

WINONA

STATE UNIVERSITY



Student Life and Development

Annual Report 2022-2023

Winona State University

CONTRIBUTORS

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2022-2023 Executive Summary
Submitted by Dr. Denise McDowell
Vice President for Enrollment Management and Student Life

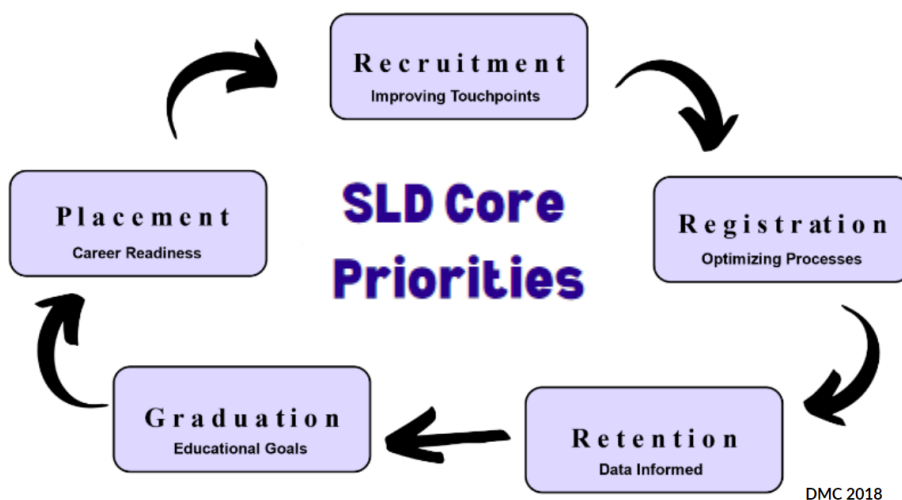
Student Life and Development (SLD) Mission Statement:

“Student Life and Development professionals at Winona State University (WSU) deliver programs, services, and activities that nurture students’ academic achievement, social development, and well-being, actively engaging students in the timely attainment of their educational goals.”

The 2022-2023 academic year reflects the dedicated work of SLD professionals, emphasizing a commitment to engaging students from initial inquiry to graduation. We highlight welcoming students and colleagues, creating a sense of purpose, belonging, and visibility. Amplifying the positive energy in voices heard and humanity seen promotes a caring culture.

My experiences confirm that the following pages offer substantial evidence supporting the wrap-around services provided at Winona State University, which empower students to reach their full potential. This document also underscores the vibrant atmosphere on campus, characterized by resilience.

For SLD professionals, student success remains our priority. The illustration below shows core functions that are elevated to priorities.



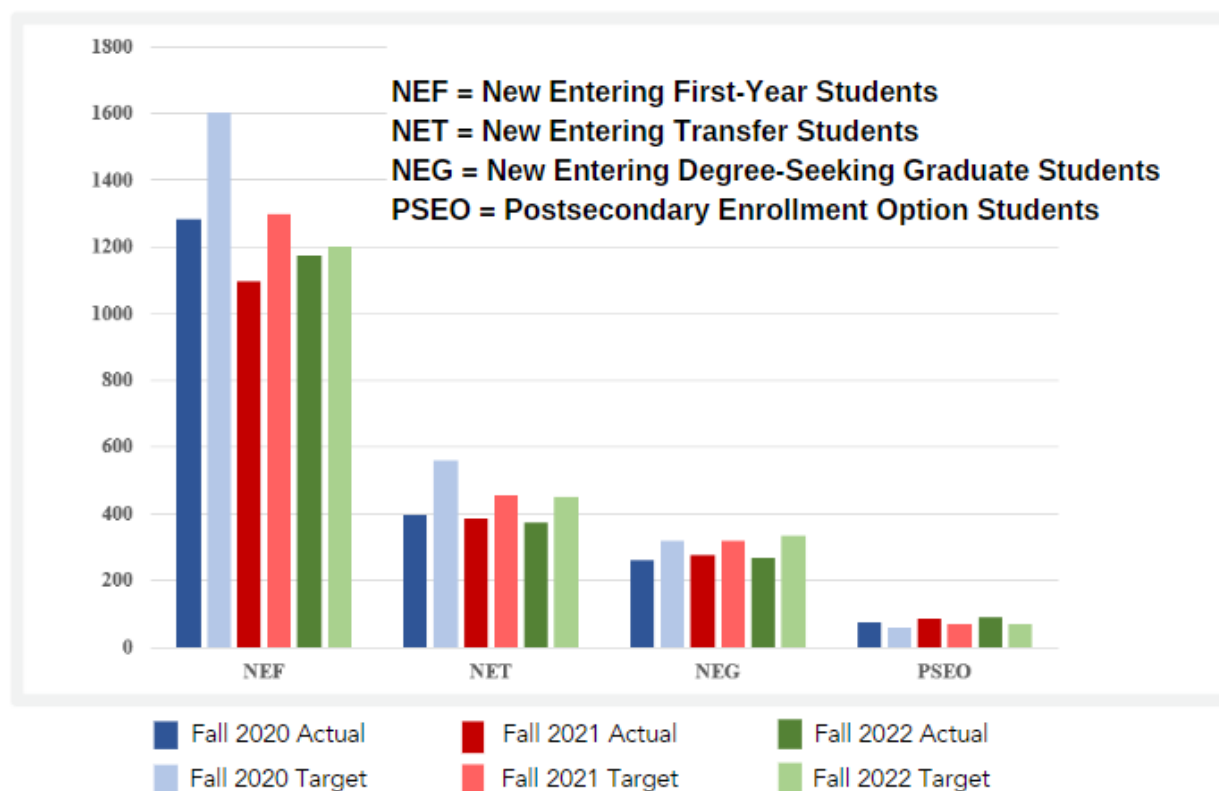
Yet, we face budget challenges shaped by declining enrollment, demographic shifts, consumer skepticism, wellness concerns, inflation, and salary settlements. When combined, these substantial challenges strain our financial and human capacity. This situation requires a reimagining of services despite limited human resources. Currently, 14 vacancies, including known separations, will affect service delivery in the upcoming year.

While generous legislative allocations addressed specific financial gaps, persistent challenges remain. In this report, SLD focused on taking actionable steps aligned with our core functions.

In the 2022-2023 academic year, the Admissions team collaborated with campus partners to work diligently to slow down the downward spiral of the past. While recruitment outcomes fall short of

targets for new entering first-year students (NEF) and transfer (NET), PSEO (Postsecondary Enrollment Options) shows incremental increases. Re-entry student enrollment continues to be an area for potential growth. Although graduate enrollment has established a solid upward trajectory, there are indicators of a potential slowdown.

The chart below provides a visual representation of strengths and areas for improvement.



According to the 30th-day report for Fall 2022, Winona State University welcomed 6,165 students, including undergraduate, graduate, and visiting students, as detailed in Appendix C.

Fall 2022 demographics reveal that 69% (n=4,281) identified as female, 30% (n=1,873) as male, a small percentage less than 1% (n=11) is unknown. Compared to Fall 2021, 68% (n= 4,490) were female, and 31% (n= 2,058) were male and less than 1% (n= 15) as unknown. See chart in Appendix C. The prevalence of female students enrolling at WSU is a notable trend.

At the time of this report, financial aid disbursed over \$60M to 5,482 students. The funds disbursed include federal, state, and local grants, loans, and third-party scholarships. See chart in Appendix D.

The number of students with financial balances greater than \$1,000 at the end of the term for fall and spring was less than 1% (n=200). A measure that supports the work done to engage students in the timely pursuit of their educational goals.

Enrollment initiatives included the u. Achieve Education Planner and a Strategic Enrollment Management Plan. Retention efforts address basic needs with the Warrior Cupboard for food, along with the implementation of the Guiding Warriors Mentoring Program for connection and Peer2Peer Counseling for mental wellness.

Also, it is worth noting that while enrollment numbers in headcount are down, the number of proctored tests in which students requested disability accommodation has increased from 2,130 in FY22 to 2,520 in FY23. As indicated on page 88 of this document, there is also an uptick in the number of requests for proctored testing.

Regarding retention and graduation, we focus on guiding students toward successful outcomes, boosting a persistence rate of 89% from Fall to Spring. A retention rate of 75% from Fall to Fall. Awarding 1,683 degrees in 2022-2023.

Fall Entering Freshman Cohort Retention /Persistence Rates

Data Point	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort
Fall to Spring Persistence Rates	89%	91%	89%
Fall to Fall Retention Rates	75%	75%	75%

*Source: WSU Institutional Planning, Assessment & Research

The annual SLD Retreat was held on June 7th to restore our energy and lift our spirits. This year's theme was *The Power of You*, which focused on the superhero/shero strengths our team displays. We are committed to creating meaningful connections.

This section emphasizes key elements connecting core priorities to measurable results. Refer to the table of contents for a guide to the End of Year Reports from the Student Life and Development Departments.

Recruitment

Campus tours continue to impress prospective students and families. Out of 1,534 survey responses, 22% indicated an interest in attending WSU, and after the tour, 64% were interested. ([Admissions Web Link](#))

Warrior Way Foundation Scholarship disbursed \$102,000.

WSU Family Portal: focused on news to inform families of campus events and deadlines. ([Family Portal Web Link](#) will bring you to where you can sign up for the Portal)

Registration:

uAchieve Grad Planner training was offered to the Advising Group and Faculty Development Committee as an introduction to the advising tool or refresher.

Retention:

The meditation room in Kryzsko Commons Student Union is fully renovated to accommodate prayers and reflection. A proper foot bath was installed.

Guiding Warriors Mentoring Program had significant growth with impressive outcomes. 90% persistence from the Fall to Spring semester for first-year students of color; 93% persistence from the Fall to Spring semester for first-year students with a HS GPA of 2.5-2.99.

TRIO Student Leadership Club participants who attend two or more meetings, 96% register to return to WSU next academic year. [TRIO Web Link](#)

Basic Needs Warrior Cupboard: 120 students accessed the student food cupboard, up 30%, compared to 66 in the prior year, and 80 referrals to MN SNAP (Supplemental Nutrition Assistance Program) and Winona Volunteer Services food distribution. [\(Warrior Cupboard Web Link\)](#)

There were 2,813 Mental Health appointments scheduled, compared to 2,523 in the prior year. The Peer to Peer (P2P) Counseling program launched with 7 students and plans to relocate to Residence Halls for more visibility and convenience for students on campus. [\(Counseling Services Web Link\)](#)

Graduation

Awarded 1,683 degrees in 2022-2023 (see Appendix C)

AA=37, GC=31, BA/BS=1,352, MS/MA=198, ED.D=61

(individualized counts are July 1, 2022 – June 20, 2023)

Placement

Based on the most recent survey, 92% of graduates found employment in a field related to their major. [\(Career Services Web Link\)](#)

Campus Connection

TED Talk Tuesday and Warrior Conversations aligned with the University Theme: Purpose, Empowerment, and Persistence. Participation increased by 47% with campus partners, 129 compared to 61 in the prior year.

Professional Development

Carol Burton, a WSU Alum, facilitated guided discussion with the SLD Core Team on building strategic agility with objectives and key results. Four key themes emerged, all crucial for student success:

1. Creating a competitive advantage (to attract & retain students)
2. Right-sizing for positive cash flow (to ensure sustainable resources for student success)
3. Enhancing student advising (to provide comprehensive support for academic achievement)
4. Balancing self-care with the 7 Dimensions of Wellness (to promote overall wellbeing and resilience)

Strategic Enrollment Management Plan 2021-2025: launched with recorded evidence of progress. [\(SEM Plan Web Link\)](#)

*The positive thinker sees the invisible,
it feels the intangible and achieves the impossible.
Winston Churchill*



Student Life and Development Department Reports



2022-2023



Admissions



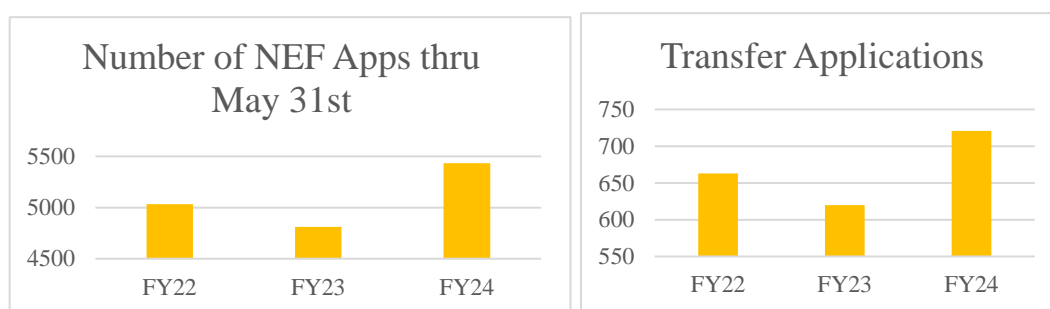
Prepared by: Tania M. Schmidt

Director of Admissions

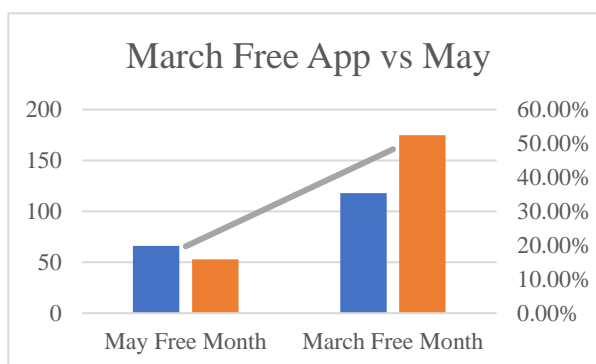
The Office of Admissions handled a transitional year with grace and success. From the physical office itself being reimagined, to employee vacancies and 7 new employees, the Office of Admissions has had to adjust and readjust many times this year. Whenever an office has such turnover, there are processes and procedures that are either lost, re-learned or reevaluated. Every aspect of our office is being diligently analyzed and areas that need to be revamped are actively being addressed. We hope to meet or exceed campus expectations for new entering students.

Applications

New Entering Freshman (NEF) Applications are up 13% from FY23
 New Entering Transfers (NET) Applications are up 16% from FY23
 Post-Secondary Enrollment Options (PSEO) Applications are up 43% from FY23



We changed our free application month from May to March. We increased applications 48.3% in March from the year before vs a 19.69% decrease in May apps from FY22 to FY23 during free month.



Recruiting

- Met with hundreds of families as they attended Campus Visits
- Attended Approx 90 college fairs and individual high school visits
- Tabled at many community colleges for transfer student assistance
- Created new slide presentation for Organized Group Visits (OGVs) and Daily Visits
- Territory creation for counselors and placement into CRM

Events

The Office of Admissions hosted several events this past year for NEF and NET.

Direct Admission Events, Virtual Sleigh Ride Q&A, ChooseWSU Days, SO/JR Day and Transfer Cafes all helped in the recruitment and registration of incoming students.

Event	Attended	Show Rate
SO/JR Day	71	87.5%
High School Organized Group Visits (OGV) for SO/JR Day	55	*
Choose WSU Days (Feb was affected by a snowstorm)	282	78.5%
Transfer Instant Decision Days	30	*
Virtual Sleigh Ride Q&A	43	*

*These are drop in events with no early registration necessary

Marketing

The Office of Admissions embarked on rolling out a new CRM. Salesforce and all of its corresponding applications went live in January. This was a tremendous amount of work to rebuild and relearn functionality across all the facets of a CRM. The online user experience, data fields, reports, emails, texts, events and flows all needed to be rebuilt or reimaged. We are still working daily to navigate the systems successfully.



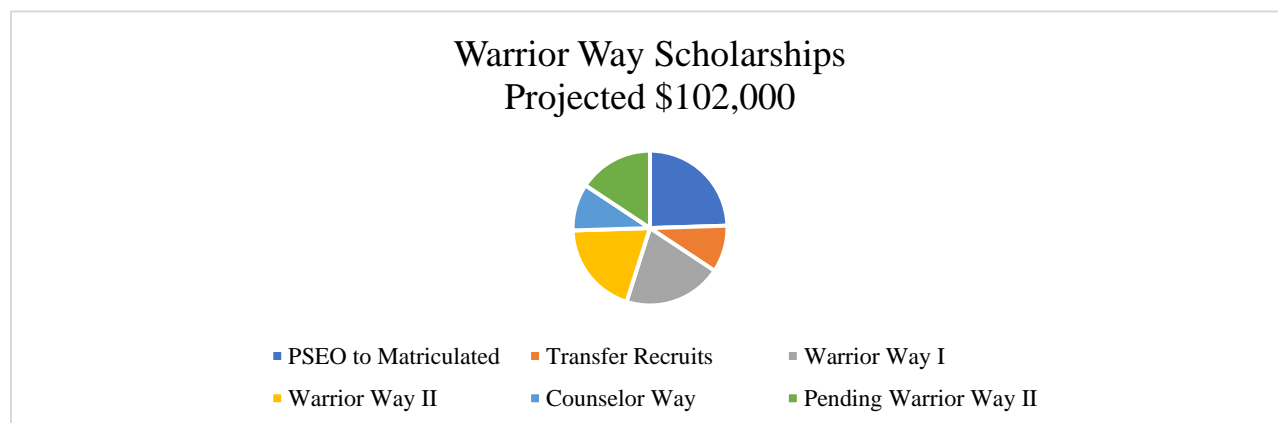
Every piece of marketing material we send is being evaluated.

- New Viewbooks are currently under construction with a release date of end of July
- Social media ready "Admit One" tickets are sent in Admissions packets - the packets have been updated
- All outgoing letters are being evaluated
- All email campaigns are being sent with a single header
- 16 week WI and IL Lead email campaigns written and implemented
- Campus Visit Pocket Guides being developed
- Print pieces for OGVs, Camps and Athletics

- New table print pieces, cutouts for variety and depth to the tabling materials
- Received a \$5,000 foundation grant for “Warrior Bound” yard signs

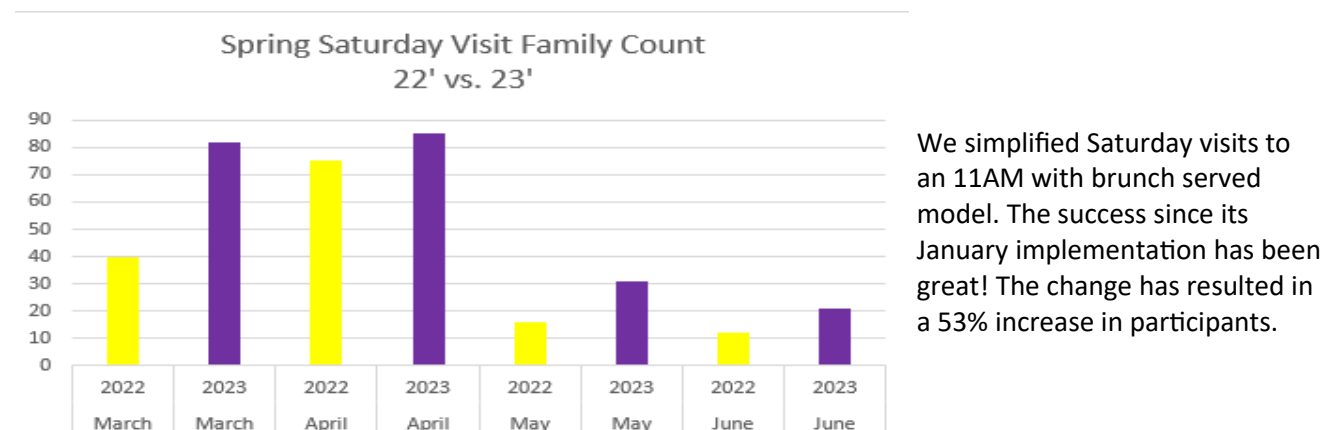
Scholarships

The Office of Admissions worked with the Foundation and the Financial Aid Office to evaluate and utilize Warrior Way monies in a more effective recruiting manner. We started the recruiting year with \$120,000. The Foundation Board wanted to ensure their funds were being distributed successfully.

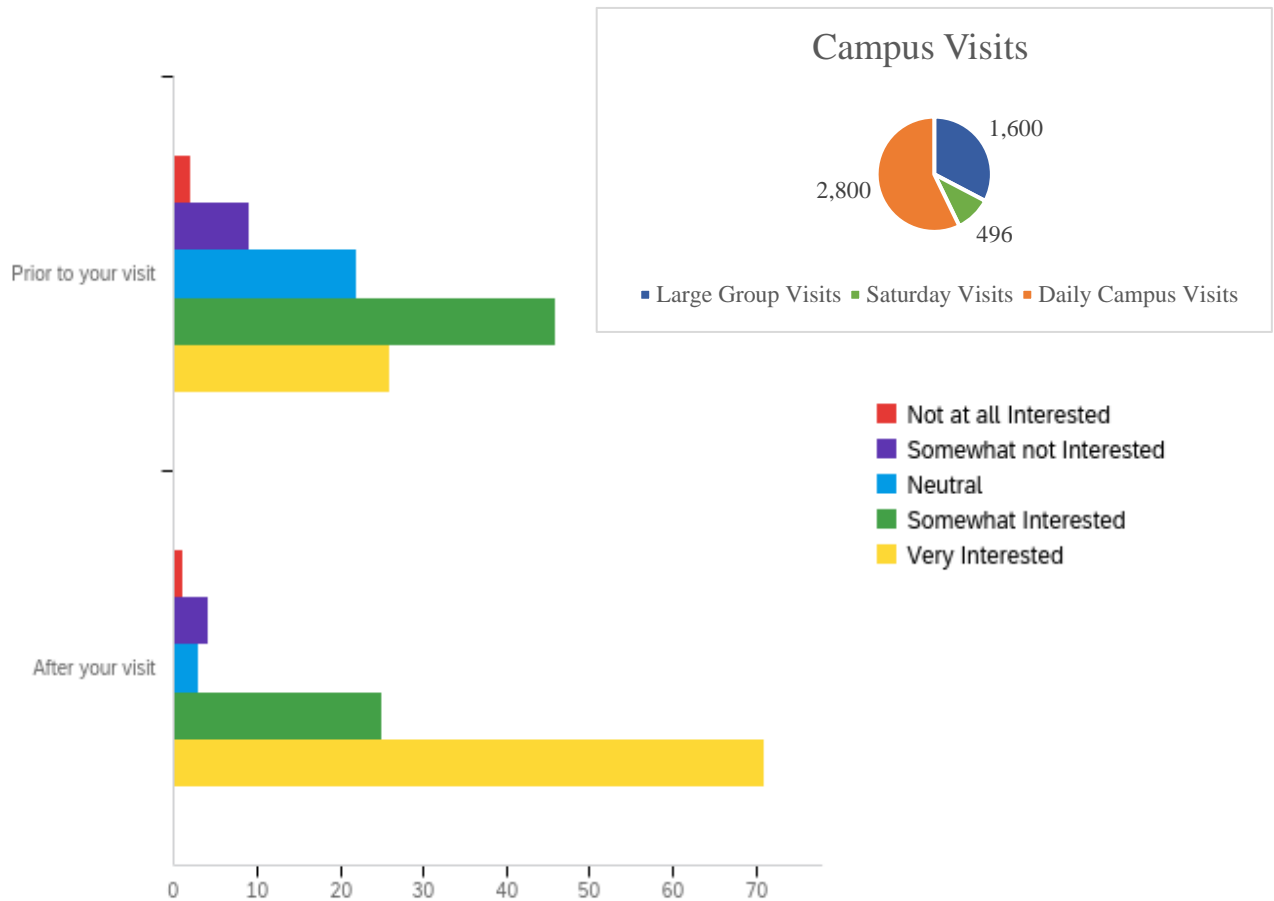


Campus Visits

This year brought changes to our campus visit model.



We updated our 9AM, 1PM and 3PM Campus Visits to 10AM & 2PM. We needed to account for fewer Ambassador volunteers and tightening counselor schedules. We also removed having housing tour guides, choosing instead to train our staff and Ambassadors to give housing tours. This allotted us the flexibility to begin our presentations whenever all families arrived.



Our campus visits continue to impress would-be students with a 133% increase of students considering WSU after their tour here.

Other Updates

- Our Veterans Affairs & Education Office served 42 students
- Pilot institution for OHE's Direct Entry Program
- Partnered Hopes and Dreams Scholarship with OHE Direct Admit Pilot Students
- Created a 52 week social media plan with MarComm's approval
- Surveys for other events such as SO/JR Day and Saturday Visits
- Implemented a WSU Staycation concept – families come on Friday evening for presentation, boat ride on Cal Fremling and continue their stay in Winona, overnight
- Moved SO/JR Day to Friday, enlisting both families and school groups
- Engaged in CampusESP beginning in May. Hope to have it live by Mid July and actively used by Fall

Future

- Counselor retreat in July to map out all travel and high school outreach for Fall season
- Using Rep Visits and other outreach methods to connect with high school counselors
- Host HS Counselor retreat through their professional organization
- Send High School Counselor Guides
- All print material done by Fall
- Fall-Lead 10,000 piece mailer – mailed
- Organized Group Visits (OGV) Package guide
- Analyze recruitment methods and strategies for IL and TX
- Reinvigorate the Road Warriors Program
- Academic Program Training for counselors
- Re-evaluation of all giveaways
- Solidify the roles and responsibilities of the PSEO Coordinator
- Improve partnerships with RCTC, Riverland and MN State SE
- New transfer guide inserts, transfer pieces, and stickers
- Include texting into journeys for transfers in Salesforce and a plan moving forward in how responses will be reviewed and taken care of promptly
- Engage and train the regional recruiter to help with and increase Transfer Travel in the cities
- Review current new webpages to help make sure the [Transfer Website](#) is accessible and helpful



Community Engagement



Prepared by: DeAnna Goddard

Associate Director for Career Services

Committee

Elissa Alzate (ex officio, Faculty Liaison), DeAnna Goddard (Chair, ASF), Peter Miene (Council of Administrators), Charissa Eaton (IFO-Social Work), James Kirk (IFO-Education), Laura Carolevschi (IFO-Economics), Kelli Snyder (IFO-CAST), Autumn Cole (IFO-Nursing), Kayla Olson (IFO-Library), Julie Brock/Kendra Weber (ASF), Yeejsuab Lee (ASF), OPEN (MAPE), OPEN (Community), Kate Carlson – Visit Winona (Community), Jessica Kauphusman (ex officio, Interim Director of Retiree Center), OPEN (ex officio, Director for Student and Community Engagement), Andrea Northam (ex officio, Executive Director of Marketing and Communications), OPEN (Student Senator), OPEN (Student Senator).

Overview

The Learning and Community Engagement Committee's goal for the 2022-23 academic year has been to notify and encourage faculty to enter in their courses and projects, along with supportive evidence in preparation for the 2026 Carnegie Community Engagement Classification Application.

Outcomes/Accomplishments

- Supported President Olson's Newman Civic Engagement Fellowship nomination. Madalyn Peterson was WSU's sixth consecutive fellow.
- Selected for approval Civic Engagement Award recipients and hosted WSU's President's Civic Engagement Awards Ceremony (March 28th).
- Supported the 2022-23 University Theme: Purpose, Empowerment and Persistence in Higher Education. Supported the nomination, collection, and selection of the 2023-24 University Theme: A Culture of Caring.
- Provided Collaboratory trainings and workshops to the president and cabinet (9/22), Dean's Council (10/26), faculty and staff workshops (11/2-11/3, 11/16-11/17); social work faculty (2/14).
- Selected for approval recipients for Fall 2022, Spring 2023/Summer 2023 Curriculum Grants
- Attended "Preparing for the Carnegie Classification", "Enacting the Vision", and "Reimagining Campus-Community Partnerships" meetings in preparation for the Community Engagement Carnegie Classification renewal application.
- Goals for 2023-24: Finalize the collection of community engagement data and begin to write our story for the Carnegie Community Engagement Classification Renewal Application.

Civic Engagement Award Recipients



Community Partner Award 2023:

- Advocacy Center (Winona, MN) Trempealeau County (WI)

Joan Francioni Steward Award 2023:

- Nora Kraemer, Associate Professor (Athletic Training)*

Student Leadership Award 2023:

- Ashley Lenarz (Psychology)
- Jennifer Prigge (Music Education)
- Tova Strange (Psychology)*

Newman Civic Fellow 2023:

- Madalyn Peterson (Social Work)

* Recipients represented WSU at the **Campus Compact Awards** ceremony (state level)



Curriculum Grant Recipients

Fall 2022 Recipients:

- Phileshia Dombroski – Environmental Education Learning Sessions (Cotter)
- Jennifer Mason – New Partnership for Interprofessional Education and Practice: The Development of Wellness Materials for Targeted Bridges Health Populations (Arcadia)
- Elissa Alzate – Promoting Civility through Democratic Deliberation: Securing Schools (Bluffview)



Spring 2023 Recipients:

- Linda D'Amico – Poetry Recital Dinner: GS 368 hosts immigrants and refugees in Winona



Mary Jo Klinker – Gender Affirmative Community Closet and Resource Library

Winona State University

Written by Chylene "Chy" Tyler in collaboration with Dr. Mary Jo Klinker

Gender Liberation and Mutual Aid

Combatting Anti-Trans Political Violence

Anti-Trans legislation is defined as any political movement that is meant to attack trans affirmative healthcare - predominately Trans and gender non-conforming children. In 2023 alone, 489 anti trans bills have been introduced in the United States in State legislature, 361 of them are currently active while 44 of them have passed. The attacks range from blocking drag performances in public to outright removing transgender children from safe and loving homes. It is critical to combat the creation of legislature that effects transgender and gender non-conforming individuals in our rural communities. According to trans scholar Jules Gill-Peterson: "Mobilizing against the overwhelming cruelty of anti-trans political violence today requires being clear about what is actually at stake...we can oppose transphobia on material grounds, full stop. And we can demand resources like housing, education, and healthcare for trans people because we demand them for everyone...Instead of thinking of trans children as victims whose lives need to be saved, we can demand that they be given the resources needed to pursue lives worth living" ("Anti-Trans Laws Aren't Symbolic, They Seek to Erase Us From Public Life"). Gill-Peterson's vision offered us a path for localizing solidarity and queer affirmation.

Mutual Aid: Building a Gender-Affirming Closet and Resource Event

In combination with community partners such as the Advocacy Center of Winona, queer community members consisting of parents and LGBTQIA+ youth, and local makeup artists our Queer Theories and Politics class created a gender-affirming closet and resource event: "Spring into the new you." During the event, folks were able to acquire free resources: makeup, jewelry, clothing, wigs, a rainbow cake (gaykie), pizza, books, skincare, haircut coupons, and even information from folks with lived experience on binders and other trans affirmative healthcare. The largest takeaway from this event was the bridging community, students, and our studies. Realizing that no one is truly alone through mutual aid.



What is Mutual Aid

As theorized by legal scholar Dean Spade: "The framework of mutual aid is significant in the context of social movements resisting capitalist and colonial domination, in which wealth and resources are extracted and concentrated and most people can survive only by participating in various extractive relationships. Providing for one another through coordinated collective care is radical and generative." (Spade "Solidarity Not Charity") Mutual Aid is not new, much like STAR in 1970, collective care and community organizing recognizes that current programs and the state do not supply the necessary things to provide safety for trans and gender non-conforming people.



In 1970, Street Transvestite Action Revolutionaries (STAR) was founded by Sylvia Rivera and Marsha P. Johnson. It was created to address issues faced by street people, trans people in prison, poor/homeless youths, and other marginalized people who were not being adequately supported or represented by the other LGBTQ+ organizations. STAR created safety for trans youth, which Rivera and Johnson weren't afforded as kids. They formed STAR House: "We fed people and clothed people. We kept the building going. We went out and hustled the streets. We paid the rent. We didn't want the kids out in the streets hustling. They would go out and rip off food. There was always food in the house, and everyone had fun" (STAR and in Feinberg) STAR provided support to LGBTQIA+ youth in a world of oppression, which continues today.



History Grounding ourselves in the radical histories of social change

(Photograph of Sylvia Rivera from the 1983 Christopher Street Liberation Day Parade holding a banner for Street Transvestite Action Revolutionaries (STAR) that reads "AND GOD CREATED HE AND SHE BUT HE ALSO CREATED ME".)

<https://www2.winona.edu/women-studies/>

Winona State University

Student Reflections

"No kid should have to justify their existence, and in this place, they could just be! That's queer joy."

"In bottom up grassroots approaches we seek to support ourselves and community, it was important to work with LGBTQ+ partners and validate their experiences, to seek solidarity"

"By offering resources and affirmation to our younger community members who might struggle to find it elsewhere, we actively aided in the support of those who came to our event. We showed them that there are people who are willing to help. In Trans Care, Hil Malatino discussed: "Preservative love is shorthand for all of those acts that keep a being alive and intact, and it is characterized by a specific response to the vulnerability of another. It means "to see vulnerability and to respond to it with care rather than abuse, indifference, or flight" (Ruddick qtd in Malatino 67). Our class took on the role of preservative love offering a form of collective care for those who attended."

"I didn't have any knowledge of queerness growing up, and I hope that in doing events like these where there is a diverse variety of gender expression and identities, the kids will remember that good things happen when we look out for one another."



<https://www2.winona.edu/women-studies/>

Janet Macon – Community Nutrition Education Program Planning & Implementation

Summer 2023 Recipient:

Erika Pinter – Project COMPASS End-of-the-Year Extravaganza



Conduct & Citizenship



Prepared by: Karen Johnson

Dean of Students

Highlights from 2022-2023:

- Managed and upgraded forms in the Maxient system to optimize reporting
- Monitored group conflicts regarding guidelines for campus chalking
- Served as a resource for scholarship awards, student transfers, and ISRS records
- Maintained student conduct watchlists for Athletics and Student Senate
- Continued to be a campus resource on Free Speech
- Worked to increase faculty reporting for academic integrity
- Served as a resource for Homecoming planning, Game Day Experience, and special events on campus

Sanction Chart & Highlights 2022-23:

Charge	Not Responsible	Responsible	Total
#1 Violation of any University or Minnesota State policy, rule, or regulation	0	3	3
#3 Disruption or obstruction of University activities	0	2	2
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	0	1	1
#5 Attempted or actual theft	0	5	5
#6 Unauthorized entry to or use of University facilities/keys	0	0	0
#8 Violation of rules governing residence in University property	0	3	3
#10 Alcohol policy	0	5	5
#12 Failure to comply with University officials or law enforcement officers	0	0	0
#20 Violation of any federal, state or local law	0	4	4
#21 Abuse of the student conduct system	0	2	2
Total	0	25	25

Sanction Chart & Highlights 2021-22:

Charge	Not Responsible	Responsible	Total
#1 Violation of any University or Minnesota State policy, rule, or regulation	0	21	21
#3 Disruption or obstruction of University activities	0	4	4
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	0	2	2
#5 Attempted or actual theft	0	6	6
#6 Unauthorized entry to or use of University facilities/keys	0	4	4
#8 Violation of rules governing residence in University property	0	15	15
#10 Alcohol policy	0	25	25
#12 Failure to comply with University officials or law enforcement officers	0	8	8
#20 Violation of any federal, state or local law	0	18	18
#21 Abuse of the student conduct system	0	1	1
Total	0	104	104

Recommendations for Improvement:

- Revise the position of Director of Student Conduct & Citizenship to address the decreased workload and to emphasize the “citizenship” component
- Improve relationships with Academic Affairs, including the Provost and Deans regarding the WSU academic integrity system
- Revive the All-University Student Conduct Committee and examine the appropriateness of the current committee charge and alignment with the MN State System policy
- Collaborate with the Office of Equity & Inclusive Excellence and the newly formed Bias Response Team to ensure that all students receive equitable treatment in the realm of student conduct

Anticipated Needs for 2023-2024:

- Increased collaboration with Academic Affairs, including the Provost and Deans
- Increased collaboration with Housing & Residence Life, including Hall Directors

Goals for 2023-24:Strategic Framework

Theme 5: Relationships

- Develop and enhance programming to strengthen the WSU culture of civility and collegiality on our campuses and in our local communities
- Promote student citizenship and responsibility

Objective: Study the literature regarding student citizenship and community engagement to determine strategies to engage students in positive relationships with the community.

Outcome: WSU students will make positive contributions to the Winona community and enhance the reputation of students with community entities.

Strategic Framework

Theme 2: Student Success

- Promote the expectation of student success for students involved in the conduct system
- Emphasize the availability of WSU support programs for all students

Objective: To increase student awareness of campus support programs intended to improve academic success for those who have received conduct sanctions.

Outcome: Students consistently utilize campus support programs with the goal of improving their grades as well as retention and graduation rates.



Counseling & Wellness Services



Prepared by: Kateri Johnson

Director of Counseling & Wellness Services

Highlights:

The 2022-2023 academic year was one of exciting additions to Counseling Services. First, we filled one of our vacant positions with a part-time counselor. Through the hiring of a counselor in TRIO, we also had another counselor providing mental health services to students, and she also participated in our weekly staff meetings and consultations. In addition to staff, we also had two clinical trainees: one through the Counselor Education Department (CED) and the other through the Master of Social Work (MSW) program. Supervising these graduate students was a significant help with meeting demand for services, and it gave us the opportunity to provide the trainees with a high-quality training experience.

One of our top highlights was piloting a Peer-to-Peer Support Program after receiving a grant through Minnesota State. Through this program, we recruited and trained seven peer counselors on how to provide non-clinical support to other students on issues such as adjusting to college, homesickness, general stress, and roommate/relationship concerns. Unfortunately, the program was not utilized by students; however, we plan to continue this program next year by placing a few peer counselors in the residence halls, the KEAP Center, and on the WSU-Rochester campus so they can provide support where students are commonly located and can participate in events in those areas.

Services:***Individual Counseling***

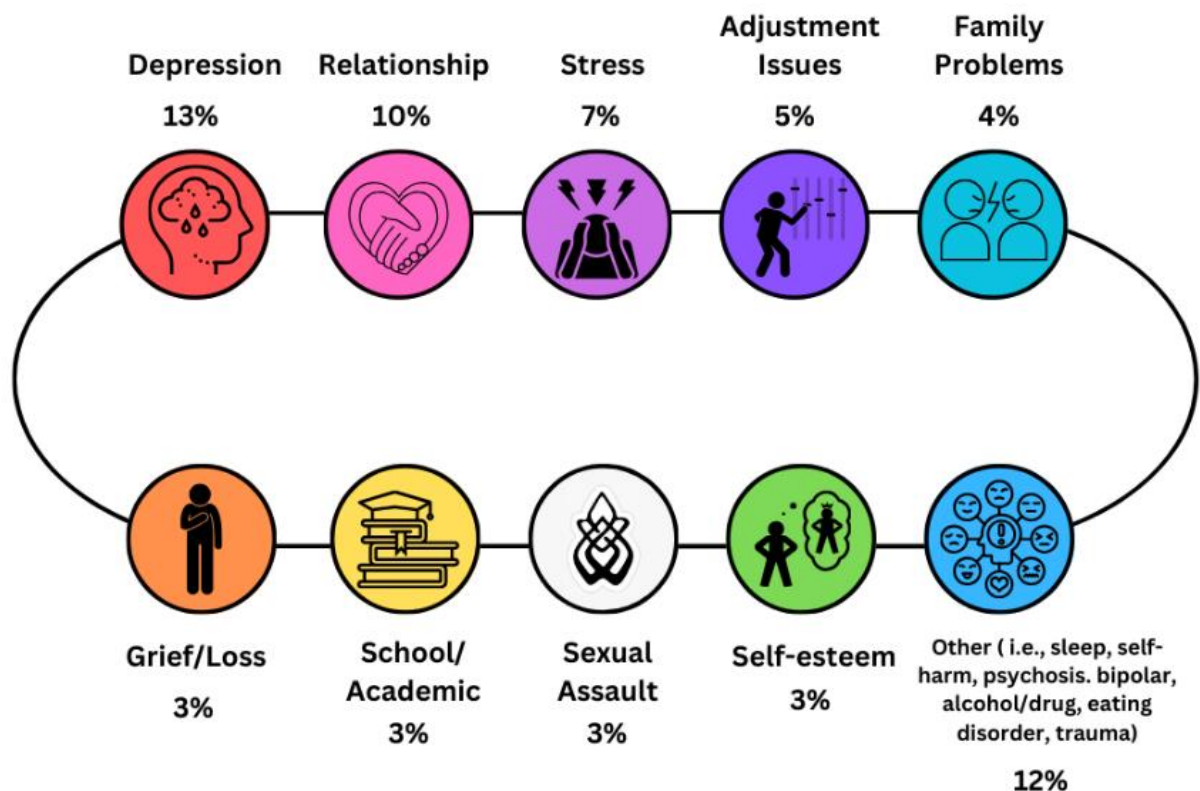
While we had more counselors in the fall semester than we did the previous fall, high demand for appointments resulted in a waitlist by the beginning of November. By December, we had 37 students on a cancellation list and offered them alternative resources such as crisis appointments for emergencies, crisis numbers, and the Peer-to-Peer Support Program. While we were able to offer some of these students appointments before the end of fall semester, most had to wait until spring semester. Fortunately, during the spring semester, we were able to keep up with appointment requests since one of the graduate students began full-time hours. As a result, in spring we had about 200 more appointments than we did during the fall semester. We also saw more individual students for more total appointments than we have in recent years, despite declining enrollment, suggesting that current students are more cognizant of mental health and willing to seek support.

One trend we are increasingly seeing is more students coming to college who have been on medications for mental health and/or in therapy for years before college, emphasizing the notion that mental health is more of a concern for this current age group. Another trend this past year was students requesting more in-person appointments than virtual appointments. Students were given a choice of modality of service, and 81% chose in-person while 19% chose tele counseling. While some requested

tele counseling because they were not in Winona, meeting virtually has also provided an alternative option when the student or counselor is sick, so the appointment doesn't need to be rescheduled. One modification we made to our services was reducing our crisis hours from all day to just the afternoons. This worked well for our staff and, even though crisis numbers were lower, we did not see any negative impacts for students as we were still able to accommodate student and employee requests for crisis assistance. During some of these crisis appointments, we saw more students in acute psychological distress than we have in previous years. This may suggest that students are coming to college with more mental health concerns and a higher need for support.

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Intakes	355	367	403	430
Crisis	92	17	83	59
Individual Students	631	474	591	599
Total Appointments	2,451	2,362	2,523	2,813

Presented Reason for Visit:



With tele counseling continuing to be an option for students, we saw steady numbers with WSU-Rochester students since appointments are often more accessible and convenient to them virtually. Appointments at MSC-Southeast were slightly higher than last year since our counselor, Serena, consistently provided hours one day per week on their campus. She also served on their Behavioral Intervention Team (BIT) and provided outreach as requested.

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Rochester Students	5	27	21	17
Rochester Appointments	23	111	85	82
Southeast Students	17	4	10	11
Southeast Appointments	49	12	30	42

Outreach and Groups

We had 3,985 students, employees, incoming students, and parents attend our programs. We also increased our presence through tabling at campus health fairs and registration events. The biggest outreach event was the implementation of a mental health panel during orientation to 1,000 incoming freshmen during orientation. We continued to maintain partnerships with Housing, Athletics, Nursing, and MSC-Southeast, providing various services and trainings to these groups. Some psychoeducational and support groups we offered included Doggie Destress, Pet a Therapy Dog, and Grief Group. One of our interns also offered an Anxiety Management Series in the KEAP Center which was one of the most attended groups in recent years. Our counselor, Mick, also became a Mental Health First Aid (MHFA) instructor and hosted seven MHFA trainings to students and employees, averaging 20 participants in each session. Mick, in addition to the other MHFA instructors at WSU, added 80 students and 106 employees who are now MHFA certified on our campus. We plan to continue to offer these trainings next year to increase those numbers so WSU has individuals in departments and clubs across campus trained to assist students with mental health concerns.

Anticipated Needs for 2023-2024:

- We will continue to advocate for a campus case manager as this is a need for not only our department but also for our campus community.
- An understanding across campus that we will be short-staffed during fall semester and not all employee and/or student requests will be able to be accommodated. Additionally, we likely will have a waitlist, so employees may have to provide students with alternative campus and/or community resources.
- Continued campus support for the Peer-to-Peer Support Program by staff/faculty referring students directly to the program as opposed to an automatic referral to counseling.

Goals for 2023-2024:

1. Train and supervise peer counselors for the Peer-to-Peer Support Program and collaborate with Housing and Residence Life, the Office of Equity and Inclusive Excellence, and WSU-Rochester to provide peer support in these areas. *(Aligns with Category IV, Subcategory E of the SEM Plan 2021-2025.)*
2. Host the first All-University Wellness Fair in collaboration with the “Culture of Caring” theme team to promote our campus and community wellness resources to students and employees. *(Aligns with Seven Dimensions of Wellness.)*



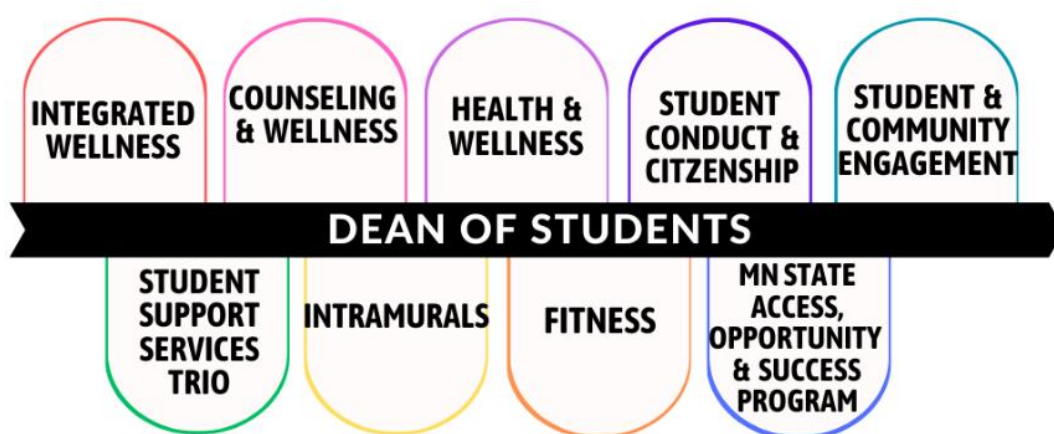
Dean of Students



Prepared by: Dr. Karen Johnson

Dean of Students

As part of the Division of Student Life & Development, the Dean of Students works to support the Division mission – “The Student Life and Development professionals at Winona State University deliver programs, services and activities that support academic achievement, social development and well-being of students engaged in the timely pursuit of their academic goals.” This year, the support we provided to students consisted of assistance with transitions back to the campus experience for some, and adjustment to hybrid/online learning for others. Through multiple staff changes this year, we managed to continue to provide excellent student service, communication with parents, and a focus on recruitment and retention. The following departments report to the Dean of Students and consistently contribute to the success of WSU students:



As a part of the WSU University Policy Committee, I can attest to the incredibly positive progress made this year. After several years of almost stagnant committee organizing and planning, a copy editor position was approved to assist the committee. This person encouraged the committee to tackle the list of old regulations to be converted to the new policy and procedure format. Once the committee protocol was refined, we reviewed and forwarded 12 sets of policy and procedure documents to Cabinet, ready for stakeholder review. I converted 3 regulations from the Dean of Students office into the new format, worked with the copy editor, and have them ready for review in Fall 2023. The committee also revised its document flow routines and clarified roles and responsibilities.

The TRIO/Student Support Services programs are essential components of retention and graduation at WSU. TRIO programs are completely federally funded by the U. S. Department of Education. We were very happy to receive a 4% increase in funding for 2023-24. WSU is moving forward with plans to build a new, net-zero energy building, currently called “CICEL” – Center for Interdisciplinary Collaboration,

Engagement and Learning. Three academic departments and the TRIO programs will occupy the space, hopefully by Fall 2027. TRIO will add the component of student support, as well as contributing to building a climate of diversity and academic excellence. TRIO is fully staffed by an enthusiastic group of professionals who care deeply about student success. One staff member, partially funded by WSU, functions as the WSU Basic Needs Liaison.

The MN State System Office provided oversight and an increased focus on campus' provision of student basic needs this year. Karen Stoltz (TRIO and AOS) served 13 students who were experiencing challenges meeting basic needs. Assistance was offered in the following categories: housing, mental health, financial assistance, food assistance, childcare and transportation. Outreach to the campus brought awareness to basic needs through collaboration with MarComm to create the WSU basic needs webpage. Stoltz collaborated with Rochester campus staff to add resources specific to the Rochester campus for their basic needs webpage. She also set up an interview with Aurea Osgood (Warrior Cupboard) and Malorie Olson (Student Senate President) with WXOW. Osgood and Stoltz created a task force to expand the Warrior Cupboard offerings to include items such as plates, cutlery, and other basic needs items in addition to food. Stoltz coordinated a guest presenter from Second Harvest to inform TRIO staff about help for students when applying for SNAP benefits. She also presented to the Integrated Academic Services staff on the basic needs website and how to support their students, sent out two emails to the WSU student body to inform them of basic needs support and sent out basic needs information on posters, fliers, and business cards to the two WSU-Rochester campus locations.

Although the overall number of student conduct cases decreased this year, challenges with student mental health have increased, along with the need for campus services and support. The Behavior Assessment and Intervention Team (BAIT) continued to help students overcome difficult situations and make complex decisions. In AY23, 32 student cases were addressed in BAIT. Health Services continues to provide medical management of mental health to students and Counseling developed a Peer-to-Peer support program to better meet student needs. Although this program was not well utilized this year, there are plans for improvement, including the placement of peer counselors in residence halls. MN State provided funding through the Mental Health Special Allocation, which was used to contract with a psychiatric NP, participate in the Boynton Student Health Survey, and support electronic medical records software. State support for mental health in higher education is looking very positive for the future.

The IWC continues to be a place for students to improve their wellbeing & academic success through an active lifestyle. My work with Student Senate and the Student Fee Management Committee (SFMC) allows me to educate students about campus resources and specifically wellness opportunities. SFMC found it necessary to implement large budget cuts for next year, and consequently, Intramurals will need to be creative to continue to provide excellent programming opportunities and also to provide a pay increase for student employees.

I was honored to serve on a dissertation committee for a WSU employee through St. Cloud State University. Andrea Gierok successfully completed her degree and will continue to contribute to the success of WSU students through her teaching and work with low-income, first generation students. I continued to serve on many WSU committees, including Affirmative Action/Title IX, Student Conduct & Citizenship, Safety, Orientation, IMPAACT (Improvement, Assessment, Accreditation), Inclusive Excellence, Policy, Strategic Enrollment Management, Mental Wellness Task Force, BIAS Response Team, Undergraduate Student Research & Travel Grants, ASF Professional Excellence Awards, Campus Evaluation Review Committee (HR), Student Leadership Awards, and CICELE Steering Committee. These opportunities allow me to interact with many campus colleagues and to learn about a wide variety of campus programs.

In order to assist WSU Admissions and experience a new adventure, I volunteered to travel to two high school fairs in Iowa – Muscatine and Denison. I very much enjoyed the opportunity to represent WSU and to interact with potential WSU students. The experience helped me to appreciate the hard work and grueling travel schedules of the Admissions staff. Another change this year is my enhanced role with New Student Registration and Choose WSU Days. I am proud to be a welcoming face for new students and parents.

Personnel transitions can be both sad and exciting as an opportunity for positive change. My good friend and colleague, Paula Scheevel, Director of Housing & Residence Life for 22 years, retired. I have enjoyed getting to know her successor and working with HRL in new ways. Three other staff members who I supervised and worked very closely with have moved on to new job opportunities – Alex, Kate and Kendra – and I am happy for their success both personally and professionally. Consequently, I have been considering how to re-organize these vacant positions to best achieve SLD goals, serve students, and be efficient. Carole Burton started working with the SLD core team in 2019 and introduced us to strategic agility – having a clear vision of where you’re leading your organization while remaining open and flexible about how to get there. We examined our goals and learned how to think broadly and creatively.

We studied WSU's organizational agility and how strategic planning will enhance our ability to use goals as our vision. Changing to an "adaptive leadership mindset" will clear the path to achieving our goals.

My commitment to the MN State System goal of Equity 2030 is unwavering and guides all of my decision making. In addition to collaborating with the Department of Equity and Inclusive Excellence, I serve on the Inclusive Excellence Committee and the BIAS Response Team. After attending a workshop on viewing policy through an equity lens, I brought this perspective to the WSU Policy committee. It is vital that WSU be a welcoming place to BIPOC and low-income students and their families. I continue to collaborate with Winona's Project Fine to sustain this important community partnership. Two posthumous degrees were awarded at commencement this year. The family of David Holien (BA, Individualized Studies) was presented with his diploma in the President's office and was honored in the December 9, 2022 commencement ceremony. David lost his battle with schizophrenia in August. The family of Hannah Goman (AA) attended the May 5, 2022 commencement ceremony to receive her diploma. Hannah was killed in a car accident by a drunk driver in Winona in February 2022. WSU is proud to honor these young scholars.

Anticipated Needs for 2023-24

- Consolidating three critical positions in SLD which report to the Dean of Students
- Developing relationships and contracts with MN State Southeast Technical College



Equity & Inclusive Excellence



Prepared by: Jonathan Locust, Jr., Ph.D.

Associate Vice President/University Diversity Officer

The Office of Equity and Inclusive Excellence (OEIE) had another very successful academic year. We spent this past year finalizing our Bias Response Team process, focusing actions to narrow the equity gap, creating a badging credential for our Race Matters Study Groups, and implementing equity strategies that enhance our relationship to the community. We have continued our contract with the Advocacy Center of Winona (ACW). It has been a great partnership thus far. They are still present on campus, and located in our OASIS Center. Our priority this year is to continue to close opportunity gaps. It was announced that Dr. Locust would be transitioning out of his role on August 1, 2023. Since this was announced in the beginning of fall semester, the institution has been taking progressive steps to ensure a smooth transition.

Highlights from om 2022-2023

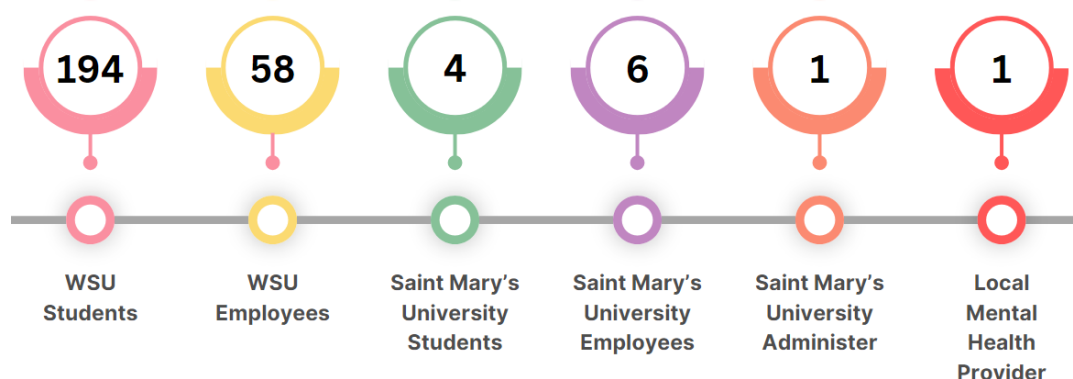
- Our George Floyd Scholar is continually progressing. He spent this past year learning about the IT division with Chief Information Officer Dr. Ken Janz and his team. In addition, he participated in the Early Year Research and Creative Mentoring Program with Professor Pat Paulson. He presented his research and work with the IoT (Internet of Things) raspberry pi devices. Next year he will be working with VP's McDowell and Ellinghuysen learning about the divisions of SLD and Finance and Administration.
- We are ecstatic that we are able to offer the Race Matters Study Group as a badge. This year, one of our participants was the Director of Teaching Learning and Technology (TLT). After completing it in May, we begin partnering and working closely to get this accomplished before the fall. In addition, we will go back and award all the previous participants retroactively. We will be awarding the badge to over 60 institutional community members.
- Under the leadership of the Inclusive Excellence Committee, we have begun looking at the implementation of the EduCause Learning Space Rating System. In their rating system, Section 7 focuses on three areas of inclusion; 1. Physical Inclusion and Universal Design, 2. Cognitive Inclusion, 3. Cultural Inclusion. This year, the Inclusive Excellence Committee in collaboration with the Director of Learning Spaces in TLT, will utilize this framework to assess our campus.
- In a previous report, I discussed an email I sent on January 31, 2022, on behalf of the EbD Taskforce and Inclusive Excellence Committee to Vice Chancellor Andriel Dees and Assistant Vice Chancellor Priyank Shah. The reason for the email was to request that the that the student debt ceiling be raised from \$25 to \$100. By raising the limit to \$100 in the 3 years we pulled

aggregate data, it would have assisted 21 students. Specifically, 5 students of color (2 of which were low income and first generation), 16 non-students of color (3 of which were low income and first generation, and 8 total first generation students). We have been notified that the system procedure was amended and increased the hold balance for students to \$500!

- The Inclusive Excellence Committee finalized the Bias Response Team process. One of our main goals is to facilitate restorative processes to mend organizational and intergroup conflict causing and resulting in biases manifested in bias incidents. This is something we have been working on for over a year and went through multiple rounds of feedback from bargaining units. A benefit from this discussion was the ability/option to pull in an external EDI/mediation consultant. We had our first meeting this spring, and discussed training, engagement in a tabletop exercise, and ways we can help move the campus forward.
- This past spring, we implemented the HEDS (Higher Education Data Sharing Consortium) Diversity and Equity Campus Climate Survey. The survey asks students and employees about three areas: 1. Perceptions of their institution's climate, 2. Perceptions of how their institution supports diversity and equity, and 3. Experiences with discrimination and harassment at their institution. The response for employees was +45% and 11% for students. The institution will be taking steps to create actions around concerns raised in the survey.

Safe Space Training

264 Total Individuals!

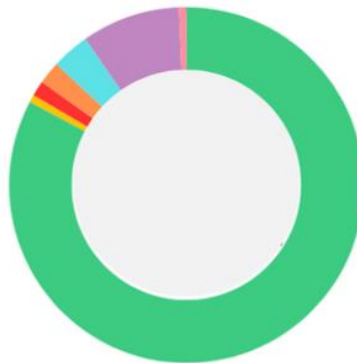


E&IE Advising

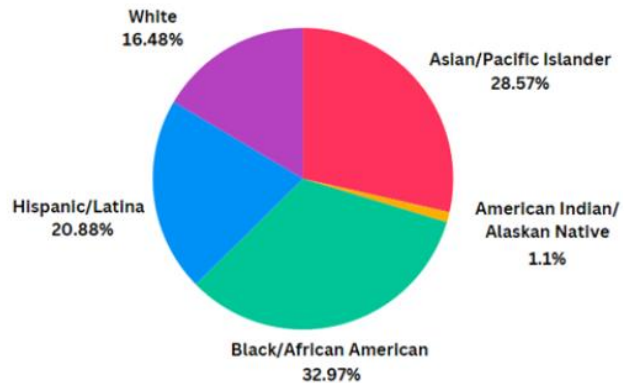
95 Individual Students (55 were for EIP Outreach) and 145 Total Entries



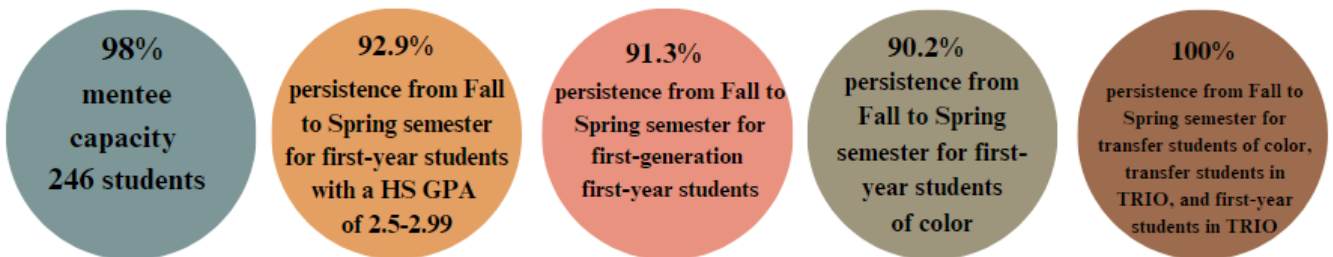
Visit/Reason



Race/Ethnicity of Students



Guiding Warriors Mentor Program Data



This year's program had significant growth, with impressive outcomes: this is achieved through the collaborative efforts of Tyler Treptow-Bowman (EIE), Jessica Stoner (TRIO), Ron Strege (WSS), Paul Stern (Hub), Dr. Denise McDowell (Administration), and Javi Navas & Emily Barrett (partners at Mentor Collective).

H.O.P.E. Academy

H.O.P.E. Academy (Harnessing Opportunities for Post-Secondary Education Academic and Leadership Academy), a previous leadership program called Boys to Men which started in 2008 with 30 participants, is a co-ed., ten-day residential program designed for high school students, which has been offered since 2011. The purpose of the Academy is to provide underrepresented and underserved students with a transformative educational opportunity to experience college life. H.O.P.E. Academy student participants are very diverse and are made up of several different countries, ethnicities, backgrounds, and cultures. In 2020 and 2021, due to COVID-19, we developed a virtual H.O.P.E. Academy for students to attend from Monday – Friday.

Due to the virtual format, we were unable to collect the usual demographic data, however, we were able to collect some data that could help should the need arise to host another virtual academy. Of the survey participants (n=7), all of them shared that they would be willing to participate in the digital format, and 85% shared it was extremely/very useful, with one finding it moderately useful. In 2022, after a 2-year hiatus, H.O.P.E. Academy returned to in-person. We had a total of 18 student participants with 8 male-identified students and 10 female-identified students.

HOPE Academy 2022-23								
		African American	American Indian or Alaska Native	Asian	European American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Total (n)
2016	Females	41.3%	0	37.9%	10.3%	10.3%	0	29
	Males	56.2%	0	18.7%	6.2%	18.7%	0	32
2017	Females	52.0%	0	24.0%	0	24.0%	0	25
	Males	84.2%	0	10.6%	0	5.2%	0	19
2018	Females	36.1%	19.4%	30.5%	13.8%	22.2%	0	36
	Males	57.8%	10.5%	15.7%	10.5%	16.0%	5.2%	18
2019	Females	30.6%	0	14.3%	4.1%	12.2%	0	20
	Males	16.3%	2.1%	10.2%	0	10.2%	0	19
2021								31
2022	Females	50.0%	0	77.7%	100.0%	0	0	10
	Males	50.0%	0	22.2%	0.0%	100.0%	0	8

*2021 held as a virtual event due to COVID-19

Inclusive Excellence Strategic Plan

Goals for the 2023-2024 Academic Year

1. By June 2024, implement Year 4 of WSU's Inclusive Excellence Strategic Plan.
2. By Spring 2024, implement additional action steps to close the equity gaps in the areas of student access, success, and completion.
3. By Spring 2024, introduce the Equity Scorecard to the campus for its use in identifying equity gaps in the student and employee experience.
4. By Spring 2024, increase the number of Expanding Perspectives attendees through partnership and increased collaboration.



Health & Wellness Services



Prepared by: Connie M. Kamara

Director of Health & Wellness Services

Transforming & Sustaining High Quality Services

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

Recovering Post-COVID-19 Pandemic

Health Seeking Behavior & Patient Return: As the COVID-19 emergency wains, health care nationwide grapples with how health seeking behaviors will transform. H&WS jumped into action at the onset of the pandemic and served as a leader for our campus community. Our staff worked across campus with administration, students, and employees alike to safeguard our community and ensure student's ability to continue their academic pursuits to the greatest extent possible. H&WS has worked diligently to address healthcare needs with the ultimate goal of student success.

The pivot from pandemic to endemic altered students' health seeking behavior, what they typically sought out for healthcare needs prior to the pandemic were dropped to the wayside as they focused on COVID. H&WS is embarking on public health campaigns throughout campus to encourage the return to preventative and proactive health care.

Rebuilding after COVID Financial Strains: Strong health seeking behaviors are essential for our student body's health & wellbeing. As well as their ability to pursue, unencumbered, their academic endeavors. It is also critical for H&WS to return to pre-COVID patient numbers in the clinic for operations to continue. During the pandemic, H&WS put all its financial & staffing resources into addressing COVID throughout the campus community. This was possible due to a healthy financial reserve H&WS had developed & sustained prior to the pandemic. This reserve was depleted in its entirety in order to address COVID for both students and employees alike. While H&WS works to reinvigorate health seeking behaviors, and subsequently our financial viability, the WSU Foundation, continues to support students via healthcare financial assistance when necessary.

Student Communication & Engagement: Although typical patient appointments dropped during the height of the pandemic and have yet to return to pre-pandemic numbers, H&WS did experience an increase in online engagement. This increase in digital contact with students, and an increased usage of our Ask-A-Nurse Message Line, has given us the opportunity for additional points of education, awareness, and outreach. We are working diligently to reach students and encourage their proactive approach to health & wellness. These communications focus on increasing awareness of the clinic's

affordability, availability, and accessibility for our students. It is our hope that students' address their health & wellness needs so it does not become a hindrance to their academic performance or their personal lives.

COVID Impacts: An additional increased experience was the use of telehealth services. H&WS continues to make telehealth appointments available to our students at all times, including breaks. Our medical providers are currently licensed to offer telehealth to anyone within the states of MN, WI or IL. COVID healthcare continues to be part of our services as well even though reporting is no longer required as of the end of the Public Health Emergency: May 11, 2023.

Student Engagement Pathways & Collaborative Efforts

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

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

Student Engagement

Health & Wellness Student Advocates: The student club transitioned back to fully in-person events. Their goal this year was to move away from PowerPoint presentations and offer interactive events. This resulted in health fairs, crafting activities, and increased attendance of the Wellness Wednesday series. The Advocates focused on one dimension of wellness per month to ensure various health & wellness topics were covered throughout the academic year.

Student Clinic Workers: H&WS had 5 work-study students based in the clinic throughout this past academic year. The students in the clinic roomed patients which included taking their weight and vitals if needed for that visit. In addition, student workers assisted with transporting lab specimens to the Winona Health lab as well as other needed tasks throughout the clinic.

Nursing Student Workers: H&WS had 16 Term 4 Nursing clinical students (8 fall semester & 8 spring semester) as preceptees this past year. The students primarily work with the RN to assist with rooming patients, giving immunizations, etc. When approved by the patient, students would shadow the provider during procedural appointments. Nursing students also helped with flu clinics, health promotion activities, and STI screening clinics to get the experiential clinical hours needed.

Front Desk Student Workers: H&WS had 2 work study students based at the front desk. The front desk students sat with another staff member at the desk and assisted with scheduling appointments and registering patients for both H&WS as well as Counseling Services. This was a great opportunity for our students to learn electronic medical records, as well as the varied nuisances and potential complications of scheduling.

Health Promotion Student Workers: Health Promotion employed 5 students during the 2022-2023 academic year. This included 2 graphic design students, 2 Public Health interns, and 1 graduate assistant. These students helped to create educational materials, plan, execute, and evaluate events, and promote our services.

Health Promotion Student Helpers: Health Promotion partnered with the Health, Exercise, and Rehabilitative Services Department, Nursing Department, and the Communications Department to create events throughout the year. These events doubled as both as an addition to the Wellness Wednesday series while also giving the students an opportunity to plan, execute, and evaluate an event in a controlled setting with support from faculty and staff. Health Promotion additionally took on two Public Health Practicum students to help give them more experience in the field of Public Health while they contributed promotional materials, event planning ideas, and worked to execute several Wellness Wednesday events with the H&WS team.

Big Ideas & Strategic Efforts

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

Collaborative Efforts

Another positive increase, post the height of COVID, is in our partnerships and collaborations, both on campus and throughout our community and counties. H&WS continues to have strong relationships with our health partners and relevant groups, such as the Southeast Minnesota Disaster and Risk Management Group. Also, H&WS has been invited to a new collaboration, the Winona County Community Health Improvement Plan.

Sexual Health Collaborations: Health Promotion has been working closely with OASIS to help update the Gender-Based Violence Prevention—both 10- and 50-minute versions of the curriculum. Additionally, we have been fostering partnerships with Semcac, Women, Gender, and Sexuality Studies Department, and

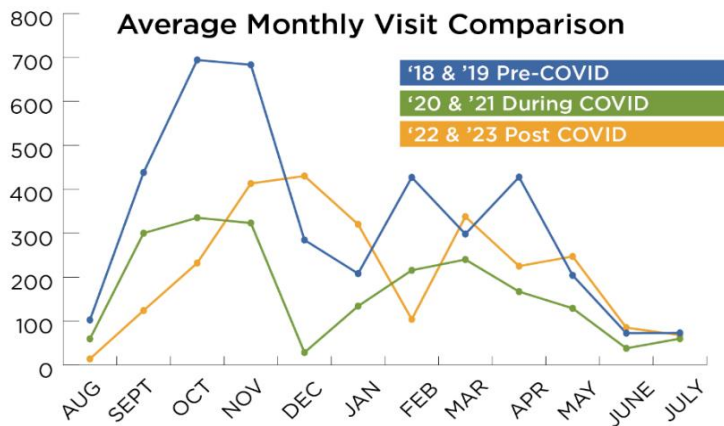
Title IX, to create a Sexual Health Fair where students can identify and engage with the sexual health resources available to them. H&WS continues to be active members of the Sexual Violence Advisory Committee on campus and the Sexual Assault Inter-Agency Committee for the county. In addition, one of our Nurse Practitioners is a Sexual Assault Nurse Examiner, a vital service that most campuses do not provide, although all experience assaults.

Forward Focus

H&WS continues efforts to raise awareness and increase patient visits as well as our financial stability.

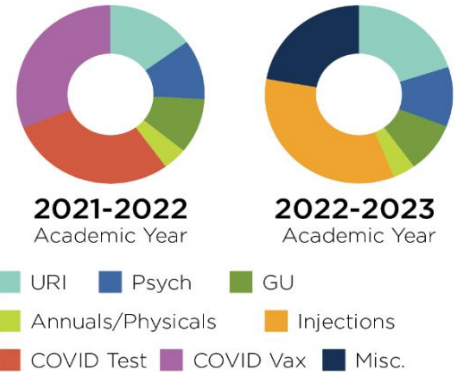
Best of Health & Wellness Services

Highlights from July '22-May '23



*2022-2023 Does not include final quarter of 2023 data.

Average Visit Type Comparison



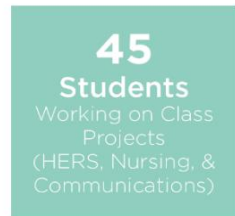
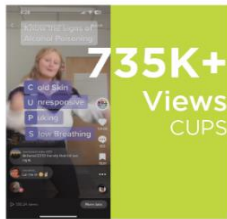
Ask-A-Nurse

Consultations, Triage & Care Directives

Academic Year	Number of Inquiries
2019-2020	968
2020-2021	2,572
2021-2022	3,569
2022-2023	1,699

Appointment Total Comparison

Appointments	'21-'22 Academic Year	'22-'23 Academic Year
Total	3950	2885
URI	383	563
Psych	289	290
GU	251	256
COVID Vax	768	83



“I was a Biology: Allied Health major & I'm starting grad school this summer for my Master's in Nursing. I was the Health Advocate's President & a clinic student worker. This allowed me to gain hands on experience. I learned the workflow to make the day run smooth, which is essential. I learned how to treat common illnesses. I learned how to give shots & was able to practice giving them. I was given an opportunity that most do not get until they are in grad school. I will take my experiences with me to grad school & my professional career as a Nurse Practitioner or Physician Assistant. All students who are in undergrad for a health career can benefit from working at Health Services. It has been an educational experience & a place where I met lifelong friends.”



Housing & Residence Life



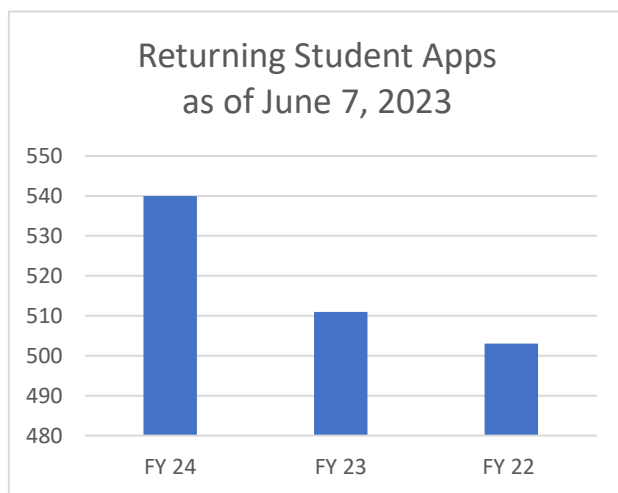
Prepared by: Sarah Olcott

Director of Housing & Residence Life

Highlight Best of 2022-2023

Returning Student Room Selection

Much discussion centers around the decreasing number of high school graduates which translates into decreasing numbers for new entering first year students nationwide. Housing and Residence Life has the opportunity to increase its number of returning students to the halls to offset the decrease in first year students. This year HRL saw growth in the number of returning students who signed up for housing for FY24. There is currently a 5.68% increase in this population from FY23 as of June 7, 2023. The graph shows a notable increase over the past three years. Our first-year population is up 4.42%. In total we



are up 5.95% in bookings over FY23 numbers at this same time. We are hopeful of maintaining this percentage throughout the summer.

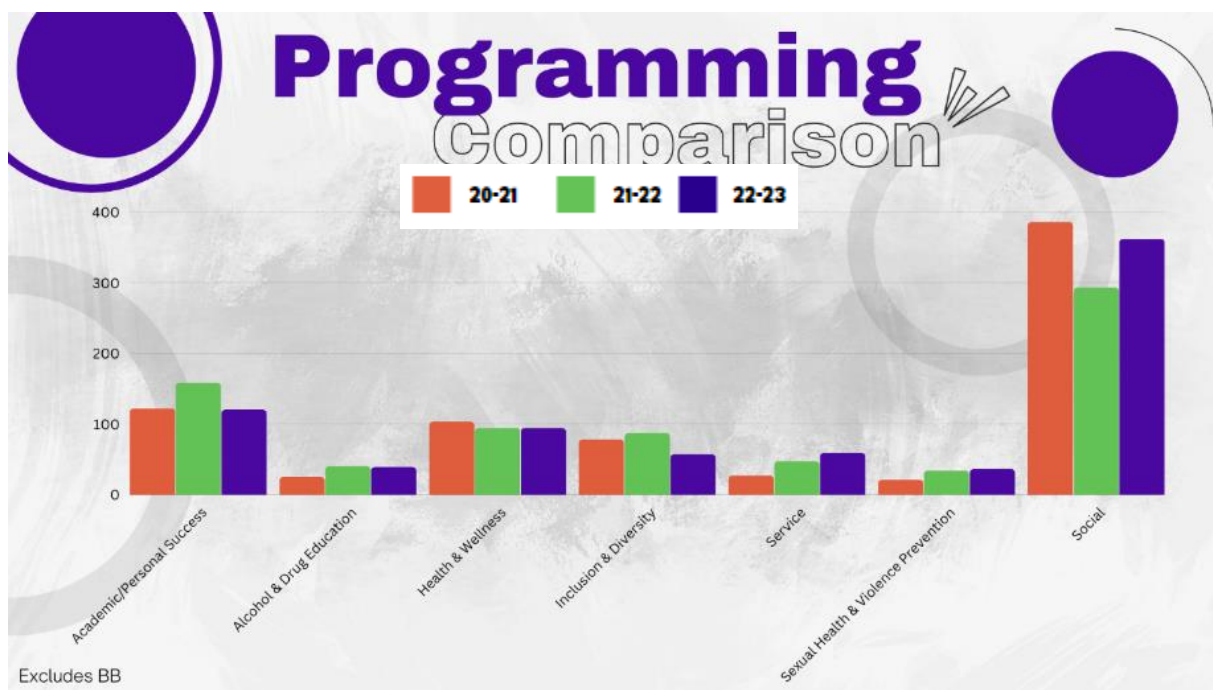
Ultimately HRL would like to open at 1,800 students, but it looks like we will be short this year. Increasing the percentage of returning students will again be a goal for FY25. We are always looking for new ways to reach out to current students through social media messaging and physical signage. This past year we simplified our sign-up process and increased the number of offerings for our Gender-Inclusive community. Next year we are looking at shifting

our sign up and cancelation timeline, so our numbers are more solid at the beginning of the process.

UNI RA Conference

Student Leadership in Housing and Residence Life was enhanced by our ability to return to in-person conferences. Each year the hall staff looks forward to the UNI RA Conference held at the University of Northern Iowa. We have a competitive process to choose the staff members that will attend. The candidates have to come up with some way to contribute to the conference either by participating in a case study, presenting or showcasing a bulletin board. This past January Erica Thomas, AC Kirkland/Haake and Xao Vang, AC Quad halls took 11 students to the conference. Mal Bowman, who is a Kirkland RA won the top bulletin board. Taylor Dauer, who was a Conway RA, won 1st place in the essay category for the case study competition. All students submitted bulletin boards and competed in the case study competition.

Focus on Social Programming



With the return to normal in the residence halls came an increase in programming for our staff members. HRL returned to pre-pandemic models for in-person engagement. As you can see in the graph, social programs were increased from 21-22 by over 50 engagements. While 20-21 numbers were a bit higher these were all virtual engagements. HRL focused on social programs to enhance our resident's ability to connect person to person with other students, a skill that has diminished throughout COVID and people's reliance on social media apps in order to connect.

On our Spring 2023 survey we did see a slight increase in the mean of the extent residents agree with their ability to connect with other students in the halls from 3.85 in spring 2022 to 3.96 in spring 2023. Examples of social programs were Kirkland-Haake family dinners where floors eat together in the hall lounges, PL Super Bowl watch party, and Conway Hall BOG (Bring your own game) event. East Lake hosted Monday munchies each week giving residents the ability to connect with each other. Overall focusing on social programs allowed our residents the opportunity to engage and make those meaningful connections.

Hiring and Student Leadership application process



In an effort to use our StarRez software to its fullest potential and the housing portal as a one-stop shop for all things housing, the student staff hiring process has moved to the portal. This process included moving the application, resume and cover letter review process to StarRez which then could be coordinated by multiple HD/AC to review and rate. This streamlined a complicated process for our department and allowed multiple users to access the same information at the same time.

In addition to enhancing communication among the staff, using StarRez also allowed us to communicate more consistently with our candidates. Candidates were able to choose interview times and group interview times on the portal and receive real time information about the status of their application. This process also included the offer acceptance process to collect student staff demographic information and schedule their fingerprint and background checks. This enhancement eradicated duplicate and incorrect data entry errors. Overall, this change increased our communication and accuracy in the process.

Recommendations for improvements

Budget Issues

Even if Housing and Residence Life was able to meet the goal of opening with 1,800 students, we would still be operating in a budget deficit. Our budget was created for a campus population of over 2,200 students and that number cannot be reached again without new buildings and a huge jump in enrollment. The University must help Housing and Residence Life correct this systemic budget issue. The student fees from housing go to many budgets on campus and as the director I can't cut those items or make necessary adjustments. I need support from WSU administration to work towards right sizing the housing fee budget, so HRL can begin to operate with a balanced budget and healthy reserve so we can invest in our current housing stock. We need quality of life improvements such as air conditioning and bathroom improvements that our current student demands.

I have reached out to many different departments trying to get them to see the budget issues and make changes, but very few people are even willing to have a conversation about it or change allocation models for positions that are funded out of Housing fees. Since this is a multi-departmental budget, we need administrative support to make more necessary changes.

Anticipated Needs for 2023-2024

- A new residence hall building, this has been on the back burner for 1 year now and we need to rejuvenate this project.
- Sell Lourdes Hall. This decommissioned building is a strain on an already stressed budget.
- Right size the Housing and Residence Life budget.

Goals for 2023-24

1. Housing and Residence Life would like to enhance our partnership with MN College Southeast. HRL will be working this year to find ways to promote our housing options to MN College Southeast students and focusing on new opportunity programs that are beginning this year.
2. There are students that need their \$200 prepayment waived in order to submit their housing application. HRL is developing a waiver form, so that students have easy access to submit a request to have the fee waived to eliminate a barrier in applying for housing.
3. Housing and Residence Life receives many accommodations requests each year ranging from ESAs to needing AC because of allergies. We currently do not have a good way to track these requests and collect necessary documentation. Our team is working on an Accommodations Process which will include an application on the housing portal to apply for an accommodation and upload necessary documents.
4. No one can deny that everything is getting more expensive, including college. The question I have is should it be? I believe the cost of our housing needs to be decreased to make college more affordable, make living on campus more desirable, and continue the tradition of campus housing that contributes to our vibrant campus community. This coming year, I will take a deeper look at this question and hopefully find a way forward.



Integrated Wellness Complex



Prepared by: Jeffrey Reinardy

Director of Fitness & Wellness

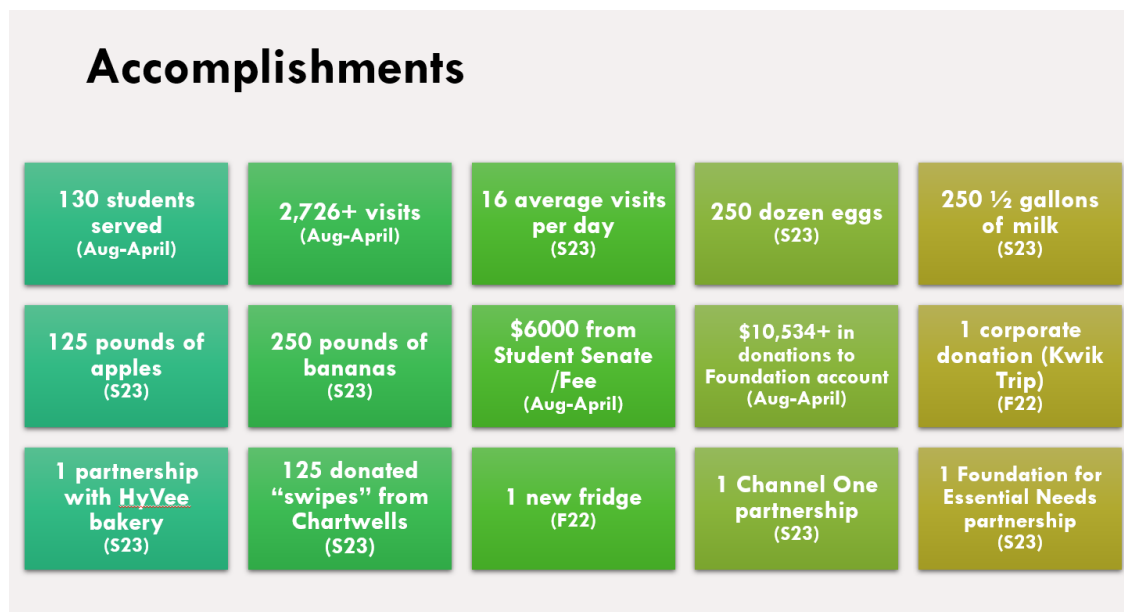
Mission: The Integrated Wellness Complex provides a learning-centered experiential environment promoting lifetime personal well-being of all students through active and engaged participation in wellness programs, services, and activities.

This report reflects the impacts and efforts of the non-clinical departments housed in the Integrated Wellness Complex. With many years of professional experience in the fields of public health, athletics, recreational sports, strength and fitness training, and fitness administration, the professional staff in these departments include Jeff Reinardy, M.S., Director of Fitness & Wellness; Gunnar Mach, M.S., Associate Director of Fitness & Wellness; Mark Bambenek, M.S., Director of Intramurals.

Highlights

Utilizing evidence-based programs in student affairs, strength & fitness, and health promotion to impact the well-being and success of college students, faculty and staff, the non-clinical IWC facilities and services engage diverse users and groups in world-class learning and well-practice. Driven by data gathered from the evaluation of student learning outcomes and institutional data, the IWC aligns programs with student needs and institutional goals.

Warrior Cupboard:



Institutional/Student Need	Program(s) n=unique participants	Recognition/Impact & Alignment with Institutional Goals
<p>Regular physical activity contributes to maintaining a healthy weight, as well as decreased risk for physical and mental illness. 2018 Boynton College Student Health Survey Report: MN Postsecondary Students suggests that more than 2 in 5 (43.1%) students fall into the overweight/obese/ extremely obese categories and half were attempting to lose or control their weight through physical activity and healthy eating.</p>	<p>-Strength & Fitness (n=5000) -Personal training (n=25 estimated) -Fitness Classes -Intramurals- (n= 315) -Rec Sports (n= 245) -Employee Wellness (n=20) -Collaborations with academic departments and community (n=25)</p>	<p>*Four years of national recognition as Exercise is Medicine on Campus GOLD for the commitment to create a culture of wellness and establish physical activity as a vital sign, linking health care and fitness professionals to provide a referral system for exercise prescription.</p> <p>Alignment with institutional goals through provision of programs and facilities, practical application of fitness theory and fitness internship programs and student leadership:</p> <p>WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness.”</p> <p>7 Dimensions of Wellness: Physical and Emotional Wellness</p> <p>WSU University-Wide Student Learning Outcomes:</p> <p><i>Personal and Social Responsibility: Outcome 3: “Connect and extend knowledge from one’s own academic study to benefit the greater community.”</i></p>
<p>Food insecurity – the lack of reliable access to sufficient quantities of affordable, nutritious food – is common at colleges and universities across the country, undermining educational success of college students. Three studies conducted in the United States among college students showed 45%–59% of students were either food insecure or at risk of food insecurity (Chaparro et al, 2009; Maroto et al, 2015; Patton-Lopez et al, 2014). A spring 2019 WSU study showed that 67% of respondents reported experiencing food insecurity at least once during the last year. Over 40% of respondents reported food insecurity in the last month at WSU. 2018 Boynton data suggests that 1 in 5 MN State students experiences food insecurity in any given month.</p>	<p>Warrior Cupboard: student food cupboard and nutrition education outreach programs (n=120), up 30% from AY2021-22; individuals swiped in twice as often as the previous year; 80 referrals to MN SNAP and Winona Volunteer Services food distribution programs. Evidence Base for Campus Food Cupboards</p> <p>Student Senate provided over \$6,000 in funding this year. Donations were raised in excess of \$14,000 this year.</p>	<p>Students accessing the Warrior Cupboard (which opened for the first time 9/5/2017) reported the following educational impacts:</p> <ul style="list-style-type: none"> • 13% of respondents reported that accessing the service helped them to be able to afford tuition, books, and other supplies necessary to their education. • 29% reported that accessing the Warrior Cupboard helped them eat regular meals, even when funds were low. • 11% reported accessing community resources based on referrals from using the service. • 10% reported that accessing the service allowed them to enrich their education with practicum, unpaid internships, study abroad or other opportunities that cost extra. • 35% reported that accessing the Warrior Cupboard reduced stress and anxiety. <p>Alignment with institutional goals through provision of food cupboard, food and personal care items, institutionalization of common language for food insecurity and stigma reduction, and student leadership opportunities:</p> <p>WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness.”</p> <p>7 Dimensions of Wellness: Emotional, Physical, Social & Intellectual Wellness</p> <p>WSU University-Wide Student Learning Outcomes:</p> <p><i>Personal and Social Responsibility and Creative and Critical Thinking</i></p>

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

- 40% of all WSU students who had at least one class with face-to-face components swiped into the IWC Fitness Center between 8/2022 and 6/2023.
- 28% of IWC Fitness Center users were first generation students.
- 14% of students who accessed the IWC Fitness center are students with diverse status.
- 120 students accessed the Warrior Cupboard. On average the cupboard saw 45 visits per week.

IWC Facility Improvements:

- In spring of 2023 the IWC fitness center implemented updates with a flooring overlay, 24 new lifting racks and 30 new benches.

IWC Fitness Center Participation	
Academic Year	IWC Swipes
2022-23	145,142
2021-22	101,914
2019-20 *Covid 19	51,590
2018-19	152,555
2017-18	206,658

Intramurals & Rec Sports	
Academic Year	Patrons
2022-23	1,410
2021-22	1,210
2020-21* Covid 19	560
2019-20 *Covid 19	1,901
2018-19	2,940

Aquatics		
Year	Lessons	Staff
2022-23	458	41
2021-22	425	37
2020-21*		
2019-20*	369	34
2018-19	408	32
2017-18	423	30

- No lessons 2020-21 due to Covid 19
- 2019-20 4th session cancelled due to Covid 19

Recommendations for Improvements

Using CAS Standards, several recommendations have been identified and are being reviewed regularly. Equipment and facilities require ongoing, regular maintenance. Revenue for facilities is insufficient for the need to provide high-quality, state-of-the-art facilities that match the requests of our students, including athlete-only access times. Second, over 100 student workers are employed to staff the IWC facilities, Intramurals and Integrated Wellness programs. Student Learning Outcomes are engaged and utilized to measure learning and practical experience in this group of student employees. Additional training and resources for these student leaders would improve the patron's experience in the IWC. Finally, intentional documentation and evidence for support of student learning and wellness outcomes is helping us create a better baseline for to better share the IWC story. This is ongoing work established in FY20 for dissemination in FY22.

Anticipated Needs for 2023-24

2023-24 will present ongoing financial challenges due to reduction in enrollment and static or increased user group needs. IWC professionals are committed to continued provision of collaborative, interprofessional experiential wellness and practical experiences of our students to combat the financial challenges. Collaborations, shared-funding with on-campus entities, and external funding sources will continue to be essential to IWC's success in the future.

Goals for 2023-24

1. Measure and evaluate impact of opportunities for student leadership, praxis, and knowledge through IWC Morrie Miller Fitness Internships, student-worker positions, and HERS personal training programs (including EWP).
2. Continue to meet the food insecurity needs of WSU students and expand Warrior Cupboard referral services to social support in the State of MN, as well as local and regional resources by 25% by May 2024.



Student Union & Activities



Prepared by: George Micalone

Director of Student Union & Activities

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

Highlights for 2022 -2023

- **Traffic Counts between August 2022 – April 2023:**
 - 690,000 total people entered the building
 - 3,700 average traffic per weekday
 - 1,550 average traffic per weekend day
 - Busiest Days of the Year (over 5,000 visitors)
 - August 22, 23, 24; March 31, October 20, 21, August 18, 26
 - Traffic rank by door in order of total usage
 - Door 1 – Huff Street – 25% in, 29% out
 - Door 7 – Zane’s/Ballroom – 28% in, 23% out
 - Door 9 – Gold Minne Lot – 20% in, 18% out
 - Door 3 – Prentiss-Lucas – 15% in, 12% out
 - Door 8 – Minne/Courtyard – 7% in, 11% out
 - Door 10 – Bookstore – 5% in, 6% out
 - Door 6 – Zane’s/Ballroom - Exit Only - 0% in, 1% out
- **Event and Meeting Space Usage (from EMS) between August 2022 – April 2023:**
 - Total departments, student organization, and third parties using Kryzsko Commons:
 - 153 unique groups
 - Reserved spaces inside Kryzsko Commons for meetings and events:
 - 1,705 bookings
 - Study Rooms: 1,751 bookings – Note: most use does not get reserved in advance
 - Lower Hyphen Tabling – 186 tables reserved
 - Reserved spaces outside Kryzsko Commons:
 - 225 bookings including 61 at the Fire Feature Patio
 - Kryzsko Commons entry display locations reserved – 235
 - **Total reservations across all spaces – 4,102**

Meeting & Event Space Use by Volume of Bookings	
Conference Room G100	Solarium
Conference Room 252	Student Activity Center
Kryzsko Ballroom	Conference Room 229
Baldwin Lounge	Oaks Rooms - Combo
Purple Rooms - Combo	Purple Rooms - Solo
Oak Rooms - Solo	Conference Room 251
Conference Room 176	Zane’s Stage

Note: The Solarium and Room 229 were offline during construction part of the year.

- **Student Union Ticketing Site**

- Sold tickets to events for the Warrior Entertainment Network, Theatre and Dance Department, WSU – Rochester, WSU Family Weekend, Homecoming, Lyceum, and International Night.
- New service allows for cashless payments and better promotion of prominent campus events. In addition, this creates a modest revenue stream.
- Over 8,100 orders have been processed since the site launched.

- **Building Improvements**



- The Meditation Room was fully renovated to accommodate all types of prayer and reflection uses. A proper foot bath was also installed.
- The Fire Feature Patio was created with hard plumbed gas fire table, built in stone benches and modern outdoor furniture. Weekly s'mores provided by the Student Union with positive participation.
- Updated furniture in conference rooms – G100 and 229 to accommodate more guests. Added Zoom Room technology for full video conferencing functionality.

- **Hosted Special Events**



- Minnesota State Luoma Leadership Academy – 60 Guests
- Bangladesh Alumni Banquet – 300 Guests
- Winona Area Chamber of Commerce Annual Banquet – 330 Guests
- Volkman Wedding – 80 Guests
- Project FINE Annual Gala – 270 Guests
- Great River Shakespeare Festival Gala – 250 Guests

- **Warrior Entertainment Network**

- Hosted over 32 events this year including concerts, comedians, magicians, hypnotists, bingo, trivia, DIY crafts, trips, drag show, movie nights and more with an overall attendance exceeding 8,000 people.
- Offered 6 Kryzsko After Dark nights that provided students with monthly late-night activities for entertainment. Nearly 4,000 students attended these events.
- Many events were well attended by WSU students and the community including Comedians Drew Lynch and Sasheer Zamata, Magician Derek Hughes, and concerts with Nicky Youre/Hot Chelle Rae and Yam Haus.

- **Student Senate:**

- Major advocacy projects/issues included a reduction in Winter Term fees; hosting a forum for the COE students regarding the proposed Tevera tracking program; the creation of Deans Advisory Boards for each college; implementation of midterm progress grades; and free menstrual products in gender-neutral bathrooms.
Also co-hosted the annual Drag Show as part of Kryzsko After Dark.
- Developed new funding guidelines for Senate travel requests.
- Provided more than \$150,000 in funding to clubs/organizations and students for events/activities through 453 funding requests.

- **Clubs/Organizations:**

- Registered 136 clubs/organizations and welcomed 11 new ones.
- Processed 598 Student Event & Activity Registration Forms and 171 Student Travel Request Forms for clubs/organization and student bus trips.
- Offered 3 club/organization fairs Fall semester and 1 Spring semester; also offered club/organization tabling during Sophomore/Junior Day in April 2023.

- **Major Campus Events:**

- Planned the 2nd I LOVE WSU DAY to welcome students back to campus with 30 campus/ community partners and collaborated to plan 6 Warrior Game Day Experience events.
- Celebrated a successful Homecoming Week complete with the annual parade.
- WSU Family Weekend featured a brunch with President Olson, Mississippi River Cruises, and comedian Sasheer Zamata which welcomed over 400 people this year.
- 2nd Annual WinterFest, hosted for WSU students and community members, had well over 1,000 people in attendance.
- Lyceum series hosted Bill Nye “The Science Guy” to a sold-out crowd of 2,400 people in McCown Gymnasium.

- **Fraternity & Sorority Life:**

- Total membership of 120 including 43 new members throughout the year.
- 25% served in leadership positions in other organizations across campus.

- **Warriors LEAD:**

- Partnered with Student Senate, the Alliance of Student Organizations, and the Panhellenic Council for a 3-part speaker series that impacted approximately 250 students.
- Speakers presented on topics relating to mental health, women’s empowerment, and leaving your leadership legacy.

Recommendations for Improvements

- Providing high quality customer service to all our guests in Kryzsko Commons Student Union is a high priority now and for the future.
- Continue to grow the awareness and use of the Warrior Esports Lounge and Fire Feature Patio.

Anticipated Needs for 2023-2024

- Ongoing financial challenges due to reduced student enrollment will be in consideration for many years as the operation is largely student fee funded between the Student Union Fee and portions of the Student Life Fee. We will work diligently to determine and pursue additional sources of outside revenue to help offset any deficits and continue to grow the operation.

Goals for 2023-2024

1. Planning towards a remodel of the lactation room.
 - a. Strategic Framework: Stewards of Place and Resources
2. Create a Welcome to Winona Fair to introduce students to the Winona Community where we invite businesses, non-profit organizations, and community organizations to rent a table in the Kryzsko Ballroom to offer discounts/samples to students the first week of classes.
 - a. Strategic Framework: Relationships
 - b. Dimensions of Wellness: Social
3. Develop a more comprehensive student organization leader and advisor training/toolkit to assist them in being successful in their role.
 - a. Knowledge SLO (Outcome 2)
 - b. Personal and Social Responsibility SLO (Outcome 2)



TRIO Student Support Services



Prepared by: Nhia Yang

Director of TRIO

The TRIO Dept. at Winona State University hosts two college access and retention programs, Student Support Services “SSS” and Disability-Student Support Services (also known as Student Ability Services “SAS”). These programs are funded by the U.S. Dept. of Education with a special mission to assist 325 eligible students from first-generation college students, students who meet low-income status, and students with documented disabilities, to reach their goals of college graduation at Winona State University. **Table 1** illustrates the eligibility factors TRIO serviced for fiscal year 2022-2023, while remaining compliant with rigorous guidelines and expectations for persistence, good academic standing, and a six-year graduation rate annually (see table 2).

Table 1:

Year	First Generation	Documented Disability	Limited-Income	FG+LI	DD+LI
2022-2023	60	109	15	81	60
2021-2022	63	106	15	78	63
2020-2021	57	114	8	86	60

As highlighted in **Table 2** from the previous grant cycle (2021-2022), TRIO is required to meet or surpass grant objectives to earn “Prior Experience Points” each fiscal year. Consistently meeting and surpassing these goals ensure successful future funding. A complete summary of TRIO’s 2022-2023 **Annual Performance Report** will be available in December 2023. Although Fall 2022-2023 data is unavailable; previous year’s goals and outcomes are shown below (Table 2).

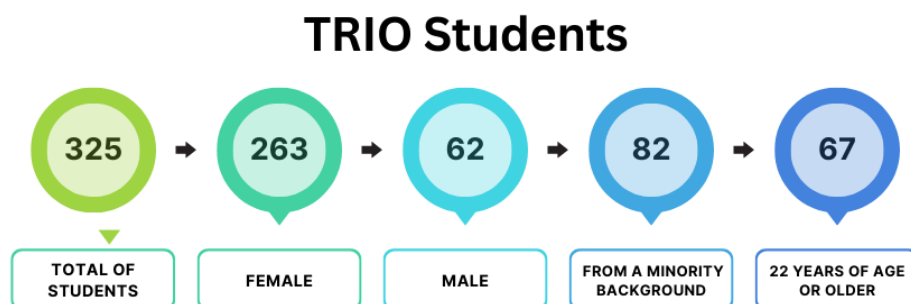


Table 2:

Year	Persistence Rate (SSS)	Goal (SSS)	Good Academic Standing (SSS)	Goal (SSS)	6-Year Graduation Rate (SSS)	Goal (SSS)
2021-22	85%	80%	90%	90%	63%	58%
2020-21	91%	80%	96%	90%	55%	58%
2019-20	91%	80%	96%	70%	60%	60%

Year	Persistence Rate (SAS)	Goal (SAS)	Good Academic Standing (SAS)	Goal (SAS)	6-Year Graduation Rate (SAS)	Goal (SAS)
2021-22	92%	80%	97%	90%	N/A	60%
2020-21	99%	80%	99%	90%	NA	60%

TRIO helps eligible students reach their goal of graduation and gain a lifetime of confidence. Advisors meet with students one-on-one to provide encouragement, advice, course selection, career exploration and much more. Our dedicated advisors provide customized assistance to increase lifelong learning and development for each person. Our focus is on creating a sense of community amongst our students while maintaining retention standards and meeting grant objectives/goals. TRIO is a student-centered community providing effective and meaningful support for students.

Advising, Career, Tutoring, Academic, and Financial

TRIO provides in-person and online support as requested for advising appointments. The majority were held in-person in the TRIO office and advisors found it helpful to maintain a consistent presence on campus along with providing prompt quality responses to student questions and their situations. Email continues to be the preferred form of communication among students. Advisors will continue to send informational emails regarding academic, career, financial, along with personal support. Tutoring is still a core service of TRIO, and in 2022-2023, TRIO implemented a unique tutoring model. Students were referred and encouraged to use campus tutoring services and TRIO tutoring would attempt to supplement any unmet needs for participants. TRIO students would meet with their TRIO advisor if there was not a campus tutor option or if campus times/days did not work for them. The student would complete a Tutoring Plan Form and the tutor coordinator would identify and hire potential tutors.

Tutoring Service Count for TRIO Participants 2022-2023

	SSS Tutor Hours	SAS Tutor Hours
Total	159 hours	165 hours

TRIO utilizes a D2L site to deliver study tips and academic workshops to students online. The 'TRIO Toolbox' is the delivery system used for academic skills information and topics directly reflected in the grant. The financial wellness learning community has continued to be of interest to students. In total, 105 participants were identified as new or continuing learning community members for 2022-2023 and participants were encouraged to attend events and financial workshops.

TRIO's Financial Wellness program consisted of monthly financial newsletters, Affinity Plus Federal Credit Union (APFCU) Lunch & Learn workshops on campus, FAFSA night, and Scholarship promotion throughout the year. Financial Wellness newsletter topics ranged from financial terminology guides, finding scholarships, on and off campus jobs, short-term money concerns and solutions, and budgeting. For the first time, TRIO partnered with Affinity Plus Federal Credit Union on campus to provide comprehensive workshops on important topics for college students. The first one was held in the Spring of 2023 with topics such as Basics of Budgeting 101 and Living on Your Own. Both events were well attended with both in-person and virtual participation. These workshops are open to all WSU students. TRIO also promoted the Foundation Scholarships for students and offered to review application materials. These workshops and events will continue into the 2023-2024 Academic Year.

Counseling

Academic year 2022-2023 was the first year TRIO SAS had a mental health counselor on the TRIO Team. Creativity and patience were executed to create systems for this service to be provided in a campus community-based space. The TRIO counselor collaborated with the Director of Counseling Services along with counseling staff to implement best practices. She participated in campus collaboration meetings such as housing, assisted in MNSUCA conference planning, and provided wellness programming and workshops for WSU (Winona State University) TRIO. Students were provided with weekly or biweekly meetings. Students attended counseling sessions for many reasons. Presenting concerns included anxiety, self-injury, depression, and academic/school.

Areas of focus included housing, financial, and managing work/life balance to name a few. The counselor provided resource information and suggested students connect with the campus basic needs support staff. She also hosted several mental wellness events throughout the year. In total 113 counseling appointments were attended, and 15 students used the service over the academic year.

TRIO Student Leadership Club

During the 2022-2023 academic year, the TRIO Student Leaders hosted bi-weekly meetings with the added component of educational mini workshops presented primarily by TRIO staff members. Each meeting had a theme for student learning and connection which included strengths assessment, mental wellness, and career readiness. This year's community service project was a campus wide food drive, which benefited both the Warrior Cupboard, and Winona Volunteer Services. Members created signage and advertising to recruit TRIO students and others to participate. TRIO Student Leaders Club also started a collaboration with Access Services to provide a gold parking pass for students with temporary mobility concerns. This is planned to be in effect for the 2023-2024 academic year with funding from Student Senate. Overall, 41 TRIO students attended at least one meeting and 21 TRIO students attended two or more meetings. Of those students who attended two or more Student Leaders Club meetings, 96% of them are registered to return to WSU next academic year.

Cultural/Educational Trips to Chicago and New York City

TRIO took two groups of students to experience life in Chicago, IL and NYC, NY over the Winter and Spring Breaks. These opportunities taught students how to use the public rail and bus transportation in a large city, starting with the journey from Winona to Chicago's Union Station via the AMTRAK train. Participants tried a variety of cultural foods, walked through Chicago's financial district, and visited Adler Planetarium, Shedd Aquarium, and the Field Museum. Volunteering and graduate school exposure are important parts of TRIO's cultural and educational trips. On this trip WSU students had the opportunity to volunteer at a "full choice" food pantry and they got to visit Northwestern University's Clinical Psychology Program and Master of Education program. The trip was capped off with a visit to the top of Willis Tower. One student remarked "This trip is the best opportunity that college has granted me so far" while others commented on being grateful for the experiences that the trip afforded them.



The students who went to New York City with TRIO staff experienced a visit to the Metropolitan Museum of Art, Empire State Building, New York University (NYU) Graduate School, Statue of Liberty, 9/11 Museum, and the American Museum of Natural History. They also volunteered at a Food Rescue Organization in Brooklyn where they packaged apples that went to food shelves and/or families in need. One of the highlights of the trip was seeing Wicked on Broadway. Students used various forms of transportation and tried authentic foods from a multitude of cultures, one of the favorites being the street food in Chinatown. The students emphasized their gratitude for experiencing life in a large, fast-paced city filled with so much diversity. One student stated, “I was able to experience activities and culture that I would never be able to do on my own”.





Warrior Hub



Prepared by: Paul Stern, Associate Director of Enrollment Services

Mari Livingston, Assistant Director of Financial Aid

Tracy Becker, Interim Senior Associate Registrar

Gabriel Lindo-Ardila, Senior Associate Registrar

Throughout the 2022-2023 year, our team continued to realize ongoing growth, adaptability, and implemented process improvements to better serve our students across the Warrior Hub and our WSU Integrated Academic Services group. This was done in an environment where we worked across departments to determine what was going to be the “new normal” after considerable education and business disruptions due to COVID. We worked adeptly to provide education and empowerment around finances and enrollment to empower students to navigate their educational and developmental spaces. Our focus remains to educate and remove barriers for students and families as they conduct their university business in a manner where they feel valued, informed, and empowered in their journey. In the coming year, we aim to further articulate ways our services improve the student experience and assist in fulfilling the WSU mission through improved tracking and assessing of individual, interdepartmental, and WSU system level data to inform our decision-making. These efforts are aligned with the [WSU Strategic Framework Five Themes](#), and the [Strategic Enrollment Plan](#) where applicable.

Area Update

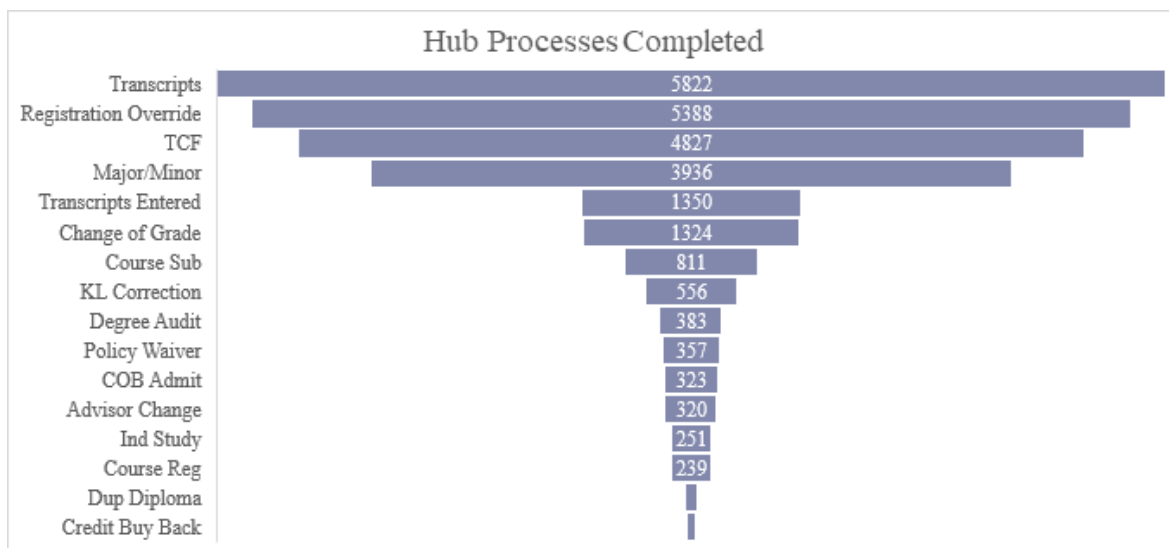
Environment Upgrades

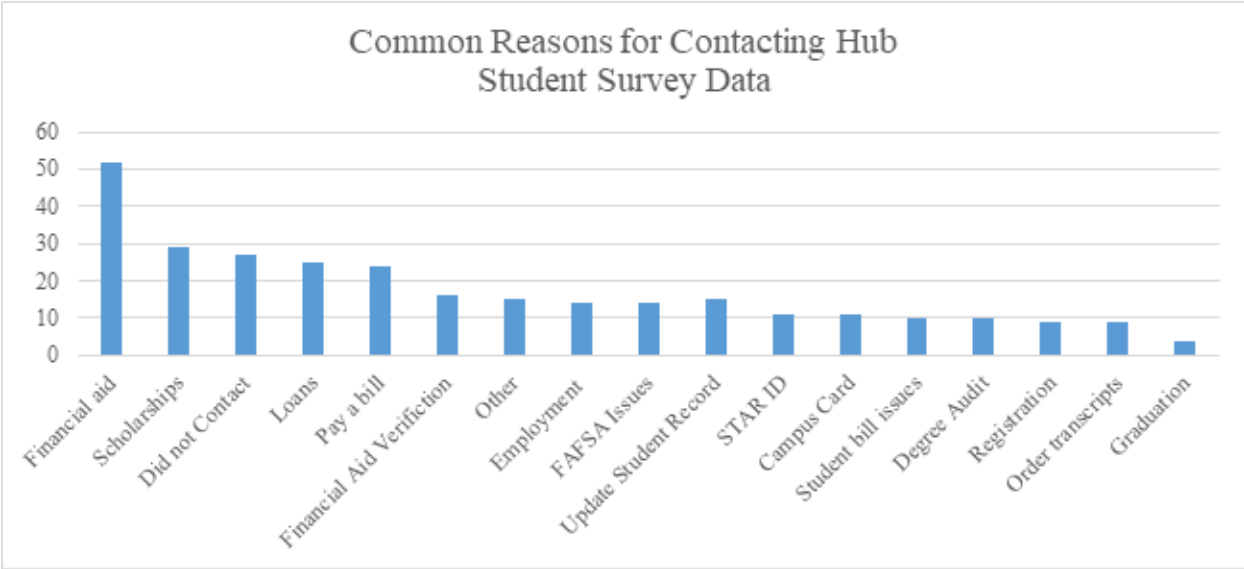
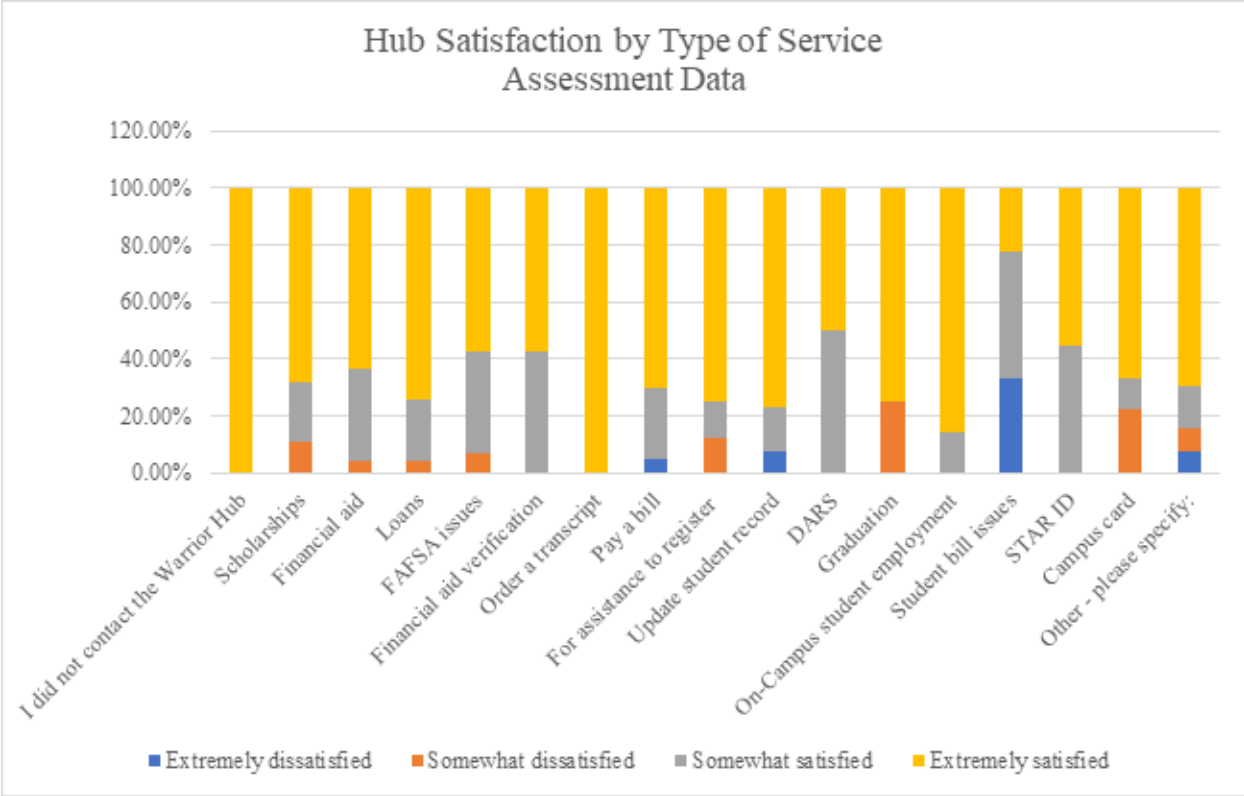
- Conference room transformed into a “think space” for groups to come together and collaborate.
- New furniture (repurposed from Housing), a “student message” blackboard (and plants) to soften our environment and provide students, families, and team members with a relaxed environment.
- Student images on the wall telling the story of the student experience at Winona State and highlighting the most important population we serve.

Salesforce

- New CRM shared information system implemented in 2 "phases". Assets include shared contact management space, campaign and individual multi-channel communication, Ask WSU, case generation/tracking, My Warrior Life, and reporting.
- This leads to an increase in team member efficiency, enhancement in service offerings, the ability to track student outreach initiatives, an integration of communication across departments, a broadened and deepened metric on customer interaction and services, and the ability to link impact of service on student experience and persistence.

Visual Data Summary





GOALS CATEGORIES	KEY PERFORMANCE INDICATORS	ACHIEVEMENTS
<u>Communications/Student Relationship Management</u> Successfully phased implementation of a campus-shared Student Relationship Management (SRM) System using Salesforce (Strategic Enrollment Plan 2.C:4)	Tracking education lean-type process assessment An increased number of combined communications An increase in actions taken by students because of communications	Re-registration First-year re-registration (Fall 2022-Spring 2023): 89.7% 2 nd year retention rates (fall 2021 cohort): 75.1% Graduation rates-Summer 2022: 221 submitted/168 posted. Fall 2022: 502 submitted/449 posted. Winter 2022: 14 submitted/11 posted. Spring 2023: 861 submitted/731 posted. Graduation rates-6 th year graduation rate (Fall 2016 cohort): 75.1%
<u>Operations/Ongoing Improvement</u> Professional Development (Strategic Framework Theme 5: Relationships D2) <i>Continue offering group and individual opportunities for ongoing professional development.</i>	Increased participation across the Hub team in individual and group professional development opportunities. Professional development goals that align with the Strategic Framework Themes and SEM plan should be included. Implementation of increased CRM base functionality.	100% of the Warrior Hub staff participated in one or more development opportunities. Individual goals across the area align with the Strategic Framework Themes and the SEM plan. Ability to track walk-up traffic and phone traffic usage in terms of reasons for visits and number served
<u>Student Service and Finance</u> Catalog and Major Mapping and Program Consistency Project (pdf in Catalog) (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3) CashCourse/Financial Literacy (Strategic Framework Theme 2: Student Success B1)	Increase the number of major maps available online to students to 85% of programs offered. Establish greater consistency between Catalog, Program Pages, and Academic Departmental Websites. Increase access to and participation in Financial Literacy programming. Decrease the number of students on financial holds.	The number of major maps available online has remained consistent at 72%. Addressed through more intentional and automated monitoring of information across these areas. Financial Aid partnered with several other campus departments to offer students financial wellness programming. These programs included understanding financial aid, tuition payment, and FAFSA completion opportunities. By the end of each term, the number of students with balances greater than \$1,000 was less than 200 for fall and spring.

Warrior Hub Area Goals - 2023-2024

Communications/Student Relationship Management: Continue development of campus-shared Student Relationship Management (SRM) System using Salesforce (Strategic Enrollment Plan 2.C:4)

Operations/Ongoing Improvement: Continue to offer both group and individual opportunities for ongoing professional development and track employee satisfaction regarding what is offered.
Professional Development (Strategic Framework Theme 5: Relationships D2)

Development and implementation of a system of business analytics tools and practices to measure more clearly the impact of Hub Service on student enrollment, student persistence, and graduation (*SEM IV.D. D2*)

Student Service and Finance: Financial Preparedness/Financial Literacy (Strategic Framework Theme 2: Student Success B1)



Warrior Success Center



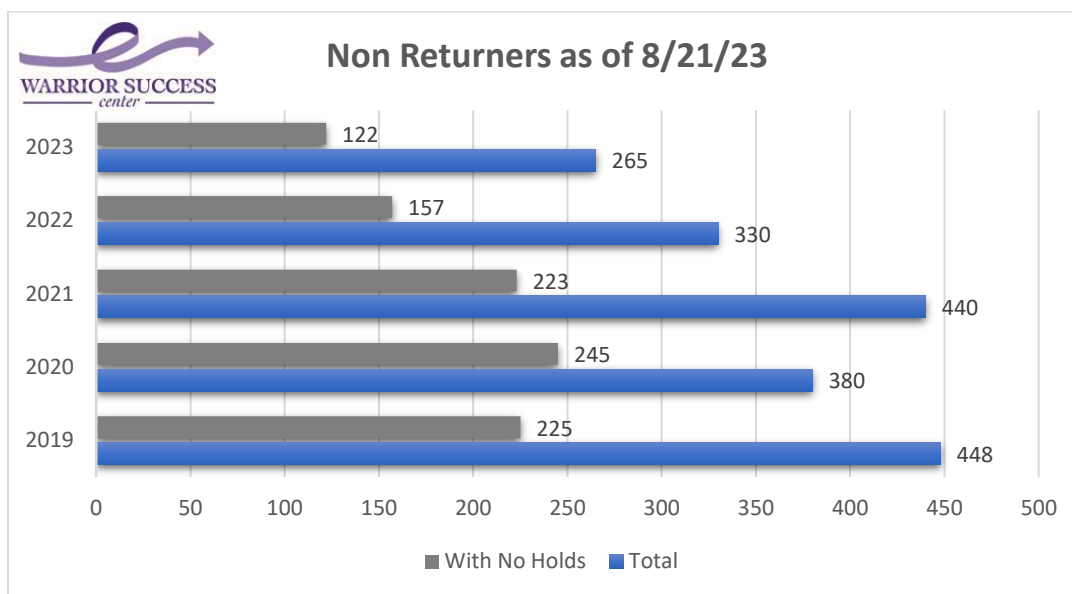
Prepared by: Ron Strege

Director of the Warrior Success Center

2022-2023 Highlights and Accomplishments

2022-2023 was the academic year that we 'returned to normal' after the pandemic. The energy on campus and in our offices was palpable. We were able to help students navigate Winona State and, as one of the main retention arms of the campus, we were able to help students succeed academically.

Continued Outreach to Non-Registered students: Working collaboratively with the Warrior Hub, Equity and Inclusion, WSU-Rochester, Financial Aid, and Residence Life, we reached out to students who have not yet enrolled in the upcoming semester and worked at getting them enrolled. While staffing issues limited the amount of work we could do on this project, the WSC still had considerable impact in leading this endeavor.



Tutoring: 2022-2023 has seen an increase in numbers for the second year in a row, however we did notice a downward trend in s2i attendance for the 5th year in a row. We believe a residual effect from the pandemic is students no longer want to learn in a group setting. They have become accustomed to getting personalized service, and even though s2i is a proven model, students are electing not to attend sessions. We are tracking the data to best choose the courses to support with s2i and increasing our promotional efforts.

Number of Students Utilizing Tutoring Services					
Years	18-19	19-20	20-21	21-22	22-23
Total Students Served	1,642	1,598	828	1,017	1,059
Students Attending s2i	876	858	492	494	438
Grade difference s2i	0.83	0.83	0.63	0.75	0.53
Total Contact Hours	18,018	16,360	7,455	10,678	8,929

As student salaries continue to rise and the Tutoring Budget stays static, we will continue to have hiring and retention issues of tutors. We were able to offer \$2 over the minimum wage to tutors this year but that still falls quite short of what they can make working literally any job in Winona. If tutoring is to remain a top retention tool in the WSU toolkit, something will need to be done to bridge that salary gap.

The On Track Program, which provides intrusive intervention, including tutor matches for students on academic warning, continued this year with funding from a System Innovation Grant and has received funding for next year through a WSU Foundation grant. Data indicates that the intervention has a lasting positive impact, as a year later the persistence rate for participants is 81%, compared to 42% for non-participants. Participants also continued to use tutoring at a much higher frequency than those not in the program. Furthermore 86% of the enrolled students had reached good standing within three semesters.

Career Services: Student appointment numbers remain steady even with the absence of a career advisor. Other career advisors on the career services team are reaching their full capacity with the increase of appointments on their schedules in addition to partnership programming (mock interviews, events) and classroom presentations. We would not be able to support the numbers below without the help of our graduate assistants. There is a concern about the next few years if numbers fully come back to pre-pandemic totals.

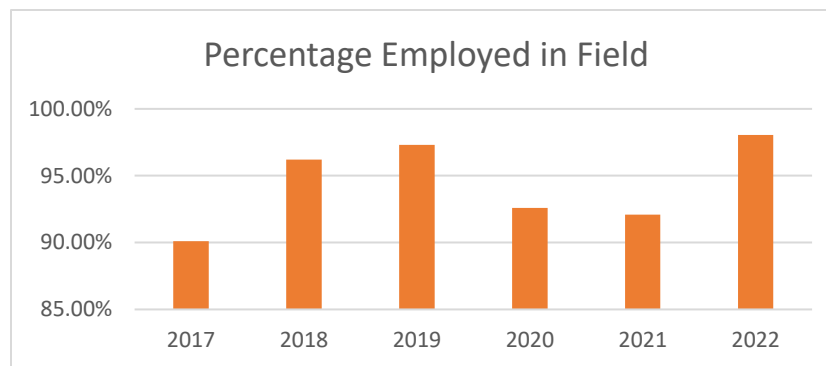
Career Assessments & Advising & Presentations

Assessments	MBTI	SII	Strengths	Focus
FY 23	15	17	107	412
FY 22	8	8	66	412
FY 21	7	12	77	412

Presentations	Student Count	Presentation Count	Option
FY 23	2,125	70	14
FY 22	1,672	65	14
FY 21	1,089	58	14

Career Development	Appointments	Mock Interviews	Resume Rush	Photo Friday
FY 23	1,054	197	163	172
FY 22	1,127	147	194	103
FY 21	1,090	206	188	76

WSU 2021-2022 Graduates found jobs, **98.04%** were employed in a field related to their major.



Access Services: Each year the number of students with disabilities continues to increase. This year we added 264 new students, whereas in FY22 we added 255. The number of tests proctored in the last year has increased from 2,130 in FY22 to 2,520 in FY23. This has posed a challenge as our proctoring demands have increased, but our staffing levels have stayed the same. In addition, our professors have seen an increase in the need to provide accommodations in their classes, since our total number of classes accommodated went from 2,835 in FY22 to 3,209 in FY23.

	FY19	FY20	FY21	FY22	FY23
Students Served	410	443	421	553	620
Students Registered	571	605	584	698	799
Classes Accomodated	1,749	2,356	2,317	2,867****	3,236 (27 ESA)
Tests Proctored	1,915	1947*	1,615**	2,130^	2,520#

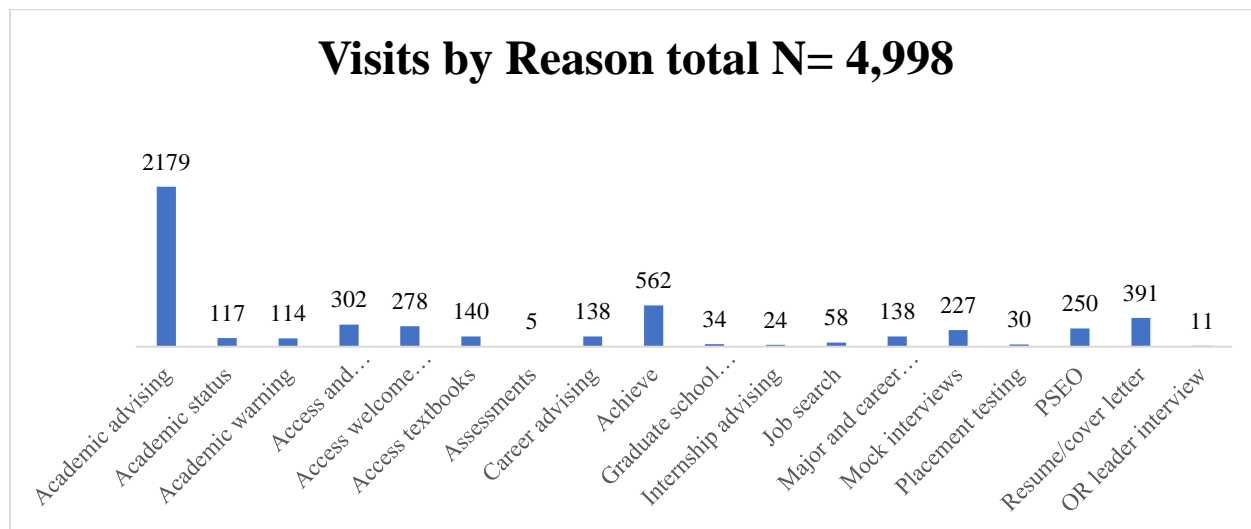
^520 take-home exams; 40 proctored in person in Rochester, 1570 proctored in person in Winona

#391 take-home exams; 78 proctored in person in Rochester, 2051 proctored in person in Winona

Disabilities by Category	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	
Psychiatric (11)	291	322	344	426	513	20.4% increase
Students reporting multiple disabilities	265	277	290	372	456	22.6% increase

Furthermore, we recently have seen an increase in students needing academic accommodations on our Rochester campus. In FY21 we had zero, in FY23 we had 78. Space was found on the Rochester campus to better accommodate those students. The next step will be to hire staff assigned to the Rochester campus.

Advising:



Visits to the Warrior Success Center decreased by 6.4% from last year. Due mainly to the fact that we are down a career/academic advisor and student enrollment declining.

The Achieve program had 53 students which is a 20% increase over last spring. Results are encouraging as well as 70% (n=37) of all participating students demonstrated improved GPAs after spring, when comparing their semester GPAs with their past cumulative GPA results.

Recommendations for Improvements:

- The WSC will continue working with faculty and departments to make advising a top priority in the retention of students.

Anticipated Needs for 2023-24

- We are understaffed at the Advising, Tutoring, and Access Services level compromising our services.
- We are at a major crossroads with Tutoring where staffing levels and services will need to be addressed or retention will suffer.

Goals for 2023-24

- Continue to work on providing a better experience for Tutors and learners in Tutoring Services. Staffing appropriately and paying appropriate salaries, while we rethink s2i.
- Working with Counseling and the Dean of Students developing a 'Case Manager' position to work with students in crisis.



Appendices:

Appendix A

*Student Life and Development (SLD)
Core Team Organization Chart*

Appendix B

*Enrolled Students by Characteristics
Quick Reference Finance Aid Data*

Appendix C

2022-2023 Goals

Appendix D

*Strategic Enrollment Management (SEM) Plan
Lessons Learned*

Appendix E

TED Talk Tuesday

Appendix F

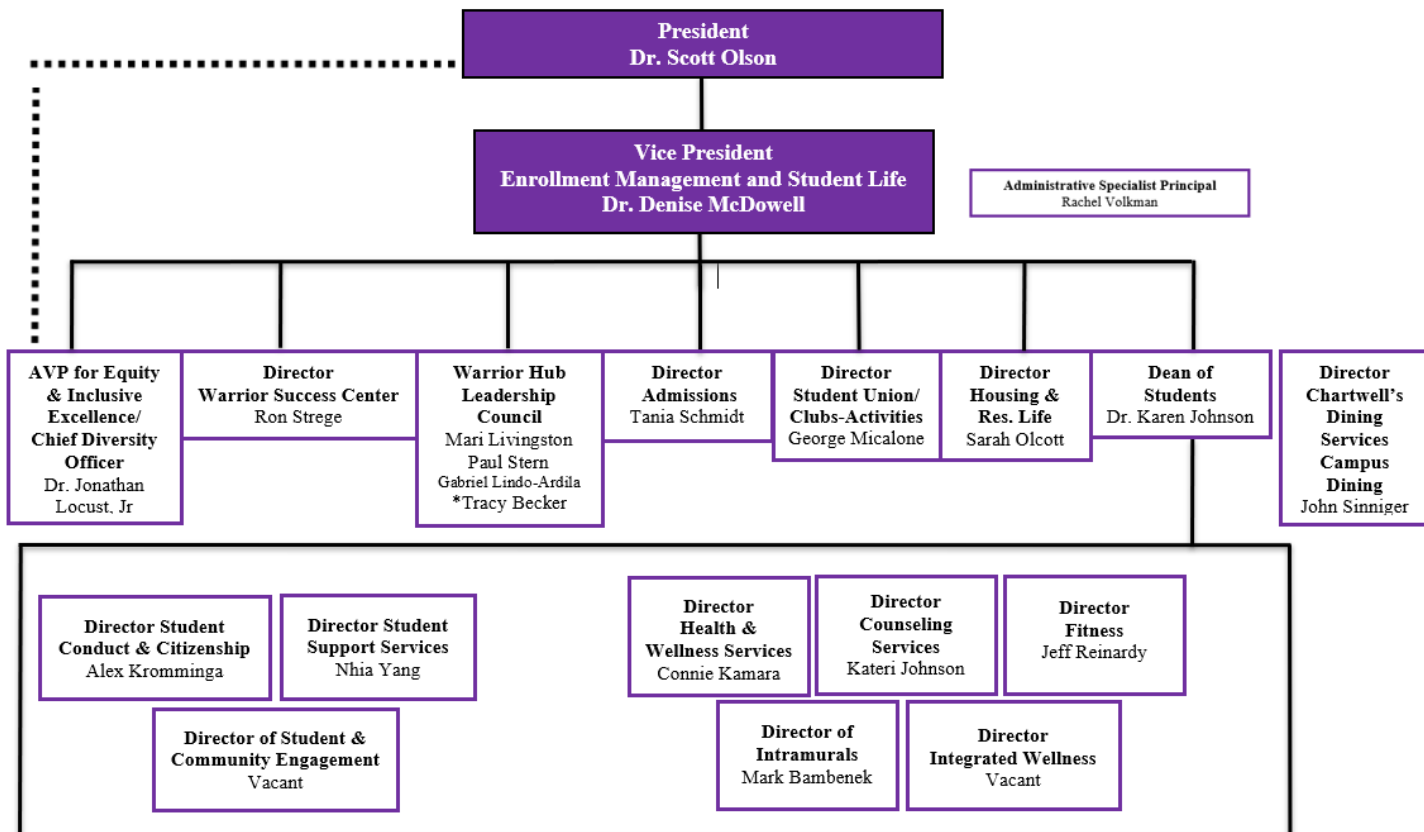
Warrior Conversation



Appendix A

Student Life and Development (SLD)

Core Team Organization Chart



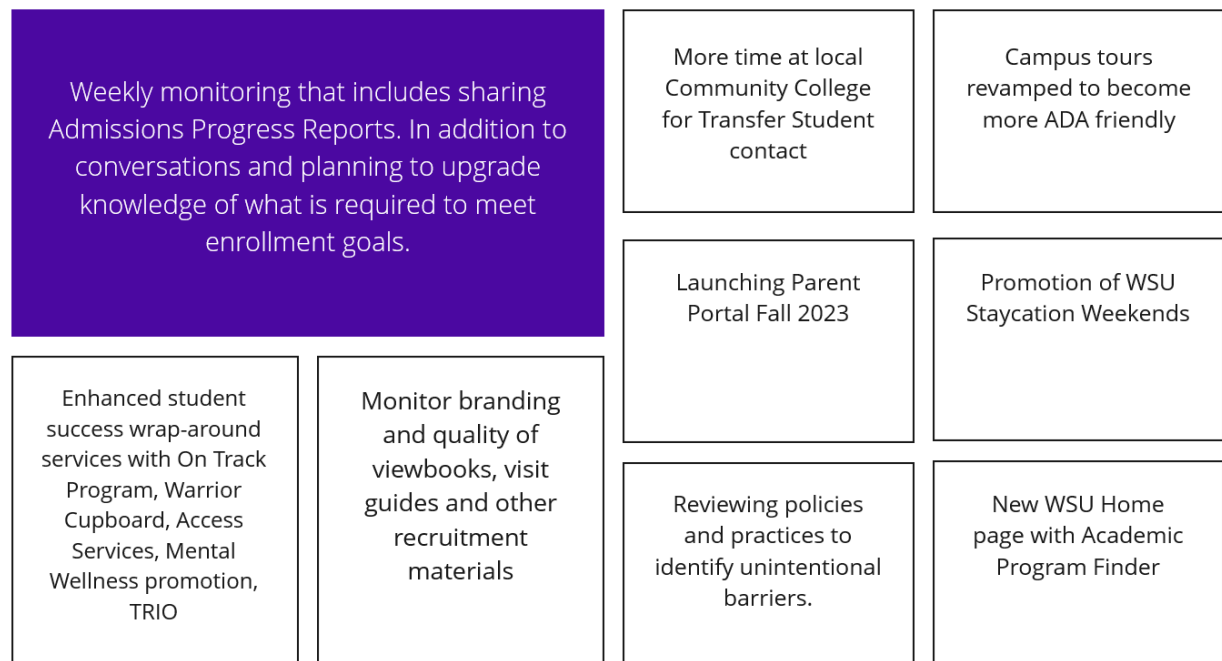


Appendix B

2022-2023 Goals

2022-2023 Goals

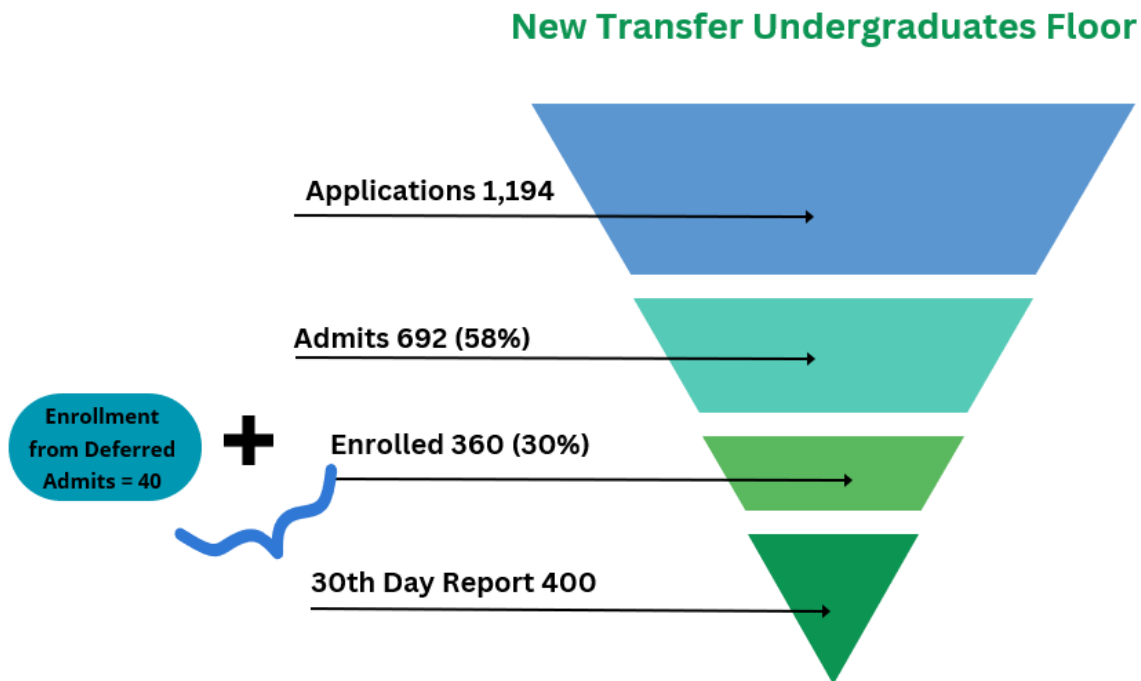
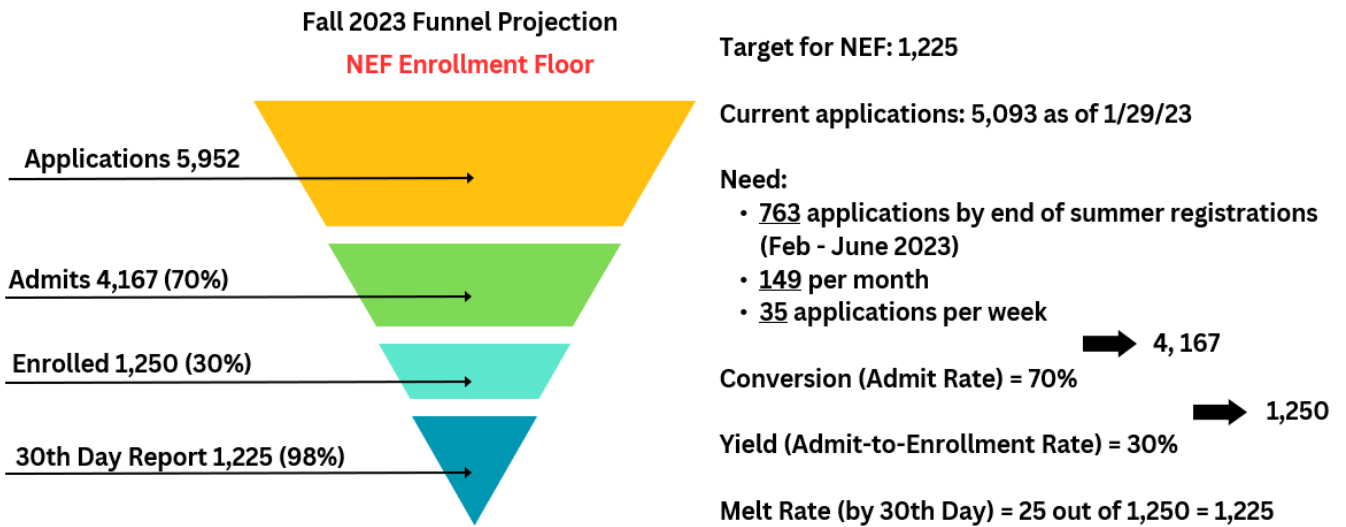
1. By FY23, expand data usage to enrollment planning and monitoring to track the student journey and outcomes through an equity lens.



WINONA STATE BOUND

With the support of a grant from the WSU Foundation, 30 WSU Purple Boxes were sent to schools in Minnesota, Wisconsin, Kansas and Missouri. These purple boxes serve as a beneficial recruitment tool to build relationships within schools and organizations to gain insight into our amazing campus and all WSU has to offer. There is a QR code in the box for quick access to the Admissions page. An email is sent out asking recipients to watch for their purple box to increase awareness of its arrival and purpose.





ET Enrollment Target (as of 30th Day): 400

- Enrollment From Net Funnel = 9% or 360
 - Conversion (Application-to-Admit Rate) = 58% ➡ Application target = 1,194
 - Yield (Admit-to-Enrollment Rate) = 52% ➡ Admits target = 692
- Enrollment from NET deferred admits = 10% or 40

2. By December 2022, submit the WSU Strategic Enrollment Management Plan (SEM) monitoring report focusing on measurable outcomes.

WINONA STATE UNIVERSITY
STRATEGIC ENROLLMENT MANAGEMENT PLAN
A COLLABORATIVE APPROACH



WINONA STATE UNIVERSITY
STRATEGIC ENROLLMENT MANAGEMENT PLAN
A COLLABORATIVE APPROACH
2021-2025



GUIDEPOST

Rethink enrollment

Adapt to changing demographics

Support student success

Expand data usage in enrollment planning

Collaborate strategically with all university stakeholder groups

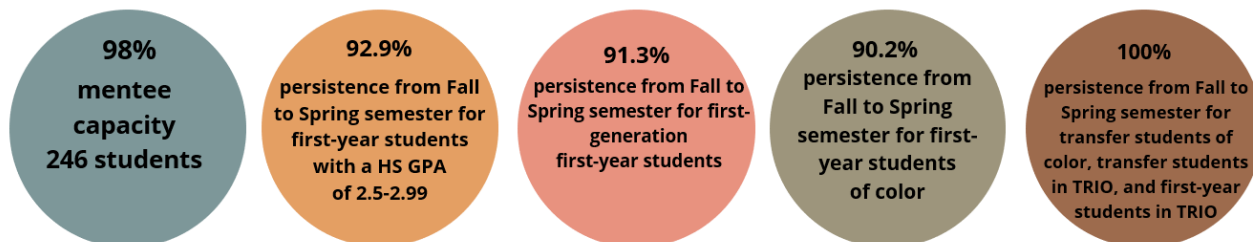
WINONA STATE UNIVERSITY BECOMES
REMARKABLY STUDENT CENTERED AND
EQUITY-FOCUSED WITH INNOVATIVE
AND IMPACTFUL ACTIONS ACROSS THE INSTITUTION.



[Link to SEM Plan - Click HERE](#)

3. For FY23, the Guiding Warriors Mentoring program will invite all incoming first year and transfer students to increase students' sense of belonging, foster a mentorship culture, and bridge intervention service gaps.

This year's program had significant growth with impressive outcomes:



This is achieved through the collaborative efforts of Tyler Treptow-Bowman (EIE), Jessica Stoner (TRIO), Ron Strege (WSS), Paul Stern (Hub), Dr. Denise McDowell (Administrator), and Javi Navas & Emily Barrett (partners at Mentor Collective).



Appendix C

Fast Facts

Enrolled Students by Characteristics

Winona State University Fast Facts 2022 - 2023

Winona State University (WSU) is a mid-sized 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 institution with medium programs (Carnegie) and is accredited by the Higher Learning Commission. Winona State is a member of Minnesota State.

5 COLLEGES:

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

DEGREE PROGRAMS:

1 associate, 70 baccalaureate,
19 master's, 7 doctoral,
2 education specialist,
1 undergraduate certificate
19 graduate certificate

285 full-time and
163 part-time
Instructional Faculty

STUDENT-to-
FACULTY RATIO:
16 to 1



15 NCAA
athletic teams

Average
class size: 25

ENROLLMENT (FALL 30TH DAY) 6,165 (FTE 5,442)

Undergraduates 5,421 (FTE 4,875) Graduate Students 744 (FTE 567)

Winona 5,186 (FTE 4,701) Rochester 978 (FTE 741)

New Student Profile

New Entering First-Time Students 1,175

Average ACT (composite mean) 21.6 (60% submitted)

Average High School GPA 3.42 (99% submitted)

Minnesota residents 66%

Wisconsin residents 26%

New Entering Transfer Students 375

New Graduate Students (Degree Seeking) 268

STUDENT CHARACTERISTICS

Sex Female 69.4% Male 30.4% Unknown 0.2%



Race/Ethnicity American Indians & Pacific Islanders <1%, African American 3.5%, Asian American 3.5%, Hispanic/Latino 4.3%, More than one race 3.5%, White 82.3%, Int'l 2.1%, Unknown 0.6%

First Generation Students (Undergraduate Only) 36.3%

Post-Traditional Students (Undergraduate, Age 25+) 9.7%

International 128 from 42 countries, including: Nepal (24), Japan (12), Taiwan (10), Bangladesh (8), China (7)

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

Popular Graduate Majors Nursing (DNP, MS, Certificate.), Social Work (MSW), Counselor Ed (MS, Certificate), Education (EDD, MS, Cert.)



STUDENT SUCCESS OUTCOMES

%

Retention and Graduation

2nd year retention rate (for Fall 2021 new first-time cohort) 75.1%

6th year graduation rate (for Fall 2016 new first-time cohort) 61.0%

Degrees Awarded (distinct headcount, Fall 2021 - Summer 2022)

Associate degrees 48

Bachelor's degrees 1,338

Master's degrees 177

Doctoral degrees 51

Graduate certificates 45

Post-Graduation Success (for the Class of FY2021)

Continuing education 14.8%

Employed among those available for employment (full- or part-time) 95.4%

Employed in fields related to degrees earned among those employed 92.5%

FINANCIAL AID

Received Some Form of Financial Aid

(2021-2022, including need-based, non-need-based scholarships and grants, student loans, excluding tuition waivers, COVID relief funds, and on-campus employment)

97% of new fall-entering first-time students

73% of all undergraduate students

55% of all graduate students

Average Institutional Scholarships and Grants

(For Fall 2021 new first-time students, including need-based and non-need-based scholarships and grants, excluding athletics, tuition waivers, and COVID relief funds)

\$4,883



Three-Year Student Loan Default Rate (For the class of 2018-19) 1.1%

COST OF ATTENDANCE (estimate for 2022-2023 full-time attendance. For more information visit <https://www.winona.edu/financial-aid/cost.asp>)

Tuition Undergraduate: In State \$8,388 / Out of State \$15,120 Graduate: In State \$8,320 / Out of State \$12,560

Fees Undergraduate \$1,134 / Graduate \$774

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

Expenses Housing and Meals: \$9,654 Books = \$900 Transportation = \$640 Personal = \$2,000



For more information, visit www.winona.edu/ipar/ or contact WSU Institutional Planning, Assessment & Research (phone: 507-457-5162; email: IPAR@winona.edu)

10.20.2022

Enrollment by Students Characteristics (Fall Term 30th Day Data)

Enrollment (Incl. degree-seeking and non-degree seeking)	Fall 2020	Fall 2021	Fall 2022
UNDERGRADUATE			
Headcount	6,408	5,763	5,421
FTE	5,811	5,164	4,875
Full-time	5,476 (85.5%)	4,922 (85.4%)	4,642 (85.6%)
Part-time	932 (14.5%)	841 (14.6%)	779 (14.4%)
Female	4,247 (66.3%)	3,852 (66.8%)	3,681 (67.9%)
Male	2,146 (33.5%)	1,899 (33%)	1,731 (31.9%)
Unknown	15 (0.2%)	12 (0.2%)	9 (0.2%)
International	115 (1.8%)	105 (1.8%)	113 (2.1%)
Post-Traditional (age 25 or older)	649 (10.1%)	606 (10.5%)	529 (9.8%)
First Generation	2,436 (38%)	2,118 (36.8%)	1,972 (36.4%)
Low Income	2,241 (35%)	1,998 (34.7%)	1,757 (32.4%)
GRADUATE			
Headcount	716	800	744
FTE	520	596	566
Full-time	521 (72.8%)	576 (72%)	568 (76.3%)
Part-time	195 (27.2%)	224 (28%)	176 (23.7%)
Female	571 (79.7%)	638 (79.8%)	600 (80.6%)
Male	143 (20%)	159 (19.9%)	142 (19.1%)
Unknown	2 (0.3%)	3 (0.4%)	2 (0.3%)
International	11 (1.5%)	10 (1.3%)	15 (2%)

Overall Enrollment by Student Characteristics (Fall Term 30th Day Data)

Total Enrollment (Incl. degree-seeking and non-degree seeking)	Fall 2020	Fall 2021	Fall 2022
Headcount	7,124	6,563	6,165
FTE	6,331	5,760	5,441
Undergrad	6,408 (89.9%)	5,763 (87.8%)	5,421 (87.9%)
Graduate	716 (10.1%)	800 (12.2%)	744 (12.1%)
Full-time	5,997 (84.2%)	5,498 (83.8%)	5,210 (84.5%)
Part-time	1,127 (15.8%)	1,065 (16.2%)	955 (15.5%)
--Am Ind/Alask	19 (0.3%)	13 (0.2%)	15 (0.2%)
--Asian	217 (3%)	205 (3.1%)	215 (3.5%)
--Black	240 (3.4%)	216 (3.3%)	213 (3.5%)
--Hawaii/Pac	3 (<0.1%)	3 (<0.1%)	2 (<0.1%)
--Hispanic	309 (4.3%)	281 (4.3%)	263 (4.3%)
--Two or More	238 (3.3%)	220 (3.4%)	219 (3.6%)
--White	5,930 (83.2%)	5,475 (83.4%)	5,076 (82.3%)
--International	126 (1.8%)	115 (1.8%)	128 (2.1%)
--Unknown	42 (0.6%)	35 (0.5%)	34 (0.6%)
--Female	4,818 (67.6%)	4,490 (68.4%)	4,281 (69.4%)
--Male	2,289 (32.1%)	2,058 (31.4%)	1,873 (30.4%)
--Unknown	17 (0.2%)	15 (0.2%)	11 (0.2%)

**Information gathered 4.21.24 IPAR

Degrees Awarded by Term

Term	2020-2021		2021-2022		2022-2023	
	UG	Grad	UG	Grad	UG	Grad
Summer	230	59	237	56	181	47
Fall	492	11	441	26	458	29
Spring	894	107	833	163	786	182
Total	1,616	177	1,511	245	1,425	258

Summer Term Headcount FTE

Term	2021		2022		2023	
	UG	Grad	UG	Grad	UG	Grad
Headcount	2,156	602	2,026	584	2,024	567
FTE	707	284	646	284	643	269

Graduate Enrollment Trend

	2020-2021	2021-2022	2022-2023
Applications from July 1 to June 30	950	935	1,522
	Fall 2020	Fall 2021	Fall 2022
New Entering Degree Seeking Graduates (NEG) (Fall 30 th Day Count; Includes Summer Entering)	260	276	270
Total Enrollment (Fall 30 th Day Count)	717	800	744
Average Graduate Credit Hours Attempted (Fall 30 th Day Count)	7.44	7.65	7.73

Agile Degree Conferral Initiative	2021-2022	2022-2023
End of Winter Term	17	11
Beginning of June	16	27
Beginning of July	19	4
Total	52	42

Initiative launched at the end of the Winter Term 2021-2022

**Information gathered 4.21.24 IPAR



Appendix D

Quick Reference Financial Aid Data

Quick Reference Financial Aid Data

Award Year 2022-2023	Headcount 2022-2023	Amount 2022-2023	Headcount 2021-2022	Amount 2021-2022
Submitted FAFSA	8,937		9,127	
Submitted FAFSA and enrolled as new or continuing	4,770		5,273	
Received any financial aid (incl. tuition discounts)	5,482	\$59,890,543.74	7,129	\$68,910,843.65
Received scholarships (incl. tuition discounts)	3,063	\$ 9,500,129.54	2,825	\$ 9,072,332.71
Received grants (incl. tuition discounts)	2,268	\$14,151,926.80	5,969	\$22,955,980.58
Received loans	3,522	\$35,783,763.00	3,698	\$36,318,733.00
Received Scholarships/Grants from WSU	604	\$ 1,391,058.00	588	\$ 1,265,601.00
Received Scholarships/Grants from Third Party	622	\$ 3,532,138.60	460	\$ 2,403,778.73
Received Scholarships/Grants from General Fund	1,940	\$ 2,770,764.00	1,960	\$ 4,235,955.49

Award Year	Federal Pell	MN Grant	TEACH (Fed)	Federal SEOG*	Federal SEOG*	Federal CARES/CRRSAA/APR Grants	Other**	AY Total
22-23	\$ 6,230,803	\$ 4,383,380	\$ 117,356	\$ 355,013	\$ 355,013	***	\$ 3,065,374.80	\$ 14,151,926.80
21-22	\$ 6,653,106	\$ 4,479,824	\$ 117,876	\$ 342,125	\$ 342,125	\$ 7,782,411	\$ 3,580,638.58	\$ 22,955,980.58
20-21	\$ 7,029,326	\$ 4,748,882	\$ 93,677	\$ 338,024	\$ 338,024	\$ 2,848,478	\$ 3,598,982.15	\$ 18,657,369.15
19-20	\$ 7,996,216	\$ 5,289,612	\$ 108,940	\$ 210,720	\$ 210,720	\$ 2,848,478	\$ 3,338,559.79	\$ 19,792,525.79

***Federal CARES/CRRSAA/APR Grants Ended After FY22

LOANS

Award Year	Subsidized	Unsubsidized	PLUS	MN SELF	MN SELF	Other	AY Total
22-23	\$ 7,225,110.00	\$ 16,931,755.00	\$2,976,415.00	\$ 2,866,011.00	\$2,866,011.00	\$ 5,784,472.00	\$35,783,763.00
21-22	\$ 7,840,324.00	\$ 17,641,890.00	\$2,620,088.00	\$ 3,148,455.00	\$3,148,455.00	\$ 5,067,976.00	\$36,318,733.00
20-21	\$ 9,136,335.00	\$ 18,052,303.00	\$2,770,259.00	\$ 3,568,736.00	\$3,568,736.00	\$ 5,399,970.37	\$38,927,603.37
19-20	\$ 11,705,733.00	\$ 18,911,373.00	\$4,214,725.00	\$ 4,690,932.00	\$4,690,932.00	\$ 8,049,305.56	\$47,572,068.56

SCHOLARSHIPS & WORK STUDY

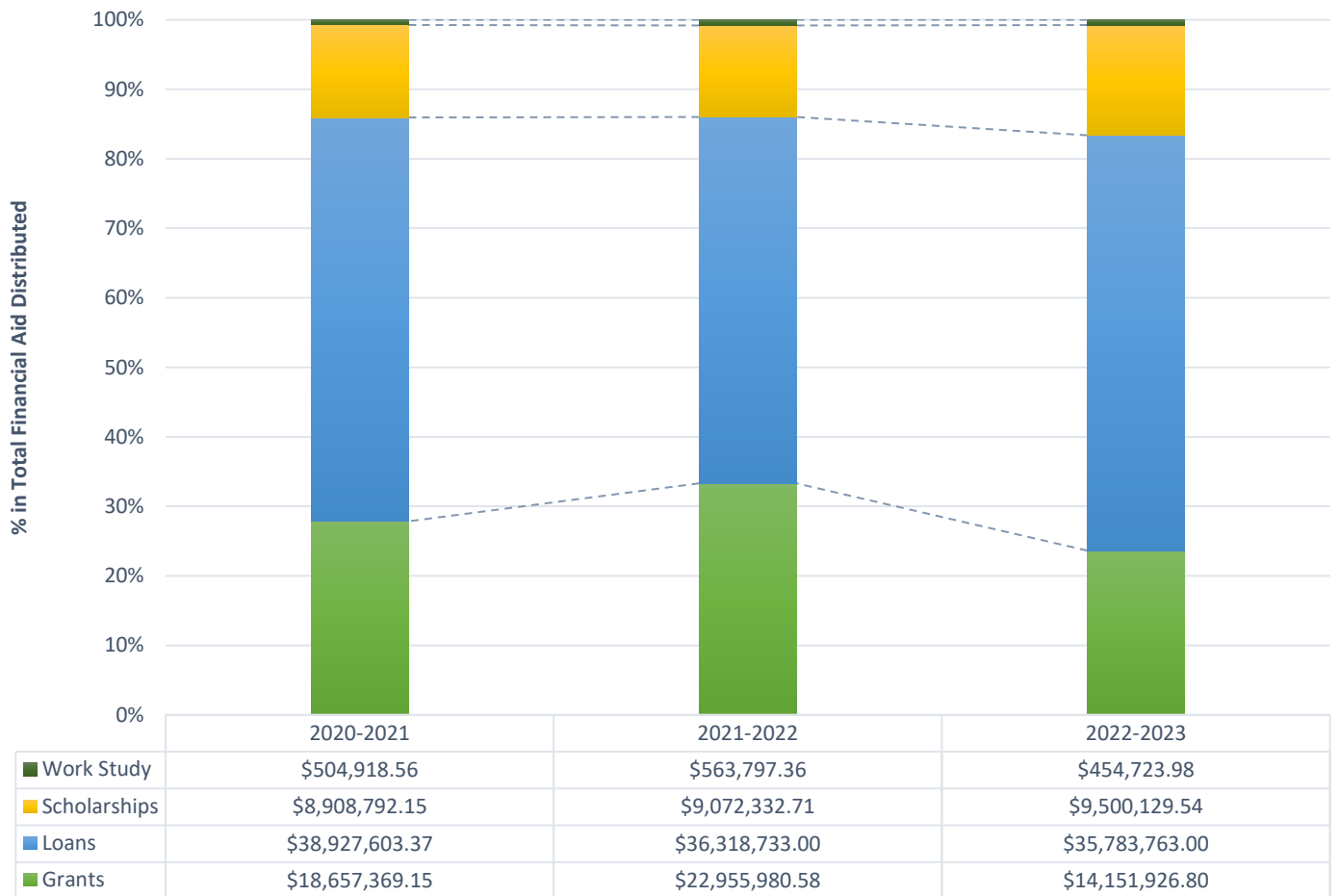
Award Year	Scholarships	Work Study	Total
22-23	\$ 9,500,129.54	\$ 454,723.98	\$9,954,853.52
21-22	\$ 9,072,332.71	\$ 563,797.36	\$9,636,130.07
20-21	\$ 8,908,792.15	\$ 504,918.56	\$9,413,710.71
19-20	\$ 8,730,824.41	\$ 854,286.17	\$9,585,110.58

Total Financial Aid Distributed

22-23	\$ 59,890,543.32
21-22	\$ 68,910,843.65
20-21	\$ 66,998,683.23
19-20	\$ 76,949,704.93

**Information gathered 4.21.24 IPAR

Winona State University Financial Aid Distribution by Type (% in Award Year Total Amount)



**Information gathered 4.21.24 IPAR

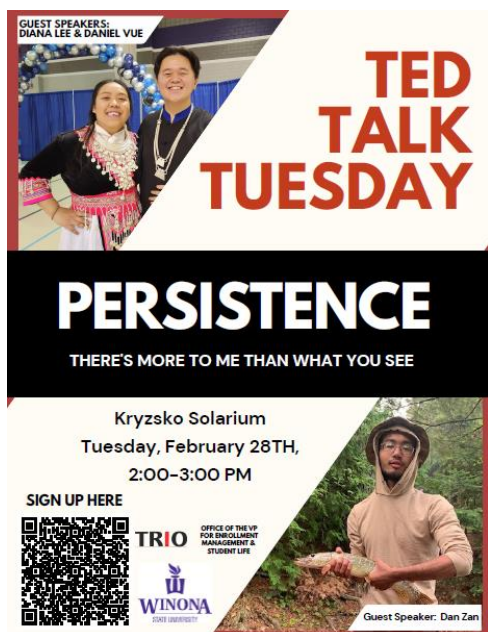


Appendix E

TED Talk Tuesday



TED Talk Tuesdays is a one-hour segment dedicated to featuring a short TED Talk video followed by group discussion. After a break from this program in fall, it was picked back up spring semester. Topics each month were chosen based off the University Theme of Purpose, Persistence and Empowerment. The format is For Students, By Students with consultation from the VP for Enrollment Management and Student Life. This provides students with another platform to explore different life views by using a method that delivers ideas worth sharing. This semester we also adopted the philosophy of partnering with different groups and organizations on campus: February – TRIO, March – Housing/Residence Life, April – Athletics.




TED TALK TUESDAY

PERSISTENCE


THERE'S MORE TO ME THAN WHAT YOU SEE

Kryzsko Solarium
Tuesday, February 28TH,
2:00-3:00 PM

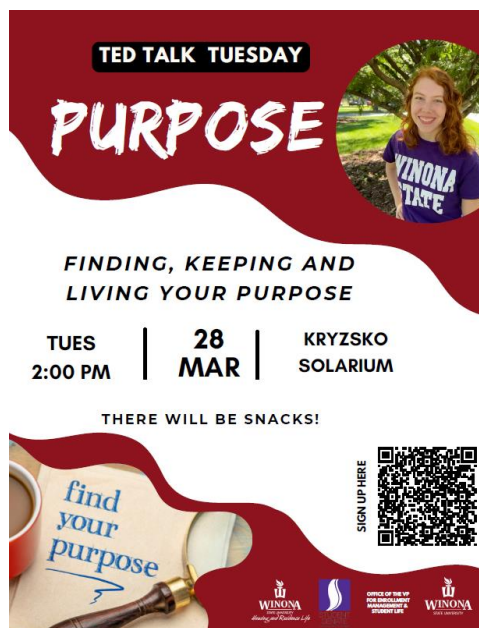
SIGN UP HERE



TRIO
OFFICE OF THE VP
FOR ENROLLMENT
MANAGEMENT &
STUDENT LIFE



Guest Speaker: Dan Zan



TED TALK TUESDAY

PURPOSE


FINDING, KEEPING AND
LIVING YOUR PURPOSE

TUES | **28** | KRYZSKO
2:00 PM | **MAR** | SOLARIUM



THERE WILL BE SNACKS!

find your purpose

SIGN UP HERE



WINONA
OFFICE OF THE VP
FOR ENROLLMENT
MANAGEMENT &
STUDENT LIFE


TED TALK TUESDAY

*By empowering women, you
empower the community.*

EMPOWERMENT

APRIL | 2:00 | KRYZSKO
25 | PM | SOLARIUM

THERE WILL BE SNACKS!



MCKENNA & NAYELI



OFFICE OF THE VP
FOR ENROLLMENT
MANAGEMENT &
STUDENT LIFE



Sign Up Here



Attendance	
February	30
March	46
April	15

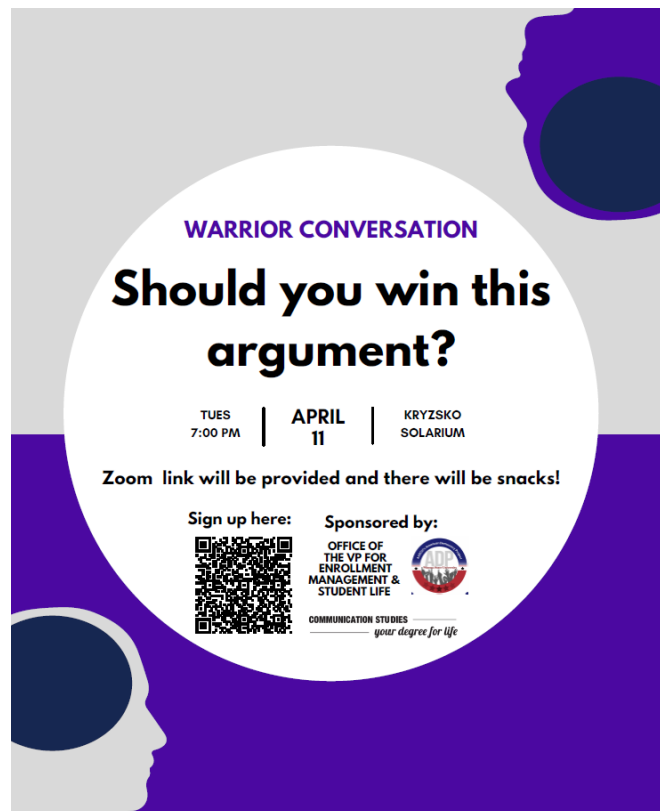


Appendix F

Warrior Conversation



Warrior Conversation took on a new look this year. After a break in fall, we held the event in Spring. A partnership was started with the Communication Studies Department where students in a classroom, taught by Professor Adam Gaffey, choose a topic and are the facilitators at the event. The topics are based on trending social issues with the program outcome being to model engagement with civil discourse. The spring 2023 event had 38 in attendance.





Meaningful Connections for All Students