



**Division of Student Life & Development
Annual Report
2015-2016**

Winona State University

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Executive Summary

At a glance the 2015-16 Academic Year was full of opportunities and challenges. Throughout the pages that follow you will see how Student Life and Development (SLD) professionals identified and responded to students from the point of inquiry through graduation. Also, you will see SLD personnel engaged in committee work on campus, state-wide, regionally, and nationally.

The stretch goals for new entering students proved to be elusive in every category New Entering Freshmen (NEF), New Entering Transfers (NET), and New Entering Graduates (NEG). Overall, Fall 2015 enrollment in headcount was down 4% when compared to Fall 2014. Spring 2016 did not rebound from the downward trend.

Based on Winona State University Institutional Planning, Assessment and Research (WSU-IPAR) data, 86% are white, 10% Students of Color, 3% International, and 1% Unknown. Sixty-one percent of first-time, full-time, first-year students receive some form of Financial Aid. First-to-second-fall retention rate is 80%. The six-year graduation rate is 59%. Top five majors continue to be Nursing, Business Administration, Biology, Elementary Education, and Exercise Science.

University-wide conversations have begun to examine with a sense of urgency enrollment trends over the past five years. With a combination of interventions and data supported decisions there is optimism that we can turn a corner to capture the Winona State's market share of students interested in the extraordinary educational experience we offer.

The good news is we have over 8,000 students who chose Winona State University. Every effort is made to ensure they have a college experience full of extraordinary academic and co-curricular programming.

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

Student Engagement

- STAR ID single sign-on
- Warrior Food Cupboard to address food insecurities
- Trial triage program in Counseling and Wellness designed to address the growing waiting list and crisis cases
- Ask a Nurse an efficient time saving service for students to call with health related questions

🏠 **Collaboration**

- Approval of a service learning course designator
- Counselor presence in Rochester and other off-site locations
- Student and faculty lead through a very difficult process of grieving two student deaths, one critical pedestrian accident, and awarded two posthumous degrees
- Wellzine is a Health & Wellness publication created by and for Winona State University students with 67,872 views since August 2012

🏠 **Co-Curricular Programming**

- The Student Health and Advocate Program provides education events, presentations, and weekly service hours with the assistance of 20 Winona State University and Southeast Technical College Students.
- Winona State University Inclusion and Diversity Office and Minnesota State Southeast Technical College: programs related to diversity and heritage, leadership retreat, high school presentation, and professional development workshops for WSU administrators, staff, and success coaches
- Faculty release time for a KEAP Center Liaison

🏠 **Big Ideas**

- Open House - Veterans Center at the Sustainability House
- WSU-Winona Health Pharmacy in the Integrate Wellness Center (IWC) closed after several years of operating at a loss
- Warrior Debate modified Oxford Style Debate with the motion emerging from a campus hot topic
- Trending Social Issues

🏠 **Personnel**

- Announced new hires in the Counseling and Wellness Center (Director and Counselors)

Denise McDowell, Ed.D
Vice President for Enrollment Management & Student Life
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Department Reports





Admissions



**Admissions Annual Report
2015-2016 Academic Year**

Prepared by:

Carl T. Stange, Director of Undergraduate Admissions

June 26, 2016

WSU Admissions has had a very interesting year and we anticipate more excitement in the next year with a very challenging demographic and economic shift in recruitment of new students. I am excited for this new challenge and I look forward to completing this last chapter with a stronger Freshmen Class.

WSU supported the Minnesota Free Application Week for the fourth year. This year we have seen an increase in Applications which doesn't appear to correlate with the strength of the application. The free week process has not been a positive enrollment tool for WSU.

The Office of Admissions this year added the Hobson Event tool. This has improved our response time for visiting students and parents arranging campus visits. The old process required a 24 hours response time M-F and 48-72 hours on Weekends. We can also do a better job controlling the size of the groups for each day. We have adapted the event tool for our registration which has lowered our no shows at registration. It has created some process changes but staff has worked together to find solutions. We continue to review our communications workflow and the effectiveness of our email communications. We have added a survey for our daily campus visit programs to review how we host families.

WSU Admissions is attempting to integrate the MNSCU Star Id system with the application process. This was my statement last year to my supervisor: "We continue to work with SYSTEM duplication records and I continue to work with WSU IT to eventually develop a "ONE ID" sign in for our students to reduce confusion on accessing our business practices." I am so excited to report that WSU is finally there!!!! Starting with this First Year student class – they signed in to register and to gain their WSU Log in by using one id- STARID... I am dancing in the streets for this positive change for our students.

Transfer processing has worked closely with our Rochester campus and we continue to review our processes. We have added two new Education Learning Cohorts: Riverland and Fond du Lac Community College Programs. We continue to support WSU Rochester campus with visits; Sarah Curtin and I have made 19 campus visits this year. The path to purple program has been reviewed by the MnSCU office and this fall all our DARS audits will be up to date with the 10 Goals being satisfied by the awarding of a Bachelor's Degree. WSU Rochester has added "College of" information programs that

is helping to increase awareness to the RCTC student and Rochester Community. We continue to support the RNBS Regional Program outreach and are excited about this regional growth in with adult learners and WSU nursing graduates working in Southeast Minnesota.

I redesigned the hosted Trio programs, Upward Bound Programs, March to College Programs, Hope Academy Program, and numerous other events to continue outreach and growth for our diverse communities. The new programs now include a greeting from the director of admissions, campus/housing tour, a student panel, and great attention to arrival and send off directions for the groups. We also are hosting more lunches during the visits with admission's staff guiding, answering questions, and just visiting with counselors and students during their lunch time visit. I was able to offer seven Hope Academy Scholarships for enrolling freshmen this year (last year = 4). WSU Admissions has worked with University Communications and Inclusion and Diversity to review communications directed to first generation and diverse students. We recently added the Greenlight recruitment tool. We look forward to reviewing this process for increasing access to these critical populations.

WSU has moved the Veteran Center to the sustainability house and we had a grand opening this fall with great success. The Veteran house mates were excellent in welcoming the community and hosted a great event. We have implemented the vet center access program during the hours between 10 am to 4 pm. The local Ladies

Event	7/1/2010- 6/30/2012 (2 Years)	Applied	Admitted	Enrolled
Alumni College Night	41	1	0	0
Admit Day	1063	1063	1063	886
Campus Visit	2442	1109	1057	535
College Night	98	13	11	7
FAIR-Minneapolis*	3848	228	189	91
FAIR-Minority	84	2	0	0
High School Day Visit	1462	303	220	108
Academic Preview Day	277	226	182	136
Open House Preregistered MN	600	163	128	80
Open House Preregistered WI	81	33	22	9
Receptions	33	1	1	1
Saturday Visit **	1180	202	145	70
Spring Showcase	352	74	52	30
Summer Showcase	622	208	195	88
Full Return of All Visits	7186	2155	1994	1058



Community Engagement



**Year End Report/ASF Professional Development Plan
Academic Year 2015-16
Prepared By Kendra Weber, Director of Student & Community Engagement**

Major projects for student engagement this year included:

1. Development of a plan to more fully capture the breadth and depth of engagement and service being done in the community by students, faculty and staff. To accomplish this, a proposal for creating Community Engagement and Service Learning course designators has been developed, utilizing best practices in the field and from other institutions. To coordinate with this, I am also working on creating a badge for students to indicate their service/engagement efforts on a co-curricular transcript. The course designator proposal will be going to the Academic Affairs Curriculum Committee in Fall 2016.
2. Creation of the Warrior Cupboard (food pantry) operating procedures and sustainability plan, in anticipation of a campus location being secured by Fall 2016.
3. Development of campus relationships and structures to provide support to engagement work in academic colleges and departments. Presentations were made to the College of Business, Special Education department, as part of the TLT Professional Development series, etc. to faculty and staff who are doing engagement work, or who would like to do so. Best practices, (including liability issues, developing mutually beneficial partnerships, and others) are being identified and distributed as part of this on-going effort.

- **Three years of data to support student benefit from service:**

Data on student engagement is very sparse and has been difficult to collect. A decision was made in Fall 2015 to discontinue the Qualtrics survey that attempted to collect hours/# of students for 2015-16. Prior years' support the assertion that WSU students contribute in excess of 200,000 hours of service in the Winona community each year, involving more than 100 community partners. Additionally, at least 70 faculty are offering what would be identified as "community engaged/service learning" courses.

- **Program attendance**

Most engagement work is supported by my efforts, rather than managed or organized by me. Here are some of the things I was directly responsible for, either alone or as part of the efforts of the LaCE committee (such as the theme).

- Good Neighbors program: 8 student organizations, on 7 separate weekends provided neighborhood and campus clean up

- Homecoming Clean Sweep: more than 100 students did a cleanup from campus through downtown on the Sunday of Homecoming, picking up 75 bags of trash
- Equity as a Human Right, 2015-16 University theme: more than 40 identified programs, attendance varying, over the course of the academic year

- **Innovative ideas that will transform service delivery**

The development of course designators and student badges/recognition will allow for more accurate engagement data to be collected, as well as capturing powerful stories of engagement and service, and allowing those who are doing this work to be recognized for their efforts.

A Toolkit for the University Theme was also developed and deployed during the 2015-16 academic year, which brings structure, sustainability and direction to the Theme Teams as they progress from selection, to planning, to implementation of the annual University Theme.

- **Direction(Goals) for 2016-17**

The University Civic Action Planning Team will be convening during 2016-17 and will help identify the various stakeholders, barriers to success, best practices, under- and over-utilized resources, etc. in our community and on campus regarding engagement. As part of this work, we seek to develop a common language and understanding about engagement, as well as to solidify and operationalize its centrality to the mission of the institution.

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Conduct & Citizenship



**Student Conduct End of Year Report
Academic Year 2015-16
Submitted by Alex Kromminga**

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

1. Served on the Credit for Prior Learning (CPL) Taskforce and was the lead author of the draft CPL policy and was part of the sub-group that developed training material for faculty on CPL.
2. Chaired on the Policies and Procedures Task Force which now is an All-University Committee and was the lead author of the Policy on Policies policy which has been signed by the president.
3. Worked with Academic Affairs to develop a streamlined Academic Integrity reporting system that will be rolled out this fall.
4. Work to stream line Security and BAIT reporting system that will be rolled out this fall.
5. Worked with the Title IX Coordinator to develop a reporting system that is more streamlined.
6. Work to develop "I Witnessed" reporting system to replace Silent Witness reporting.
7. Helped Access Services and Housing on developing an ESA request process.
8. Adjudicated 250 conduct cases during the academic year. (See below)

Charge / Issue	Not Responsible	Responsible	Total
#1 Violation of any University or MnSCU policy, rule, or regulation	0	2	2
#3 Disruption or obstruction of University activities	0	6	6
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	1	1	2
#5 Attempted or actual theft	4	9	13
#6 Unauthorized entry to or use of University facilities/keys	0	1	1
#8 Violation of rules governing residence in University property	0	9	9
#9 Drug policy	0	9	9
#10 Alcohol policy	0	90	90
#12 Failure to comply with University officials or law enforcement officers	0	2	2
#20 Violation of any federal, state or local law	0	112	112
#21 Abuse of the student conduct system	0	2	2
Health and Safety - HRL	0	1	1
All Charges/Issues	5	245	250



Counseling & Wellness Services



**Counseling & Wellness Services Annual Report
2015-2016 Academic Year
Prepared by:
Karen Johnson, Dean of Students**

Department Summary for 2015-16

Counseling and Wellness Services once again had a productive year, despite not having a permanent Director in place. After a failed search for Director in 2014-2015, the position was reexamined and extensively re-written, becoming a MSUAASF position. The search for a new Director began again in Fall 2015. As supervisor of this department, I took over the director responsibilities and became the Interim Director while conducting a national search. After an extensive search process, Benedict Ezeoke was the successful candidate and will begin at WSU in June, 2016.

In order to have (almost) full staffing this year, Kateri Johnson returned as a temporary hire to fill a vacant Psychologist II position for most of the year, until her temporary status was exhausted. The search for a permanent counselor position took place from February to May, 2016. Kateri was the successful candidate and will be re-joining us as a permanent MAPE employee in August, 2016.

Nancy Miller, a graduate student in the WSU Counselor Education program was a department intern for Spring 2016 semester. Nancy came highly recommended by Education department staff and did an exceptional job counseling and contributing to the department in many ways, including service on a search committee.

Weekly staff meetings continued as usual, but without the extended time for consultations or professional development. Time with students was the priority for counselors this year because the Director's caseload had to be covered. In the Fall, outreach requests were numerous as usual, and were covered by all counselors. The department worked especially hard to promote the Relaxation Room as a place to be used by students (and staff) when they needed quiet for meditation. Lynda served as the counseling representative on the WSU BAIT team and shared the information as appropriate. Winona Health held a Wellness Expo in February, 2016, and Mick Lynch served as the WSU representative on this committee.

Given the rise in campus reports of sexual assault, the department began to collaborate with Heather Gerdes, the Gender Based Violence Project Coordinator, in a more structured way. A new process for referring students and collaborating with Health & Wellness Services was created and seemed to work well for students.

In order to address growing waiting list times and an increase in crisis cases, the department created a trial triage program which began in Spring semester. The intention of triage was for students to be able to meet with a licensed counselor the same day they came in to the office and then to schedule an appropriate follow-up appointment. Wait times were cut in half and many students found the triage appointment itself sufficient for addressing their needs. 207 triage appointments took place in Spring semester. We will continue to implement and evaluate this program in 2016-17.

Services to Rochester campus were again provided by one of the counselors. Kateri travelled to Rochester on a regular basis, but the number of student appointments was very low (four students over two semesters). She had no appointments for 3 visits in a row, and so used her time to develop a draft proposal for Rochester campus that could be implemented Fall, 2016. The proposal provides students with an initial phone or Skype meeting with the counselor, much like a triage appointment, and subsequent meetings will be arranged in person as appropriate. We will continue to examine services in Rochester to provide the most efficient model, given the high demand for services on Winona campus.

Counselors continued to be extremely flexible and supportive in times of student deaths. Two students died this year and both had a significant impact throughout campus, as they had wide circles of friends. Counselors were willing to work with students, faculty, and staff on weekends and in group sessions and their presence in the residence hall was a great comfort to many.

Although individual counseling continues to be the most popular, a new group offered this year was the Anxiety Seminar. The Grief group continued to be popular with students.

Individual staff member reports can be found in the appendix. Overall, department morale seems to be up since the announcement of the two new hires (Director and Counselor). We are all excited to begin Fall 2016 semester with full staffing!

Counseling and Wellness
Goals for the year 2016 – 2017
Prepared By Benedict Ezeoke

Introduction: The 2016-2017 goals of Counseling and Wellness department are design in pursuance of comfortable, collaborative and healthy counseling environment as demanded by the Ethics of practice and in line with the WSU strategic and directive planning. The goals also incorporated intra and inter networking through presentations, case discussion and analysis, as well as outreach in the form of collaborating with other departments within WSU and other external resources as demanded by WSU strategic planning and directions for the purposes of educating and creating awareness of the services we provide. They are designed to create awareness on diversity, multicultural and sensitive issues, considering the diverse nature of the student populations we serve and in concert with WSU strategic planning workbook (WSU SPSD, theme 2: Initiative A6& B1).

We are aware that counseling services is an integral part of this whole effort to ensure maximum retention and graduation of our students. There is no doubt that healthy and more relaxed students, free of unnecessary anxiety, minor and major depression, assisted through counseling to manage issues revolving around separation, adaptation, adjustment and limited social skills (WSU, SPSD, theme 2 B, initiative:2,3,4), would do better in their studies and consequently graduate on time. These and many other emotional, mental and developmental issues form the integral part of our contributions toward achieving the broader goal of ensuring retention and maximum academic graduations.

Goals in Detail:

- ❖ **Establishing team spirit (through common activities), achieving cohesion and forming a flowing structure that can expands and retracts depending on the needs and challenges facing it.**
 - Regular weekly meetings to encourage communication, presentations and clarification of issues among the staff members.
 - Presentations on work place best practices, mutual respect and interactions
 - Respectful dialogue and use of formal /official languages in addressing one another
 - Formative Assessment: When there is cohesion and support for one another in the team. Each member of the team relaxed at her/his maximum level of productivity: no back log of students awaiting services

- ❖ **Rochester and South East Tech campuses: We shall continue supplying counseling services and maintaining presence in the campuses but work towards creating more effective and efficient ways of doing so partly by studying and implementing the recommendations of our staff assigned to Rochester campus last year and by meeting regularly with the staff of both campuses to evaluate and discuss the best way forward.**
 - Figure out the best modalities to continuing rendering our services to the two institutions
 - Sending our staff to be physically present on the sites
 - Assuring that time and resources are not wasted by extending our very successful triage process to them using social media (skype or phone) through which initial assessments, evaluations will be made and appointment scheduled assuring commitments from students.
 - Sending staff to classrooms, organize seminars and presentations treating topics like anxiety management, depressions, adjustment and separation issues and educating students about counseling and why it will be beneficial towards their success.
 - Formative assessment: When counseling services and staff presence become normal in the sites with less time wasted, frequent classroom visits to treat emotional and mental topics and the institutions feel that they are getting the worth of their investments.

- ❖ **Consolidate and build on the success achieved through triage, assuring and sustaining its continuity and availability by training, involving and rotating the process among the staff to ensure a more reliant department where the absence of any member will not disrupt its normal operations and general dynamics.**
 - We shall continue with triage and would work towards broadening its scope to incorporate more staff so that it does not hinge on one staff
 - We would train more staff on triage and set up a rotational formation through which other staff members would participate, (each per semester). This will ensure that no staff will feel abandoned or cut off from administering full counseling because of triage and to ensure its availability.
 - Formative assessment: Triage working well, many staff trained and are able to operate triage. No staff feels burden and freely change
 - From triage to full counseling.

Summative Assessment of the Goals: When the structure of the department is operational and members of the staff effective and efficient. When counseling is administered to all presenting students (WSU, Rochester and South East Tech.) within the shortest waiting-time without unnecessary waste of time and resources. Maintain regular presence at Rochester and South East Tech as required and help more students learn more about emotional and mental health issues through our teachings, presentations and seminars.

Benedict Ezeoke (Director)



Dean of Students



**Dean of Students Annual Report
2015-2016 Annual Report
Prepared by Dr. Karen Johnson, Dean of Students**

Committees & Projects

1. BAIT – The Behavior Assessment and Intervention Team continues to meet every week of the academic year. I organize the meetings, manage the student list, facilitate discussion, and assign follow-up responsibilities to staff members. Cases seem to increase in complexity and intensity, as evidenced by my visits to patients in the behavioral health department at Winona Health. We have approximately 20 cases on the list every week but some of these are carry-forward.
2. MSUAASF Bargaining Team for MNSCU – I was chosen to be the WSU administrative representative on this team. We met approximately 9 times during summer and fall 2015 to negotiate a new contract. Utilizing an interest based bargaining strategy, we were able to reach an agreement by September, 2015. This was voted on and approved by the union.
3. MNSCU Student Affairs Council – This group provides advice and consultation to the vice chancellor of MNSCU on emerging academic and student affairs issues received from its related subcommittees and user groups. The topics we focused on this year were system IT issues, Student Diversity Task Force, academic advising, sexual assault legislation, policy reviews, MSUSA and MSCSA concerns, and name changes.
4. WSU Campus Dining Proposal Review & Selection Committee – Being a part of this team was challenging for me, but I enjoyed learning the intricacies of campus food services. This is an extensive process involving a multi-million dollar contract and is a critical part of the student experience on campus. We helped to create the RFP, reviewed and rated proposals, interviewed potential dining teams, participated in site visits, and selected the final vendor. Chartwells will again be serving WSU with a 5+ year contract.
5. Search Committees – In order to assure adequate staffing for the departments I supervise, I organize and manage several search committees each year. This year, in the absence of two Directors, I served as Interim Director of Counseling & Wellness and Interim Director of the Integrated Wellness Complex. We were successful in hiring a new Administrative Assistant for the Dean of Students, an

Academic Advisor for Student Support Services, a Psychologist II/Counselor for Counseling & Wellness, an Assistant Director of Fitness, a Director of Counseling & Wellness (after 2 searches), and we are in the process of searching for a Director of Student Support Services and Director of the Integrated Wellness Complex.

6. MSUAASF Special Initiative Award (SIA) Committee Chair– As Chair, I facilitated this process which involves a detailed timeline with two rounds of submissions and communication with ASF members and the committee. This year the committee (consisting of three administrators and two ASF members) allocated \$15,700 to 5 projects. Currently, all of the projects have submitted final reports and presented at an ASF meeting.
7. Policies & Procedures Taskforce – This taskforce, which will become a committee next year, concentrated our efforts on the difficult transition from university “regulations” to policies and procedures. This process is complicated, and will require great efforts in communicating with bargaining units to complete the work.
8. Student Research & Travel Grants Committee – I serve on this committee with the Dean of Science & Engineering, the Associate Dean of Liberal Arts, and the Director of Grants and Sponsored Projects. This year the committee awarded \$35,000 to over 60 individual and team projects after extensive review of applications.
9. Student Senate – Student senate meets weekly and I attend most every meeting to assist students, provide mentorship, and supply information when needed. I also serve on the SFMC subcommittee (Student Fee Management Committee), which allocates approximately \$1 million in student fees annually. This year I attended a City Council meeting to support senators and as a result, also served on the Pedestrian Safety Committee in partnership with the City of Winona.
10. Other committees and projects I participated in:
 - Inclusive Excellence All-University Committee
 - Inclusion & Diversity Success Coach Committee
 - Partners for Prevention Grant Committee
 - WSU Theme Team – “Equity as a Human Right”
 - MSUAASF Professional Excellence Award Committee

- WSU Issues Management Team
- “Impaact” Committee for Improvement, Assessment, & Accreditation
- Orientation Committee
- MAEOPP/EOA Leadership & CAS Institute Faculty
- MN TRIO Research & Evaluation Committee
- WSU Chamber of Commerce Membership Drive Group Leader
- WSU Homecoming Parade Judge

Supervision of Departments & Staff

Individual department reports are available for each of these listed below. I am satisfied that I have been a supportive and encouraging leader for these Departments and staff members. I believe that my academic background in Student Life and Development and my communication skills have been valuable tools for me. I continue to strive to learn more about the goals, functions, and processes in each of these areas.

1. Counseling & Wellness Services
2. Health & Wellness Services
3. Student Conduct & Citizenship
4. Student & Community Engagement
5. Student Support Services TRIO grant
6. Intramurals
7. Fitness
8. MNSCU Access, Opportunity & Success Program – WSU again received a MNSCU allocation of \$350,285 to support this program for 2015-16. As the supervisor, I communicate with the MNSCU Liaison, manage the budget, oversee programs associated with our objectives, and indirectly supervise 8 employees, 2 graduate students, 3 student workers, and four programs serving underrepresented students.

Major Accomplishments

1. Interim Director of both Counseling & Wellness and Integrated Wellness Complex
2. Participated in Cabinet and related administrative meetings and assisted Dr. McDowell with her transition to VP of Enrollment Management and Student Life.
3. Completed the separation of SLD physical office space between Kryzsko and Maxwell.
4. Led students, faculty, and staff through the very difficult process of grieving two student deaths, one critical pedestrian accident, and awarded two posthumous degrees.
5. Assisted in submitting the federal Student Support Services grant and WSU was awarded funding for 5 additional years, 2015 to 2020.
6. Served on the ASF Professional Excellence committee - Barb Oertel won the state award.
7. Managed the BAIT team with a particularly difficult year for mental health cases.
8. Participated in the bargaining process and produced a new contract for MSUAASF.
9. Attended four trainings/conferences on campus sexual assault, campus safety, and trauma-informed interviewing.
10. Successfully negotiated the closing of WSU/Winona Health Pharmacy in the Integrated Wellness Complex after several years of operating at a loss.
11. Presentation on "Student and Campus Grief" at the MNSCU Student Affairs & Diversity Conference in Minneapolis with two colleagues.

Goals for 2016- 2017

1. Complete the search process, hiring, and orientation for two key positions; Director of Student Support Services and Director of Integrated Wellness.

2. Facilitate the transition of the Student Parent Program from SLD to the Department of Education to make it seamless for employees and students and their families.
3. Participate in campus activities related to mandated sexual violence and sexual assault training, education, and reporting as required by state and federal governments.
4. Expand the use of Maxient software in tracking student conduct, academic integrity, sexual assault, and other campus issues.



Fitness and Wellness



Development Plan Academic Year 2015-16
Prepared by Jeff Reinardy
Director of Fitness/Wellness Center

1. Describe your three points of Pride:

1. IWC Fitness Facility: The overall operation of the IWC fitness facility is a major accomplishment. We continue to offer programming such as the Wellness Challenge, Noon time Fitness, and Personal training, which gives the IWC students experiential learning opportunities and the general students and employees greater option to develop their individualized wellness path.
 - a. 2015-16: IWC Patrons – 210,124
 - b. 2014-15: IWC Patrons – 208,243
 - c. 2013-14: IWC Patrons – 205,153

2. Collaboration with the Morrie Miller Foundation. We had enjoyed a relationship with the Morrie Miller Foundation for several years and each year we have been about to expand opportunities for Winona State University Students and also increase the total funding with the Miller Foundation. In providing all Fitness/Strength and Conditioning to all Winona area Junior and Senior High Schools, we are responding to greater access demands by providing opportunities for WSU students to receive experiential learning at the Winona area high schools. With a commitment from the Miller Foundation of over \$60,000, including ½ WSU full time Associate Director, 1 Graduate Assistant, and several undergraduate students, I believe this continues to be a great collaborative effort between Winona State University, the Winona Area High School, Cotter schools, and Winona Middle School.
 - a. 2015-16: Summer Student Participants – 250
 - b. 2014-15: Summer Student Participants – 190
 - c. 2013-14: Summer Student Participants – 160

3. Employee Wellness Program: The Employee Wellness Program is a collaborative effort which includes the several WSU departments, Fitness Center, HERS, PER and Nursing to name a few. The goal of the program is to enhance wellness for participants through offering a

personal wellness coach who guides the participant in the direction determined by both parties. The program has been very well received and was at capacity for participants. The student trainers received a valuable experience which gave them the opportunity for “real world” experience.

- The EWP numbers are primarily based on the number of students who participate in the HERS classes associated with the program. We have always received maximum participation by employees, and always run with a waiting list.

- a. 2015-16: Students – 24, Employees – 49
- b. 2014-15: Students – 25, Employees – 49
- c. 2013-14: Students – 31, Employees – 74

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

1. Look into expanding our facility into the “Gap” space. This subject has been discussed on a few occasions. With the amount of space that we are either losing or transitioning, I believe this would be a valuable investment.
2. Working with other departments on the foreseeable issues the IWC Fitness Center may face this fall with because of the number of gym spaces going offline.
3. I would like to continue to expand on the opportunities that students have to be in direct leadership roles. This can take place with our Morrie Miller collaboration, with programming for employee or students wellness. I believe that some of the greatest learning experiences come from being placed in leadership roles where students have the opportunity to be creative, have ownership and are responsible for the overall positive outcome.
4. Expansion of the offerings we can provide in the Integrated Wellness Complex.
 - a. This has been and will continue to be a long term process but continued involvement in the integration aspect of the complex.



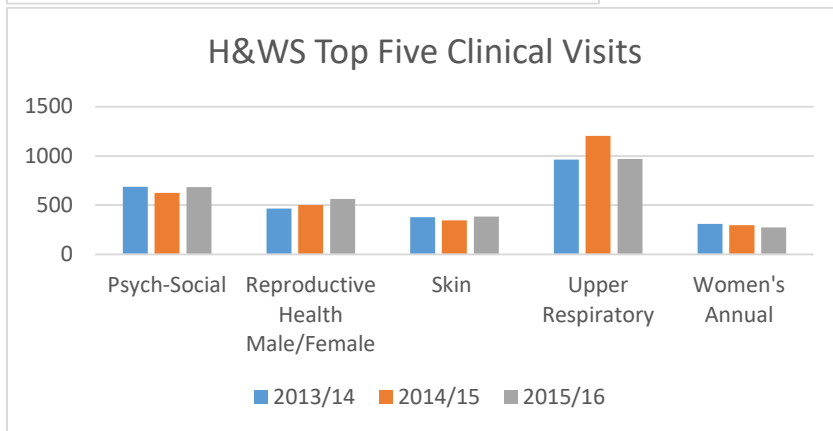
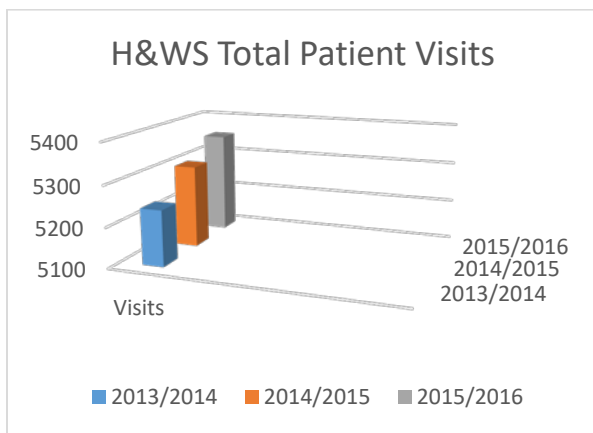
Health & Wellness Services



**Winona State University Health & Wellness Services
Annual Report for Academic year 2015-2016**

Transforming & Sustaining High Quality Services

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



Facing the Challenges

Psychological Services: H&WS has found that the Psych-Social cases we see have become more extensive and more complicated. The department is working diligently to find a way to bring on board a Psychiatric-Mental Health Nurse Practitioner to assist in the care of these students.



**Case Study -
"Maintaining an Academic Focus"**

Psychological issues are on the rise amongst college-aged students. H&WS has numerous patients being seen for the medical management of mental health issues. One of these students was struggling this past year and was hospitalized multiple times. Eventually the student had to leave their studies to focus on their health. WSU H&WS providers worked closely with this student and created a care plan between them and their providers that put the student on the road to recovery. The student eventually was able to make up missed course work and will be returning to study at WSU this fall.

Meeting the Needs

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

Isotretinoin (Accutane): Isotretinoin is a medication for acne and can only be prescribed by providers who have enrolled in the "iPledge" program. Dr. Wayne Kelly recently enrolled in the program affording students the opportunity to obtain this treatment. **Travel Consultation:** To better serve our traveling students we recently developed a "Travel Consultation Visits" link on our web site.



Case Study - "Coordination of Care"

H&W Services went to great lengths to coordinate with several medical entities to obtain the highest quality of care for an International Student. The student was diagnosed with an infectious disease that required extensive one-on-one care and extensive coordination with Winona Health, Mayo, Gunderson, the Winon Public Health Department and the Minnesota Department of Health. The student underwent a long-term successful treatment program with very limited impact on their academic studies because of the coordination of care.

Student Engagement Pathways

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

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

Student Engagement

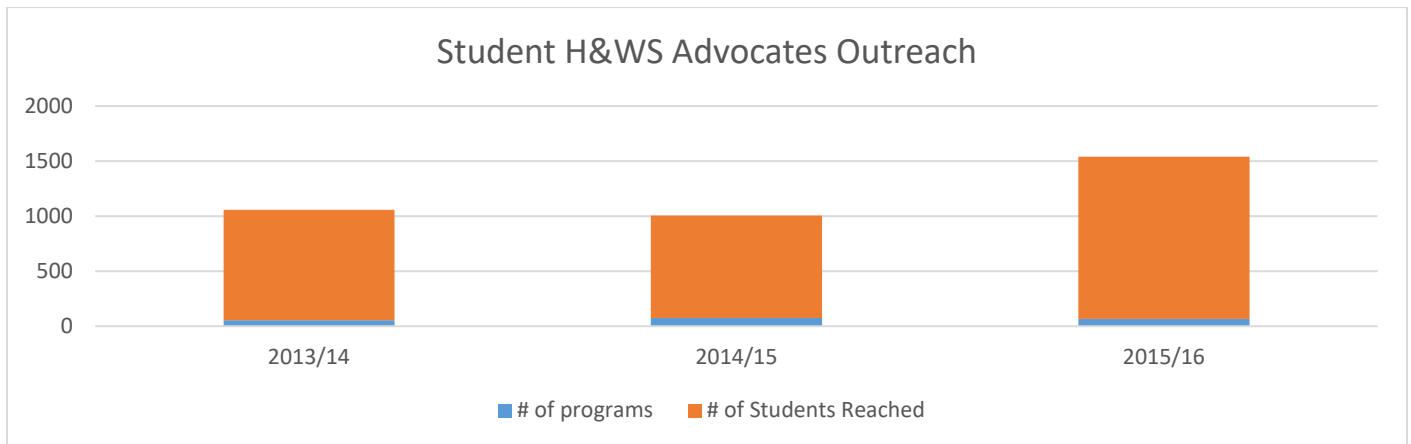
Health & Wellness Advocates:



The Student Health & Wellness Advocate Program is comprised of approximately 20 WSU and SE Tech students committed to promoting wellness and healthy lifestyles by modeling healthy choices to their peers. The Health & Wellness Advocates act as a resource for campus and community through educational events and presentations as well as weekly service hours conducted in The WELL, IWC 138. The H&WS Student Advocates are trained and certified in many topic areas

including but not limited to Peer Education, CPR, and Bystander Intervention.

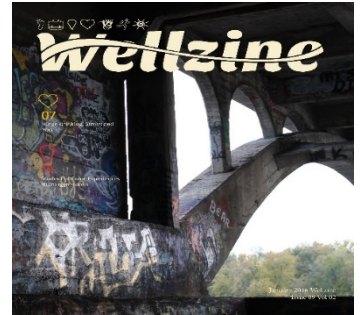
These students are proven leaders and many of them hold leadership positions elsewhere on campus. The current student president of the H&WS Advocate Club was recently elected to the American College Health Services Board where he represents Winona State and conveys the health issues and challenges that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



Wellzine: The Wellzine is a health & wellness publication created by and for Winona State University students. In each edition you'll find articles, interviews and resources that offer ways in which you can improve your health in each dimension of wellness.

67,872

*Number of Views since August 2012



Big Ideas & Strategic Efforts

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

Additional Programming & Funding - Total of over \$1,000,000.00 secured!

- Strategic Prevention Framework Partners for Success (SPF PFS) Grant: "Winona Partners 4 Prevention of Alcohol and Marijuana Use". February 2015-September 2019 **\$748,296** over the course of the grant.
- Office of Violence against Women Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus. October 2013-October 2016 **\$300,000** over the course of the grant. An additional 3 year grant for \$300,000.00 is pending.
- WSU Foundation Special Projects- **\$12,240** funded 6 projects since Spring 2013, ranging from CPR Instruction to Expanded Use of Technology
- Bedsider.org & Nurse Practitioners in Women's Health (NPWH) Grant: "Contraceptive Education Streamlined" December 2014- December 2015 **\$13,000**

Collaborative Efforts

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

receives guidance and oversight from the Department of Justice, Office of Violence Against Women and is guided by the All-University Sexual Assault Advisory Committee.

Strategic Prevention Framework Partners for Success (SPF PFS): In collaboration with the Minnesota Department of Human Services, Alcohol and Other Drug Abuse Division, H&WS is focusing prevention efforts guided by the Strategic Prevention Framework to prevent underage alcohol use among persons aged 18-20 years and to prevent marijuana use among persons aged 18-25 years. This grant has supported the development of the Winona Partners 4 Prevention, a campus - community partnership focused on prevention.

Americorps VISTA: H&WS and Minnesota Campus Compact collaborated to increase H&WS staffing and community partnerships with two community organizations: Live Well Winona and Project FINE and working in the areas of food insecurity, Gender-based Violence and volunteerism.

Food Shelf (Warrior Cupboard): H&WS in collaboration with the Director of Student and Community Engagement, and the H&WS Americorps VISTA Volunteer, has further developed plans and campus collaborations to start and maintain a campus food shelf.



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

Monitoring, Learning & Evaluation: Linking Health to Academic Success and Retention

WSU's H&WS has strived to consistently and thoroughly monitor, learn and evaluate our efforts both in clinical services and health and wellness programming. To accomplish this end, H&WS staff and students work together to conduct participatory assessments and surveys to ascertain the quality of our services and programs. The statistics referred to in this report are based on those results.

A number of studies are compiled and assessed to determine outcomes and enable the department to recognize shortcomings and strategize effective ways to address them. These strategies are then incorporated into the department's work plan for the following academic year.

The following surveys, assessments and methodologies are utilized:

- Boynton Health Survey
- WSU Assessment Day Results
- Student Focus Groups (led by students)
- Clinical Statistics
- Patient Satisfaction Surveys
- Programmatic Evaluations
- Gender Based Violence Climate Survey

Going forward we will incorporate topics and methodologies that will assist in demonstrating the direct affect health care has on academic success and retention.



Housing and Residence Life



**Housing Annual Report
2015-2016 Academic Year**

Prepared by: Paula Scheevel, Director of Housing and Residence Life

This year Housing and Residence Life spent the year preparing for big changes in the way we serve students on a daily basis. The Housing and Residence Life department manages all meal plan agreements for both residential and off campus students; therefore we work very closely with our Dining Services team. For two years, a large campus group researched the dining needs and desires of our students in an effort to elicit from food service companies a proposal to meet our campus needs. After much input and deliberation, we chose to enter into another contract with our current provider, Chartwells Higher Education Dining Services. Chartwells is part of the Compass Group, the world's largest foodservice company. Their new contract will bring enhanced dining experiences across campus. Construction in the Jack Kane Dining Center will mean completely updated serving areas with more and better seating options. The Kruger Library will welcome a combined Einstein Brothers Bagels and Caribou Coffee shop. The Somsen Café will proudly brew Caribou coffee in a larger setting with more seating. In addition, Lourdes Café convenience store will be updated to display a wider array of products. All construction will be complete for the campus opening in fall 2016. Also in the new agreement are plans for an updated Smaug (Food Court) on the lower level of the Student Union during the summer of 2017.

We also entered into a yearlong process to request proposals from housing management software companies to provide an enhanced experience for students applying for housing as well as a more robust records management system to serve current residential students. Winona State is proud to be the IT lead in implementing a new partnership for the Minnesota State University System. WSU will lead the campus implementation of the partnership with Star Rez for our students and students throughout the state. We are excited to join with Star Rez, an internationally known leader in housing management software on university campuses, as we prepare for a more user friendly on line experience for our students.

The Housing and Residence Life department updated our Comprehensive Facilities plan to coincide with the WSU Master Plan. The campus master planning process occurs every five years as required by the Minnesota State System. This completed planning process sets the stage for work with our Facilities and Finance departments to implement plans to update and renovate several residence halls. This also allows us to initiate the process to determine the feasibility of another new Residence Hall. As we look to our future work, we continue to diligently maintain our current residence halls. This all supports our mission to facilitate the growth and development of students by providing a healthy living and learning environment.



Inclusion and Diversity Office



**Inclusion and Diversity Office Annual Report
2015-2016 Academic Year
Prepared by:
Alex Hines, Director of Inclusion and Diversity**

Three Department Highlights

The Inclusion and Diversity Office plans, schedules, coordinate and co-sponsor many and various programs during the academic year. For the purpose of this report we have highlighted some of our co-curricular programs in accordance with our mission statement and our Success Coach and Family Ties programs.

2015/2016 Co-Curricular Programs

The Inclusion and Diversity Office in partnership with Southeast Technical College planned, scheduled, coordinated seventeen co-curricular and evaluated 15 co-curricular race related, diversity and heritage month events, 2 student leadership retreats, 1 high school presentation and 5 professional development workshops for administrators, faculty, staff and success coaches with one, Unconscious Bias Leadership Seminar sponsored by the president's office during the 2015/2016 academic year. The Inclusion and Diversity Office and the Knowledge, Empowerment, Advocacy & Pluralism Center (K.E.A.P.) promotes the awareness and understating of the cultural and ethnic heritages of African, Americans, Asian Americans, Hispanic Americans, Native Americans and other diverse groups at Winona State University.

The goal of the Inclusion and Diversity Office in its quest for inclusive excellence and continuing to assist in shaping a welcoming environment, is to be proactive, intentional and provide ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

All co-curricular programming during the academic year reflected the university theme of Equity as a Human Right: Building Inclusive Community, is about upholding people's rights, valuing diversity, challenging intolerance, and making institutional change around issues of social justice.

Race Related, Heritage Months, National Coming Out Day and Other Diverse Events

1. **Race Program:** Autobiography of a Recovering Skinhead – Frank Meeink – September 22, 2015 – Winona State University and Winona Senior High School WSU 305 in Attendance & 258 Signed-In & Winona Senior High School 277 in Attendance – **Note: The WSHS program was not evaluated.**
2. **Hispanic Heritage Month:** Unpacking Our Knapsack: Engaging the Dynamics of Privilege and Oppression – Dr. Becky Martinez - September 28, 2015 – WSU 305 in Attendance & 258 Signed-In
3. **National Coming Out Day:** It is My Duty to Spit: A Night With J. Mase III – October 14, 2015 - WSU Attendance 185 – Signed In
Note: Evaluations were not administered at this program.
4. **Trending Issues:** Native Americans and the Mascot Issue: We Can Talk and Chew Bubble Gum at the Same Time – Dr. Donna Brown & Chelsey Luger - October 26, 2015 – WSU Attendance 174 – 162 Signed-In
5. **Native American Heritage Month:** Declaration on the Rights of Indigenous Peoples: What Does It Mean? Dr. Kaye McGowan & Dr. Faye Givens – November 11, 2015 - WSU Attendance 156 & 153 Signed-In
6. **Rev. Dr. Martin Luther King Jr. Program:** Taking Bullets: Terrorism and Black Life in 21st Century America – Dr. Haki Madhubhuti - January 19, 2016 – WSU Attendance 109 & 101 Signed-In
7. **Black History Month:** How is Racism Expressed in the Obama Era – Dr. Jawanza Kunjufu – February 16, 2016 – WSU Attendance 125 & 100 Signed-In
8. **Trending Issues:** Islamaphobia in America: How Did We Get Here? – Dr. Odeh Muhawesh – March 2, 2016 – WSU Attendance 141 & Signed-In 121
9. **Asian/Pacific Islander American Heritage Month:** Killing the Myth of the Model Minority – Dr. Nicholas Hartlep – April 5, 2015 – WSU Attendance 148 & Signed-In 133

Total Attendance

Headcount for all Events: 1,648

Signed-In: 1,296

Attendance by High School, College/University Students, Community Members & Administrators, Faculty, Staff & Teachers for 9 Programs

College /University Students: **677** High School Students: **4**

Community

Members: **41**

Administrators/Faculty/Staff/Teachers: **77**

Undecided: **36**

Other: **4**

College of Business: **92**
210

College of Education: **120** College of Liberal Arts:

College of Nursing & Health Sciences: **191** College of Science & Engineering: **58**

Note: Numbers are based on completed evaluations turned in at the end of the program.

8 Evaluated Race Related, Heritage Months, National Coming Out Day and Other Diverse Events

782 Evaluations Collected

Response Rate by Total Attendance: **44%**

Response Rate by Attendance minus the National Coming Out Day program which was not evaluated: **53%**

Response Rate by Total Signed-In: **60%**

Learning Outcomes

In regards to evaluating programs for learning outcomes, we developed our own six question paper and pen Likert Scale instrument. The three questions we focused on for the purpose of this report is as follows and are **averages** of the response answered. Co-curricular programming for those that attended impact their awareness, knowledge and understanding of the topics from the 8 programs evaluated.

1. **How often do you have conversations about (related to the topic of the presentation) in your WSU courses, high school classes or community circles?**

<i>Almost Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
2.7%	14.8%	23.8%	23.8%	25.8%

2. **How would you rate your knowledge of (related to the topic of the presentation) prior to attending this program? (Circle One)**

<i>Excellent</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Very Poor</i>
1.8%	14.72%	39.4%	70%	13.6%

3. **How would you rate your increased awareness and knowledge of (related to the topic presented) after attending this program? (Circle One)**

<i>Excellent</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Very Poor</i>
11%	49.7%	33%	5.6%	0.2%

Success Coach Fall 2015 – Spring 2016

Summary

Mentoring from faculty and staff has been proven to be critically important for student success. Mentoring experiences are even more crucial for students of color, particularly those who are first-generation students or attending predominantly white institutions. It is critical to create integration and interaction between these students and other members of the institution within their first year in order to retain them.

The Success Coach Program was developed to retain Winona State University students who are first-generation, underserved, underrepresented or historically marginalized students. Faculty and staff success coaches were paired with at least two first-year students and met regularly to provide the necessary academic and social support to advance the students' educational goals. Coaches were provided access to the Academic Progression Reporting System (APRS) to track their students' academic standing, see notes from faculty members, and input their own notes. Coaches received a \$500.00 stipend for their participation.

Prior to meeting with their mentors, students were encouraged to take the ACT Engage, a survey that measure personal behavioral and academic skills. A report of survey results were given to the coaches in order to help identify the right resources to aid student learning and success. Students participated in Success Stubs, an incentive system through which coaches can reward achievement with ticket prizes. Each student also received one \$100.00 scholarship for their participation in the Success Coach Program.

Research on mentoring students of color maintains that it is necessary that faculty/staff mentoring is culturally sensitive and appropriate, meaning it must deliberately attempt a counterpace or an alternative to negative images or perspectives of racially underrepresented students (McCoy et al., p. 2. 2015). Cross culturally mentoring provides a meaningful insight when working with individual with different racial/ethnic identities. Through its Success Coach Program, the Office of Inclusion and Diversity hosted workshops focused on the different racial identities of students; this helped to encourage honest dialogues about race and racism, thereby increasing the likelihood for trusting relationships between mentors and students.

Program Profile

Fall 2015

Contacted a total of 70 students, and 48 met with their coaches throughout the year.

High School/Fall 2015 GPA (69)

	Success Student – Has Met w/ Coach		Has not met w/ Coach	
	<i>High School GPA</i>	<i>Fall GPA</i>	<i>HS</i>	<i>Fall GPA</i>
Female	3.08	2.30	2.63	2.29
Male	2.96	2.56	2.79	1.30
Combined	3.02	2.43	2.71	1.80

Spring 2016 GPA/ Cumulative GPA (56)

	Success Student – Has Met w/ Coach		Has not met w/ Coach	
	<i>Spring GPA</i>	<i>Cum GPA</i>	<i>Spring GPA</i>	<i>Cum GPA</i>
Female	2.65	2.60	2.54	2.51
Male	2.45	2.52	2.68	2.11
Combined	2.55	2.56	2.61	2.31

Twenty two students did not make contact with their coaches overall. There were 21 coaches that participated, five of them were faculty and sixteen were administrators/staff.

Enrollment from Spring 2016 to Fall 2016 (56)

	Success Student – Has Met w/ Coach		Has not met w/ Coach	
	<i>Enrolled</i>	<i>Not Enrolled</i>	<i>Enrolled</i>	<i>Not Enrolled</i>
Female	27	5	11	3
Male	14	2	4	2
Combined	41	7	15	5

Spring 2016 Completion Rate / Overall (56)

	Success Student – Has Met w/ Coach	Overall	Has not met w/ Coach	Overall
Female	89.15%	88.05%	80.00%	82.40%
Male	86.00%	86.43%	83.00%	67.93%
Combined	87.60%	87.24%	81.50%	75.16%

Spring 2016 Academic Standing (56)

	Success Student – Has Met w/ Coach			Has not met w/ Coach		
	<i>Good</i>	<i>Warn/Prob</i>	<i>Susp</i>	<i>Good</i>	<i>Warn/Prob</i>	<i>Susp</i>
Female	23	1	3	8	0	3
Male	11	1	2	2	0	2
Combined	34 (83%)	2	5	10 (66%)	0	5

Family Ties

Family Ties is a family-centered program designed to offer new and transfer students to Winona State University. In partnership with their families, students will gain enriching opportunities assisting in their successful transition to a four-year living/learning community. The program's structure helps to foster student leadership, cross-cultural relationships, and cultural competency awareness & skills, thus building on the tight-knit community that characterizes the WSU/Family Ties experience. Through a broad range of organized academic support & advising, leadership, and mentoring & social support activities, students will learn new things about themselves and their new "home away from home."

Overall Cohort Data

Cohort	Headcount	Graduated	Not Enrolled	Enrolled
Cohort 01: 20073 (Fall 2006)	23	13	10	0
Cohort 02: 20083 (Fall 2007)	15	9	6	0
Cohort 03: 20093 (Fall 2008)	32	24	8	0
Cohort 04: 20103 (Fall 2009)	61	43	18	0
Cohort 05: 20113 (Fall 2010)	49	29	20	0
Cohort 06: 20123 (Fall 2011)	37	17	17	3
Cohort 07: 20133 (Fall 2012)	23	7	12	4
Cohort 08: 20143 (Fall 2013)	46	3	16	27
Cohort 09: 20153 (Fall 2014)	34	1	13	20
Cohort 10: 20163 (Fall 2015)	47	0	12	35
Total:	367	146	132	89

Family Ties: Cohort Data
(Data collected June 8, 2016)
Headcount broken-down by Gender and Ethnicity

Race/Ethnicity	Cohort 01: 20073 (Fall 2006)		Cohort 02: 20083 (Fall 2007)		Cohort 03: 20093 (Fall 2008)		Cohort 04: 20103 (Fall 2009)		Cohort 05: 20113 (Fall 2010)		Cohort 06: 20123 (Fall 2011)		Cohort 07: 20133 (Fall 2012)		Cohort 08: 20143 (Fall 2013)		Cohort 09: 20153 (Fall 2014)		Cohort 10: 20163 (Fall 2015)		Total			
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Asian	2	5	0	1	1	3	3	0	1	1	2	2	2	2	1	2	1	2	3	1	15	21		
Black/African American	0	3	1	2	3	6	4	7	10	4	6	1	4	2	9	2	7	2	3	31	46			
Hispanic or Latino	1	1	2	2	1	3	3	4	3	3	0	8	1	1	5	2	1	5	1	5	17	34		
White	1	0	1	4	5	9	8	23	3	9	4	9	1	7	7	16	1	8	8	19	39	104		
Pacific Islander/Native Hawaiian	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	3	
American Indian/Alaskan Native	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3	2		
Unknown	1	2	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	3	3		
Two or More Races	1	3	2	0	1	0	2	7	4	6	3	2	1	4	2	0	1	6	1	0	18	28		
Total	8	15	6	9	11	21	20	41	22	27	15	22	5	18	17	29	6	28	16	31	126	241	367	
Total Student Participants	23		15		32		61		49		37		23		46		34		47		367			



Intramurals



**Intramurals End of Year Report
2015-16 Academic Year
Prepared by:
Mark Bambenek, Director Intramurals**

Three major projects or points of pride:

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

Intramural Sports Program

	Leagues	Teams	Participants	Staff
2015-2016	23	314	3,168	37
2014-2015	23	306	3,257	43
2013-2014	22	399	3,339	50

Leagues play is offered 13 weeks each semester

Fitness Classes

	Classes	Participants	Average	Instructor
2015-2016	21 a week	410-500 a week	23.8	12
2014-2015	21 a week	440-520 a week	24.7	15
2013-2014	20 a week	440-520 a week	26	15

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

Swim Lessons Program---Participant

	Group Lesson	Private	Infant	Total	Staff
2015-2016	504	33	39	567	22
2014-2015	554	22	20	596	25
2013-2014	520	35	NA	555	25

Four, four week sessions are offered September to April

Direction (Goals) for 2016-17

1. Facilities change: Need to manage the outcome of the remodeling of McCown gym and possible closing of Talbot gym
2. Will be scheduling the IWC for intramural sports
3. Orientation Saturday Volleyball tournament for incoming freshmen will try to accommodate 50+ teams
4. Work on keeping the pool open as long as we can



Student Activities & Leadership



**Student Activities & Leadership Annual Report
2015-16 Academic Year
Prepared by: Tracy Rahim**

There were several points of pride and major projects that surrounded the areas of Student Activities & Leadership in FY16:

- **Family Weekend:** We continue to establish a well-rounded array of options for families to choose from to enjoy the annual Family Weekend. The Housing & Residence Life Open House merged with the Family Weekend Rest-stop so students and families could enjoy a snack, get information about the weekend and area offerings, take family photos, and go on a tour of residence halls available for upperclass students next year. This change yielded more foot traffic for both parts of the events.
- **Homecoming:** Homecoming was scheduled one week after Family Weekend and was one of the earliest celebration weeks in recent years. The overarching goal of the Planning Committee was to raise the level of school spirit so students honor and celebrate Homecoming all week and not just on the weekend of the parade and football game. Several daily activities were scheduled including free root beer floats, a bonfire, giant yard games, and the 2nd annual student and community tailgate party right after the parade. We definitely saw an increase in attendance at events and students enjoying the variety of activities that were planned.
- **Warriors L.E.A.D. Series:** This year was a year of transition for the Warriors L.E.A.D. Series based on the results and feedback from our participation in the Multi-Institutional Study of Leadership—a national leadership development assessment. With the assistance of a leadership intern, we planned the annual Warriors Leadership Retreat which yielded an attendance of approximately 170 students. Student leaders presented 10 different workshops surrounding various topics of leadership and a keynote address on the topic of diversity and inclusivity within the leadership realm was presented by Dr. Jermaine Davis. In Spring 2016, 17 students participated in the Advancing Warriors program. Their campus service project was to take their own experiences and ideas and some criteria given to them to propose their ideal leadership development program for the future. These proposals are being evaluated to make changes to the current Warriors L.E.A.D. Series to enhance the offerings and make them more attractive to today's students.
- **UPAC:** This year's programming board planned approximately 45 individual events ranging from bowling nights to the annual spring concert. They also co-sponsored events with a variety of groups including the local Sons of Norway, the Derek Bute Military Challenge, and a slam poetry event with a community poetry group. This

year they also started tracking and evaluating all of their events in a cohesive manner so they are able to make decisions on future programming in a more data-driven manner. They also focused on increasing male membership in order to effectively plan programs and events for a variety of students to enjoy.

- **Greek Life:** With a large increase in the number of women wishing to join sororities, a decision was made to go through the national extension process to invite a new sorority to campus. Alpha Sigma Tau accepted the invitation and will be recruiting and colonizing in Fall 2016. This is the first national sorority to join WSU since 1992. Spring 2016 was also a building year for the Panhellenic Association which oversees the national sororities' recruitment and provides additional Greek Life programming and opportunities. With major assistance from a Greek Life intern from UW-LaCrosse, the officers' roles and responsibilities have been formalized, a philanthropy has been adopted, and there are plans for consistent year-long programming. This has created some major leadership opportunities for those involved in the Panhellenic Association.
- **Student Senate:** This was once of the most active Student Senates in several years thanks to the leadership from President Joshua Hanson. They made several recommendations to WSU Administration surrounding the areas of diversity, food inequity, mental health, and sustainability. Two major accomplishments included the establishment of a Green Fee to further promote sustainable initiatives and practices on campus through the help of a new Sustainability Coordinator, as well as the creation of the Student Parent Priority Registration Cohort to allow freshmen and sophomore priority registration to create blocks of classes to assist with their parenting and childcare responsibilities.



TRIO & Student Support Services



**TRIO Student Support Services Year End Report
Academic Year 2015-16**

Prepared by Dr. Gar Kellom, Director TRIO Student Support Services Program

Because the **goals** for TRIO Student Support Services are clearly described in both the legislation funding our department and in the Annual Performance Report (APR) mandated to be submitted every fall to the Department of Education, we keep data on the **number of students served (always 225) as well as persistence, good academic standing and our six year graduation rate**. In the last five year cycle (2010-2015) we committed to one set of goals. As you can see, below, TRIO SSS has consistently outperformed the goals which led to procuring Prior Experience Points each year. Those points helped us get funded for the 2015-2020 five year cycle.

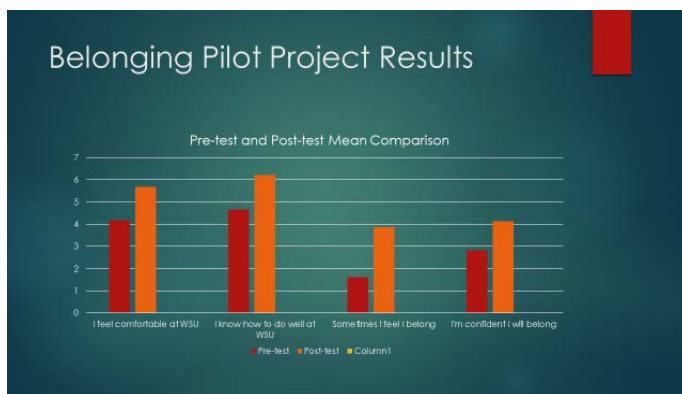
In the new grant cycle, to be competitive, and get refunded, we had to **increase our goals** to make them more ambitious. The following data from the last four years is taken from the APR's. We won't submit the 2015-16 APR until November and we don't yet know the retention data for Fall 2015-Fall 2016. Nevertheless the goals results are shown below as well as our new targets for the next 5 year cycle. This year, as is the case in previous years, we have outperformed every goal.

Year	Persistence Rate	Goal	Good Academic Standing	Goal
2011-12	86%	65%	94%	75%
2012-13	79%	65%	95%	75%
2013-14	87%	65%	90%	75%
2014-15	88%	80%	88%	70%
2015-16		80%		
WSU		80% by 2018		

Year	Six Year Graduation Rate	Goal
2011-12	49%	45%
2012-13	57%	45%
2013-14	50%	45%
2014-15	63%	45%
2015-16		60%

As part of our new grant application, we proposed a program to keep better track of Student **Contact Data**. This effort was also part of the new Competitive Preference Priorities (CPP) competition mandated by congress as part of the writing. We are using evidence based practices to track all contacts with students from email and phone calls to workshops, advisor visits and even drop-in time in the SSS office. Regular reviews of the data so far are showing us that no student has less than 8 contacts and over a dozen students have more than 40 contacts a year. The highest number of contacts is 58 and the average for all students is 11.7 contacts per year. One of the reasons that TRIO programs are so successful at retention and graduation rates is that we focus on personal contacts with students.

Another program begun this year based on evidence based research is the **On Line Summer Connections Program**. Supported by funding from the ASF union to Kim Zeiher and me to do a pilot study, the idea behind this program is also to increase student's retention and graduation by improving their sense of belonging. Research done at Stanford has shown this approach to be particularly successful with students of color. A pilot group of 20 first year students, who were over 50% students of color, were involved in this initiative. They were asked to read "Adversity Narratives" written by upper-class SSS students who talked about their experiences of belonging at WSU and how they overcame feeling alone and uninvolved. First year students were then asked to write an essay and record a video about their own experiences and then given both a pre-test and post-test. We were encouraged to see that on every question every student showed improvement with regard to a greater sense of belonging.



Interestingly, Terrell Strayhorn is writing and speaking about belonging to large crowds at the spring conferences so we are encouraged to think we are on the right track with this work. The roll out of this project in 2016-17 is going to start at June Registration where another 20 students will be asked to do the above activities and to keep contact

with advisors and others in the cohort all summer. We anticipate it will enhance the retention and graduation numbers when we do that analysis in the future.

Another new innovation was the creation of Success Teams with Leslie Alpers and Kate Parsi. The idea of this program is to target SSS students in the difficult majors such as Nursing, Engineering and Social Work and connecting them with upper class students and key faculty we are connected with to enhance their chances of success in these difficult majors or transitioning out to better alternatives to meet the student’s skill sets. Faculty and staff panels were held and proved successful so we will continue with it.

Student Parent Support Initiative

The Southeast Minnesota Student Parent Center was proposed to the MN Department of Health (DOH) in an RFP they put out in 2010 by the Dedicated Academic Dads group (DADS) that started with a dozen TRIO SSS student parents. This lunch group was expanding so rapidly that additional resources were needed to support the ongoing cost of the meetings. VP Connie Gores spotted the RFP and sent it to me to consider. As the DOH was seeking to establish student parent centers statewide with funds they had just received from the US DOH, we thought we had a good chance to apply as the one center for SE Minnesota including SE Tech, RCTC and Winona State in Winona and Rochester. We were successful and have received over \$125,000 per year for the past five years with one more year to go.

Every year over 300 student parents enroll in WSU with the majority of them enrolled in Rochester. Usually around 80% of the student parents enrolled at WSU are mothers. Two lunch meetings are provided for moms and one lunch for dads each week in Winona and one combined moms/dads lunch in Rochester. Multiple programs are provided in these venues on a broad curriculum created in coordination with the DOH and the MN Fathers and Families Network. Student parents are connected to local services and resources as well as WSU resources. Emergency funds and gift cards are also provided for those in need. A food shelf, clothing exchange and meeting place has been established in Wabasha hall in coordination with the Child Care Center and the Education Department.

Here is the basic Student Parent Program data from this past school year. It shows almost perfect retention and graduation of this cohort at 97%. Only one person left the program without graduating.

Fall-Spring 2015-2016	Student Parent Totals	Graduated	Retained	Left School	Unknown	Male	Female
Winona	47	11	34	1	1	9	38
WSU-Rochester	5	3	2			1	4
RCTC	12		12			2	10

Current Total	64	14	48	1	1	12	52
Retention and Graduation	97%						
Non-Caucasian	Total	26.5%					
Males	4						
Females	13						

Although the MN DOH funding runs out at the end of the 2016-2017 academic year, the WSU Education Department approached the Student Life Division about taking over the parent program as a key part of the Education Village they are developing. Dr. McDowell and Dr. Johnson were instrumental in assisting with this transition. I will continue working with the DADs group in the last year of this funding.

OTHER ACTIVITIES TO REPORT

The success of the Parent Program was due in part to research and experience with men's and women's groups I have done through the course of my career. Funded originally as spirituality groups through the Kellogg Foundation, this program was assessed and improved and published by researchers from Sienna College in New York. The concept was expanded to groups to enhance vocational discernment funded by the Lilly Endowment and again assessed and published. All that experience went into designing the student parent program based around gender specific groups. Another expansion of this program has been submitted to the Big Ideas group as a possible retention strategy for all students at WSU. I consider it just about the best idea I can leave to WSU. It is also being replicated on several other U. S campuses.

Other programs initiated in SSS were the Success Coaches Program, and the First Generation Warriors programs. Both were a collaboration with others in the Student Life Division but we played an instrumental role in the creation of these initiatives.

I would be remiss to not include my work with the Higher Learning Commission as this is also the culmination of over 20 years of service to accreditation efforts in this region. Having been appointed to the Institutional Actions Council with Dr. Olson, I have been able to participate in accreditation decisions made on over 70 schools this year. I also continued to serve as team chair for two visits. The last school I worked with was so satisfied with the experience that they asked me to participate with them in a presentation at our 2017 HLC national conference to coach others schools on how to do this well.

This was not only my last year as SSS Director, Leslie Alpers also retired and Jenny Lamberton was hired.



Student Union



**Student Union Year End Report
Academic Year 2016-16
Prepared by Joseph E. Reed
Student Union/Activities Director**

Major Accomplishments

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

Food Service Contract

It would be an understatement to say how gratifying it is to finally have our next Food Service contract in place. The process itself, which began 2 ½ years ago, showed how grueling and tedious it can be. To put it in perspective, the contract itself is worth about \$7 million + per year. Multiply that by 2-5 year terms, and you’re looking at over \$70 million through its tenure. MnSCU hired a consulting firm to assist each university with their specific contract. Peg Rodger from Envision Strategies was assigned to us, and we are totally grateful for her guidance and due diligence. We couldn’t have done it without her. Also, we formed a committee to help us cover the perspective of the whole campus. Students, staff members, and administration willingly gave their time and effort to make this come to fruition. It truly “took a village” to make it all happen, and I’m proud of the results. I know time will be the true indicator, but I firmly believe we made the best decision for WSU and our students.

Construction/Deferred Maintenance/R & R/Projects

Although the Jack Kane Dining Center is currently going under a major renovation this summer (per the new Food Service contract), there were numerous projects and purchases made this year that added the resources Kryzsko Commons has to offer our students and staff. One of the highlights was the addition of a “Meditation Room.” We basically converted a conference room and the results have been warmly received. Our big ticket item this year actually starts this week. We’re replacing the windows on the lower levels of Phases 1 & 2 (south side), along with the upper and lower hyphens. It may not seem like much, but with architectural

fees, custom made sustainable windows/framing and installation, we're looking at over \$250,000. The original windows are over 50 years old so the timing is right.

Below is a list of what we purchased, converted, installed, etc.....for FY '16:

- July '15 - Converted Conference Rm. 108 (down in the Student Activity Center) to a Mediation Room. Minimal cost – window covering/shading/signage - \$500
- July '15 - Converted showers in the Mens' & Womens' Locker Rooms (rooms 113 & 114) by attaching hand-held shower hoses. These serve as our 'foot baths'- \$50
- July '15 - Purchased/ installed new booths, a modesty panel, and reupholstered 18 stools for the Student Activity Center - \$16,000
- Aug. '15 – Purchased office furniture for the Chartwells Food Service main office, along with the director's office - \$2,500
- Nov. '15 – Purchased 7 “Norwin Drum Tables” for the upper Solarium - \$1,400
- Nov. '15 – Purchased lounge furniture for the Art Tye Lounge (4 chairs, 3 corner tables, 1 couch, 1 loveseat) - \$6,950
- Nov. '15 – Purchased a Charbroiler/US Range GD-30RB for the Food Service main kitchen - \$2,745
- Dec. '15 – Purchased a Manitowac Indigo Ice Machine & Ice Storage Bin for the Food Service main kitchen - \$3,250
- Jan. '16 – Purchased a 'Crown Tonka Walk-in Cooler' for the Smaug storage room - \$11,870
(was just installed May '16)
- Feb. '16 – Bought a 70” Sharp LED TV for the Art Tye Lounge - \$1,500
- Feb. '16 – Security Camera / parts / installation for west entrance of Kryzsko - \$1,200
- Feb. '16 (?) – initiated bid/contract to W.L. Hall Co. (includes architectural fees) for the Kryzsko Window Project (lower level of Phases 1 & 2 – south side) and the Upper & Lower Hyphens - \$248,000+/- Work to be completed summer '16
- Mar. '16 – Initiated contract for signage to be hung on the west wall of G100 (new addition to Phase 3) - \$4,900 - Work to be completed summer of '16.
- April '16 – Purchased 12 'jenny chairs' for Baldwin Lounge and the Upper Hyphen lounge - \$9,345
- April '16 – Purchased 2 dozen 'Mity Lite Tables' and 2 table carts for the East Hall - \$4,635
- May '16 – Purchased 2 pieces of artwork from 2 graduating art majors (annual Student Union Purchase Award) \$200 / \$400. Art is hung in Kryzsko.
- May '16 – Purchased a professional piece of artwork from a WSU faculty art professor - \$ 2,380 – Piece is hung in Conf. Rm. 252
- May '16 – Initiated contract with W.L. Hall Co to service / repair the 2 sets of room dividers in Purple Rooms 247, 248, & 249 - \$4600; along with the removal of the existing dividers in Dining Rooms C & D. - \$ 735



Warrior Hub



Annual Report Warrior Hub Enrollment Services

Warrior Hub and Student Resource Center:

The 2015-2016 year has been one of evolution to changing environments for the Warrior Hub. In October of 2014, our area experienced the retirement of the final of the founding directors of the IAS workgroup who were housed in our area. Early in 2015, we welcomed a new leadership in the Warrior Hub Director, who assisted our areas to grow through a significant time of change. With the departure of this director, the Warrior Hub Leadership Council was established to operate as collective leadership over an 18-month period during which, the next leadership model will be determined by the Vice President of Enrollment Services. There has been continued change to the “way of doing business” for the constituent departments. Increasingly, what has traditionally been managed as individual departmental processes in operations distinct from one another has been shared in more of a interwoven tapestry of business process. This assists in helping achieve integration at the points where the concentric circles of operations intersect with one another.

Gains were made in this area around continuing to evolve our services to better meet student needs. This included looking at our staff, environmental assets, and technology assets in such a manner so as to streamline the experience for our customers and maximize the efficiency of our processes.

Staffing and Personnel

- We have looked at the manner in which the front area has been covered and established a deeper pool of professional service faculty to meet the needs of those served by the Hub.
- Weekly meetings established with Hub Leadership Council membership.
 - Minutes for these meetings are shared out to all of Maxwell 2nd Floor staff
- Weekly meetings established between Hub Leadership Council and Vice President of Enrollment Services.
- Café training sessions re-established to take place up front at the Warrior Hub on a weekly basis to keep our skills honed to meet the needs of our various business practices.
- Staffing shortages have been addressed by collaborating with Dr. McDowell to create two new emergency hire positions to meet immediate needs within the Warrior Hub. These positions would be funded by the

salary savings from the Warrior Hub director position and from the retirement of a financial aid counselor over the 2015-2016 year.

- Assistant Registrar-This position will focus initially on the set up and launch of the uDirect product on the WSU campus. This is anticipated to be a very labor- intensive project that will consume a great deal of the incumbent's time. Additionally, this position will assist with Commencement related responsibilities and supervision as well assist with degree checks and course substitutions. These responsibilities have been chosen as they aggregate around the construction of the major maps in the uDirect product and naturally are complementary to one another due to the continuum of information from this process through the graduation business cycle.
- Financial Aid Counselor-This position will focus primarily on two areas of financial aid. The first of these areas will be workstudy. This program has been without needed oversight for some time. As a result, funds have gone unspent and this university asset has not been leveraged to its full potential. The other area of concern for this position will be on promotion of greater financial literacy for our students through focused effort for more programming directed at achieving this goal.

Space and Environment

- Repurposing of Maxwell 210 as a more private meeting space to work with students/parents as well as a location for virtual counseling.
- Development of a back area student workspace in the area formally used to store documents for the Hub.
- Movement of Student Accounts to a more customer accessible location in our main hall
- Movement of Vice President of Enrollment Services to area formally utilized for student accounts provides additional support and direction for Hub operations.
- Establishment of a back area workstation for the Warrior Hub Enrollment Counselor to allow an area for more focused work to take place without interruption.

Leveraging Our Technology

- Continued development of SharePoint simple forms to address the transition from paper to electronic forms (an example of which would be the online academic appeal form to be used by students placed on academic suspension).
- Working with enterprise wide group to determine a business process management tool (BPMS project) that will meet the needs of the Warrior Hub
- Working with a university wide group to select and implement UDirect which will provide a robust version of major mapping that ties in with degree planning currently done in USelect.
- Expanding the awareness of the WSU Catalog as a single point source for university information. Also expanding the use of this tool to include more information.
 - This information includes non-WSU scholarship page and in the fall likely will include major maps for programs of study offered at WSU.
- Our use of CRM has continued to expand
 - Increased intentional use of CRM
 - Email campaigns designed to reach specific student groups increases the value of our communication efforts.
 - Development of a second “Ask” platform for internal use to allow for better business process documentation and real time access to this information.
 - Poised to launch case escalation workflow in the fall.
- New Financial Aid award notification on Student e-Services
 - An interactive award notification system was implemented over the 2015-2016 school year. Students are now able to communicate with the Financial Aid Office regarding their need for aid in an online environment.

Summary of Assessment Day Data from Warrior Hub:

Assessment Day Surveys were sent to 7795 students located on the Winona and Rochester Campuses. Of those sent, 1253 (16%) students responded. Some data highlights are included below.

- Of the reasons for visiting the Hub, the top reasons were, to check on Financial Aid (Loans, FAFSA issues, and Financial Aid Verification were

separated out from general Financial Aid), to pay a bill, or to process assisted registration. These reasons were almost double other reasons for visiting the Hub.

- Financial aid (General)-753 respondents
- Pay a bill-687 respondents
- Loans 441-respondents
- FAFSA Issues-339 respondents
- Assisted Registration-390 respondents
- Hub services by mode of interaction- (Ranked in order of use):
 - Walk in-1135
 - Phone -1054
 - Email-1057
 - Chat-1030
 - Ask WSU-1030
- Satisfaction with Hub Services-This was based on a Likert Scale 1-5 of satisfaction based on a variety of content areas. Reported below are the percentages of “satisfied-extremely satisfied”
 - Friendliness-86.9%
 - Timliness-85.1%
 - Accuracy of Information-86.8%
 - Wait time-80.2%
 - Hours of operation-80.8%
 - Location of Services-84.5%
 - Resolution of Problem-86.1%
- Catalog questions were included for the first time in this survey. Of the 1237 people questioned, 684 have not utilized the WSU Catalog. Of those who did use the catalog, 501 used it for major information and 486 for course information. At that point, usage drops off significantly with 209 using it for College/Department information, and 203 for General Education Program Information. Also telling is that of the people who indicated they did not use the catalog, 72% indicated it was because they did not know what it was.

Other Notable Service Data from the Warrior Hub

Student Records and Registration Service Snapshot 2015-2016-Listed below is some snapshot data taken to illustrate the volume of various processes completed over the past fiscal year.

Official Transcripts:	18063
Degrees:	1755
Course Subs:	1709
Registration Appeals:	339
Major/Minor Forms:	(still working on it)
TCF's:	Aproximately12,700

Graduation Snapshot Data-listed below are numbers for the past three years in regards to numbers of students who graduated:

Academic Semester	Number of students who Graduated
20141	269
20143	487
20145	1046
20151	245
20153	511
20155	1100
20161	249
20163	485
20165	1035 (to date – deadline June 30)

Customer Contact Data-

- Email Data- Number of email inquiries received and processed across the Warrior Hub for the past year:
 - warriorhub@winona.edu -16,234
 - financialaid@winona.edu- 9,534
 - graduation@winona.edu - 2,216
- CRM Campaign Data
 - 2015/2016 CRM Data
 - Number of emails sent-242,279 emails
 - 138 individual campaigns sent to different, specific groups of students based on student account, business/academic

- process timing (ex. registration reminders, etc.), or other area requiring student attention.
 - 67% email open rate.
 - 2014/2015 CRM data
 - Number of emails sent-180,892
 - 81 individual campaigns sent to different, specific groups of students based on student account, business/academic process timing (ex. registration reminders, etc.), or other area requiring student attention.
 - 76% email open rate.

Financial Aid Service Snapshot 2015-2016

- Number of students who applied for financial aid: 9679
- Number of students who received some form of financial aid: 7227 for a total amount of \$79,846,187
- Number of students who received a scholarship: 2771 for a total amount of \$8,534,161
- Number of student who received a grant: 3366 for a total amount of \$15,845,723
- Number of Federal Student loans disbursed: 11,117 for a total amount of \$34,756,358
- Number of Federal Parent loans disbursed: 428 for a total amount of \$4,009,325
- Number of Private Student loans disbursed: 2353 for a total amount of \$14,884,107
- Number of student loans certified: 13,898 for a total amount of \$53,649,789

Financial Aid Services Award Snapshot over the past 3 years (2015-2016 numbers will not be finalized until after summer, 2017, is complete)

Grants	Pell \$	State	Teach	SEOG	Other	Total
2015 -16	8,119,409	\$4,422,887	\$131,830	\$187,402	\$3,023,337	\$15,844,865
2014 -15	\$8,462,163	\$4,391,735	\$136,452	\$142,605	\$2,846,733	\$15,979,688
2013 -14	\$8,387,382	\$4,162,490	\$170,531	\$162,517	\$2,819,286	\$15,702,206

Loans	Subsidized	Unsubsidized	Perkins	PLUS	MN SELF	Other
2015 -16	\$14,868,628	\$19,556,838	\$373,244	\$4,009,325	\$5,284,898	\$9,591,443
2014 -15	\$15,611,149	\$20,961,220	\$454,493	\$3,987,902	\$4,995,022	\$9,579,727
2013 -14	\$16,499,692	\$20,455,201	\$479,947	\$4,143,474	\$5,772,338	\$10,023,451

Loan Totals

2015-16 \$53,684,376

2014-15 \$55,589,513

2013 -14 \$57,374,103

Work Study

2015 -16 \$1,823,714

2014 -15 \$2,090,542

2013 -14 \$2,117,948

Scholarships

2015 -16 \$8,535,422

2014 -15 \$7,881,017

2013-2014 \$7,457,774

	Total
2015-2016	\$79,888,377
2014-2015	\$81,540,740
2013-2014	\$82,652,032

Budget

Listed below is budget data from the past 3 years from the various cost centers associated with the Warrior Hub operations teams. This data does not include salary budget, but rather operating budget for all of the areas. One area to note is that the operating budget for the Registrar's office has been consistently insufficient to meet the demands placed upon this office. Additional funding is necessary to allow this cost center to operate in without generating a deficit each year.

Registrar's				
	Beginning Budget	Ending Budget	Total Expenses	Budget Balance
FY 2015	\$51,385.00	\$58,684.27	\$58,684.27	\$7,020.07
FY 2014	\$51,385.00	\$51,925.25	\$51,925.25	\$0.00
FY 2013	\$51,385.00	\$52,228.03	\$55,060.84	\$2,832.81

Expense	FY 2013	FY 2014	FY 2015
Printing	11354.39	8358.61	11648.01
Postage	6048.32	8270.82	9190.55
Supplies	15412.29	15436.27	20858.04

Financial Aid

	Beginning Budget	Ending Budget	Total Expenses	Budget Balance
FY 2015	\$28,009.00	\$25,307.96	\$20,543.90	\$4,764.06
FY 2014	\$28,009.00	\$28,633.30	\$24,314.27	\$4,319.03
FY 2013	\$28,009.00	\$38,922.87	\$37,849.62	\$1,073.25

Expense	FY 2013	FY 2014	FY 2015
Printing	\$954.47	\$549.02	\$1,202.91
Postage	\$3,593.09	\$4,822.10	\$6,035.53

Supplies	\$23,081.86	\$7,942.43	\$2,830.23
	*FY13 Equip \$17253.86	*FY14 Microfiliming \$1500.00	

Warrior Hub

	Beginning Budget	Ending Budget	Total Expenses	Budget Balance
FY 2015	\$5,100.00	\$3,759.00	\$2,173.52	\$1,585.48
FY 2014	\$5,100.00	\$8,550.79	\$7,971.24	\$579.55
FY 2013	\$5,100.00	\$8,509.53	\$5,058.74	\$3,450.79

Expense	FY 2013	FY 2014	FY 2015
Printing	50.54	101.08	151.62
Supplies	3474.38	7248.19	1114.2

Student Resource Center

	Beginning Budget	Ending Budget	Total Expenses	Budget Balance
FY 2015	\$8,260.00	\$12,120.00	\$9,094.56	\$3,025.44
FY 2014	\$8,260.00	\$15,086.60	\$11,225.93	\$3,860.67
FY 2013	\$8,260.00	\$13,420.55	\$6,593.95	\$6,826.60

Expense	FY 2013	FY 2014	FY 2015
Printing	90.38	91.76	93.69
Supplies	3826.33	2851.95	3996.16

*FY14 Microfiliming \$7502.32

Goals for 2016-2017

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

degree of scrutiny to hold ourselves accountable to establish further an environment of continued evolution and improvement.

There are some concrete, measurable goals that we will utilize as foundational steppingstones of growth to assist our area in meeting these ambitious goals for our 2016-2017 school year:

- Establishment of major maps to assist students in planning a four-year plan that illustrates clear pathways to reaching their academic goals in the timeframe they determine. This will begin with Pdf documents for major maps being placed in the WSU online catalog. This will begin Fall 2016 with the number of major maps that have been provided from the workgroup within the Enrollment Management committee charged with providing them/
- Establishment of a relationship with a transcript servicer that will provide students with the ability to process electronic transcripts. The goal is to have this in place over the 2016-2017 academic year.
- uDirect has been selected to be our tool for providing students with a robust option for planning their degrees. This will allow students to plan specific regiments of courses over their program at WSU. Additionally, students will be able to design sample schedules and register for these courses through a course scheduling tool associated with this product. There is a good deal of reporting available to guide academic departments in course planning that will better address the ever changing student need.
- The goal is to have the additional staffing mentioned above in place early in the Fall 2016. The Assistant Registrar position will be key in addressing the mountain of work associated with an effective launch of uDirect. The Financial Aid Counselor position will be key in addressing needs mentioned above regarding the closer monitoring of work study programming across campus. Additionally, there is a significant need to have an individual who is able to devote a significant portion of their time to bolstering student and parent financial literacy. This is not achievable without additional staffing. The Federal Government has sent communication to our university indicating that there will be significant increased demands placed upon financial aid departments in the coming year. This will stretch and already over-extended staff in this area making progress in these areas listed above only possible through the assistance of additional staffing.
- The Registrar's Office has been underfunded for years. In the coming year we aim to establish the following fees necessary to cover the expense of the services they provide and to put the Registrar's Office budget in a more

sustainable place. We intend to have these various fees in place during the 2016-2017 year to assist in accomplishing that goal.

- Graduation fee
- Transcript fee (associated with eTranscript project)
- Re-evaluate the Credit by Exam Fee

Additionally, conversations need to continue to look at the impact of the Central Scanning operation still not having an established budget.

- Integration will continue to be a conversation in our area as will ongoing collaboration to establish the best model for achieving a more streamlined and efficient Warrior Hub. The Warrior Hub Leadership council will continue to meet weekly with one another and with the Vice President of Enrollment Services. Once each month, these meetings will be more in depth, extended meetings to drill more deeply into issues that arise or establish plans, etc.
 - Quarterly meetings will continue to receive feedback from the Warrior Hub group as a whole.
 - Café trainings will continue going forward in the front area of the Warrior Hub.
 - Individual work group meetings will continue on a regular basis.
 - Floor meetings (monthly) will include a mechanism for eliciting feedback from all members of the Warrior Hub team.
- CRM technology will continue to be developed to include case escalation, moving us closer to the goal of tracking the full range of student interaction from prospect through alumni...
- WSU will implement a business process management system (bpms) over the next year. This will enable the Warrior Hub to move aggressively toward the goal of becoming a paper free operation within the next two years.
- Organizational Dynamics will be in in the coming academic year to chart the interactions between individuals and departments across campus. This will be utilized to track a variety of business function as it relates to provisioning security and access across campus.
- Focus will be placed on providing a holistic, employee wellness opportunities on a regular basis for Warrior Hub staff. This will launch in the summer of 2017 and will include a wide range of topics that will be offered as optional professional/personal/team building opportunities. Topics under consideration for the coming year include meditation, MBSR, yoga, nutrition, Personality/Aptitude tests, customer service, etc. The goal is to give our team

access to a wide range of small workshops designed to stimulate an interest in wellness and promote balanced living for our team members.

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

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



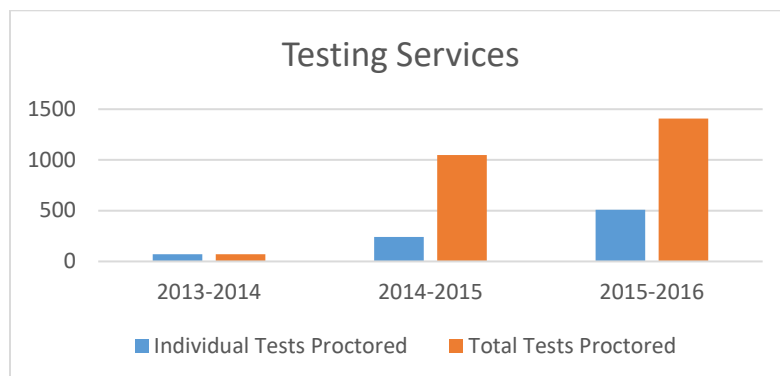
Warrior Success Center



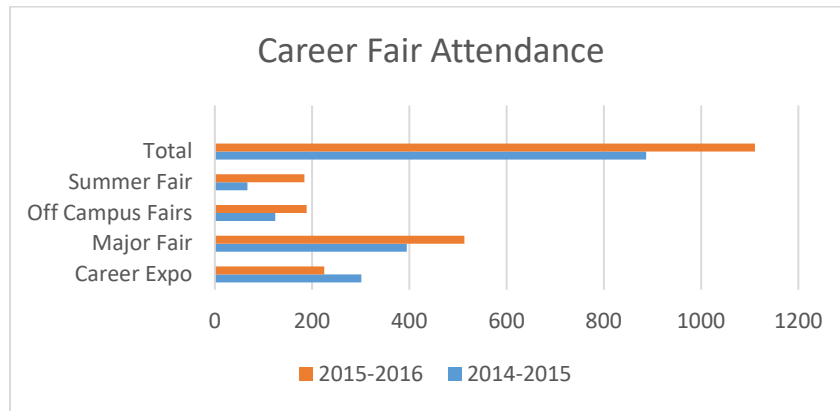
**Warrior Success Center
Academic Year 2015-16
Prepared by Dr. Barbara Oertel, Director**

2015-16 Highlights and Accomplishments

1. **New and Innovative Programs and Services:** As our students and their needs change, the Warrior Success Center continues to develop and revise programs and services. Some examples of this are below
 - a. **Testing Services:** For the 2015-2016 academic year, the first full year of providing this service, we proctored 1408 tests for students. This service especially benefits online learners, commuters, student parents, working post-traditional students, military students, and others that don't meet the traditional WSU student profile. This is in addition to the 1565 tests that were proctored for students with disabilities through Access Services.



- b. **New Major, Career, and Job Fairs:** We have rebranded and restructured existing fairs and have added two new ones: the Part-time Job Fair in the fall and the Summer Opportunities Fair (collaborative effort with other areas) in the spring. Student participation has grown overall, and the number of student/employer interviews conducted at the Career Expo increased by 55% this year.



- c. **Additional Student Intervention:** This year we added intervention strategies for students admitted on appeal, including providing additional support and information during and after registration and offering a one-credit optional course on academic success. We also continued to enhance intrusive practices for students at risk academically.
EVIDENCE.... Working on a report to show trend in retention for students on appeal and retention of students on academic warning.

- d. **Technological Enhancements:** We developed and implemented [online advising](#) beginning in May of this year. We also developed a new [“Deciding Your Major” website](#), completed the remodel of the [Career Services page](#), and converted the appeal process from paper to an electronic process. All of these initiatives help us serve a wider population of students in a more efficient manner.

2. **On-going Staff Development:** All WSC employees engaged in professional development in the 2015-2016 Academic Year.
- ASF employees took classes, earned certifications, gave presentations at regional and national conferences, participated in system, regional and national conferences, presented workshops and sessions on campus, proposed and were awarded PIF, SIA, and honorariums for special projects, served on state and local committees, served as officers in professional associations, and conducted research.
 - AFSCME employees took classes, earned degrees, participated in system and regional workshops, conferences, and training sessions, served on local committees, and served as officers in professional associations.

- c. All WSC employees participated in departmental and division wide workshops and training sessions including monthly department professional development meetings, monthly IAS training sessions, and topical webinars.

EVIDENCE: *Professional Development Inventory – data currently being collected*

3. **Continually increasing numbers of students impacted:** We continue to reach and impact more students every year. We have served ever increasing numbers of students in most programs and services without increasing resources.
 - a. Number of advising visits (for all reasons) increased more than 20% over last year – from 2741 to 3199 visits between 8/10/15 and 5/13/16 in the Warrior Success Center
 - b. Number of students with disabilities served increased from 316 to 357.
 - c. Number of students attending job/career/major fairs increased from 887 to 1111.
 - d. Percent of new first year students enrolled in orientation maintained at 97%.
 - e. Number of students receiving peer or supplemental instruction tutoring decreased from 1858 to 1658, but number of Smart Thinking (online tutoring service) hours used increased from 163 to 245.
 - f. Number of test proctored in testing services increased from 1048 to 1448.

Number of Students Served in 2015-2016

Program or service	Measure	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Access Services	Students served	257	262	285	298	316	357
Access Services	Tests proctored	1011	1288	1318	1390	1349	1603
Tutoring	Students served	1734	1901	2057	1871	1858	1658
Tutoring	Contact hours						
	Individual:	3393	4945	5096	5247	5710	4130
	S2i:	10,388	12,556	12,708	12,187	15,054	14,586
Placement Testing	Tests administered	316	285	254	234	261	163
Orientation	Students enrolled in course	1600 or 98%	1801 or 96%	1669 or 94%	1632 or 99%	1601 or 97%	1599 or 97%
Warrior Success Center	Academic and career advising contacts by professional staff (AY)	----	----	2484	2576	2741	3199
Career	Grad Follow Up						
	Related Employ rate:	81.0%	86.2%	88.5%	88.7%	In - progress	NA
Probation	Students under standards after fall	749	761	580*	622	612	592
Suspension	Students under standards end of year	798 or 9.6%	545* or 6.5%	470 or 5.7%	514 or 6.3%	437 or 5.4%	454 or 5.8%
Warrior Success Center	Presentations						
	Number:	138	136	141	109	128	109
	Students Reached:	4108	4715	4913	3877	4055	3637

Warrior Success Center	Fair Participation						
	Career Fair	705	569	586	680	301	225
	Major Fair	200	227	210	190	395	513
	Off Campus		178	227	183	124	189
	Summer					67	184

*reduction due to implementation of new policy

Next Year's Goals/Areas of Focus – 2016-2017

1. **Continue Improvement of Assessment Practices**
2. **Increase Opportunities for Faculty Advisor Professional Development**
3. **Fully Implement Online Advising**
4. **Support continued growth of testing services**
5. **Continue innovation including technological solutions**

Appendix A

Warrior Debates

WARRIOR Debate:

FREE SPEECH
FOR PEOPLE

(but NOT for students!)

Date: Tuesday, November 10, 2015

Time: 7:00 p.m.

Location: Phelps TV Studio

The WARRIOR Debate *FREE SPEECH FOR PEOPLE (but not for students!)* will present valid facts and will provide audience members a chance to vote before and after the debate on their view of the question:

“Should and can the University regulate any form of speech that expresses an idea or emotion with or without the use of words (such as display of pictures, banners, flags or picketing)?”

SHOW UP ▪ LISTEN ▪ ENGAGE

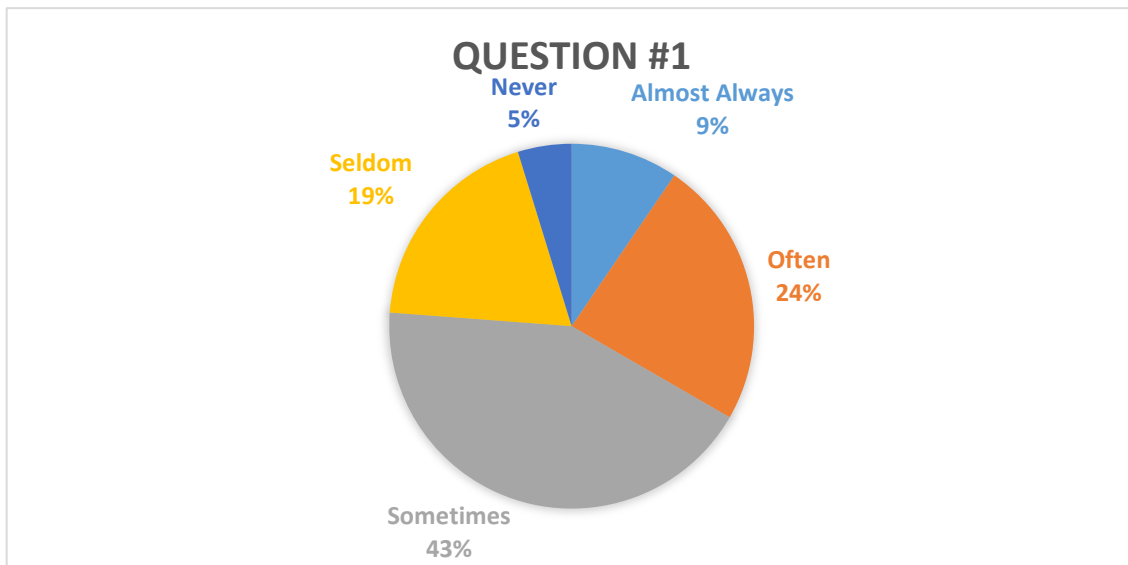
Winona State University

Motion: Should and Can the University Regulate Symbolic Speech? University	Winona State
Name(s) of Debaters: Alex Kromminga & Kaitlin Flesch	November 12, 2015

Head count:	31	Number of Respondents:	21
Number of people signed in	29	Response Percentage Rate:	72%

*Please Note: All responses are documented as written by participants.

1. How often do you have conversations about symbolic speech, what it is and what does it mean with a person(s) or group(s) outside of your racial/ethnic background?



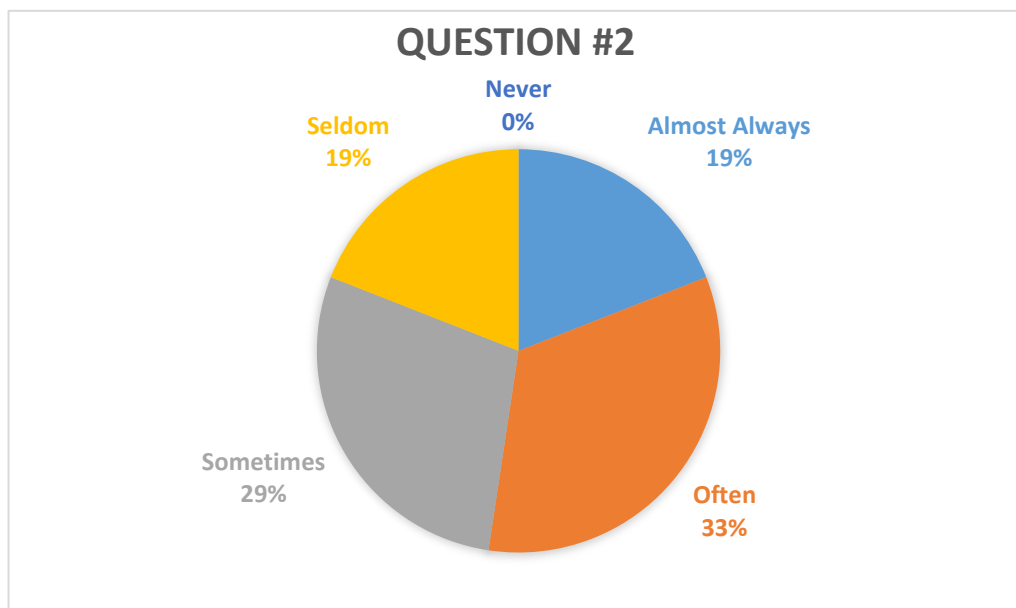
Total Number of Respondents: 21

Comments:

- Roommates often have this conversation
- A lot of my friends are concerned about social issues concerning speech
- I have a wide variety of cultural backgrounds in my circle and we occasionally discuss these things
- I talk about it for my major
- As issues arise in society the conversation occurs
- Usually with people who do not understand the views of oppressed people
- Because of what has been happening down south, the topic has been brought up with our students
- I have a few friends in other backgrounds who are interested or comfortable with these issues

- I speak freely and accept I'm not in control over how things are received. I am open to criticism and accept my views are questionable
- Very few people in my social circle are of different ethnic/racial background

2. How often do you have conversations about symbolic speech, what it is and what does it mean with a person(s) or group(s) within of your racial/ethnic/gender identity background?

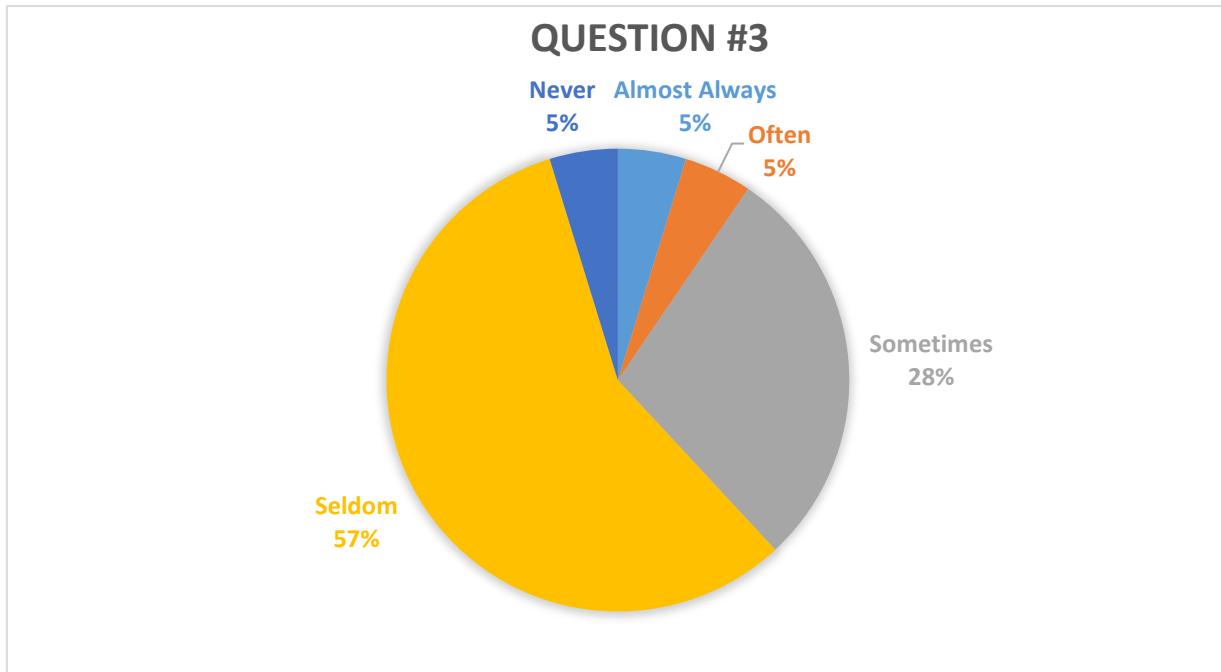


Total Number of Respondents: 21

Comments:

- These issues come up frequently with my social network, mostly via social media
- I don't have a large group of associates who are from my same cultural background but when I do we sometimes discuss such things
- Talk about this a lot; some friends have experience with racial slurs being said to them
- The conversation occurs often as they are directly affecting my group
- It comes up a lot
- Again, because of what has been happening down south, the topic has been talked about. Otherwise hardly at all
- My circles of friends often discuss issues like speech and privilege

3. How often do you have conversations about symbolic speech, what it is and what it means with your WSU courses or community circles?

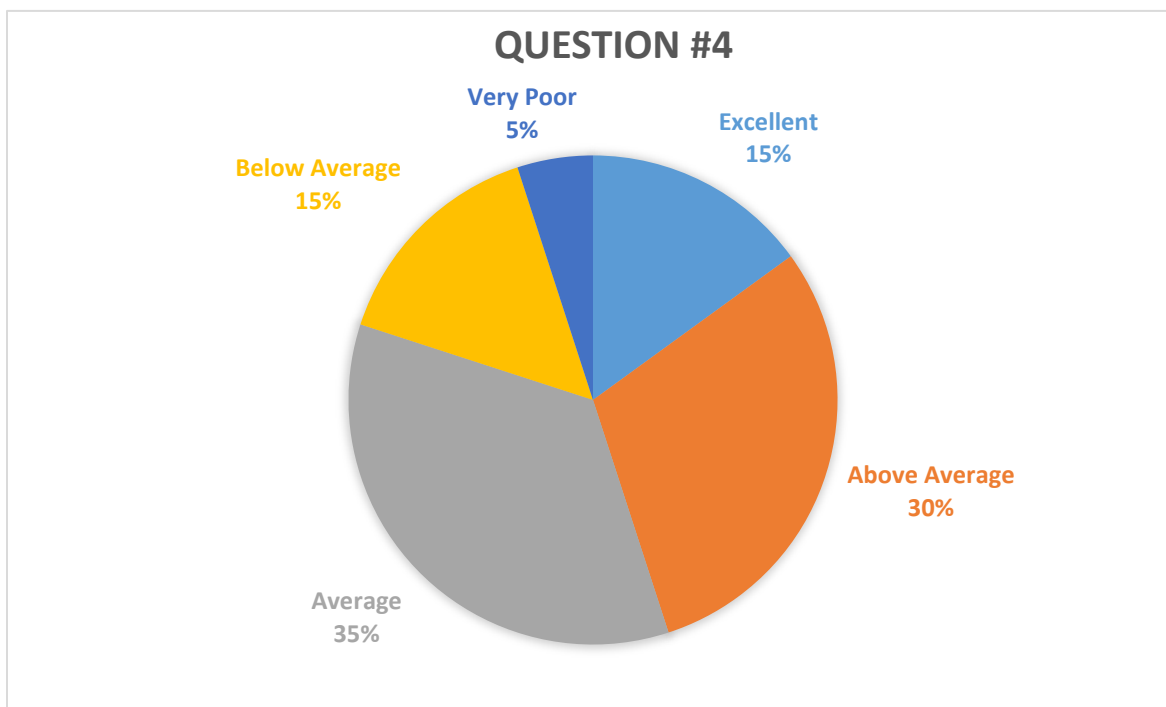


Total Number of Respondents: 21

Comments:

- When I teach, I sometimes address this issue and the library deals with censorship issues
- History classes often talk about this issue
- Often in my political science classes
- Gloss over freedom of speech
- Not connected with my community circles
- I feel professors don't want to get into topics because they don't want to feel uncomfortable, nor make others feel uncomfortable
- The community circles I move in often have other topics to discuss, but when these ideas come in up, they are discussed
- It is often attempted but the conversation is usually hijacked by reactionaries

4. How would you rate your knowledge regarding symbolic speech, what it is and what it means prior to attending this program?

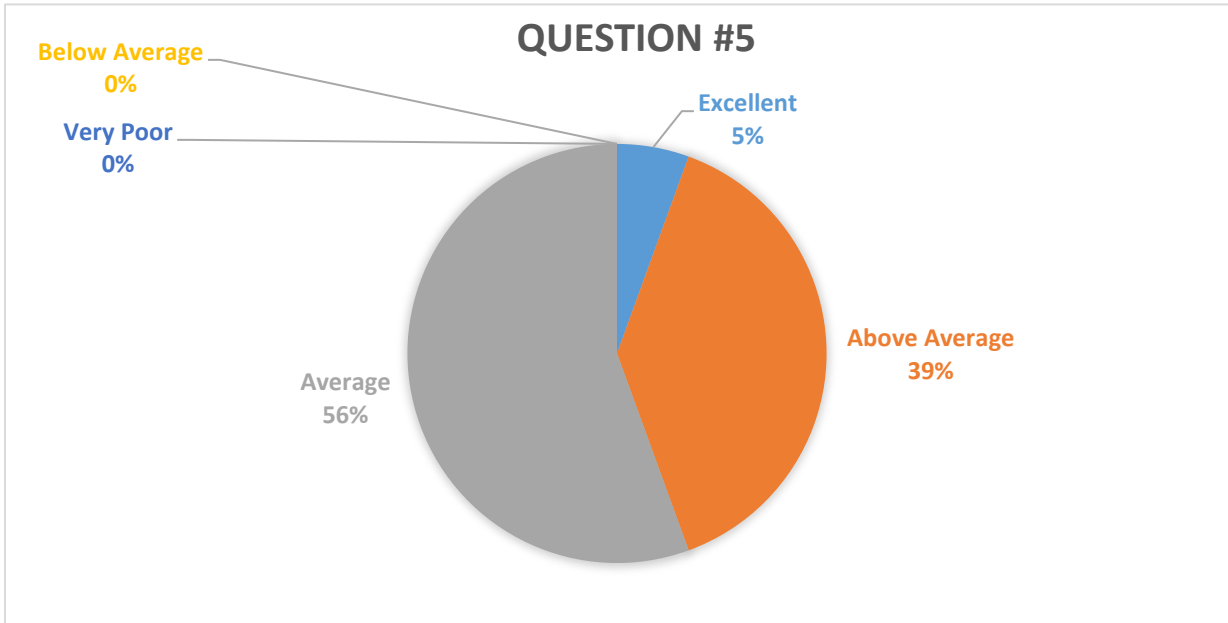


Total Number of Respondents: 20

Comments:

- I understand it to mean nonverbal expression, such as postings, performance, etc.
- While I often am around conversations of symbolic speech, I have limited knowledge of the issue myself
- I don't have a degree in law but a couple courses
- We could all use more education about it. I hope I learn a few things too
- Symbolic speech is an aspect of activism and working toward equality
- I would ask you to distinguish "symbolic speech" from speech. I see no distinction. Are we talking about art? Or speech? Or what?

5. How would you rate your increased awareness and knowledge of symbolic speech, what it is and what it means after attending this program?



Total Number of Respondents: 18

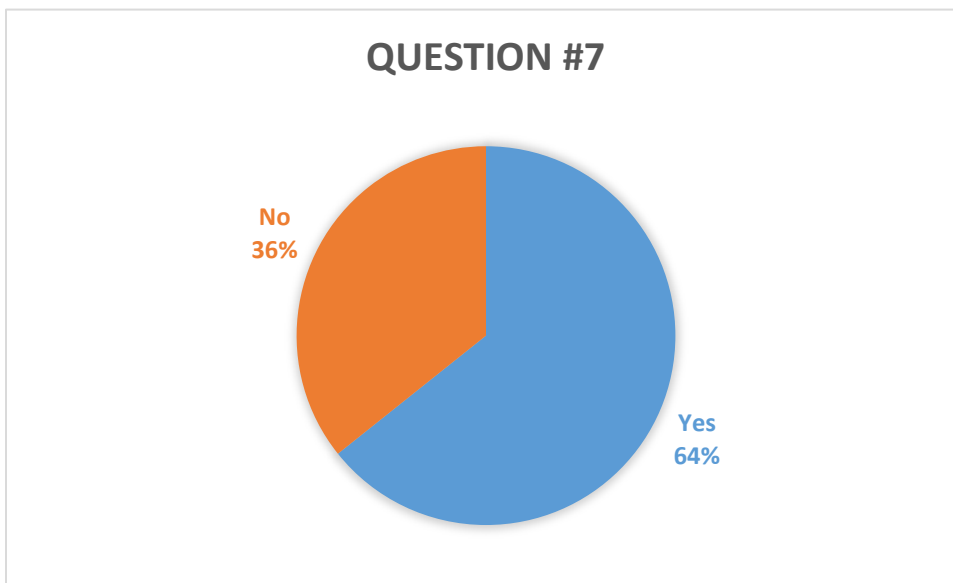
Comments:

- Mostly confirmed my understanding. Expanded idea of how to restrict and what to restrict
- The narrowed definition made my understanding less clear of the definition as presented
- The topic is so proud, it could use more discussion
- Both were well spoken and educated as the audience
- I thought I learned from hearing lots of discussion and even more from the questions
- Very educated and knowledgeable speakers

6. Name three things you learned today that you were unaware of in regards to symbolic speech, what it is and what it means.

- Profs can remove student from class session for offensive symbolic speech, speech codes/zones attempted and failed
- Symbolic speech is what dictionary authors say it is
- That those are cases/movements at other universities
- Academic integrity, slippery slope in regulating freedom of speech, the various cases working to not regulate speech
- Different university rules on symbolic speech, freedom of symbolic speech vs symbolic speech
- Violates 1st amendment

7. Would you be interested in a student Debate Club on Campus?



Total Number of Respondents: 14

Comments: None

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

- Should university dissolve NCAA sports?
- Is multiculturalism good for the university?
- Is fantasy literature a legitimate academic subject?
- Should religion be given the same regard as sexual orientation, race, and ability?
- Higher Ed. Affordability
- Student government in today's higher ed. Community
- Cost of tuition
- Student fees (gym, if not using it, why pay)
- Should money buy happiness?
- Due process
- Immigration return
- Educational equality
- Is our world changing too fast?
- State funding for religious clubs
- Race vs Poverty
- Do athletics serve the students educational goals?
- Is the political left dead?
- Is education being treated as a private good rather than public?

Final Questions/Concerns/Comments:

- What is the criteria to determine when symbolic speech is disruptive?

DATE: TUESDAY, MARCH 15, 2016 TIME: 7:00 P.M.

WARRIOR DEBATE #2:

WSU SHOULD ESTABLISH A SOCIAL MEDIA CODE OF CONDUCT



WINONA

STATE UNIVERSITY

“Should the University establish a social media code of conduct? What impact will that have on your personal social media tools?”



The WARRIOR Debate *WSU SHOULD ESTABLISH A SOCIAL MEDIA CODE OF CONDUCT* will present arguments for and against, and provide audience members a chance to vote before and after the debate on their view of the motion.

LOCATION: PHELPS TV STUDIO

SHOW UP • LISTEN • ENGAGE

Winona State University

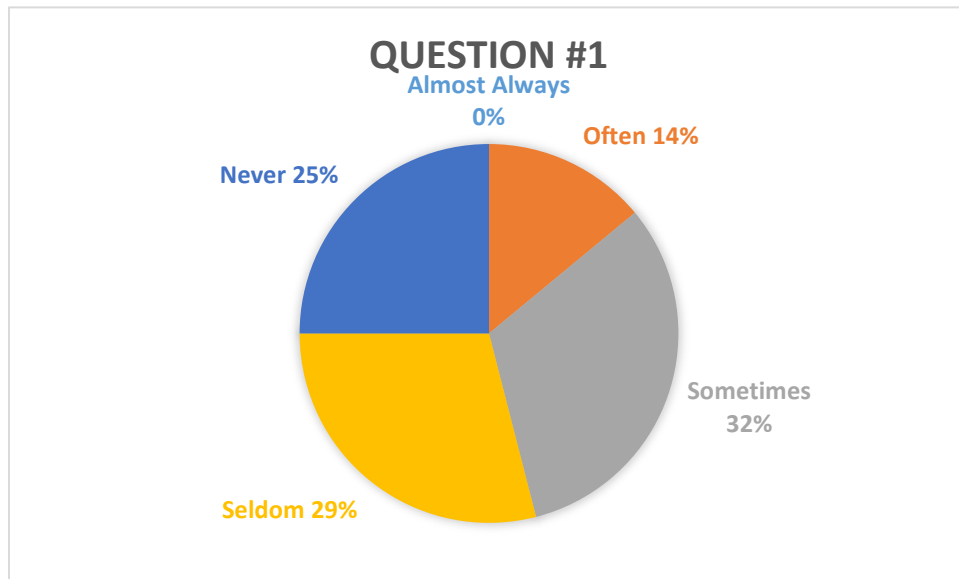
Motion: WSU Should Establish a Social Media Code of Conduct

**Name(s) of Debaters(s): Duc Nguyen, Michaela Curley, Danielle Weiler, Benedict Linsenmeyer
Tuesday, March 15, 2016, 7pm, Phelps TV Studio**

Number of people signed in:	35	Number of Surveys Handed In:	28
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*Please Note: All responses are documented as written by participants.

9. How often do you have conversations about Social Media policies & practices?



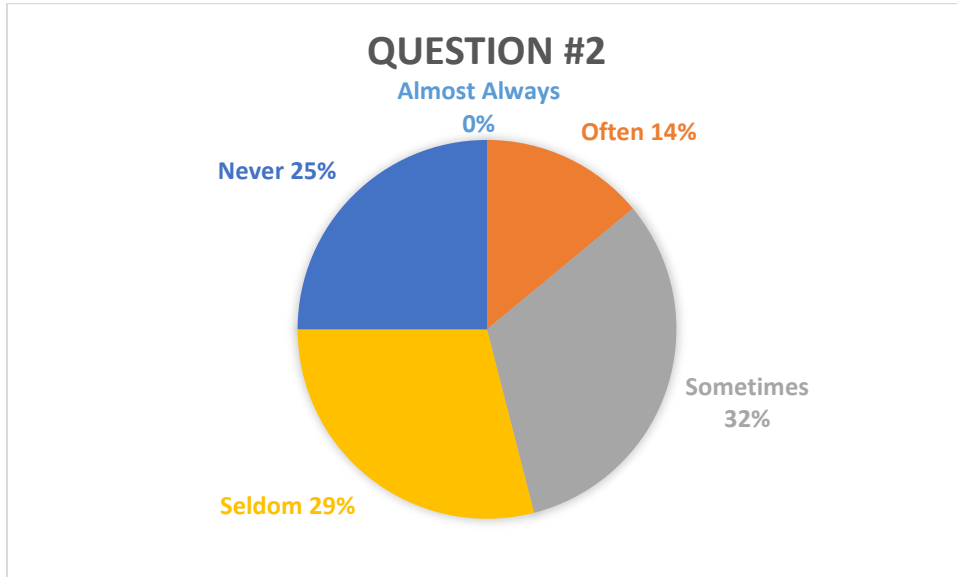
Total Number of Respondents: 28

Comments:

- It just never comes up
- I don't use social media, so that's probably why
- I haven't been a part of many conversations about social media policies
- Friends and I discuss, and I speak to students re: employers looking at social media
- When I'm with other people and something comes up
- When with friends
- It comes up occasionally
- I often times talk about social media practice with close friends but can't say I ever talk about policies
- My friends usually talk about the unintelligent and inappropriate things that other people post
- My friends and I talk about social media constantly
- As a journalism student, the topic of social media often comes up in class. It's challenging because there is a lot to be gained by social media, but you also need to be cautious of what you read
- When I'm in class

- I am the social media content manager for WSU, so I discuss these ideas daily

10. How often do you have conversations about Social Media regulations, and responsible use, in your WSU courses, or community circles?

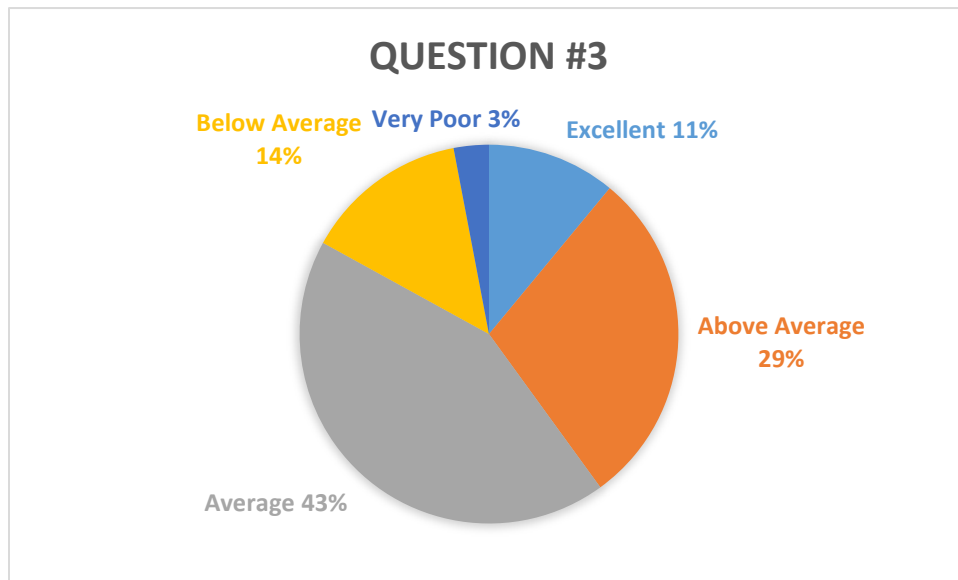


Total Number of Respondents: 28

Comments:

- There haven't been any conversations in my classes about social media
- Haven't really ever
- My professors mention that social media allows us to get ourselves in trouble, but there aren't much discussion, usually just a side comment
- I occasionally talk about these issues with friends but never in class
- I rarely hear responsibility ethics in class
- Masters students don't use University laptops often
- Professional use
- It comes up when it's in the news or when talking to students
- I'll talk with my colleagues about it with regard to how much the students "live by it"
- Talk about uses of social media & that what you post should be responsible
- I am a mass communication major
- As mentioned, the subject comes up a lot in class and as a journalist, there's a fine line between using social media to report and using it for personal use
- Almost every day at our social media meetings

11. How would you rate your knowledge of Social Media responsibility, prior to attending this program?

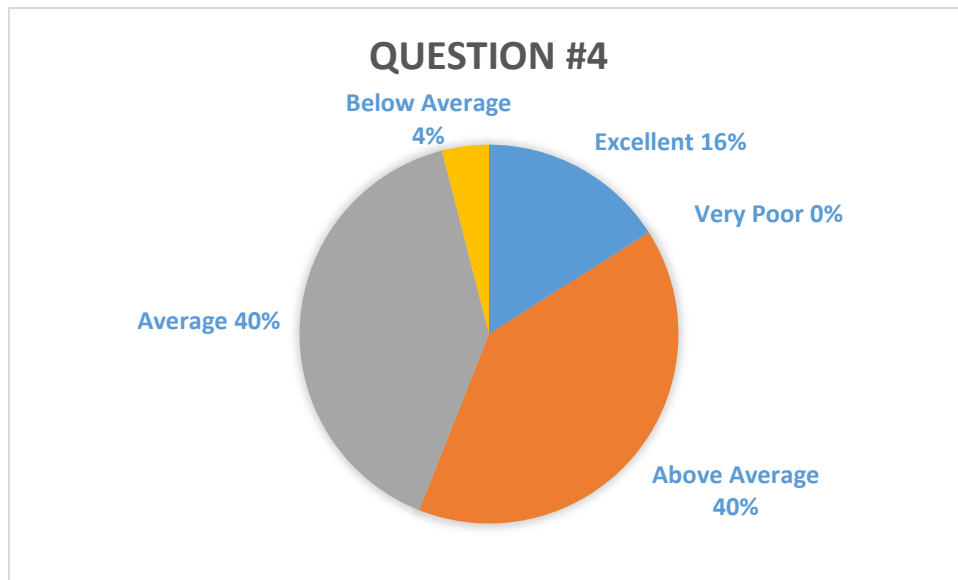


Total Number of Respondents: 28

Comments:

- I know the privacy settings very well
- I personally think that I know quite a bit about what is and isn't okay to post. I am usually aware of who can see what I post.
- My father is a cop, getting stuff off of social media is too easy.
- I'm also an athlete for WSU, and WSU has programs every year directed toward student athletes and using social media responsibility
- I have worked in Webcomm for quite some time now and have been exposed to the professional side of social media
- I have been taught to be responsible on social media
- When I was in undergrad, I was forced to look into it because of a bullying incident in a club
- We talked about it in all the health classed I have taken before and I have talked about it with students
- I know some responsibilities of using social media
- I don't really look at social media responsibility
- Again, I don't use it

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



Total Number of Respondents: 25

Comments:

- It was really great to hear both sides
- There were plenty of things said that I had never thought about
- Much was said to enrich me on what is wanted and what has already been done to be more responsible with social media
- I am more aware of what the current existing code are
- Both sides made very good points but they didn't really talk about how to be responsible
- Considered new points
- Both sides had excellent point but I don't feel like I was further educated responsible social media usage
- I'm still naïve when it comes to social media. What I don't like is that people can still remain anonymous on social media which creates instability and cruelty
- It brought things to my attention that I didn't know before
- My opinion stayed the same
- I had a very increased awareness because of my job
- There wasn't much about how the policy would look...just harassment

13. Name three things you learned today that you were unaware of in regards to Social Media regulations.

- a. The cost it takes to fight posts that may not even be worth it
- b. There are already policies in place that cover social media
- c. We would be heavily monitored with a policy like this
- d. Brought up good question of how it would be enforced
- e. Could potentially look at prior history of posts
- f. It could be subjective based on who owns device
- g. It costs thousands to resolve disputes
- h. When applied, they reduce the false use of social media
- i. There are already rules on social media set in Winona
- j. Americans check their phones about 46x a day
- k. WSU has a process in place to get a code of conduct
- l. It's been shown that using social media to get involved in class can increase learning
- m. WSU has none
- n. We should have one
- o. The point of laptops as "school property"
- p. Extension of current policies
- q. Fear mongering is not a great excuse
- r. Private schools currently are for this
- s. How problems will be dealt with once this new policy takes place
- t. There are already policies that take place to deal with thing like this
- u. Prohibit some free speech
- v. Afraid to speak
- w. The new code is an extension of the code we already agreed to

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



Total Number of Respondents: 22

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

- a. The upcoming presidential election (students assume a person – debate before election) and get Poli-Sci department on board
- b. Whether Winona should be a dry campus or not
- c. Whether speech should be a mandatory class or not
- d. I don't have a specific topic in mind, but it should be something more relatable to students not something that only relates to 2 or 3 students
- e. Presidential election
- f. Is white Privilege
- g. Anything on Religion
- h. Possibly something on mental health
- i. Should WSU remain a "dry" campus?
- j. Should WSU increase initiatives for gender-neutral facilities or to increase safety for trans and gender non-binary individuals?
- k. I don't have a specific topic in mind, but I definitely think the debates need to continue
- l. Student privacy in the digital realm

Appendix B

University Snapshot

Winona State University Fast Facts 2015 - 2016

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. WSU is a member of the Minnesota State Colleges and Universities System.

5 COLLEGES:

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

DEGREE PROGRAMS:

1 associate, 68 baccalaureate, 19 master's, 1 doctoral, 2 special degree, 15 graduate certificate

324 full-time and
187 part-time
Instructional Faculty

STUDENT-to-
FACULTY RATIO:
20 to 1



13

NCAA Division II
athletic teams

Average
class size: 27

ENROLLMENT (FALL 30TH DAY) 8,487 (FTE 7,710)
Undergraduates 8,012 (FTE 7,405) Graduate Students 475 (FTE 305)

New Student Profile

New Entering First-Year Students	1,638 (FTE 1,657)
Average ACT (composite mean)	22.7
Average High School GPA	3.33
Minnesota residents	68%
Wisconsin residents	25%
New Entering Transfer Students	602 (FTE 486)
New Graduate Students	97 (FTE 75)
Winona Campus	7,467
Rochester Campus	1,012



STUDENT SUCCESS OUTCOMES



Retention and Graduation

2nd year retention rate (for Fall 2014 first-year cohort)	80.1%
6th year graduate rate (for Fall 2009 first-year cohort)	58.5%
Degrees Awarded	59
(Distinct headcount Summer 2014-Fall 2015)	
Associate degrees	1,796
Bachelor's degrees	102
Master's degrees	2
Doctoral and Specialist	27
Graduate certificates	

Post-Graduation Success (for the Class of 2013-2014)

Continuing education 12.1%
Employed among those available for employment (full- and part-time) 97.6%
Employed in fields related to degrees earned among those employed 88.5%
3-Year Student Loan Default Rate (for the Class of 2011-12) 4.1%

STUDENT CHARACTERISTICS

Sex Female 62.5% Male 37.5%



Race/Ethnicity White 85.8%, African-American 2.4%, Asian 2.1%, Hispanic/Latino(a) 2.6%, More than one race 2.3%, Native American & Pacific/Hawaii Islanders <1%, Int'l 3%, Other and unknown 1%

First-generation students 43.1%

Post-Traditional students (age 25+) 15.7%

International (total: 287) China (65), Taiwan (30), Saudi Arabia (27), S. Korea (26), Bangladesh (15), Japan (12), Egypt (10)

Popular majors: Nursing, Business Administration, Biology, Elementary Education, Exercise Science, Psychology

FINANCIAL AID

(% of recipients, Summer 2013 - Fall 2014)

Some form of financial aid

60.7% of first-time full-time first-year students
58.2% of total full-time undergraduate students

Merit-based scholarship

18.9% of first-time full-time first-year students
11.9% of total full-time undergraduate students

Athletic scholarship/grant

26.4% of first-time full-time first-year students
16.0% of total full-time undergraduate students



COST OF ATTENDANCE

(estimate for 2015-2016 full time attendance. For more specific information, visit <http://www.winona.edu/billing/default.asp>)

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

Fees Undergraduate \$974 / Graduate \$720

\$970 — Digital Life & Learning Program (laptop + tablet rentals, optional for transfers and graduate students)

Expenses Room = \$5,588 Board = \$2,532 Books = \$1,200 Transportation = \$640 Personal = \$2,300 Loan = \$120



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

Appendix C

*Student Life and Development
2015-16 Annual Report Format*

Student Life and Development 2015-16 Annual Report Format

Developing Thoughts

Student Life and Development professionals dedicate their efforts to improving our community through the delivery of exceptional services. At Winona State University we create pathways for students to pursue big dreams on their educational journey.

Together our work connects meaningful experiences. *Encouraging an expansion of thoughts and lived experiences in a welcoming environment; with all paths leading to academic success. Efforts are made to guide students' in the pursuit of realizing their full potential.*

There is a need to ramp up staffing to keep pace with increasing complex demands. New and innovative ways are required to engage students in intentional ways that yield desired strategic outcomes. SLD personnel responsible for providing day-to-day recruitment, academic success, engagement and development must remain supported and challenged. The challenge will be to document service demand and assessment of service delivery enhancements.

It is essential to identify resources to support professional development opportunities as appropriate for all SLD personnel. Every member of the team must be prepared to meet and exceed the new demands.

The "big ideas" challenge is to identify additional revenue streams (grants, contracts, foundations) that will support strategic efforts to meet the increasing needs of diverse populations (e.g. LGBTQ, students of color, students with disabilities, student parents, veterans). In addition, there is an emerging interest in aligning the work of SLD with supporters and allies from the WSU foundation.

Our task if we chose to accept it – is to tell the SLD story in a way that illustrates the accomplishments and challenges that provide an engaging, innovative response to student needs. We are thinking about the routine service delivery to ensure exceptional services that add notable value added.

Guiding Principles:

- Create pathways for student engagement and development through co-curricular programs, assessment and services.
- Opportunities to collaborate in connecting meaningful experiences that meet and exceed future and current students' expectations.
- Ideas that encourage diversity in thoughts in the guidance of students' toward realizing their full potential.
- Holistic co-curricular learning environment for students - that connects programming and services to degree attainment.
- Champions for student success within the university community to maintain a safe, inclusive, and affirming environment.
- Sense of belonging for all WSU student populations within our expanded communities.
- Journey in pursuit of "big ideas" that aligns our work with supporters and allies from the WSU foundation.

"The true measure of our success will be the number of people touched and transformed by our success."

Angela Ahre