



# STUDENT LIFE PLAN

## Initiative Assignment and Emerging Vision

### Initiative Assignment:



By May 31, 2024, develop a distinctive and robust student life plan that promotes and supports Winona State as Minnesota's preeminent living-and-learning college experience. (Denise McDowell)

### Student Life Plan Emerging Vision Statement:



At Winona State University, we envision a student experience where everyone feels valued, respected, and supported within a strong community. Our commitment to holistic well-being and personal growth through comprehensive support services ensures students excel academically and thrive personally, leading to successful careers and meaningful lives.

# STUDENT LIFE PLAN

## Student Life Plan – Phase One 2024 - 2025

### INTRODUCTION

The Winona State University (WSU) Student Life Plan, developed over a year, presents a comprehensive analysis of student life components critical to student success at Winona State University. The plan captures the total student experience, focusing on academic support programs.

During AY 2023-24, Denise McDowell, Vice President for Enrollment Management and Student Life, and Karen Johnson, Dean of Students conducted student focus groups to listen and gather input from current WSU students. After studying the 12 modules of student life at WSU, students shared what was important to them and recommended the top areas of focus most relevant to their experiences and success. Our research included a broad sample of WSU students in various majors and at different stages of their education. We recognize that the student sample was small; the experience differs for each individual and will change as additional feedback is received. What we have learned is a great springboard for the work ahead.

The essential partnerships between Academic Affairs and Student Life and Development and the direct correlation with student success have been documented extensively. Arthur Chickering's (1984) theory, which focuses on identity development and highlights holistic student development. His early goal was to provide faculty with ideas for educational programs/curricula to enhance student development systematically. Laurie Schreiner's Thriving Model (2010) introduced "thriving," which encompasses academic, interpersonal, and intrapersonal domains. Schreiner's work suggested that thriving students not only succeed academically but also experience a sense of well-being and purpose, thus broadening the understanding of what constitutes student success.

The goals presented for Phase One of the WSU Student Life Plan are a path towards a supportive environment that will guide students as they excel academically and thrive personally.



### Feedback Presentations Fall 2023

October 3 University Improvement Day  
December 13 Dean's Council

### Spring 2024

January 25 COA  
March 19 Student Senate  
April 2 College of Science & Engineering  
Dean's Advisory Board  
April 15 College of Liberal Arts  
Dean's Advisory Board  
April 16 Student International Literacy Association  
April 23 Rochester students and Online Graduate Class  
April 26 College of Business-Dean's Advisory Board

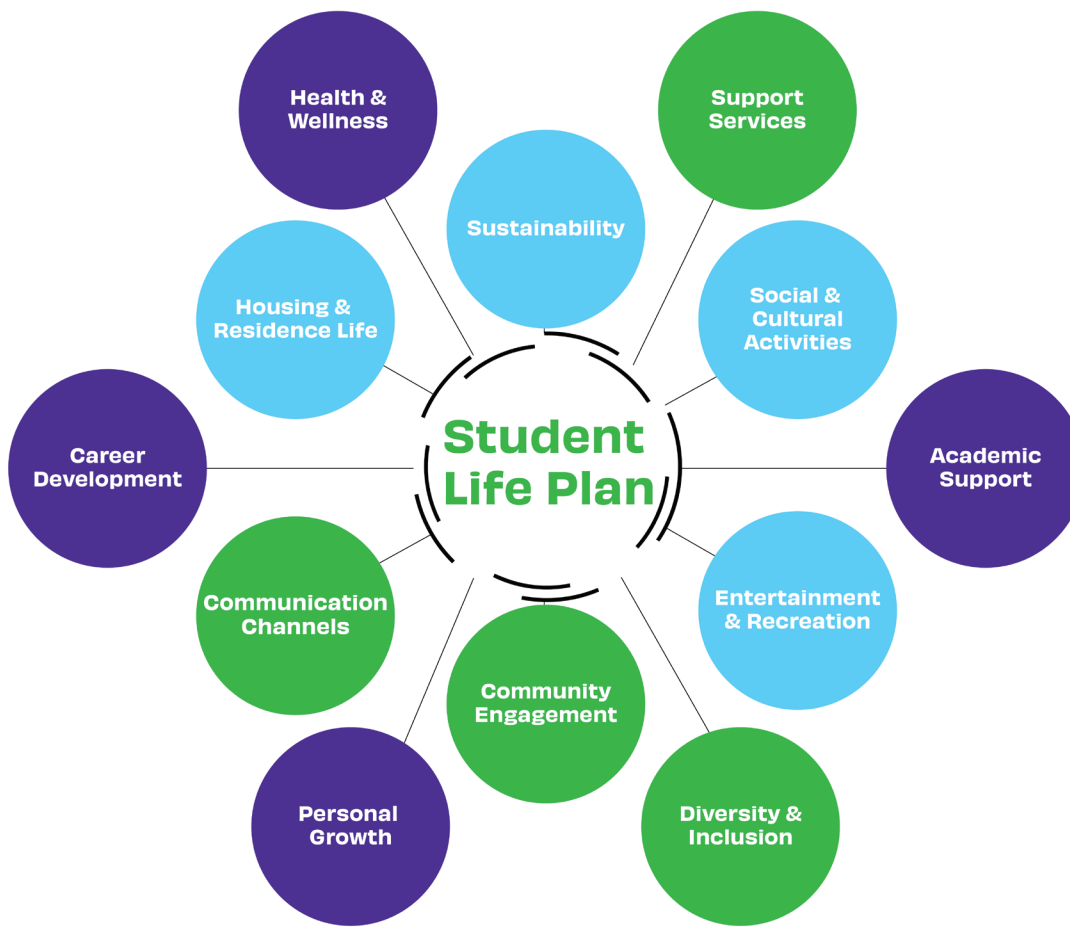
### Upcoming Fall 2024

Athletics  
College of Nursing  
College of Education



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"Supporting students as they excel academically and thrive personally."



## THE PRELIMINARY DATA SUGGEST WHERE TO START:

### FY 24/25 FOCUS

- 1 Personal Growth
- 2 Health & Wellness
- 3 Career Development
- 4 Academic Support

### FY 25/26 FOCUS

- 5 Diversity & Inclusion
- 6 Support Services
- 7 Community Engagement
- 8 Communication Channels

### FY 26/27 FOCUS

- 9 Social & Cultural Activities
- 10 Housing & Residence Life
- 11 Entertainment & Recreation
- 12 Sustainability

## GROUNDING THEORIES

Tinto's Student Academic and Social Integration Model (1987)  
Chickering's Identity Development Theory (1984)  
Astin's Student Involvement Theory (1999)  
Kuh's Student Engagement Theory (2001)

Schreiner's Thriving Model (2010)  
Bean and Eaton's Psychological Model of Retention (2000)  
Terenzini and Reason's Comprehensive Model (2005)

# GOALS

The 2024-2025 goals represent the first phase of a three-part implementation designed to enhance the student experience at Winona State University (WSU). Each phase will include continuous feedback loops to ensure ongoing improvement and responsiveness to student needs. The three phases are based on student feedback gathered from listening sessions in Spring 2024, with more sessions scheduled for Fall 2024. The goals were influenced by input gathered during the Student Life Plan session at the Fall 2023 University Improvement Day. Each step shapes our thinking and the value of each contribution. The plan is also grounded in established student development theories, which emphasize the holistic growth of students in personal, academic, and professional areas.

## Goals for 2024-2025

### 1. Personal Growth:

*Enhance personal growth opportunities for students through services and programs offered across various departments and the Division of Student Life.*

**Measurable Outcome:** Increase sustained student engagement and collect feedback through post-event surveys.

### 2. Health & Wellness:

*Support the accessibility and timeliness of mental health and wellness services for all students through various modes.*

**Measurable Outcome:** Increase students' use of mental health resources, utilizing services such as Mantra Health, WSU Counseling Services, WSU Health Services, Peer-to-Peer support, Mankato Telehealth/Psych NP (Nurse Practitioners), TRIO-DSS, Fitness Center, and Climbing Wall. Track student participation in monthly educational events focused on wellness dimensions.

### 3. Career Development:

*Partner with academic programs to provide career and internship fairs and opportunities that connect students with potential employers.*

**Measurable Outcome:** Measure student participation in employer engagement events such as internship fairs, resume writing workshops, and department events. Increase the number of collaborative partnerships across WSU and the number of student internships, practicum, field experiences, and clinical placements.

### 4. Academic Support:

*Increase student awareness of available academic support services at WSU.*

**Measurable Outcome:** Increase the number of advising touch points and the use of tutoring services.

# Survey Results

## 12 Modules Ranked

Which are the most important?

- 28 Academic Support
- 30 Career Development
- 12 Communication Channels
- 19 Community Engagement
- 4 Entertainment and Recreation
- 34 Health and Wellness
- 10 Housing and Residence Life
- 22 Inclusion and Diversity
- 38 Personal Growth
- 11 Social & Cultural Activities
- 20 Support Services
- 3 Sustainability

## TOP 4 Emerge

- 1. Personal Growth
- 2. Health and Wellness
- 3. Career Development
- 4. Academic Support

### Does the definition

*The Student Life Plan at Winona State University is a comprehensive initiative designed to enhance student well-being and holistic development through access to supportive services. This plan aims to create a vibrant community where students excel academically and thrive personally, ensuring their success while on campus and in their future endeavors.*

### connect with you?

of 81 respondents  
16% NO • 84% YES

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## SAMPLE OF ACADEMIC COLLEGE STUDENT LIFE PLAN GOALS

### Student Life Plan: College of Education

January 2024



**Goal:**

*Enhance equity and inclusion in our College of Education teacher preparation programs.*

**Action Steps:**

1. Embed Minnesota's new Standards of Effective Practice for Preservice Teachers in our academic programming. Example, Standard 8 Racial Consciousness and Reflection:
  - A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.
  - B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.
  - C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.
  - D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.
  - E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.
  - F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.
  - G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

**Measurable Outcomes:**

Assessment data demonstrating preservice teacher proficiency in the standards and program improvement and refinement based on data analysis.



**Goal:**

*Enhance community engagement through preprofessional field experiences for preservice teachers.*

**Action Steps:**

Our Center for Student Success and our academic teacher preparation programs will work with E12 community partners to develop improved communication systems for making placements, integrate deep connections between theory and practice, and support teacher candidate accountability for E12 student learning outcomes.

**Measurable Outcomes:**

Assessment data demonstrating effectiveness in placement processes, academic data from qualitative reflection demonstrating teacher candidate mastery of Standards of Effective Practice for Preservice Teachers, and teacher candidate effectiveness data for E12 student learning from cooperating teachers.



**Goal:**

*Enhance social and cultural engagement by promoting experiential, community building, and place-based educational experiences campus wide.*

**Action Steps:**

Complete the High Ropes Course project and launch engagement and accessibility to the whole Winona State University campus community.

**Measurable Outcomes:**

Assessment data demonstrating engagement and satisfaction in the High Ropes/Low Ropes/Climbing Wall experience from a diverse array of campus groups.

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## Notes

The Student Life Plan at Winona State University is a comprehensive initiative designed to enhance student well-being and holistic development through access to supportive services. This plan aims to create a vibrant community where students excel academically and thrive personally, ensuring their success on campus and in their future endeavors. 68 of the survey respondents connected with the aspiring commitment to a holistic student experience.

### Supporting Theories

- 1. Tinto's Academic and Social Integration Model (1987)**  
Emphasizes academic and social integration to enhance student retention. Students persist when connected to both academic and social communities.
- 2. Chickering's Identity Development Theory (1984)**  
Focuses on seven vectors of identity development, like competence and managing emotions. It highlights holistic student development.
- 3. Astin's Student Development Theory (1999)**  
Suggests that student involvement in activities is crucial for development. Quantity and quality for engagement determine educational outcomes.
- 4. Kuh's Student Engagement Theory (2001)**  
Stresses that engagement in purposeful activities predicts learning and development. It encourages environments that foster active participation.
- 5. Schreiner's Thriving Model (2010)**  
Identifies factors for student success beyond persistence, focusing on academic, social, and psychological dimensions to help students thrive.
- 6. Bean and Eaton's Psychological Model of Retention (2000)**  
Highlights self-efficacy, stress, coping, and institutional fit. Psychological processes influence students' retention decisions.
- 7. Terenzini and Reason's Improving Student Outcomes Model (2005)**  
Emphasizes the interaction of student characteristics and institutional environment. It considers pre-college and college experiences to improve outcomes.

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## Summary printed Inside Winona State (May 29, 2024)

The Student Life Plan was introduced in the Fall during the University Improvement Day on October 3, 2024. Our approach aims to create an atmosphere where students deeply resonate with a sense of community and belonging. Feedback was gathered in Fall 2023 and Spring 2024.

A definition was proposed, revised based on feedback, and found to resonate well with students. Of the 81 students surveyed, 68 responded affirmatively that the definition connected with them, while 13 indicated that it did not.

*Working Definition: At its core, a student life plan supports students' well-being and holistic development. The plan creates an environment that fosters a sense of community belonging and supports students so they may excel academically and thrive personally at Winona State University and into the future.*

The holistic approach, emphasizing both academic and personal thriving, was particularly appreciated. Five of the twelve modules were identified as the most important: Personal Growth, Health and Wellness, Career Development, Academic Support, and Inclusion and Diversity.

In the spirit of continuous improvement, upcoming meetings in Fall 2024 will include student groups from athletics, the College of Nursing, and the College of Education to refine further and enhance the plan. The full report is to be released at the Summer Cabinet Retreat.

## Sample of Student Comments from Listening Sessions:

### YES! Definition Connects

*This genuine, all-encompassing definition hits the nail on the head. I would change it to "so that they may thrive" ....*

*I love that it talks about academic and personal growth*

*I can truly understand the Student Life Plan*

*It does because during my time here in Winona, I have been at very low points in my life and have found a renewed sense of belonging thanks to events I've gone to and the people I've met at said events.*

*This definition connects to me because I think sometimes people only see one part of college students, which is their academics. Although academics is very important, it doesn't encompass students' overall well-being, so I think this definition is great.*

*Improving student life should focus not just on academics. It matters to have a school that supports us past our education and helps us succeed in all aspects of our lives.*

*It's important to include both academic and personal prosperity. We are humans and need personal and academic growth.*

### No, Definition Does NOT Connect

*Unfortunately, I have always opposed our current mission statement. My problem is that if students don't feel they belong... they will ask what they are doing wrong instead of what the university can do better. Fostering a sense of belonging in EVERY student is essential for the mission statement and this definition to be true.*

*It does not entirely. I think the definition is great, but I find it slightly vague, and it doesn't really paint a picture in my mind of your mission and what that could look like for a student if that makes sense.*

*Not really. I don't feel there are the resources for me to thrive personally at WSUR, and I don't feel like I get the same academic resources to thrive as a nursing student on the Winona Campus. I feel like we're an afterthought.*

*It does to the point that, as a graduate who does only online work, it is hard to feel connected to Winona because we are so far away.*

### Neutral

*I like to feel connected, but I also like being alone.*

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## Feedback from University Improvement Day.

Data available upon request.



## Student Survey Data

Data available upon request.

