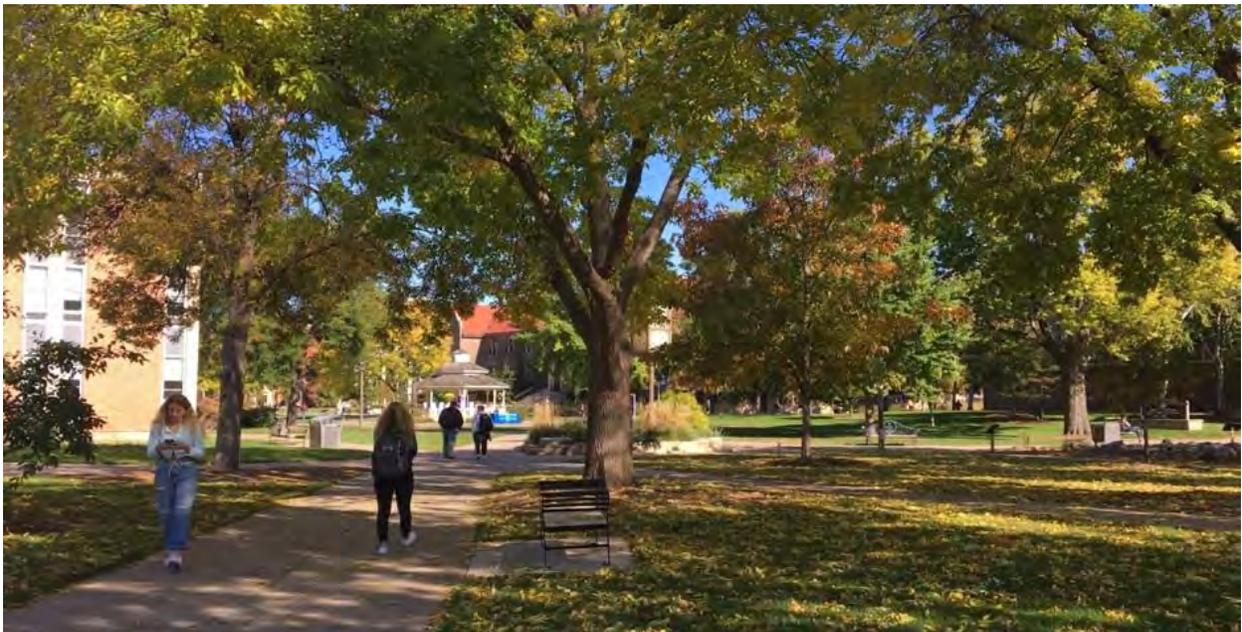


Goals for the 2020-2021 Academic Year

- By Spring 2021, continue the implementation of action steps to close the equity gaps in the areas of student access, success, and completion
- By Spring 2021, develop and implement the campus wide cultural competency training series
- By Spring 2021, establish and cultivate mutually beneficial community and university partnerships in alignment with the Inclusive Excellence Strategic Plan
- By Spring 2021, create action steps to close the achievement gaps in the areas of student access, success, and completion
- Year 2 implementation of WSU's Inclusive Excellence Strategic Plan
- Establish stronger relationships and connections with males of colors, specially, African American males.



Health & Wellness Services



Health and Wellness Services Annual Report

2019-2020 Academic Year

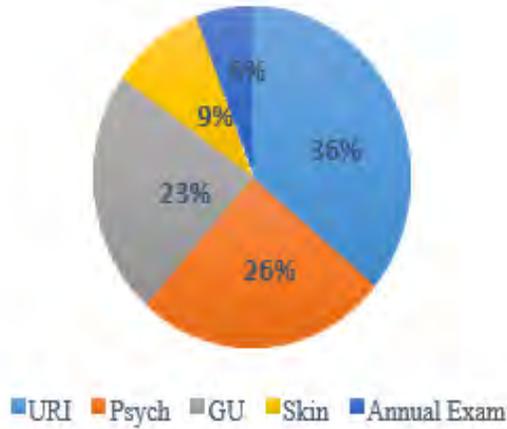
Prepared by:

Connie M. Kamara, Director Health & Wellness Services

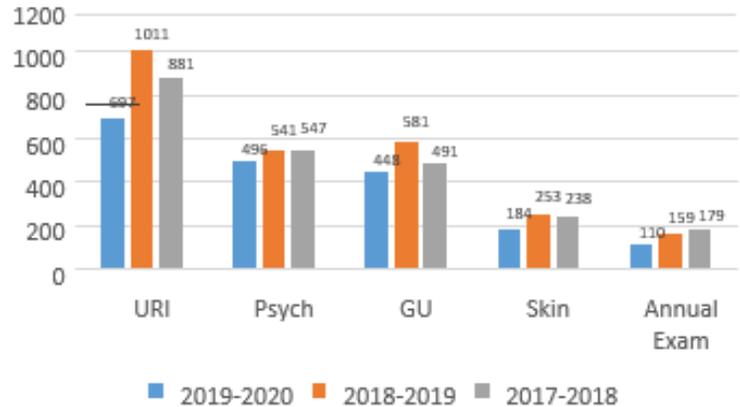
Transforming & Sustaining High Quality Services

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

Top 5 Visits '19-'20



How Does This Compare?



URI = Upper Respiratory Illness

GU = Genitourinary

Facing the Challenges

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

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

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

Meeting the Needs

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

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

WSU Garvin Health Endowment: A medical assistance fund for students is available due to the generous efforts of the WSU Foundation and the Garvin Endowment. This fund has assisted students this academic year with a total of nearly \$4 000.00 in medical assistance for financial hardship. This fund has also enabled WSU's Health & Wellness Services to secure our revenue generation process by limiting delinquent or non-payments. An additional \$1 000.00 was granted and utilized to extend free STI testing. In addition, funds will be used to cover COVID-19 testing as needed.

Cross-Training and Whole-Site Training of Staff: As staffing is tight across subsets of our department, cross-training is essential for back up and continued function. Nurses are cross trained in scheduling and lab testing. In addition, priority is placed on whole-site training so that all working in the department are aware and informed of various efforts being carried out throughout the department or in collaboration with other entities. Several continuing education trainings occur throughout the year and focus on areas such as inclusion and diversity, trending issues that college students face, (ie. vaping), and the COVID-19 Pandemic.

Student Engagement Pathways & Collaborative Efforts

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

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

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

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

Health Education & Outreach Programming: Wellness Wednesday sessions, Order-in classes, Reproductive Health Education and CPR/First Aid are all offered by our department and reach approximately 1,000 students a year. The Health Promotion Team along with the peer advocates do the lion's share. Our nurses and providers also conduct the Reproductive Health sessions as time permits. Health & Wellness Services also offers CPR/AED and First Aid courses. The courses are taught by our nurses whom are certified instructors. A specific course for healthcare professionals is offered to nursing students. In addition, the courses have recently been offered to faculty and staff. Given the current COVID-19 pandemic, Health & Wellness Services has adapted much of its education and outreach to virtual pathways.

Global Pandemic COVID

With the onset of COVID-19, we needed to convert a lot of our operations to online/virtual options. Our providers began the process of getting licensure in other states to provide telehealth options.



Many of our staff were on MDH work groups to provide guidance for safe delivery of services. H&WS Director has worked on various campus and community working groups, including a county Emergency Management group to help provide appropriate public health guidance.



Marketing Campaigns: Information from surveys and staff and students is utilized to address the issues that surface. These efforts are shared with our community partners and across campus. <https://blogs.winona.edu/wellness>

Our staff worked hard to go virtual as much as possible to increase our presence.

COVID Updates: <https://www.facebook.com/watch/WSUhealth/514418962534127/>

Ask-A-Nurse Information: <https://www.facebook.com/watch/WSUhealth/671139730329799/>

Instagram (with IGTV): <https://www.instagram.com/wsuhhealth/>

Big Ideas & Strategic Efforts

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

Collaborative Efforts

Strategic Prevention Framework Partners for Success (SPF PFS): In collaboration with the Minnesota Department of Human Services, Alcohol and Other Drug Abuse Division, H&WS is focusing prevention efforts on underage alcohol use among persons aged 18-20 years and to prevent marijuana use among persons aged 18- 25 years. The original grant was for February 2015- September 2019 and offers a total of \$748,296 over the course of the grant and was renewed for an additional year. This grant has supported the development of the Winona Partners 4 Prevention, a campus/community partnership focused on prevention. This program is one of many that the Health & Wellness Promotion team coordinates to address these risk factors. The most recent initiatives including the implementation of the previously developed of a 4-week Wellness Challenge program.

Making Data Available & Accessible: Health & Wellness Services does several qualitative and quantitative evaluations throughout the year and the information garnered is analyzed and synthesized and made available through our website and presentations.

Forward Focus

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



Housing & Residence Life



Housing and Residence Life Annual Report

2019-2020 Academic Year

Prepared by:

Paula Scheevel, Director of Housing and Residence Life

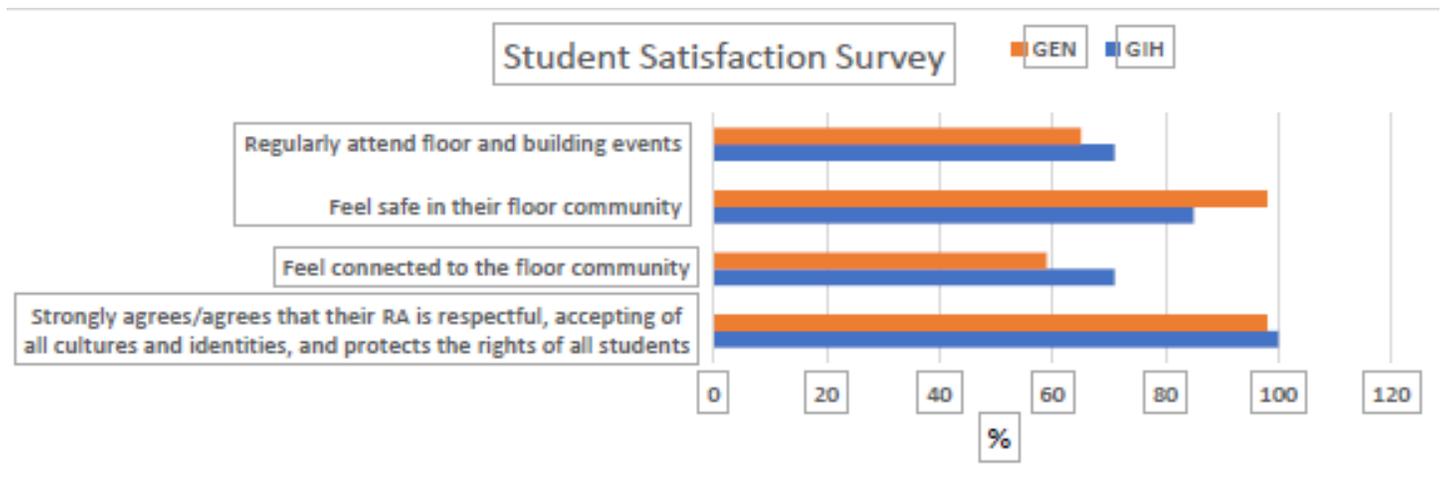
Gender Inclusive Housing’s First Year

Housing and Residence Life was very excited to launch our first year of Gender Inclusive Housing (GIH) in Fall 2019. We were unsure how many students would choose this option. This housing was first offered on the first floor of Conway by early summer we knew that we needed to expand and moved it to the second floor which gave us a few more spaces. Below is the occupancy of the community broken down into new and returning residents.

Gender Inclusive Housing	Fall 2019	Fall 2020
Returning Students	9	5
New Students	7	10
Totals	16	15

Through our annual student satisfaction survey, the gender inclusive floor’s results are compared to the general populations’ results below. Out of all our respondents, seven responses self-identified members of the Gender Inclusive Community. In most areas GIH students indicated more satisfaction. From the results, safety must be an ongoing priority.

Programmatic highlights of the year include a written value statement by the residents of the community in facilitation with housing staff, solid connection to the Your Voice Residential Learning Community, and meaningful RA support.



Re-branding of Residential Learning Communities

In Fall 2019, Housing and Residence Life relaunched a newly branded learning communities’ structure. The major changes were:

- Included all residence halls, not just West Campus
- Expanded to 12 communities from 6 communities
- Included 5 new faculty
- One RLC intended for upper-class students

In December 2019, we sent a survey assessment to all students who participated in the program. Their experience in the RLC is summarized below.

- 89% - exposed to new information
- 95% - allowed them to have new experiences
- 94% - instructor cared about the topic
- 81% - satisfied with the activities they did in the RLC
- 85% - overall satisfied with their experience in the RLC
- 93% - would recommend their RLC class to incoming freshmen

For Fall 2020, we have again made some changes. We are introducing two new communities, changing our upper-class community from sophomore year experience to Career Readiness, and welcoming 3 new faculty who are participating.

Department Learning Outcomes

Academic year 2019-2020 we introduced departmental learning outcomes that were the responsibility of our residence life program. We used many outcome strategies to accomplish these goals.

- Programs - Programs in Housing and Residence Life are planned and executed by Resident Assistant, Community Mentors, Residence Housing Association (RHA), National Residence Hall Honorary (NRHH), and professional staff.
- Intentional Conversations - Resident Assistant connect with residents in one on one and small group venues and engage on a topic.
- Training Seminars and Workshops - Each of our staff groups has a comprehensive training plan per year.
- Diversity Series - Part of the training series sponsored by the Inclusion and Diversity office and other campus entities.
- Student Leadership - RHA and NRHH have leadership positions for students living in the residence halls.
- Residential Learning Communities allow first year students opportunities to engage in experiential learning around a topic.
- Bulletin Boards - Resident Assistants create boards for information and passive programming.
- Hiring process - Each student position's hiring process is developmental and increases professional development.
- Staff Development - In addition to training, each staff participates in development activities.
- Staff Evaluation Process - Evaluation process for all student staff.
- RA Workbook - Developmental tool used for Resident Assistants and Assistant Directors.
- Conduct System - Students who participate in our conduct system receive educational sanctioning relative to the policy violation or intervention needed.
- Customer service at desks
- Assessment cycle

The programmatic learning outcomes are tracked through plans submitted in October and our StarRez programming module. The learning outcomes follow best practices in Housing and Residence Life and align with the Council for the Advancement of Standards in Higher Education (CAS) Professional standards for Housing and Residence Life. Below are the learning outcomes:

Warrior Competences:

- Students will learn to set personal and professional goals and utilize campus resources to be successful.
- Students will be able to identify campus academic resources, understand and apply effective study skills to be academically successful.
- Students will learn the skills and resources to manage physical and mental health behaviors in a way that will promote personal wellness, development, resiliency, and risk reduction.
- Students will be given the opportunity to gain life skills and develop personal independence, coping skills, sustainability, and safety practices.

Interpersonal Competence:

- Students will foster and maintain healthy, mutually beneficial relationships with others.
- Students will develop leadership skills that allow them to appreciate new ideas, set and achieve organizational goals, and collaborate and communicate with diverse others.
- Students will gain connections other students, faculty, staff and to the Winona State community.

Self-Development:

- Students will have opportunities to participate in realistic self-appraisal, self- understanding, and identity development to better understand their choices, behavior, thoughts and emotions.
- Students will be encouraged to practice self-respect, resiliency and develop wellness informed lifestyle choices.
- Students will have the space for personal reflection and opportunities for analyzing, forming, and confirming their values.

Engaging Winona:

- Students will demonstrate an understanding and appreciation of cultural and human differences, varying perspectives, and global awareness.
- Students will have the opportunity to engage in the Winona State and greater Winona community through outreach and service.
- Students will demonstrate the ability to engage respectfully, collaborate on issues and problem-solve with others to establish personal and professional relationships to further civic engagement and social responsibility.

Recommendations for Improvements

1. Deeper dive into the effectiveness of our current learning communities' structure and the possibility of creating a more academically focused program (Strategic Enrollment plan Object 2C1, Strategic Framework: Student Learning)
2. Continue to develop resources offered by StarRez data base to better service our students/ staff. Examples are conferencing, appointments, and housekeeping modules.

Anticipated Needs for 2020-2021

1. Housing and Residence Life Master Plan: the momentum and planning to keep this master planning moving amidst the challenges of COVID-19 era.
2. Reimagining all our residence hall interactions to plan for COVID-19 housing challenges

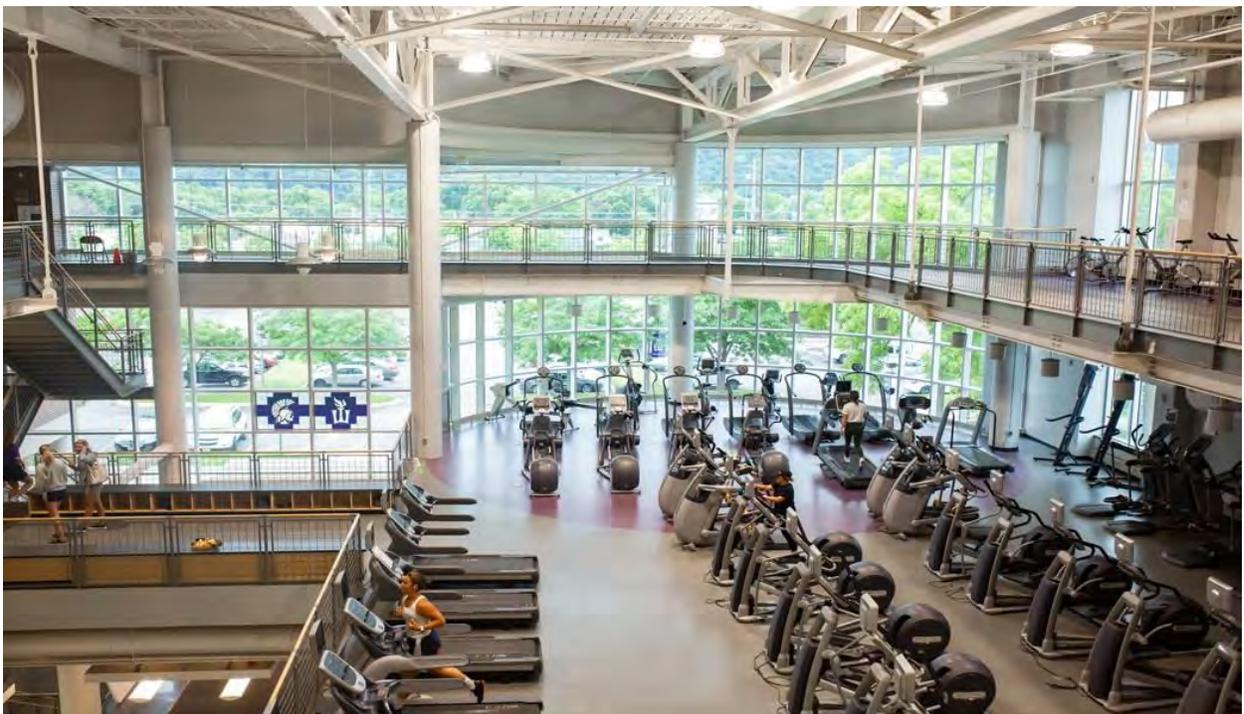
Goals for 2020-2021

Housing and Residence Life Master Plan: Collaborate with facilities and finance areas to work towards Phase 1 of the Master Plan. This goal aligns with the WSU Strategic Framework (theme 3, sub. A) as it relates to the facilities master plan and construction planning of the University.

Prepare our halls and students for living in the residence halls amid COVID-19: The Housing and Residence Life staff is working towards opening our halls in the healthiest manner possible, while keeping our residents' needs in mind. This will be a goal on all fronts of our department: marketing, staff training, resident engagement, policy development, programming, conduct and facilities management.



Integrative Wellness



**Non-Clinical Integrated Wellness Complex Annual Report
2019-2020 Academic Year**

Prepared by:

Kate Noelke, Director of Integrated Wellness

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

This report reflects the impacts and efforts of the non-clinical departments housed in the Integrated Wellness Complex (IWC). With over 77 years of professional experience in the fields of public health, athletics, recreational sports, strength and fitness training, and fitness administration, the professional staff in these departments include Jeff Reinardy, M.S., Director of Fitness & Wellness; Eric Weigel, Ed.D., Associate Director of Fitness & Wellness; Mark Bambenek, M.S., Director of Intramurals; and Kate Noelke, MPH, CHES, Director of Integrated Wellness.

Highlights

Utilizing evidence-based programs in student affairs, strength & fitness, and health promotion to impact the well-being and success of college students, faculty and staff, the non-clinical Integrated Wellness Complex facilities and services engage diverse users and groups in world- class learning and well-practice. Driven by data gathered from the evaluation of student learning outcomes and institutional data, the Integrated Wellness Complex aligns programs with student needs and institutional goals. SARS-CoV-2 pandemic resulted in the closure of the facility and lost revenue and engagement, but the IWC pivoted to meet the needs of the Winona State University (WSU) Community.

(Table on next page)

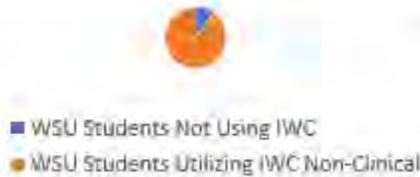
Institutional/Student Need	Program(s) n=unique participants	Recognition/Impact & Alignment with Institutional Goals *Three years of national recognition as Exercise is Medicine on
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<p>Regular physical activity contributes to maintaining a healthy weight, as well as decreased risk for physical and mental illness. 2018 Boynton College Student Health Survey Report: MN Postsecondary Students suggests that more than 2 in 5 (43.1%) of students fall into the overweight/obese/extremely obese categories and half were attempting to lose or control their weight through physical activity and healthy eating.</p>	<p>-Strength & Fitness (n=6000) -Personal training (n=60) -Fitness Classes (n=4946 participants with pivot to online) -Intramurals-Fall Only (n=1,130) -Rec Sports (n=770) -Employee Wellness (n=40) -Collaborations with academic departments and community (n=700)</p>	<p>Campus GOLD for the commitment to create a culture of wellness and establish physical activity as a vital sign, linking health care and fitness professionals to provide a referral system for exercise prescription.</p> <p>Alignment with institutional goals through provision of programs and facilities, practical application of fitness theory and fitness internship programs and student leadership: WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness” 7 Dimensions of Wellness: Physical and Emotional Wellness WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility: Outcome 3: “Connect and extend knowledge from one’s own academic study to benefit the greater community”</p>
<p>Impacting physical, emotional, and cognitive well-being as well as academic performance, graduation rates, and interpersonal relationships, mental health issues can have a profound impact on students’ ability to engage fully in the opportunities presented to them while in college. 2018 Healthy Minds Study: MN Postsecondary Students suggests that over 40% of MN college students have been diagnosed with a mental health condition within the last 12-months or in their lifetime, the most common being depression and anxiety.</p>	<p>-Mental Health First Aid trainings (n=100 students, staff, faculty & community) NREPP Evidence-Based Program -QPR Trainings, Faculty Development, Campus Connect and other trainings (n=75 students, staff, faculty & community partners) SPRC Evidence-based Program Information -Ongoing participation in JED Campus Program -Promotion of physical activity to reduce stress and improve mental well-being</p>	<p>*Four-year scholarship recipient and inductee into the nationally-acclaimed Jed Campus Program for comprehensive, collaborative suicide prevention and mental health promotion. Program participation 8/2018-5/2022.</p> <p>Alignment with institutional goals through provision of training programs, institutionalization of common language for mental health promotion and stigma reduction, and student leadership opportunities: WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness” 7 Dimensions of Wellness: Emotional, Physical, Social & Spiritual Wellness WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</p>
<p>Food insecurity – the lack of reliable access to sufficient quantities of affordable, nutritious food – is common at colleges and universities across the country, undermining educational success of college students. Three studies conducted in the United States among college students showed 45%–59% of students were either food insecure or at risk of food insecurity (Chaparro et al, 2009; Maroto et al, 2015; Patton-Lopez et al, 2014). A spring 2019 WSU study showed that 67% of respondents reported experiencing food insecurity at least once during the last year. Over 40% of respondents reported food insecurity in the last month at WSU. 2018 Boynton data suggests that 1 in 5 MN State students experiences food insecurity in any given month.</p>	<p>Warrior Cupboard student food cupboard and nutrition education outreach programs (n=91, up from 74 in AY201 - and from 63 in AY2018-19); 49 users during the spring semester only; with 49 referrals to MN SNAP and Winona Volunteer Services food distribution programs. Evidence Base for Campus Food Cupboards In spring 2020, Student Senate passed a motion to provide \$3,000 per year in sustained funding for the Warrior Cupboard and the WSU Foundation fundraised over \$1,000 in donations.</p>	<p>Students accessing the Warrior Cupboard (which opened for the first time 9/5/2017) reported the following educational impacts:</p> <ul style="list-style-type: none"> • 13% of respondents reported that accessing the service helped them to be able to afford tuition, books, and other supplies necessary to their education. • 29% reported that accessing the Warrior Cupboard helped them eat regular meals, even when funds were low • 11% reported accessing community resources based on referrals from using the service • 10% reported that accessing the service allowed them to enrich their education with practicum, unpaid internships, study abroad or other opportunities that cost extra • 35% reported that accessing the Warrior Cupboard reduced stress and anxiety <p>Alignment with institutional goals through provision of food cupboard, food and personal care items, institutionalization of common language for food insecurity and stigma reduction, and student leadership opportunities: WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness” 7 Dimensions of Wellness: Emotional, Physical, Social & Intellectual Wellness WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</p>

The Integrated Wellness Complex (IWC) facilities and programs target diverse student populations through facilities offerings, specific programs, and important collaborations with Athletics and many academic departments including Health, Exercise Rehabilitative Services (HERS), Nursing, Social Work, Education, Leadership and Physical Education & Sport Science (PESS). In special populations, such as students with Diverse or First-Generation Status, usage is slightly higher than the general campus population.

(See on next page)

71% of all WSU students swiped into the Integrated Wellness Complex at least one time during between 8/2019 and 2/2020



16% of Unique Patrons of the IWC are Students of Diverse Status



49% of Unique Patrons of the IWC are Students of First Generation Status



91 Students Accessed the Warrior Cupboard During 19-20



IWC Participation

Academic Year	IWC Swipes
2019-20 *SARS-CoV2	152,555
2018-19	206,658
2017-18	229,308
2016-17	220,124
2015-16	210,124

Intramurals & Rec Sports

Academic Year	Patrons
2019-20 *SARS-CoV-2	1,901
2018-19	2,940
2017-18	3,297
2016-17	3,607
2015-16	3,718

Aquatics

Year	Lessons	Staff
2019-20*	369	34
2018-19	408	32
2017-18	423	30
2016-17	518	27
2015-16	504	25

- WSU Aquatics is cooperative program coordinated by WSU Intramurals
- Open swim supervised 496 hours
- 1,160 swimmers used the pool this year
- 369 community youth received swim lessons, which provide essential revenue stream to WSU Intramurals, providing supervision, student employment, and lifeguard training

Recommendations for Improvements

Using CAS Standards, several recommendations have been identified and are being reviewed regularly. Equipment and facilities require ongoing, regular maintenance. Revenue for facilities is insufficient for the need to provide high-quality, state-of-the-art facilities that match the requests of our students, including an ice machine for general use. Second, over 140 student workers are employed to staff the IWC facilities and Intramurals and Integrated Wellness programs. Student Learning Outcomes are engaged and utilized to measure learning and practical experience in this group of student employees. Additional training and resources for these student leaders would improve the patron's experience in the IWC. Finally, intentional documentation and evidence for support of student learning and wellness outcomes is helping us create a better baseline for data and help us to better share the IWC story. This is ongoing work established in FY20 for dissemination in FY21.

Anticipated Needs for 2020-21

2020-21 will present ongoing financial challenges due to reduction in enrollment and static or increased user group needs. IWC professionals are committed to continued provision of collaborative, interprofessional experiential wellness and practical experiences of our students to combat the financial challenges. **Collaborations and external funding sources will continue to be essential to IWC success in the future, especially in the uncertainty of SARS-CoV-2.**

Goals for 2019-21

Measure and evaluate impact of opportunities for student leadership, praxis, and knowledge through IWC Morrie Miller Fitness Internships, student-worker positions, HERS personal training programs (including EWP), and mental health promotion leadership opportunities through JED Campus by using student learning outcomes updated in March 2020 by May 2021 (*Aligns with WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility*).

Contribute to the understanding of students' mental health needs through the JED Campus program and use Healthy Minds Study data to contribute to a campus-wide strategic plan for suicide prevention and mental health promotion in collaboration with diverse interprofessional departments across campus at WSU by May of 2022 (*Aligns with WSU Strategic Plan 2015-2020: Theme 2, C: Promote lifetime personal well-being of all students...*).



Student Union and Activities



Student Union & Activities Annual Report

2019 – 2020 Academic Year

Prepared by:

George Micalone, Director of Students Union and Activities

Tracy Rahim, Associate Director of Student Activities & Leadership

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

Kryzsko Commons Student Union is a student-centered organization that enhances the student experience and fosters an ongoing connection to the university. We contribute to the educational mission of the institution and development of students by delivering a diverse offering of services, resources, and programs.

Highlights for 2019-2020

Traffic counters installed in December 2019

- Used to monitor foot traffic through the building and over time will help inform operational and marketing related decisions.
- Data from February 2020, the only fully operational month since they were installed
 - ❖ 103,000 total people entered the building this month
 - ❖ 4,500 average traffic per weekday
 - ❖ 1,415 average traffic per weekend day

- Traffic rank by door in order of total usage
 - ❖ Door 7 – Zane’s/East Room
 - ❖ Door 1 – Huff Street
 - ❖ Door 9 – Gold Minne Lot
 - ❖ Door 3 – Prentiss-Lucas
 - ❖ Door 8 – Minne/Courtyard
 - ❖ Door 10 – Bookstore/Silver Lot 33

Door #	Enter	Exit
One	25.64%	31.26%
Three	11.78%	11.70%
Seven	38.89%	27.68%
Eight	5.20%	8.62%
Nine	14.00%	15.58%
Ten	4.49%	5.17%

Student Union Audio Visual Upgrades

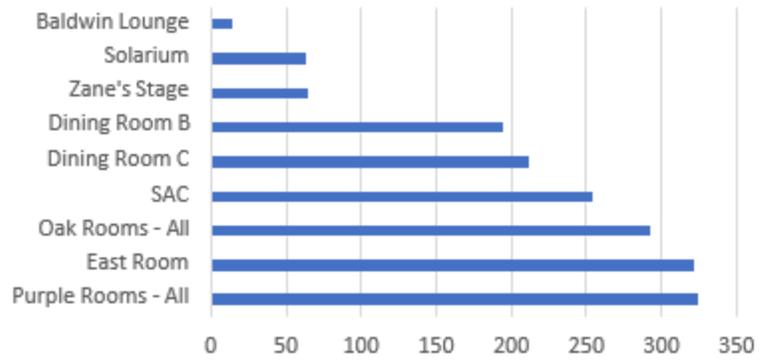
- East Room – added second screen, projector, and speakers for additional room configuration to expand seating options/capacity and adjust for COVID-19 response.
- Baldwin Lounge – added screen, projector, audio.
- Dining Rooms, Oak Rooms, Purple Rooms - new projectors and TV panels.
- Airtames added to all meeting rooms to enhance presenter connectivity.

Event and Meeting Space Usage (from EMS) – May 1, 2019 – April 30, 2020

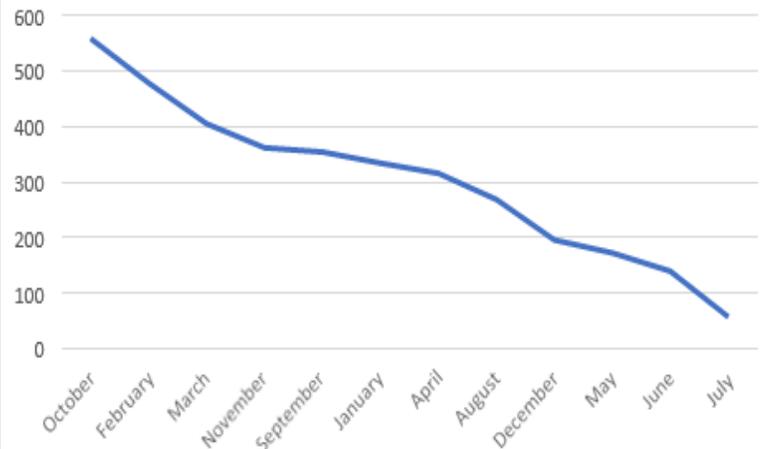
- Total number of reserved spaces for meetings and events – 3,631
- Total study room uses (made reservable in February) – 189
- Total department, student organization or third-party groups using Kryzsko Commons – 141

Total Reservations by Meeting Room	
Conference Room - G100	405
Conference Room - 252	348
East Room	321
Conference Room - River Room	302
Student Activities Center - 100	254
Oak Rooms - E/F/G	230
Dining Room C	212
Dining Room B	195
Purple Rooms - 247/248/249	178
Conference Room - 176	86
Purple Rooms - 247/248	66
Zane's Stage	65
Solarium	63
Conference Room - 107	57
Purple Rooms - 248/249	29
Purple Room - 247	24
Purple Room - 249	22
Oak Rooms - E/F	18
Oak Room G	16
Baldwin Lounge	14
Oak Room E	13
Oak Rooms - F/G	8
Oak Room F	8
Purple Room - 248	6
	2940

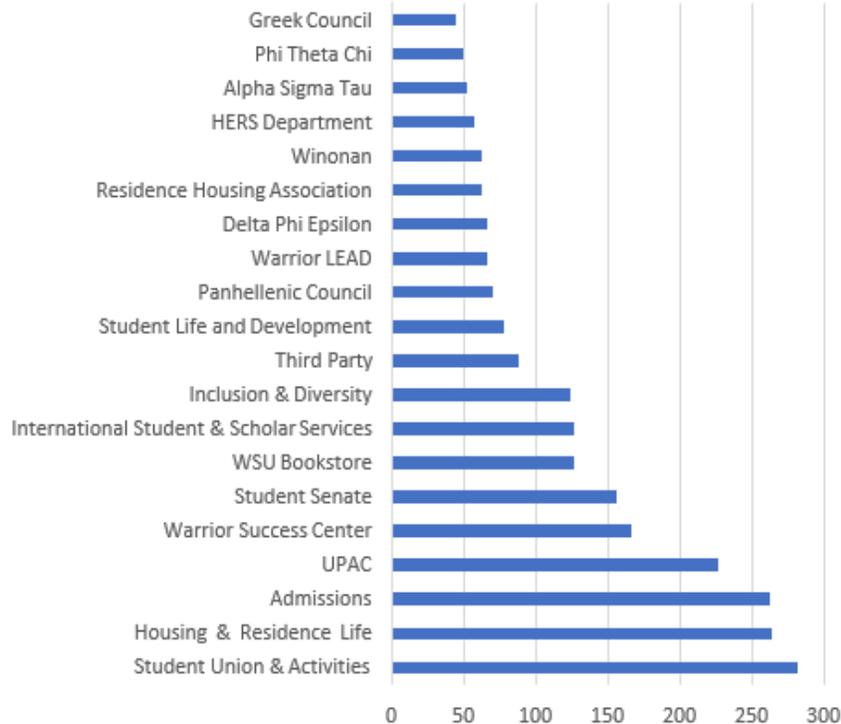
Event Spaces - Total # of Reservations



Total Room Reservations by Month



Room/Table Reservations by Group



Marketing and Graphics Improvements

- Created Kryzsko Commons Student Union Facebook page. Redesigned directory signs and maps, developed new department promotional materials, activated outdoor kiosks, acquired signage holders for events, and revised the posting policy for the student union.

Student Activities Center Remodel and Student Union Resource Desk Renovation

- Complete renovation of the resource desk, office area, storage, and work room.
- Added recreation equipment (billiards, ping-pong, foosball, shuffleboard), new carpet, and updated paint to infuse more school spirit in the space.

Student Life and Dining Services Office Renovations

- New offices created to support Student Life departments: Housing & Residence, Dean of Students, and Equity & Inclusive Excellence.
- Alumni Lounge meeting rooms were converted to offices for dining services administration.

Kryzsko Commons Student Advisory Committee

- Created to provide director with student feedback on topics related to capital improvements, repair & replacement, budget, programs, services, marketing, and other resources.
- Included representation from Student Senate, University Programming Activities Committee (UPAC), Greek Life, Homecoming committee, Residence Housing Association (RHA), International Club, KEAP Council, and the Winonan.

Kryzsko After Dark

- UPAC presented its first two major late-night events in January and February that brought in more than 2,200 students to Kryzsko Commons between 9pm-12am on Friday nights.
- Events included: ice skating rink, hypnotist/mentalists, DIY crafts, bingo, trivia, music and karaoke, caricatures, photo booth, prizes, snacks, and free Panda Express.
- Many staff and administrators showed their support, including President Olson and VP McDowell as guest bingo callers. Collaborated with Housing & Residence Life, RHA and Student Senate during first semester.
- Beyond Kryzsko After Dark, UPAC hosted over 30 programs on campus and via bus trips. This includes 2 virtual programs in April during the COVID-19 stay at home period.

Student Senate

- Major advocacy projects/issues: pedestrian safety, a graduation celebration considering COVID-19, textbook affordability, academic advising, and the Federal CARES Act disbursements.

- Co-hosted their first drag show in collaboration with several other campus organizations that was a huge success with more than 250 people in attendance.

Clubs/Organizations

- Worked with the IT developers to move the entire club/organization registration process, funding requests, and registrations for club fairs and Warrior Game Day Experience to a WarriorSpace form. This is used to support the over 185 recognized student organizations.
- Despite the COVID-19 pandemic, more than 70 students, clubs/organizations, classes, and club/organization advisors were recognized through a series of videos at the Student Leadership & Involvement Awards.
- Provided funding for clubs/organizations to participate in Warrior Gameday Experience from which we saw a 50% increase in the number of participants.

Warriors LEAD Series

- Hosted 5 sections of Warriors LEAD series in Fall 2019 moving 40 students through the program. Ten of them completed all 3 tiers.
- Held first Warriors Lead Week hosting 5 events with nearly 150 students participating to gain knowledge and leadership skills.
- During the COVID-19 pandemic we offered virtual workshops weekly for nearly 50 students.

Greek Life

- Completed successful sorority and fraternity recruitment in the fall semester growing our community by nearly 75 members. Total membership sits around 250 students.
- Hosted 30 community service events to support 8 national philanthropies and several local organizations and over 100 events total throughout the beginning of March.

Winonan 100th Anniversary Celebration

- Republished the first issue of *The Pow Wow* (first WSU student newspaper) as close to the first publication date as possible.
- Planned a WINONAN WEEKEND at the end of October to celebrate with alumni who worked for the Winonan.

Recommendations for Improvements

- Providing high quality customer service to all our guests in Kryzsko Commons Student Union is a high priority now and for the future. To accomplish this effectively, we've revised how student employment is offered by creating a Building Manager position. This front-facing role will be instrumental in monitoring and responding to activity in the building including events, meetings, recreational play, access to resources and lounging/studying. In addition, we are intentionally improving how we communicate with and support the student leaders, faculty and staff who use the building for events and meetings and will be providing room diagrams for events starting in the fall.
- Regarding Student Activities, we will continue to strive to meet the needs and desires of our students in the types of programs and events they wish to see and how they want to consume information that is informative but not overwhelming. We will review past assessment data to help inform our decisions and conduct new assessments as necessary.

Anticipated Needs for 2020-2021

- Ongoing financial challenges due to reduced student enrollment will be in consideration for many years as the operation is largely student fee funded between the Student Union Fee and portions of the Student Life Fee. We will work diligently to determine and pursue additional sources of outside revenue to help offset any deficits and continue to grow the operation.
- A formal plan for pivoting how programs, activities, and events are planned and executed based on COVID-19 pandemic planning is in development. This may include physical and social distancing, group size restrictions, adjusting facility capabilities and capacities, virtual opportunities, and having necessary safety resources available. This will require a large amount of communication and training with clubs/organizations and other campus programs/departments who plan events in and out of Kryzsko Commons Student Union.

Goals for 2020-2021

- Conduct an architectural study of the East Room to determine what is necessary to create a proper ballroom and a meeting/pre-function space in the Solarium by filling in the hole.
 - Strategic Framework: Stewards of Place and Resources
- Develop a more comprehensive student organization leader and advisor training/toolkit to assist them in being successful in their roles.
 - Knowledge SLO (Outcome 2)
 - Personal and Social Responsibility SLO (Outcome 2)
- Increase promotion of how to join clubs/organizations, participate in activities and get involved with campus events to promote a better sense of belonging on campus.
 - Strategic Framework: Relationships
 - Personal and Social Responsibility SLO (Outcome 2)



TRIO Student Support Services



TRIO Student Support Services Annual Report

2019-2020 Academic Year

Prepared by:

Nhia Yang, Director of TRIO Student Support Services

TRIO Student Support Services (TRIO) is federally funded by the Department of Education to advise students whom are first-generation, qualified limited-income, and students with documented disabilities. The program assists eligible students in reaching their goals of college success at Winona State University. This year marked TRIO’s last grant cycle which has served 225 students annually (Table 1) and we have submitted the TRIO-SSS grant along with the TRIO-DSSS for future funding. TRIO surpassed grant goals by maintaining guidelines for persistence, good academic standing and a 6-year graduation rate.

Table 1:

Year	First Generation (FG)	Documented Disability (DD)	Limited-Income (LI)	FG+LI	DD+LI
2019-20	63	36	10	98	18

Of the 225 students served, 54 (24%) were male, and 171 (76%) were female, 54 (24%) identified from a minority background, and 47 (21%) students were older than 22 years of age. In the previous grant cycle (2016-2018), TRIO consistently surpassed its goals and earned Prior Experience Points annually to ensure successful future funding. A complete summary of TRIO's 2019-2020 Annual Performance Report will be available in December 2020 due to the program's fiscal year ending in August 2020 (September 1 - August 31). Although Fall 2019-2020 data is unavailable; the previous year's goals and outcomes are shown below (Table 2).

Table 2:

Year	Persistence Rate	Persistence Goal	Good Academic Standing Rate	Good Academic Standing Goal	6-Year Graduation Rate	6-Year Graduation Goal
2016-17	82%	80%	90%	70%	58%	60%
2017-18	95%	80%	98%	70%	56%	60%
2018-19	94%	80%	97%	70%	63%	60%
WSU		80% by 2018				

The 2019–2020 academic year gave us many opportunities and challenges in response to COVID-19. TRIO took an inclusive approach to serving its students and tailored programs to provide resources to students 24/7. The D2L TRIO Toolbox was redeveloped to provide useful and relevant topics. New content was specifically created for students adjusting to an online learning environment. Topics included: how to get started, productivity and focus, stress management, and more. Specific modules were created for ‘thriving during finals’ with related content targeted at finals week. All TRIO students were encouraged to self-register for the toolbox in D2L. In addition to the online toolbox, TRIO also offers tutoring services to students.

Tutoring Services is an established resource at the university. Tutors are hired and trained by staff and relationships are fostered with faculty to generate a pool of qualified tutor applicants. TRIO tutoring largely utilizes the established tutoring

program on campus to tutor TRIO students along with the general student population. However, TRIO students receive unlimited tutoring and their hours are recorded with the tutor using a “pink ticket” to differentiate.

TRIO students have identified needing additional assistance with basic core subjects of math and science although tutoring hours included a wide selection of liberal arts courses as well. An additional function of TRIO tutoring is to reach out to faculty to identify possible tutors for niche classes. For the 2019-2020 academic year, a total of 53 individual TRIO students utilized tutoring for a total of 309 sessions. The table below illustrates the top five classes TRIO students received tutoring for in Fall ‘19 and Spring ‘20.

Fall 2019 Courses	Spring 2020 Courses
Math 120	Biol 212
Music 303	Math 212
Biol 211	Stats 110
Engl 099	Engl 111
Chinese 101	Chem 351

A new addition to TRIO is the 1st annual TRIO Cultural and Career Exploration Alternative Spring Break to Minneapolis-St. Paul. TRIO students met with a WSU Alumna who is the Marriott Hotels human resources staff supervisor to learn hiring tips, internships, and a behind the scenes view into working at an upscale hotel. The HR supervisor and her colleague shared Marriott-specific information on international and domestic internship opportunities. TRIO also exposed its students to different organizations and cultures; Hmong-American Partnership, the Science Museum of MN, and the MN State Capitol to learn about the clients they serve, internships, and careers options. Students experienced traditional cuisine from Hmong Village, Bangkok Thai Deli, Andale Taqueria, and Mercado. Students and staff shared their cultural experiences and perspectives along with education for the group.

Summer Connections is like an online introduction to a college 101 course; it informs students about the college experience while providing them with skills training and opportunities to connect with the campus and other incoming students. The goal of the program is to assist students in making a successful transition from high school to college and to begin viewing themselves as capable of both personal and academic success. Running on D2L from mid-July until late August, Connections features 5 learning modules, covering a wide range of important topics including success skills, financial literacy, relationship building, community involvement and more. This group of students formed strong bonds to the university and to each other. This group created and maintains a friend group on Snapchat and Facebook where they continue to connect and support one another. Last summer, 20 incoming first-year students participated in this program (Program capped at 20). As a result, 100% of Connections students were enrolled for classes in Fall 2019 of which 19 of 20 students re-enrolled for classes in the spring of 2020.

The TRIO Student Leadership program facilitates personal growth and skills development by providing bi-monthly topical presentations and team activities. Students are encouraged to take what they are learning and apply it through the development of community service projects. Examples of these activities are the Habitat for Humanity workdays and Students Helping Students outreach to individuals served by Hiawatha Valley Mental Health. These activities help students build self-confidence, sense of belonging and being part of both the WSU and Winona Communities and commitment to service.

Future Plans:

Career skills and financial literacy will be a large focus of the upcoming year. These topic areas will be incorporated into learning outcomes for student leadership, stand-alone workshops, alternative spring break, and retreats. Planning is underway for learning outcomes for these topic areas specific for the needs of TRIO students.

Increased connections with faculty and staff will help with creating a rapport for student problem solving and helping with tutoring related concerns in addition to an opportunity to talk about TRIO. An improved function for TRIO tutoring involves focusing on the quality of the tutoring experience. A more 'TRIO approach' to tutoring is not so much funneling them into the university service but to do more individualized planning to make tutoring more effective. Taking time to understand a student's academic story, what they are experiencing in a subject and specifically what is hoped for from tutoring would help align the tutoring relationship more beneficially.



Warrior Hub



Warrior Hub Enrollment Services Annual Report

2019-2020 Academic Year

Prepared by: Warrior Hub Leadership Council

Paul Stern, Associate Director of Enrollment

Mari Livingston, Associate Director of Financial Aid

Tania Schmidt, Senior Associate Registrar

Jami Koivisto, Senior Associate Registrar

The 2019-2020 year has seen ongoing growth, adaptability with and process improvement for the Warrior Hub. This has involved devoting considerable attention to employing means to grow our efficiency and sharpen the focus of our shared narrative at the Hub. We have done this in a way that provides for greater support and empowerment for our team as well as increased engagement and deepened participation in planning and cross-department strategies in our area. The Warrior Hub continues to operate under the innovative, shared leadership model of the Hub Leadership Council. This year we saw a transition in the membership of the Leadership Council as we welcomed Jami Koivisto as our new Sr. Associate Registrar replacing Lori Beseler in that role.

This year has seen challenges as we have adapted our services to the protocols established to remain safe during the Coronavirus pandemic. Years of work and planning in making most of our business process available online has afforded our group the opportunity to continue our services online and offsite during this time. Our teams have pulled together to continue to serve offering our students and WSU community a solid foundation during changing times.

Under the shared leadership model of the Hub Leadership Council, we continue to make strides toward evolving and integrating our services in a manner that better meets student, family, and WSU community needs. This includes looking at our staff, environmental assets, and technology assets to streamline the customer experience and maximize business process efficiency. We continue to align our efforts with WSU's four guiding goals where applicable:

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

Goal Achievements/Highlights from 2019-2020

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

- We experienced setbacks in this area in regard to what our vendor was able to deliver, but WSU IT expertise has allowed us to forward this shared CRM tool, CampusNexus, that will provide for a consistent messaging and shared information across a VIP page type presence from admissions, through matriculation, and beyond graduation.
- The new intranet page will be called MyWarriorLife and is on schedule to launch on July 1, 2020 with the Campus Engage CRM tool launching at the same time.

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

Quick Reference CRM/Communication Data:

	Campaigns	Emails sent	Emails opened	Email %	Texts
2017-2018	150	118,397	65,681	55%	
2018-2019	537	164,428	96,517	59%	76,212
2019-2020	582	209,672	99,623	47.5%	81,325

Measured by an increase number of combined communications:

- There was a marked increase in the number of campaigns sent this year. This was part of an effort to better distinguish communications being targeted more specifically to smaller groups of students to ensure relevance and value of communications.

Measured by and increase open rate:

- We have experienced a marked decrease in open rate. An average open rate for email in 2020 was 30%. Though we are above that average, the decline in open rate is concerning and is being looked at in detail as part of our communication strategy for the coming year

Measured by an increase use of texting

- In the area of texting, we were successful in strategically pairing critical communications with text messages. This was reported across participating departments to create considerable traffic based on their correlated interactions with students via phone and email immediately following these communications.

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

- Warrior Hub (summer 2018)-Launched on schedule (Summer 2018)
- Financial Aid (fall 2018) -Launched on schedule (Fall 2018)
- Registrars (spring 2019) -Launched (Summer 2020)

The completion of these websites provides for an updated and optimized information source for students, faculty/staff, and families to access information instrumental in navigating the WSU educational experience.

Student Services

Curriculum (Curriculog) Processing (Strategic Framework Theme 2: Increase consistency in Advising- 2.D.1)

Several members in the Warrior Hub are deeply involved in the management and processes for curriculum (courses and academic program requirements) within Curriculog. 2020-21 will be a year to gauge the timeliness of completion between the steps required for processes. This is a collaborative process that requires faculty, staff, and administrators to be involved. Measuring the current process will be beneficial to all areas in determining what improvements may be made, especially as we move forward with NextGen and the uAchieve Graduation Planner and Major Map project.

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

The co-curricular transcript opportunities continued to grow since its inception the year prior. We now have 321 recorded events and over 5,000 participant entries. As popularity and understanding of the transcript grows, so too will its success. Another campaign to faculty is planned for Fall 2020, so they understand the importance of recording their student events and experiences within this framework for students.

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

Winona State University (WSU) is in the pilot group for the uAchieve Graduation Planner. We are one of four Minnesota State institutions, two four-years, and two, two- years. Training for the Graduation Planner began in October 2019 with the proposal of two programs. Winona opted to move forward with the Business Administration Major and Chemistry (ACS) Major. Building and testing of the planners began January 2020. At that time, it was determined that some foundation updates in the uAchieve degree audit configuration was needed due to some of the options and characteristics in the planner. In January and February 2020, updates were made in uAchieve to streamline the functionality and building of programs in the planner. At this point it was also discussed and determined that two additional programs may be beneficial to pilot.

With that, Nursing and RTTR: Recreation/Tourism were added to the pilot. A timeline was created that proposed for testing with advisors and departments in April 2020 and piloting the planner in June 2020 with June Registration. Throughout testing and building there were some issues and concerns that were brought forth to the System Office and uAchieve which required some reconfiguration and updates from the vendor and the System Office. These changes were initially anticipated in March 2020; however, with the COVID-19 pandemic, the uAchieve Graduation Planner Pilot Project was put on hold in March 2020 until May 2020. The uAchieve Graduation Planner Pilot Group began meeting and testing again in May 2020. All previously requested updates and changes were completed in April/May 2020 with weekly meetings and testing from the pilot institutions beginning again in May 2020. A new timeline will be discussed and created in June 2020.

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

This project continues onward. At present, (67.2%) of programs have a major map posted within the WSU online Catalog. This project will continue to be ongoing in the coming year as it will lay the foundational groundwork for our implementation of uAchieve. There were 3,189 clicks on the current online major maps (7/1/19 - 5/27/20) with the heaviest usage during advising times in October/November 2019 and April 2020.

Online Forms through BP Logix (Strategic Framework Theme 2: Student Success A5)-

BP Logix 2019-2020

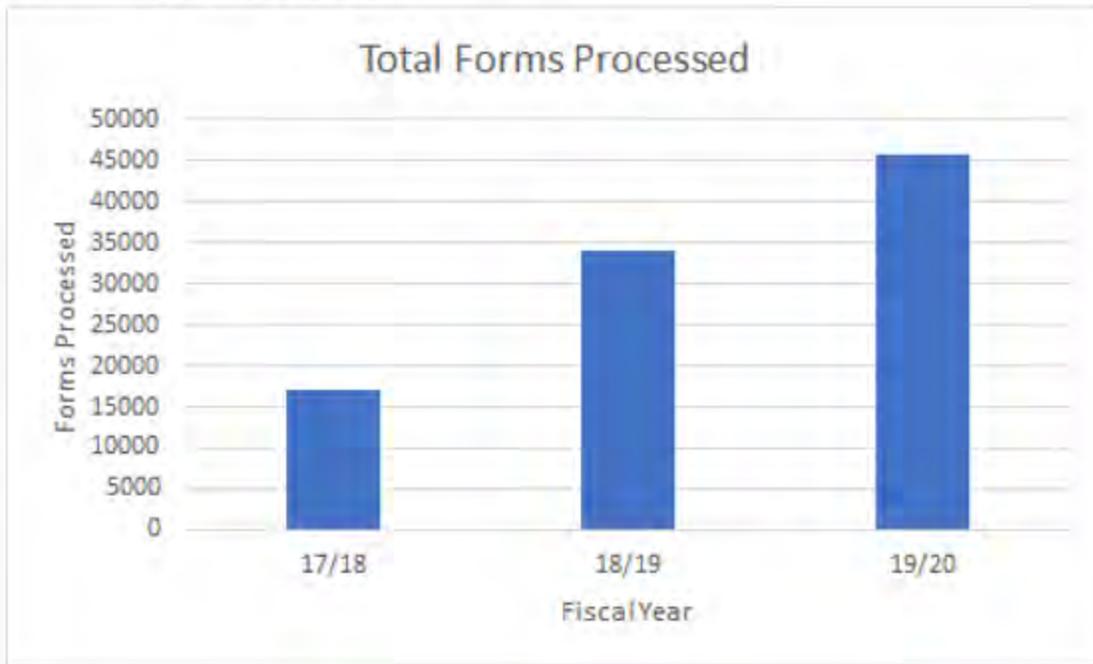
Data Summary:

Significant increase in Student Use Forms in the past two years. 2017-2018 saw roughly 17K submissions, while 2018-2019 saw 34K submissions, 2019-2020 saw (44K). The system pushed 14,584 forms directly into Knowledge Lake.

This translates to:

- Greater student accessibility to online forms
- Greater student convenience with minimized “run around” to complete university business processes
- Greater student visibility of tracking submitted forms
- Greater accuracy, speed, and efficiency in processing
- Better tracking of timing of incoming work related to various business processes
- Better flexibility to allow Warrior Hub team to offer services in a variety of onsite/offsite settings as has been the case with our current COVID-19 environment.

Form Submission by Form 2019-2020



Data Summary 2018-2019 Form Usage:

Declaration of Major	6,341	Registration Override	6,114
Emergency Contact	1,891	Textbook Reservation	1,868
FERPA	1,757	Gender and Sexual Identity	1,578
Change of Grade	1,535	Summer Financial Aid	1,445
Transcripts (NSC)	4,836	Transcripts (Local)	644

Data Summary 2019-2020 Form Usage:

Declaration of Major	5,000	Registration Override	6,915
Assistance at a Distance	3,873	Textbook Reservation	1,226
Course Substitutions	1,130	Transcript Requests (Non NSC)	1,664
Change of Grade	1,413	Summer Financial Aid	1,274
Transcripts (NSC)	4,430	TCF (2 systems)	5,500+

The information above is a summary of some of the forms (and thus business processes) that saw the greatest use and consumed the greatest staff energy over the past year. This is offered to contextualize the specific business practices and aspects of the student experience impacted by online form use. This also offers insights into the various areas of contact the Warrior Hub has with students, faculty staff, and families. Many of these processes require significant personal contact with advisors’ specialists’ generalists across our Warrior Hub team.

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

- 1,567 campus users (2,019 in 2018-2019)
- 1,941 sessions (2,544 in 2018-2019)
- 13.72% of visitors returned for subsequent sessions (15.4% in 2018-2019)
- 13,223 page views in 2019-2020
- Users viewed 6.81 pages per session in 2019-2020

Training

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

Ongoing weekly training/meeting/check in has continued through weekly Hub Café Trainings, biweekly workgroup meetings, and monthly Hub department meetings. During the time we have been off campus due to Coronavirus, we have had daily meetings with our teams and as the Hub Leadership Team.

CAS evaluation has served as a multi-year, process/systems thinking training as sub-groups have moved through the assessment, suggested improvement, and collaborated in implementation of process improvement across this engagement. Employee feedback on training was not gathered over this past fiscal year. We will work to re- establish this in the coming year.

Individual employee professional development included:

- All members of Warrior Hub teams were given the opportunity to participate in individual professional development this year.
- The vast majority were able to attend these trainings.
- COVID-19 impacts limited a small number from attending planned events.

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

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

CAS Completion and Implementation

The CAS process was completed this past fall. Information from this process has been used on an ongoing basis to inform decision making across our areas.

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

The EMS Platform is being upgraded by the Systems Office early June 2020. The majority of 2019 and early 2020 has been spent in the planning stages of converting a stand-alone database to one which hosts all 37 institutions. Strategic work has been done within WSU's local database to upgrade templates, setups, groups, and reporting. Members of the WHLC also sat on the statewide planning committee for this conversion.

Ongoing Hub Projects/Goals 2020-2021

Communication

VIP Page-Collaboration with Institutional Technology (Strategic Framework Theme 2: Student Success A3)-Measured by student usage of new product and student feedback from first year. Efforts in this area will provide value add location on the web for students to access useful, individualized information.

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

- Measured by an increase number of combined communications Measured by and increase open rate
- Measured by an increase use of texting
- Measured by increase in number of automated messages-out of new CRM journeys

Student Services

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

Communication/Operations/Ongoing Improvement

- Professional Development (Strategic Framework Theme 5: Relationships D2)-
Continue to offer both group and individual opportunities for ongoing professional development
- Implementation of increased CRM based functionality including case generation, tracking walk in traffic, and appointment scheduling (Strategic Framework Theme 2: Student Success B1)—
Measured by launching this functionality and tracking usage
Measured by implementation of case management and online scheduling options for students
- Campus Wide Training (Strategic Enrollment Plan 2.D:3)-

Measured by events held/participants tracked.

- Financial Aid Utilization with EAB (Strategic Framework Theme 2: Student Success B1)-

Continue to maximize and evolve financial aid utilization and strategies based on information included from EAB

Reasons for Contacting Hub	2017-2018	2018-2019	2019-2020
Financial Aid	135	218	177
Loans	59	124	80
FAFSA Issues	50	84	64
Financial Aid Verification	60	93	61
Order a Transcript	25	28	24
Pay a Bill	85	141	90
Registration Assistance	41	28	34
Student Record Updates	34	23	25
DARS	44	44	38
Graduation	15	23	19
On-Campus Student Employment	53	64	59
Student Bill Issues	39	53	22
STAR ID	16	21	29
Campus Card	24	25	41
Other	24	27	26
Did Not Contact the Warrior Hub	37	81	133
Scholarships	60	88	74

***n=801

Service	Extremely Satisfied		Somewhat Satisfied		Somewhat Disappointed		Extremely Disappointed	
	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020	2018-2019	2019-2020
Financial Aid	53%	56.4%	30%	32.6%	10%	7.4%	7%	2.9%
Loans	56%	54.4%	28%	35.4%	11%	6.4%	5%	4.7%
FAFSA Issues	44%	48.4%	30%	37.1%	14%	11.3%	12%	3.2%
Financial Aid Verification	57%	53.6%	24%	33.9%	11%	10.7%	1%	2.9%
Order a Transcript	88%	80%	12%	20%	0%	0%	0%	0%
Pay a Bill	79%	69%	15%	17.9%	5%	10.7%	1%	2.9%
Registration Assistance	69%	46.7%	19%	33.3%	4%	6.7%	8%	13.3%
Student Record Updates	67%	69.9%	19%	26.1%	9%	0%	5%	4.3%

***n=801

Data Summary:

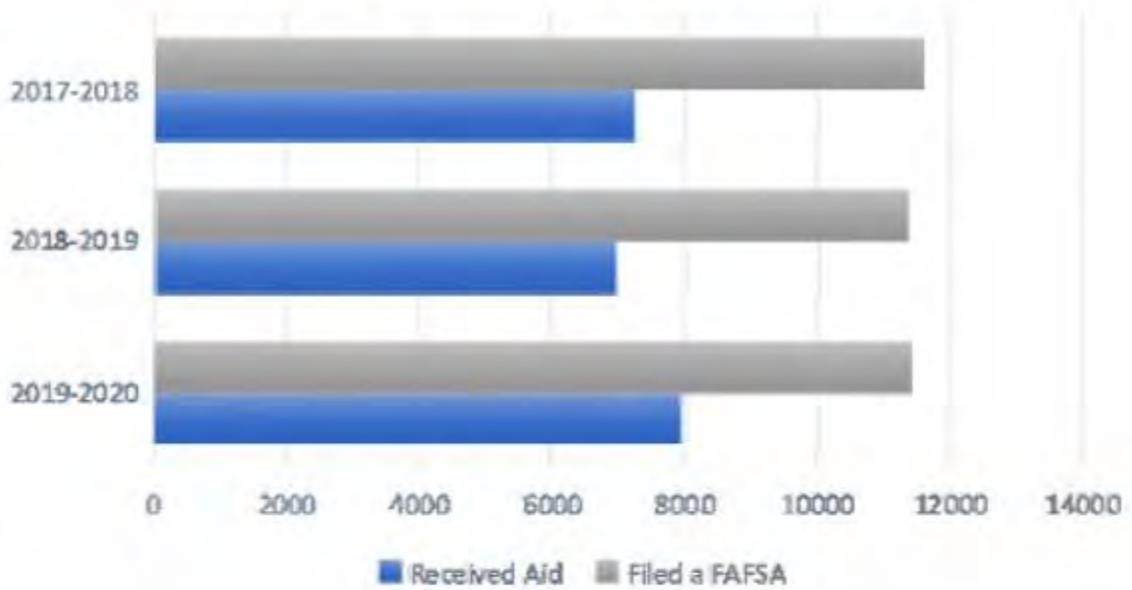
There is a median range of satisfaction across contact with the Warrior Hub that consistently falls in the 85% to 90% range considering people who indicated their services left them extremely satisfied or somewhat satisfied. The statistical shift between these two areas has left us investigating simplifying our rubric to only include “satisfied” or “unsatisfied”.

There are several areas where we have seen a significant decrease in satisfaction in the past year (registration assistance, student employment, bill issues, and graduation). Many of these saw increases in the “somewhat satisfied” area that balanced decreases in the “extremely satisfied” area. Among those with reported decreases in student satisfaction, there were correlative increases in dissatisfaction in some of these areas student bill issues, graduation). Special attention will be placed upon these areas in the coming year to evaluate potential process improvements.

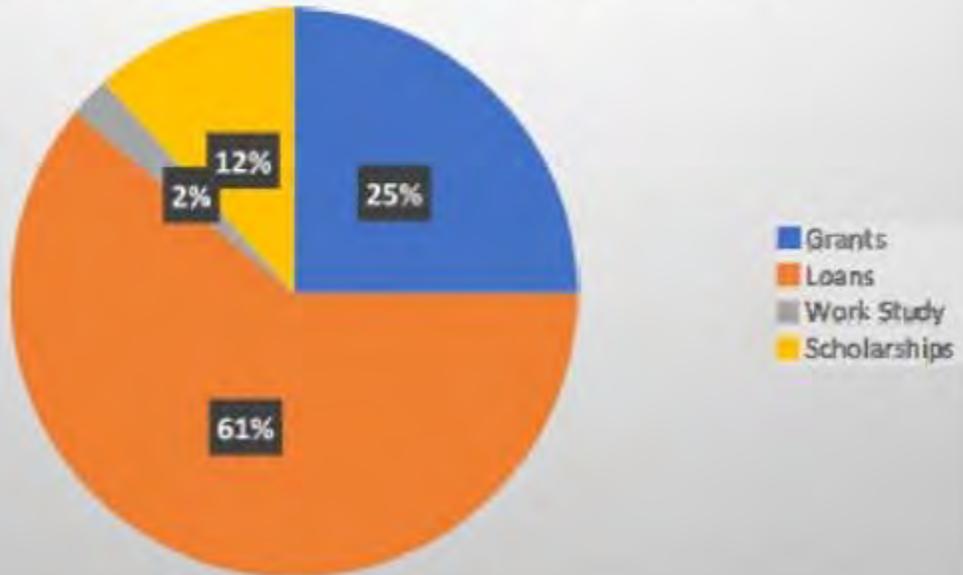
Quick Reference Financial Aid Data

- Number of students who applied for financial aid: 11,353
- Number of students who received some form of financial aid: 6,940 for a total amount of \$76,683,691
- Number of students who received a scholarship: 2,843 for a total amount of \$9,212,741
- Number of students who received a grant: 3,429 for a total amount of \$17,609,254
- Number of students who received a student loan: 4,899 for a total amount of \$47,838,370

FAFSAs Received Per Award Year



Total Disbursed Aid \$79,234,500



Financial Aid Services Award Snapshot over the past 3 years

Grants	2019-2020	2018-2019	2017-2018
Pell	\$7,563,863	\$8,433,995	\$8,583,408
State	\$5,290,836	\$5,422,456	\$5,245,128
Teach	\$108,940	\$120,171	\$140,019
SEOG	\$210,720	\$230,365	\$167,791
Other	\$6,646,256	\$3,402,267	\$3,266,595
Total	\$19,820,615	\$17,609,254	\$17,402,941

***2019-2020 Grants include Federal CARES Act funding**

Loans	2019-2020	2018-2019	2017-2018
Subsidized	\$11,705,733	\$12,760,254	\$13,394,539
Unsubsidized	\$18,911,804	\$17,771,716	\$18,037,845
Perkins	\$0	\$0	\$258,176
PLUS	\$4,214,725	\$4,002,390	\$3,862,752
MN SELF	\$4,690,932	\$4,742,671	\$5,079,157
Other	\$8,794,823	\$8,561,339	\$8,864,719
Work Study	\$1,872,022	\$2,023,326	\$2,169,562
Scholarships	\$9,223,846	\$9,212,714	\$9,001,546
Total Aid	\$79,234,500	\$76,683,691	\$78,052,567

Data Summary: Across the undergraduate graduation data, the number of students graduating across the years remains consistent relative to enrollment patterns.



Warrior Success Center



Warrior Success Center Annual Report

2019-2020 Academic Year

Prepared by:

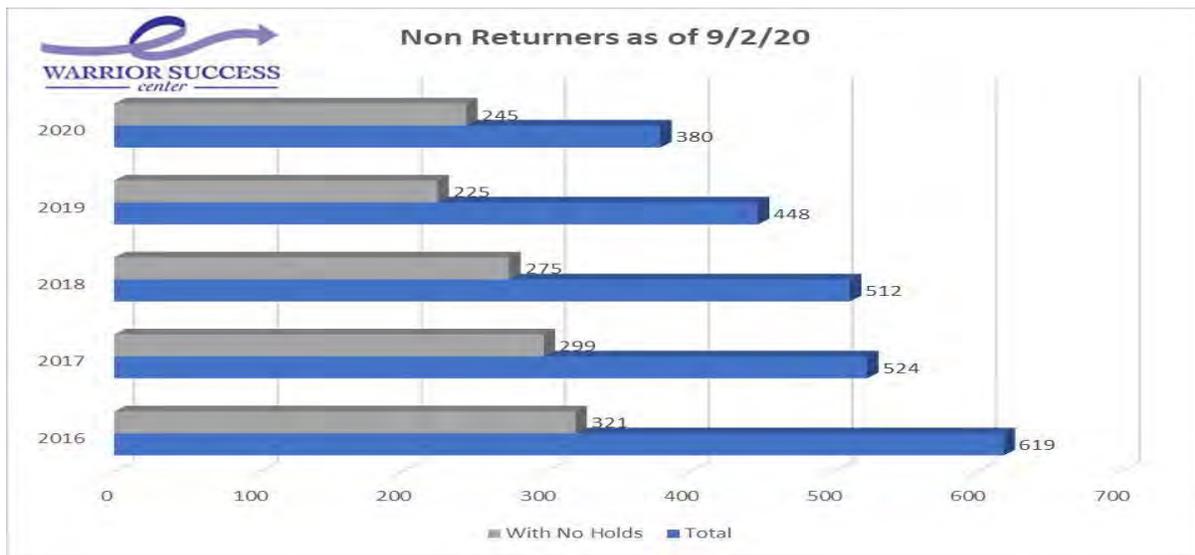
Ron Strege, Director of the Warrior Success Center

Highlights and Accomplishments

In a year where the university community had to pivot mid-way through the spring semester, I am incredibly proud of the work we were able to accomplish. We were able to switch to completely online services and continued to serve our students well.

Continued Outreach to Non-Registered Students

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



Tutoring

Tutoring services made a nimble transition to online services in response to COVID-19 shutting down the campus. In fact, contact hours are only down 9% even though we “lost” our ability to offer full services for 25% of the academic year. That is a win.

Number of students utilizing Tutoring Services				
Years	16-17	17-18	18-19	19-20
Total Students Served	1766	1686	1642	1598
Students Attending SI	801	892	876	858

	16-17	17-18	18-19	19-20
Total Contact Hours	20,036	19,818	18,018	16,360

Statewide, we were among the very few that continued to offer not just peer tutoring after break, but also an online version of s2i. Over 70 students attended of the live Zoom s2i sessions (over 500 contact hours) and many more took advantage of the chance to watch the recordings. Student feedback indicated that they appreciated and enjoyed the online tutoring sessions and comments included phrases like: “Still interactive and optimistic leaders”

“It wasn’t really any different from in person. They made it comfortable!”

Our satisfaction survey came back very positively. The following percentages are for students that selected either Agree or Strongly agree:

- 90% Working with a tutor helped me understand the material better.
- 82% Working with a tutor helped me feel less stressed about that class.
- 89% Having tutoring available made me feel more optimistic that I can succeed.
- 87% Overall, I am satisfied with the tutoring I received.
- 96% I think it is important for WSU to continue online tutoring if classes are online.

Testing

We successfully transitioned testing services to the Warrior Success Center (WSC) in 2019 – 2020 and filled the position with two temporary employees that were outstanding. Covid 19 severely hampered our work, but we still were able to serve 202 individual students. Plus, another 300 students that we helped proctor in the classroom with professors. 2020 - 2021 proctored testing services will be severely limited due to budget cuts.

Career Services

- Planned, implemented, and successfully executed a Career Readiness University Theme (see appendix report).
- Successfully made the transition to completely online services when COVID- 19 shut down the campus.
- Much more effective programming working directly with Faculty help enhancing the Career Readiness mindset across campus.
- We had 943 Total Career Related Appointments
- 8,268 students interacted with our Career Services Website 20,278 times

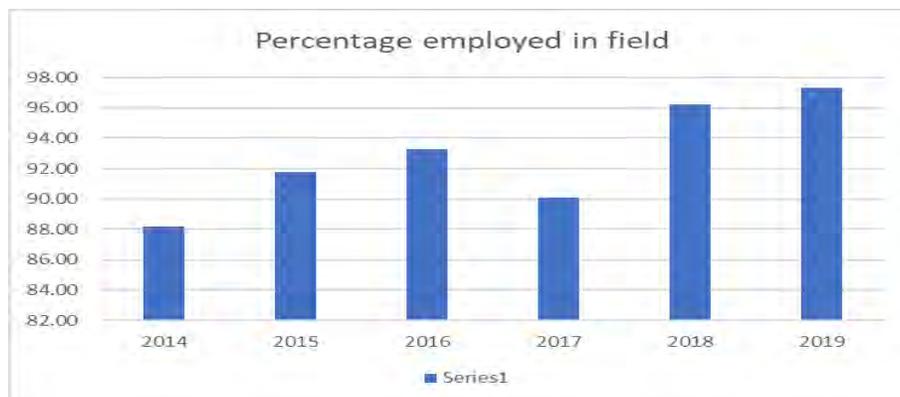
Career Assessments, Advising & Presentations

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

Assessments	MBTI	SII	Strengths	Focus 2
FY 20	29	14	23	636
FY 19	17	45	22	602

Presentations	Student Count	Presentation Count	Options
FY 20	3,017	107	14
FY 19	3,774	116	14

WSU Graduates find jobs! Of all 2018-2019 Graduates, 97.31% were employed in a field related to their major.



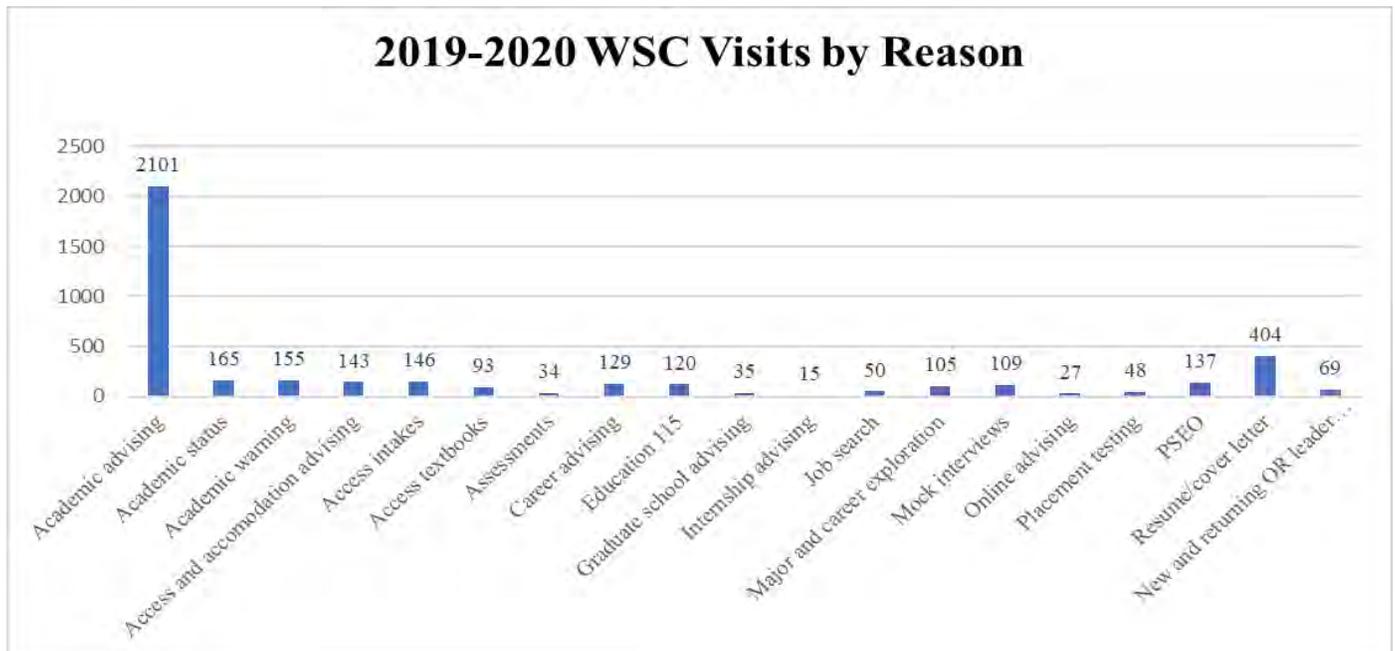
Access Services

While the general population of students at WSU has declined in recent years, the number of students with disabilities continues to increase. The number of classes accommodated increased 34.7%. Even with the academic interruption with COVID 19 Access services continued to remain busy and interacted with our students. For example, we had 375 exams during the online version of Spring semester and, while we did not physically proctor them as we have in the past, we still coordinated with faculty to ensure that accommodations were met.

	FY18	FY19	FY20
Students Served	379	410	443
Students registered	560	571	605
Classes Accommodated	1,748	1,749	2,356
Tests Proctored	1,992	1,915	1,947

Advising

Advising continues to serve our students. In 2018-19 we served 4,212 Winona State students and in 2019-20 we served 4,226. Even though it is logical to state, it is still important to know that we increased our online advising by 170%.



In the Fall of 2018, the WSC and WSU adopted a home-grown Early Intervention Program (EIP). Starting in the second week of the school year and every 2-3 weeks after faculty are encouraged to report and students that they have academic concerns about. In 2019-20, even with COVID-19 severely limiting efforts we had 1,055 reports made on 794 individual students. We had 100% follow up.

Fall 2018 New Freshman

	EIP-ed in Spring 2019, Headcount	% in Spring 2019 EIP-ed	Persisted to Fall 2019	% Persisted from Spring 2019-Fall 2019
Fall 2018 New Freshman Cohort	167	100.0%	109	65.3%
Students of Color	40	24.0%	26	65.0%
First Generation	63	37.7%	39	61.9%
Pell Grant Eligible	56	33.5%	35	62.5%

Fall 2019 New Freshman

	Total EIP-ed in Fall 2019, Headcount	% in EIP-ed	Persisted to Spring 2020	% Persisted
Fall 2019 New Freshman Cohort	195	100.0%	152	77.9%
Students of Color	38	19.5%	32	84.2%
First Generation	83	42.6%	64	77.1%
Pell Grant Eligible	69	35.4%	54	78.3%

Recommendations for Improvements

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

Anticipated Needs for 2020-21

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

Goals for 2020-21

- Build the Achieve program and the EIP program to have more formalized engagements and menu options for advisors to share with these highly at-risk students.
- Continue to provide excellent services in the face of an ever-changing landscape due to a Pandemic.
- Assess the learning outcomes for OR 100 after implementing pedagogy changes.



Appendices

Appendix A

Student Life and Development (SLD) Organization Chart

Appendix B

SLD Strategic Framework

Appendix C

2019 – 2020 Goals and Priorities

Appendix D

Fast Facts

Enrollment

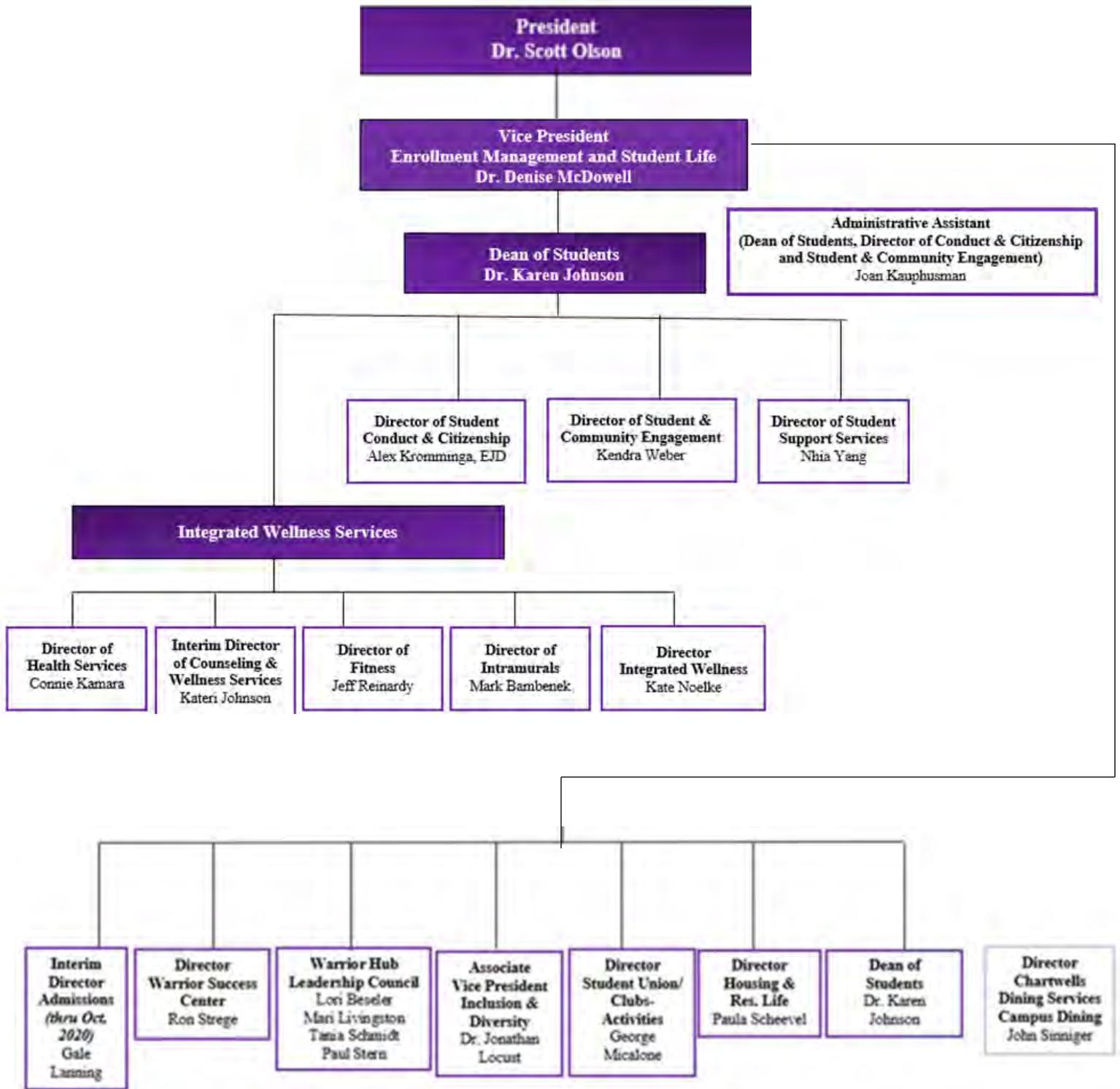
Appendix E

VP EMSL Sponsored Programming



Appendix A

Student Life and Development (SLD) Organization Chart





Appendix B

SLD Strategic Framework

Student Life and Development Prioritization via Strategic Planning
Submitted by Denise McDowell, Ed.D.
Vice President for Enrollment Management & Student Life

Vision

Create learning environments that elevate student success and completion with meaningful connections.

Culture determines and limits strategy – Edgar Schein

Why

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

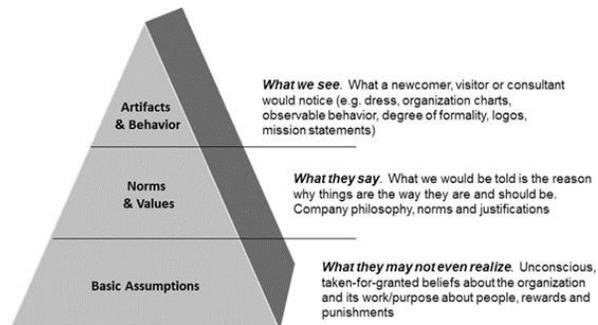
We must be bold, courageous and uncomfortable.

How

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

Considerations will be given to the following.

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



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

When

Fall 2018-Summer 2021

Strategic Prioritization for Student Life and Development

Vision: Create learning environments that elevate student success and completion with meaningful connections.

Linked to WSU Strategic Framework & Strategic Enrollment Management Plan Initiatives



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



Appendix C

2019 – 2020 Goals and Priorities

Name: VP Enrollment Management and Student Life

Institution: Winona State University

2019 – 2020 Goals and Priorities

Student Success

Goals/Priorities	Action Steps	Expected Outcomes/Metrics	Evaluation Method
1. Diversify enrollment by increasing underrepresented populations and maintain traditional student base	<ul style="list-style-type: none"> Stabilize and increase enrollment yield for NEF, NET, NEG and PSEO Grow base and students of color and international students and adult learners and graduate students 	<ul style="list-style-type: none"> Reach enrollment targets for FY'20 within a 2% margin of error Count and % of traditional student base, students of color, international students, adult learners and graduate students 	<ul style="list-style-type: none"> Conversion, Admit and Yield Rates Enrollment Trends
2. Increase student retention rates to include timely progression to degree completion	<ul style="list-style-type: none"> Use of major maps by students and advisors Overall satisfaction with academic advising 	<ul style="list-style-type: none"> Launch u. achieve grad planner +2% increase in overall satisfaction with academic advising 	<ul style="list-style-type: none"> Frequency of usage during the advising/registration periods Advising Survey
3. Expand opportunities for student-faculty interaction	<ul style="list-style-type: none"> Use of Early Intervention Program (EIP) Track and assess co-curricular programming 	<ul style="list-style-type: none"> 70% of faculty and advisors using EIP to improve retention interventions Launch co-curricular transcript 	<ul style="list-style-type: none"> Change in retention rate of students flagged in EIP Usage and order tracking



Appendix D

Fast Facts

Enrollment

Winona State University Fast Facts 2019 - 2020

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

5 COLLEGES:

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

DEGREE PROGRAMS:

1 associate, 72 baccalaureate, 15 master's, 7 doctoral, 2 education specialist, 1 undergraduate certificate, 17 graduate certificate

307 full-time and 156 part-time Instructional Faculty

STUDENT-TO-FACULTY RATIO:

19 to 1



15 NCAA athletic teams

Average class size: 27

ENROLLMENT (FALL 30TH DAY) 7,602 (FTE 6,835)

Undergraduates 6,977 (FTE 6,421) Graduate Students 625 (FTE 414)

New Student Profile

New Entering First-Year Students 1,556 (FTE 1,571)

Average ACT (composite mean) 22.2

Average High School GPA 3.38

Minnesota residents 67%

Wisconsin residents 29%

New Entering Transfer Students 461 (FTE 385)

New Graduate Students (Degree Seeking) 153 (FTE 126)

Winona Campus 6,655 (FTE 6184)

Rochester Campus 947 (FTE 651)

STUDENT CHARACTERISTICS

Sex Female 66.9% Male 33.1%

Race/Ethnicity American Indians & Pacific/Hawaii Islanders <1%, African American 3.1%, Asian American 2.6%, Hispanic/Latino 4.5%, More than one race 2.9%, White 83.1%, Int'l 2.8%, Other and unknown 0.6%

First Generation Students 39.5%

Post-Traditional Students (age 25+) 16.2%

International 216 from 44 countries, including: China (34), Taiwan (31), Republic of Korea (25), Nepal (15), Saudi Arabia (13), Kenya (10)

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

Popular Graduate Majors: Nursing, Counselor Education, Social Work, Leadership Education

STUDENT SUCCESS OUTCOMES

Retention and Graduation

2nd year retention rate (for Fall 2018 new freshman cohort) 75.8%

6th year graduation rate (for Fall 2012 new freshman cohort) 61.5%

Degrees Awarded (distinct headcount, Fall 2018 - Summer 2019)

Associate degrees 31

Bachelor's degrees 1,452

Master's degrees 68

Doctoral degrees 19

Graduate Certificates 42

%



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

Continuing education 14.1%

Employed among those available for employment (full- or part-time) 98.2%

Employed in fields related to degrees earned among those employed 97.9%

FINANCIAL AID

Received Some Form of Financial Aid

(2018-2019, including need-based, non-need-based scholarships and grants, student loans)

93% of freshman

85% of all undergraduate students

74% of all graduate students

Average Institutional Scholarships and Grants (Fall 2019 New Freshmen, excluding athletics and tuition waivers) \$1,044

Three-Year Student Loan Default Rate (for the class of 2015-16) 3.5%



COST OF ATTENDANCE (estimate for 2019-2020 full-time attendance. For more information, visit <http://www.winona.edu/billing/default.asp>)

Tuition Undergraduate: In State \$7,598 / Out of State \$13,698 Graduate: In State \$7,488 / Out of State \$11,286

Fees Undergraduate \$1,098 / Graduate \$756

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

Expenses Housing and Meals: \$9,330 Books = \$900 Transportation = \$640 Personal = \$2,000



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

Enrolled Students by Characteristics

(Fall Term 30th Day Data)

	Fall 2017	Fall 2018	Fall 2019
Total Enrollment (incl. degree-seeking and non-degree seeking students)	7,970 (FTE 7,163)	7,788 (FTE 6,616)	7,602 (FTE 6,835)
Undergraduate	7,437	7,231	6,421
Graduate	516	557	414
Ethnicity			
--American Indian	18 (0.2%)	23 (0.3%)	23 (0.3%)
--Asian American	184 (2.3%)	177 (2.3%)	196 (2.6%)
--Black or African American	245 (3.1%)	237 (3.0%)	237 (3.1%)
--Native Hawaiian & Pacific Islander	6 (0.1%)	5 (0.1%)	3 (0.04%)
--Hispanic or Latino	253 (3.2%)	288 (3.7%)	339 (4.5%)
--Two or More Races	204 (2.6%)	233 (3.0%)	219 (2.9%)
--White	6,748 (84.7%)	6,510 (83.6%)	6,320 (83.1%)
--Unknown	58 (0.7%)	62 (0.8%)	48 (0.6%)
Gender			
--Female	5,097 (63.9%)	5,024 (64.5%)	5,075 (66.7%)
--Male	2,865 (35.9%)	2,754 (35.6%)	2,512 (33.0%)
--Unknown	8 (0.1%)	10 (0.1%)	15 (0.2%)
International	254 (3.2%)	253 (3.3%)	217 (2.9%)
Post-traditional (Age 25 or older)	1,235 (15.5%)	1,219 (15.6%)	1,235 (16.3%)
Student Parents (based on FAFSA application)	375 (4.7%)	400 (5.1%)	399 (5.2%)
First Generation	3,257 (40.9%)	3,080 (39.6%)	3,002 (39.5%)
Pell Eligible	2,376 (29.8%)	2,369 (30.4%)	2,330 (30.7%)



Appendix E

VP EMSL Sponsored Programming

TED TALK

WSU features 6 Ted Talks per year, the Covid-19 virus only allowed for 4. Ted Talk Tuesdays is a one-hour segment dedicated to featuring an 18-minute Ted Talk followed by group discussion. The Ted Talk is selected by a student and facilitated by students. The format is for students by students with consultation from the VP for Enrollment Management and Student Life. The format provides students another platform to explore other ways of knowing using a delivery method that deals with courageous conversations.

Date	Title of Ted Talk	Co-Facilitators	Headcount	Co-Curricular Event Sign Ins
9/24/19	“Are you a Vape God”	Juwodo Kuwot	39	35
10/29/19	“You got This”	Nyabang Diang	14	13
11/27/19	“Break the Stigma – Mental Health & Self Care”	Aisha Garcia & Kae Dessu	23	18
2/25/20	“The Danger of Silence”	Nyagak Pidor & Ahmitara Alwal	44	40

Warrior Debate

Warrior Debates are held twice a year- one in the fall and another in the spring semester. Spring Warrior Debate was cancelled due to Covid-19. The topics are based on trending social issues; students self-select to be on teams of two with a moderator. The learning outcome is to model engagement in civil discourse. Since fall 2016, the debates have been live streamed for a broader viewing audience. This student engagement opportunity made possible due to collaboration between Student Life, Academic Affairs, Student Senate, Student clubs and organizations. In addition, strong staff and faculty support.

Winona State University

Title: Social Media Negatively Impacts Relationships and Self-Esteem

Names of Debaters: Ahmitara Alwal, Abigail Oldenberg, Madilyn Lavan, Kristen Fiske

Tuesday, October 29, 2019, 7:00 pm, Phelps Studio

Number of Participants

In Person	Live Broadcasting	Total
11	19	30

TED Talks

INTERESTED IN BECOMING A SPEAKER?

For more info email VP_EMSL@winona.edu

1 Find a Ted Talk Video you are passionate about



2 Come up with some additional info to talk about after the video



3 Present about a topic of your choice



4 Get credit on your transcript for hosting a co-curricular event



Rotary Holiday Classic Full Page Advertisement

This one-page advertisement was sponsored by the Office of the Vice President for Enrollment Management and Student Life. The Rotary Holiday Classic is a local high school basketball tournament that supports local youth in the area, taking place in Rochester, Minnesota.

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Student success
rate in the Minnesota
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*Of those employed,
for the class of 2017-18.

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