

WINONA

STATE UNIVERSITY



Student Life and Development

Annual Report 2020-2021

Winona State University

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Executive Summary 2020-2021

**Submitted by: Dr. Denise McDowell
Vice President for Enrollment Management and Student Life**

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

As Vice President, I observed a team of professionals who worked tirelessly to ensure WSU students had positive university experiences regardless of their proximity to our campuses. I am proud of what Student Life and Development personnel did and continue doing to impact and influence our community of learners.

Fall 2020, we welcomed students back to our campuses with approximately 70% of the courses and student support services offered online or in a hybrid format. The campuses' physical and digital footprint were reduced, but Wi-Fi access and available technology extended our reach beyond Winona and Rochester, Minnesota. The technological infrastructure at WSU provided the flexibility and the ability for the campuses to pivot as circumstances dictated. WSU fully enforced COVID-19 guidelines and mitigation strategies. We embraced our commitment to protect those most vulnerable by wearing masks, social distancing, washing hands, sanitizing commonly used surfaces, and remaining home when ill, and getting vaccinated when eligible. Based on available guidance from the Centers for Disease Control and the Minnesota Department of Health, restrictions were relaxed on May 14, 2021, for those fully vaccinated.

For many, COVID-19 pushed post-secondary plans into a deferred status. In addition, access and affordability limited some students' ability to attend college, on-campus or online. Nevertheless, higher education for many remains the pathway for economic and social mobility. Earning an industry-recognized credential unlocks access to realizing hopes and dreams.

Amid COVID-19, we engaged in budget reduction conversations, personnel changes, births, deaths, illnesses, milestones, and COVID-19 vaccines. Each presented a level of complication with the easy button conveniently out of reach. Yet, meaningful, and intentional connections happened.

According to the 30th Day Enrollment Report for Fall 2020, Winona State enrolled 7,124 undergraduates, graduate, and visiting students, generating 6,332 full-term equivalences (FTE; 1 FTE = 15 credit hours for undergraduate students and 10 credit hours for graduate students). Of the registered, 5,920 (83%) of students are White, 1,018 (14%) of students are BIPOC (Black, Indigenous and People of Color), 234 (3%) of students are two or more races, 134 of students are (2%) International, and 75 PSEO students from 18 high schools in Southeast Minnesota and beyond. Sixty-seven percent of the students enrolled are female, 32% are male, and less than 1% are unknown. Of the students enrolled, 38% are first-generation. We experienced a decline in undergraduate students, increased graduate students, and a demographic profile consistent with past years.

The university disbursed \$68 million in grants, loans, work-study, and scholarships for 6,675 students. The amount of financial aid disbursed in FY2021 includes Higher Education Funds awarded and disbursed to eligible students through CARES ACT \$2.8M in Summer 2020. In addition, through CRRSAA Funds, \$2.8M was awarded and disbursed to qualified students in Spring 2021.

The Fall 2020 New Entering First-Year cohort (NEF) student profile indicates 67% are from counties within Minnesota and 28% from Wisconsin. The cohort's average ACT was 22.1, and their average High School GPA was 3.42. The most prominent BIPOC demographics were Hispanic or Latinx 4.3%, African American 3.4%, Two or more races 3.3%, and Asian American 3.0. The Fall 2020 cohort was well below the pre-pandemic expectations revealing the complexities of the enrollment decline and the impact of a global pandemic. The International student demographics indicated a notable decline influenced in part due to pandemic travel restrictions. However, post-traditional students 25 and older have an emerging upward trend.

Fall Entering New Students

Student Type	Fall 2018		Fall 2019		Fall 2020	
	Actual	Target	Actual	Target	Actual	Target
New Entering First-Year Student (NEF)	1,610	1,600	1,555	1,600	1,284	1,600
New Entering Transfer Student (NET)	566	600	461	560	397	560
New Entering Degree-Seeking Graduate Student (NEG)	159	115	216	130	228	320
PSEO Students (incl. new and returning)	70	50	68	60	75	60

Source: WSU Institutional Planning, Assessment & Research

New Transfer cohort (NET) were primarily from community colleges in Southeast Minnesota (i.e., Rochester Community and Technical College, Minnesota State College – Southeast, Riverland Community College) in-addition to Western Technical College (WI), Century College, Minnesota State University – Mankato, Inver Hills Community College, and Anoka-Ramsey Community College.

The personnel within Student Life and Development (SLD) are among the many at Winona State University who rose to the occasion in remarkable ways to build a culture of evidence to demonstrate institutional impact.

Fall Entering Freshman Cohort Retention /Persistence Rates

Data Point	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort
Fall to Spring Persistence Rates	89%	91%	89%
Fall to Fall Retention Rates	77%	76%	75%

Source: WSU Institutional Planning, Assessment & Research July 2021

Degrees Awarded by Term

Term	2018-2019	2019-2020	2020-2021
Summer	288	288	288
Fall	526	517	503
Spring	1,065	1,015	964
Total	1,879	1,820	1,755

Source: WSU Institutional Planning, Assessment & Research as of July 2021

Summer Term Headcount FTE

Term	2019	2020	2021
Headcount	3,033	2,999	2,960
FTE	1,176	1,188	1,234

Source: WSU Institutional Planning, Assessment & Research as of July 2021

WSU's graduate programs saw significant growth under the AVP-Academic Affairs / Dean of Graduate Studies leadership. With new degree and completion programs available online, the overall graduate program enrollment increased by 14% from Fall 2019 to Fall 2020. The most popular programs in Fall 2020 were Social Work (MSW), Clinical Mental Health Counselor (MS), Family Nurse Practitioner (DNP), Adult-Gerontology Acute Care Practitioner (DNP), and Leadership Education (MS). Also notable were a 12% increase in graduate applications from 2019-2020 to 2020-2021 and the higher average of semester graduate credit hours (7.07 in Fall 2020 vs. 6.53 in Fall 2019).

Graduate Enrollment Trend

	2018-2019	2019-2020	2020-2021
Applications from July 1 to June 30	790	849	950
	Fall 2018	Fall 2019	Fall 2020
New Entering Degree Seeking Graduates (NEG) (Fall 30 th Day Count; Includes Summer Entering)	185	240	262
Total Enrollment (Fall 30 th Day Count)	560	625	716
Average Graduate Credit Hours Attempted (Fall 30 th Day Count)	6.14	6.53	7.07

Source: WSU Institutional Planning, Assessment & Research

There is no better time than the present to study innovative ways to reset recruitment and retention targets that account for changing demographics and market competition. The Winona State competitive advantage is within the seemingly small things that become the big things that set us apart.

The Student Life and Development programs, services, and activities align with the vision of meaningful connections for all students. As appropriate, the WSU Strategic Framework, Strategic Enrollment Management Work Plan, and SLD Strategic Priorities serve as a guidepost. In addition, selected highlights that follow link day-to-day actions with measurable outcomes.

Student Engagement

- Admissions had an optional ACT criteria and scholarships were awarded using high school grade point average as the primary criteria.
- Tutoring Services made a graceful transition online in response to COVID-19; 828 students utilized tutoring services for 7,455 contact hours.
- Access Services registered 584 students and provided service to 421 students (72%) in services for the 2020-2021 school year.
- My Warrior Life (replaces current student VIP page) launched December 2020.
- Emailed, Phoned, Zoomed, Team calls, In-person transactions, guided students through the resolution of concerns and business matters.
- 77% of undergraduate programs have a major map available online compared to 67% last year. There were 3,419 clicks on the online major map version compared to 3,189 last year: purpose and use gaining traction with students and faculty.
- Campus Housing's highest rated outcome among students living in the residence halls was "living in the residence halls enhanced the student's ability to identify campus and academic resources."

Collaboration

- Strategic Enrollment Management (SEM) Planning Journey began with gathering input from across the campus. The final SEM documents are scheduled for release in Fall 2021.
- Translation of the Admissions Recruitment Viewbook in 4 languages (English, Hmong, Somali, Spanish). A collaborative project with Project FINE.
- Virtual registration was possible through collaboration with cross-functional teams.
- In-person Saturday visits when comparing RSVP's with the number attended had the best show rate (93%). Followed by the All-Access Pass - VIP Housing Tour (83%).
- Active participation on weekly and monthly COVID-19 response work groups.
- COVID-19 Test and Vaccine Clinics on-campus partnering with the State of Minnesota to meet goals for fully vaccinated citizens.
- Council for the Advancement of Standards in Higher Education (CAS) used as a Professional Development tool for SLD Departments

Programming

- Warrior Cupboard donations raised more than \$14,000, including a generous donation of \$6,000 from the Student Senate. As a result, food and nutritional information were provided for 80 students compared to 85 last year. In addition, 80 referrals to MN SNAP and Winona Volunteer Services Food Distribution programs were received.
- Mental Health First-Aid, 300 students, staff, and faculty participated in training opportunities.
- Hosted 5 in-person Welcome Week event/activities, 5 modified mini club fairs, and 7 WSU Spirit Week events/activities in lieu of Homecoming, and the 4th Annual Warriors LEAD Summit with Keynote Coach Ken Carter. All events followed strict health and safety guidelines.
- TAU was designated as the isolation site for campus housing COVID-19 positive cases.

Big Ideas

- Statewide Mental Health Summit was co-hosted by Minnesota State Colleges and Universities.
- Focus on Mental Wellness System-wide with one of the SLD shining stars selected as a MN State Chancellor's Fellow.
- Two new grants were funded (TRIO-SSS & TRIO-DSSS). Both funded for a total of \$3.1M over five years, increasing WSU's capacity to support First Generation, income-eligible students, and students with a documented disability.
- Tele counseling expanded individual counseling sessions. The biggest outreach event was the mental health panel during incoming student orientation for 1,500 students.
- WSU Thriving 2035: Reimagining Residence Life, a 15-year initiative replacing and renewing 75% of our housing portfolio.
- Kryzsko Commons Student Union renovations include Jack Kane, Zane's, and East Room
- Race Matters Reading Circle facilitated. In addition to the George Floyd Internship Scholarship.

"We will be known forever by the tracks we leave behind." – Dakota Indian Proverb



Student Life and Development Department Reports





Admissions



Office of Admissions 2020-2021

Prepared By: Kendra Weber

Interim Director of Admissions

Throughout the year, the health and safety of our guests and campus community were at the forefront of our decision making. Many events were offered both in-person and virtually to ensure that guests were able to engage with the Admissions office however they felt most comfortable.

WSU Admissions also employed a host of key communication strategies to recruit students in the past year. Virtual outreach and online communication were especially critical in delivering our message to prospective students. We stepped up our volume of email communications and text messaging to include student alerts. Those alerts included availability of virtual tours, online events, and live Zoom Room sessions with our Admissions Counselors. Our essential “We’re Here for You” campaign focused on keeping prospective students up to date on the effects of the pandemic on campus operations.

Summer Showcase, Choose WSU, and daily visits shifted to a virtual format to allow prospective students and their families to tune in from the safety of their home. For virtual events, our attendance practices evolved, but capturing the true number of attendees was difficult. We also found that no-show rates tended to be higher with virtual events. As restrictions began to lift, our in-person daily visits were offered again with limited capacity and new safety precautions.

Throughout all these challenges our Admissions Ambassadors (tour guides) continued to thrive. They were an essential part of our office and recruitment efforts for both in-person and virtual events. We were delighted when they, and their advisor, Liz Schwanke, were honored with Outstanding Organization, and Advisor, awards at the Student Leadership and Involvement Award ceremony.

New events were also created to ensure the needs of prospective students were being met:

- “What’s Next Warrior?” an anti-melt webinar series, was created in Summer 2020 to ensure that incoming students felt prepared to join the WSU Community. Throughout this series we had ~139 students tune in LIVE (some students were repeat visitors from week to week) and 687 views on the videos. These videos included collaboration with stakeholders such as Housing and Residence Life, the Warrior Success Center and Visit Winona.

- All Access Pass – VIP Housing Tour, was offered at the end of Fall 2020 and Spring 2021. This multi-day, exclusive on-campus/in-person event allowed students to tour our unique residence halls and see all the amenities and extraordinary opportunities available to on-campus residents. Student attendees also received a limited-edition WSU T-Shirt and lanyard at check-in & were entered into a raffle for WSU Prizes.
- Junior Day, May 1, 2021. This event was offered both in-person and virtually and introduced juniors and their families to Winona State University and the college search process. Our virtual offering of this event allowed us to connect with prospective students as far away as Alaska! This was likely the students' very first experience with Winona State, but also a college/university in general, and included presentations from the Warrior Success Center, Digital Life and Learning, and Financial Aid.

Our usual outreach to prospective students increased with recurring messaging for standard communication with calls to action for students to explore, visit, apply, and register. We also supported housing efforts with email and text communications and department emails – focused on specific marketing for individual or groups of programs.

While not necessarily reflected in our enrollment numbers at present, our communication efforts were strong and varied throughout 2020, as we increased engagement with students electronically (email/text), virtually (online visits, Zoom rooms & events), via reinstated calling campaigns (missing items, other inquiries), and through direct mail.

We are working to make our view books available in languages other than English, currently including Spanish, Somali and Hmong.

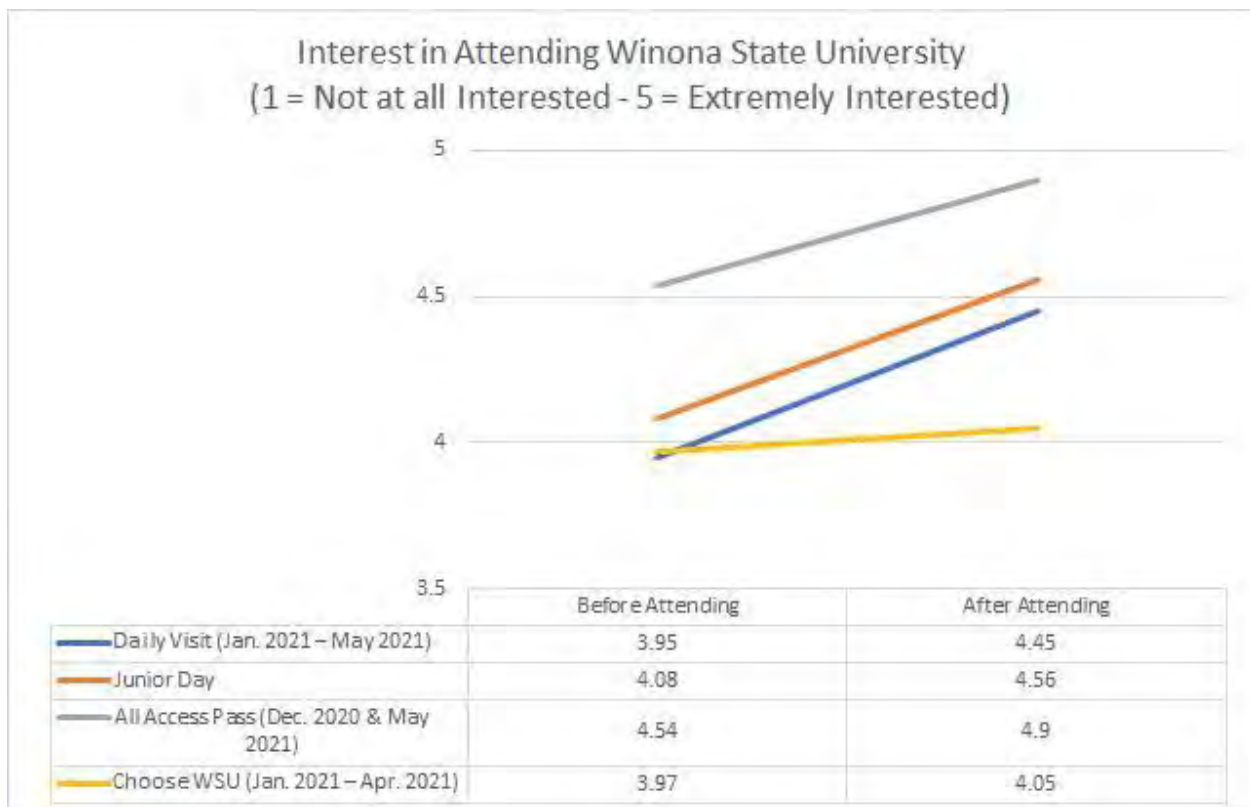
We continue to streamline and fine-tune our prospect targeting toward students with the most potential for success at WSU, and use data driven demographics to acquire prospect lists with the highest likelihood for successful outcomes.

Much of our communication was built around our new “Meet What’s Possible” marketing campaign for first year students and “Reach What’s Possible” for transfer students. This new “Possible” campaign, rolled out for Fall 2021 students, created a fresh image for Winona State that is based more on WSU’s classic design and less on stylized graphics that change significantly from campaign to campaign, creating a stronger overall brand identity.

The overarching message being conveyed is the unexpected possibilities that abound at Winona State due to the sense of community, understanding of individual student needs and university-wide commitment to student success.

Choose WSU site: <https://blogs.winona.edu/admissions/choose-wsu/>

This table shows the changes in the interest in attending Winona State University across our Fall events.



Event	Registered	Attended	Show Rate
All Access Pass (Dec. 2020 & May 2021)	379	316	83.34%
Junior Day	111	74	66.67%
Choose WSU (Jan. 2021 – Apr. 2021)	692	327	47.25%
Virtual Saturday Visits	527	290	55.03%
In-Person Saturday Visits	204	189	92.65%
Summer Showcase	229	Attendance not taken	N/A
MEA (Virtual Fall Open House)	66	Attendance not taken	N/A



LUNCH TIME LIVE

with WSU Admissions

What's Next,
Warrior?





Community Engagement



Student & Community Engagement 2020-2021

Prepared by: Kendra Weber

Director of Student & Community Engagement

Winona State University students, faculty and staff continue to embody our mission statement of “a community of learners improving our world,” despite the challenges of the continued coronavirus pandemic. Opportunities for virtual service and engagement were promoted in several classes, and through the Improving Our World Facebook page. As student clubs and organizations started to meet in person during spring 2021, we saw several community clean ups, the semi-annual Dream Closet, and other service events.

HIGHLIGHTS FOR 2020-2021

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

My Global Identity. Our Global Community Theme

The theme was originally proposed with the idea that the word “global” or “international” does not only belong in just one or two departments on campus, but rather global connections exist across campus and within each of us. The Theme Team sought to include people in several areas on campus and local community members. The intention behind those efforts were for them to share their stories and talent of their global identity and global connections and developed the following mission:

- explore and discover global identity
- promote conversations about the plurality of global identities
- build awareness through experiential learning opportunities in our community
- acknowledge, reflect, and celebrate our rich global history and opportunities. •
- Examine:
 - What is my global identity?
 - Where are my global connections?
 - What new global opportunities await me?

The Theme involved several community partners, including Engage Winona, Project FINE, the Frozen River Film Festival, and the Minnesota Marine Art Museum. Many WSU departments contributed to the wide variety of programs that were made available, most in virtual or hybrid formats.

Theme for 2021-22 is The Future of Learning. This theme grew out of the Facilities Strategic Planning to occur in Fall 2021 and will allow for the exploration of what it means to learn and how our campus might evolve to meet the needs of future learners. The Theme budget is still not finalized, but the team is committed to providing programming and time for reflection on this Theme.

Winona Neighbors Helping Neighbors

Winona Neighbors Helping Neighbors (WNHN) initiative continues to provide direct assistance to community members through grocery gift cards and the provision of meals during the holidays. The group has evolved into a robust online community which meets most requested needs directly through the membership—everything from recommendations for housing or services, donations of housewares, furniture and clothing, and information sharing. Our most prolific mask creator wrapped up her service recently, after giving away over 9000 masks during the past 15 months. Another member created a weekly food giveaway “Mom’s Pantry” and several spin-off groups have been created, each meeting a particular need in the community. We continue to intentionally cultivate a community of respect and support and have grown to nearly 4000 members. WSU staff and faculty our most generous and reliable “helpers” and students participate as both helpers and recipients.

ONGOING INITIATIVES:

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

- Homecoming Clean Sweep & Good Neighbors: paused due to COVID-19
- President's Engagement Awards: We recognized both 2020 and 2021 awardees in a virtual ceremony, and delivered boxes containing framed certificates, programs, and small gifts to each recipient before the event, so they were able to “unbox” during the ceremony. A recording of the ceremony can be found here: [President’s Civic Engagement Awards Ceremony](#).

- 3 Joan Francioni Steward Awards (faculty/staff)
- 2 Community Partner Award
- 4 Student Leadership Award

- 2021-22 WSU Newman Civic Fellow: Tova Strange

NEEDS/GOALS FOR 2021-22:

Strategic Framework, Enhance Community Engagement that Supports Teaching & Learning

1. Concentration on systematic data collection on engagement, particularly quantitative, through the course designation and co-curricular transcript. Qualitative will continue by using student blogs, recognition awards, and through the focus on engagement as a competency in the Career Readiness theme. A major recommendation that came from the final report of the Career Readiness theme is the need for centralized data collection and reporting on engagement and public relations activities. Using engaged course designators and the co-curricular transcript, both are continuing to gain traction, but still do not capture the complete picture of community and/or student engagement at WSU, and neither are mandatory for faculty and staff to utilize for courses or events, further limiting their effectiveness as a central data collection depository.

2. Expanding WSU's community feedback beyond the "usual" partners and individuals and actively seek connection with underrepresented populations within the community to develop more effective communication channels and collaboration.



Conduct & Citizenship



Conduct & Citizenship 2020-2021

Prepared by: Alex Kromminga, EJD

Director of Conduct and Citizenship

Facemask, Social Distancing (FMSD) COVID-19 Data effective 2020-2021

Violations to date 8/24/2020 to 5/3/2021	1 st Violation- Warning Letter	2 nd Violation-Possible Sanction(s) (Reflection Paper, Educational Program, Disciplinary Probation and Community Service)	3 rd Violation-Possible Sanction(s) (Educational Program, Disciplinary Probation and Suspension)	Total
Face Covering- On Campus	10	5	0	15
Social Distancing-On Campus	9	0	0	9
Both-FCSD-On Campus	63	3	3	69
Face Covering- Off Campus	0	0	0	0
Social Distancing-Off Campus	2	0	0	2
Both-FCSD-Off Campus	12	0	0	12
Total	96	8	3	107

Sanction Chart & Highlights 2020-2021

Charge	Not Responsible	Responsible	Total
#1 Violation of any University or Minnesota State policy, rule, or regulation	0	6	6
#10 Alcohol policy	0	30	30
#11 Weapons	0	1	1
#20 Violation of any federal, state, or local law	0	48	48
#21 Abuse of the student conduct system	0	4	4
#5 Attempted or actual theft	0	1	1
#8 Violation of rules governing residence in university property	0	17	17
#9 Drug policy	0	9	9
Total of ALL CHARGES	0	116	116

Note: COVID-19 influenced the number of students attending on-campus class and residing in Winona

Sanction Chart & Highlights 2019-20

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

Sanction Chart & Highlights for 2018-19

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

Recommendations for Improvement

Continue to work on improving the partnership with Academic Affairs and their needs regarding student conduct. The Office of Student Conduct will work closely with the Office of Equity & Inclusive Excellence on constitutional issues regarding free speech and the university's response to it.

Goals for 2021-22

- Continue to improve the Reporting Forms through Maxient to report concerns.
- Complete updated guidelines for campus chalking.
- Complete updating the Student Grievance Policy and submit it to the Policy Committee review for the Fall 2021.
- Continue to be a campus resource on Free Speech issues.
- Continue to serve as coach and advisor to the Warrior Conversation.

Goals for 2021-22:

Strategic Framework

Theme 5: Relationships

- A. Develop and enhance programming to strengthen a culture of civility and collegiality on our campuses and in our local communities*
 - 1. Promote citizenship and responsibility*

Objective: Attempt to attend a national conference that focuses on higher education law and/or student conduct if allowed by MinnState and/or State of Minnesota.

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

Strategic Framework

Theme 2: Student Success

- B. Promote a culture of student success:*
 - 1. Provide increased support programs and services for diverse populations of students, such as post-traditional students, underrepresented students, extended-campus students, international students, low-income students, first-generation students, and students dealing with physical/mental/chemical-health issues.*

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

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



Counseling & Wellness Services



Counseling Services 2020-2021

Prepared by: Kateri Johnson

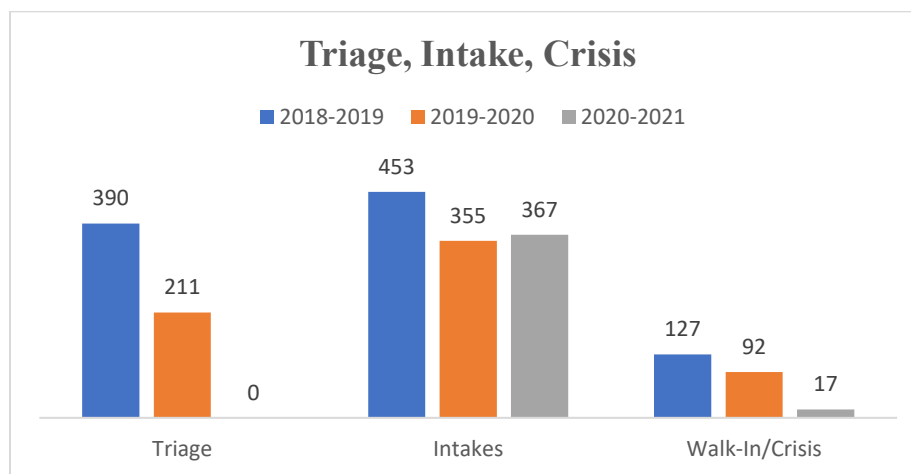
Interim Director of Counseling and Wellness Services

Highlights

This was a unique year as we did not provide any in-person services due to the COVID-19 pandemic, and all individual and group counseling, as well as outreach and meetings, took place virtually. Overall, students responded well to tele-counseling. While some still expressed desire to meet in-person, others liked the convenience of virtual services. The counselors also found some benefits to this option and began discussions on how tele-counseling may be useful post-pandemic.

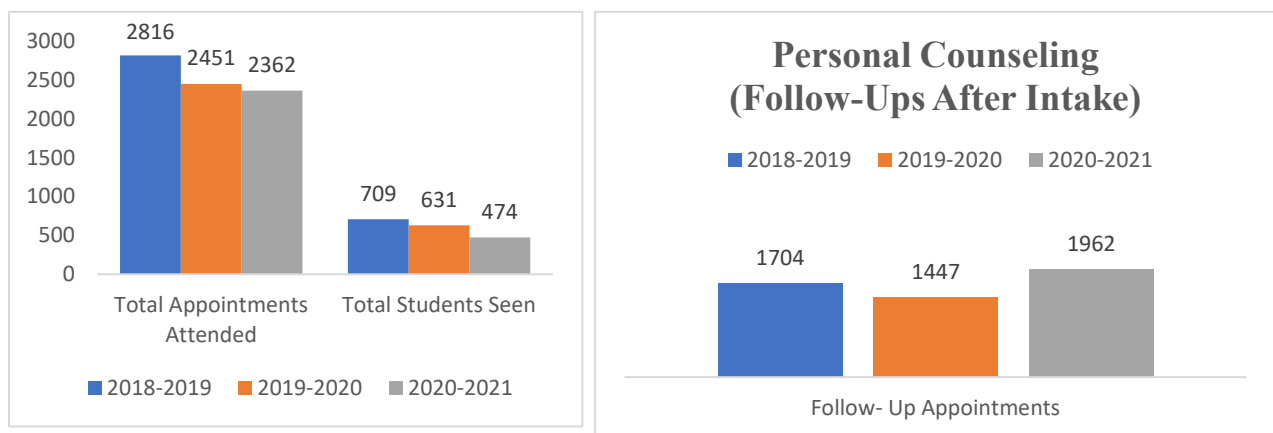
During fall semester, our staff consisted of four full-time counselors, one part-time counselor, a part-time/temporary office manager, and as interim director. The six sessions per semester policy remained due to anticipation of high demand, but we found the semester to be an anomaly with fewer appointments than previous fall semesters. We speculate that this may be due to decreased enrollment as well as many students living at home where they have their support systems, either with family or therapists in their communities.

In the spring, our office manager's temporary appointment ended, so the counselors assumed those responsibilities thereby decreasing appointment availability; however, we had the addition of a counseling intern who was helpful in us meeting demand, especially as we saw a significant increase in spring senator appointment requests compared to fall semester. Having the counseling intern also enabled us to achieve our goal of creating a more formalized protocol for the supervision of counseling trainees. By the end of the semester, searches began for a permanent office manager and director with the hope of both positions beginning at the start of the 2021-2022 academic year.



Individual Counseling

Because we opted not to use our triage system this year while doing tele-counseling, any student requesting an appointment who had not been seen before was scheduled for an intake. Intake numbers were lower than past years, as were overall number of students seen for individual counseling; however, the number of appointments attended was higher than the past few years, suggesting that while fewer students sought counseling, many used most if not all their six sessions per semester. Our walk-in/crisis numbers were also significantly lower due to crisis hours being cut in half without a full-time office manager to monitor the phone and email and respond to urgent situations.



Consistent with previous years, anxiety was the top concern, followed by depression. Additionally, we measured whether students were specifically seeking counseling due to concerns related to COVID-19 and found that 25% of students indicated ‘yes.’ We assessed across all respondents (those marking ‘yes’ and ‘no’) what areas of their life have been negatively impacted by COVID-19 across areas of their life have been negatively impacted by COVID-19, asking them to check all that apply.

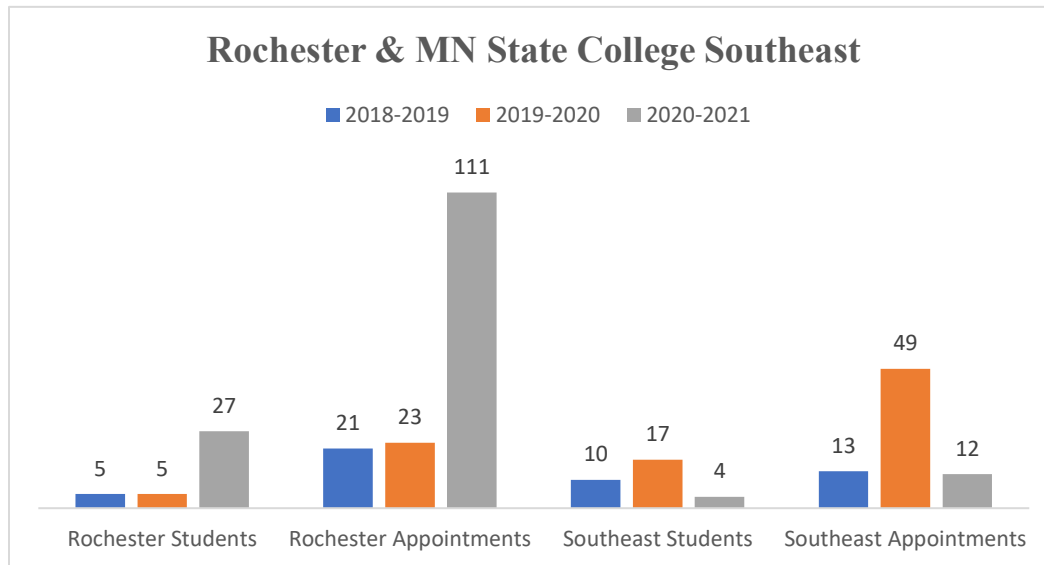
Top Areas Negatively Impacted by COVID-19

Areas	% "Yes"	Areas	% "Yes"
Mental Health	65.9%	Financial	33.2%
Motivation/Focus	64.4%	Health Concerns (Others)	23.1%
Academics	63.7%	Health Concerns (Self)	22.4%
Loneliness or Isolation	60%	Grief/Loss of Someone	9.2%
Missed Experiences	55.4%	Food or Housing Insecurity	5.9%
Relationships	38.9%	Discrimination/Harassment	1.3%
Employment	38.5%		

Presenting Concern	Percentage
Anxiety	45%
Depression	17%
Relationships	12%
Stress	11%
Family Problems	8%
Grief/Loss	5%
Sexual Assault/Trauma/Abuse	2%

WSU-Rochester & Minnesota State College Southeast

With tele-counseling, the number of Rochester students increased significantly due to expanded appointment times and access to any of the six counselors rather than one counselor going to Rochester periodically. Counseling was not as utilized by Southeast students as it was the previous year, perhaps because virtual was not a preferred method for these students or access to technology was a challenge. Tele-counseling and virtual presentations and groups made our services more accessible to students outside of Winona which is why we will consider using virtual services as an option for some students.



Outreach and Groups

While individual appointment numbers were lower in the fall, counselors provided more outreach to staff, faculty, students, and groups to provide support through the stress of a pandemic. We provided outreach programs to 2,452 students, staff, and faculty. Our biggest event was a mental health panel to 1,500 freshmen during orientation. We also provided training to Housing staff and maintained partnerships with Athletics, Nursing, and MSC-Southeast. A few of our most successful counseling groups were Motivational Mornings with Mick, Self-Care During Self-Quarantine, Grief Group, Election Stress Group, and Getting through a Quarter Life Crisis. For staff and faculty, outreach events we offered were Coping Over Coffee, Depression During COVID, and Managing Stress During COVID.

Anticipated Needs for 2021-2022

1. Acquiring laptops and docking stations for three of the counselors in place of desktop computers. Once back on campus, it is expected that they return their temporary laptops and use their desktops. If we continue offering tele-counseling, this is not possible on desktops and for outreach programs, counselors need the portability of laptops.
2. A continuous need, not only for our department but for the entire campus, is a case manager position. This person can reach out to students of concern to help connect them

with campus and community resources and follow-up to ensure they obtain what they need.

Goals for 2021-2022

1. Enhance partnerships with local counseling agencies/practices by meeting with their staff. *(Theme 5, Section A of WSU Strategic Plan 2015-2020.)*
2. Continue to actively participate in JED Campus and contribute to the strategic plan for mental health promotion, including initiating a peer support program. *(Theme 2, Section C of WSU Strategic Plan 2015-2020, and Seven Dimensions of Wellness.)*
3. Acquire funds for one of our counselors to be certified as a Mental Health First Aid trainer to expand this training opportunity to students and employees. *(Theme 2, Sections B and C of WSU Strategic Plan 2015-2020.)*



Dean of Students



Dean of Students 2020-2021

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 looked very different from the past. Since most of our students did not return to campus for Fall 2020, we re-imagined student support and proceeded to adjust to online services as much as possible. In addition, we had to find a balance of working from campus and working from home to remain healthy and productive. As individuals, our knowledge of public health, personal hygiene practices, and virus information increased exponentially. With the number of residential students decreasing significantly, WSU campus was a barren place. Student conduct incidents also looked very different. The typical conduct violations such as underage alcohol citations were almost non-existent, but health and safety violations, including refusal to wear masks or social distancing were prominent. From a Wellness perspective, there was a significant amount of education required, and our teams in Health Services and Counseling stepped up to meet that need through marketing campaigns and social media communication. The following departments report to the Dean of Students and consistently contribute to the success of WSU students.

1. Integrated Wellness
2. Counseling & Wellness
3. Health & Wellness
4. Student Conduct & Citizenship
5. Student & Community Engagement
6. Student Support Services TRIO
7. Intramurals
8. Fitness
9. MN State Access, Opportunity & Success Program

During the initial uncertain days of COVID-19, VP McDowell inspired us all by initiating a calling campaign to students, where SLD staff would send a smile. This project became the “Assistance from a Distance SMILE Calling Campaign”, which was an overwhelming success! From April 22nd to 30th, 74 individuals from the Student Life & Development Division were on the caller volunteer list to reach out to current students. 3,542 students received at least one call attempt, where they were asked if they had any questions or concerns about their WSU experience. Eighty percent of callers said their overall experience was “good” or “excellent”.

My subsequent video project submission was awarded a MN State System Office, Innovating Through COVID-19 award. Thanks to my partners Eri, Ron, Paul, and all the calling volunteers for your great work! A second calling campaign was held in August 2020. The focus was on sophomores with less than 90 credits completed. Results of this effort are available from Eri Fujieda, Director of Institutional Planning, Assessment & Research.

Two substantial office moves occurred this year, reminding us of how important our workspace is. Working from home, working on Zoom and Teams, and working at WSU create unique experiences. The Dean of Students Office team (and others) moved into a newly renovated space in Kryzsko Commons in August 2020 after spending the summer in Gildemeister. Thanks to Paula, George, and the facilities crew, our new office space is spectacular and significantly updated. The moving itself was slightly disruptive but helped us to realize the great possibilities that design brings. The new suite is much more welcoming to students, staff, and visitors and this impression of WSU will be greatly improved.

The second move was the Student Support Services TRIO program moving from the Library to Gildemeister Annex. Since WSU received federal funding for a second TRIO program, Student Ability Services, the need for more offices and student space was critical. Gildemeister offers plenty of space for both programs, including space for students to interact and study, tutoring space, and a staff meeting room able to accommodate the increased number of employees.

Meetings related to COVID increased substantially this year. However, this increased communication enabled WSU to effectively employ coordinated efforts to maintain a healthy campus and ensure that our mission of student learning was accomplished.

I attended the weekly COVID Leadership meetings, was a part of the Student Activities COVID Planning Group, the Mental Health Subcommittee, and attended all campus forums for COVID information.

Recommendations for Improvement

Utilizing the lessons learned from COVID, it will be prudent for us to create a blend of in-person and online student services to 1) Ease the transition of “back to campus” 2) Adjust to the new student preferences of service delivery. If successful, this model would potentially serve commuter, distance learning, and non-traditional students more efficiently and effectively.

We have learned, for example, that some students prefer online counseling to in-person, and some students eagerly await the return of in-person counseling. Therefore, the Counseling department is creating a hybrid model for therapy and will pilot the program in Fall 2021 to determine effectiveness and student satisfaction.

In early June 2020, the Minnesota State System Office announced an RFP on comprehensive student supports, aka SUCCESS projects. I assembled a team of 11 WSU employees to collaborate, research, and write the proposal, which was due at the end of July 2020. The team met when available for two months and submitted our proposal. We were ultimately not chosen as a pilot campus but submitted an impressive and worthy proposal! The timeline for this project was extremely limited and caused some stress for group members. The main lesson learned was to carefully analyze whether a specific project is worth the significant investment of time and effort for a large group of people.

Anticipated Needs for 2021-22

- Support for writing a grant proposal for TRIO Upward Bound, due approximately February 2022
- Support for staff struggling to adjust to “back to campus” workspaces
- Coordinated strategy to deal with student adjustment and possibly student conduct on a changed campus

Goals for 2021-22

WSU Strategic Framework Theme 2: Student Success

Promote a Culture of Student Success

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

Goal #1 – Create and coordinate the team, including hiring a grant writer, to submit a TRIO Upward Bound grant proposal. I anticipate this will be due in February 2022.

WSU Strategic Framework Theme 3: Stewards of Place and Resources

Enhance Capacity to Support Engaged Learning

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

Goal #2 – Contribute to the ImpAACT Committee to prepare for the Higher Learning Commission (HLC) campus visit in November 2021. Provide input for the SLD Division. Participate in the post-visit evaluation.

Goal #3 – Review current Regulations that are assigned to the Dean of Students. Convert these to policies and procedures, utilizing the new standardized format. Work with the All-University Policy Committee to write final drafts, review constituent feedback, and produce final documents.



Equity & Inclusive Excellence



Equity & Inclusive Excellence 2020-2021

Prepared by: Jonathan Locust Jr., PhD

Associate Vice President/University Diversity Officer

The Office of Equity and Inclusive Excellence (OEIE) had a very successful academic year. Though COVID-19 provided us with some challenges, we were still able to provide the necessary services for our students to be successful. We spent this past year implementing action items from the Inclusive Excellence Strategic Plan, and launching our Race Matters Study Groups, which will serve as the foundation of our Campus-Wide Equity/Professional Development Training and focus on relationship building. We also hired two new people, Yeejsuab (Nahla) Lee who is serving as our Intercultural Completion Coordinator, and Dr. Jessica Schulz, who will serve as our Advocacy Coordinator. Our priority is to close opportunity gaps, which is in direct alignment with the system office initiative, Equity 2030. Our office is happy to be on the forefront of this work and we look forward to bringing scalable strategies that lead to equitable outcomes.

Highlights from 2020-2021

- In May, we hired Dr. Jessica Schulz, Advocacy Coordinator. The Advocacy Coordinator serves as a campus-wide confidential advocate for students involved in incidents of sexual assault, relationship violence, and stalking, complying with VAWA (Violence Against Women Act), the Federal Campus Security ACT, Title IX regulations, and the Clery Act. This role is critical to the retention and success of students who experience discrimination by providing emergency and ongoing support services and assistance to ensure the well-being and safety of involved students. In addition, this position provides direct and indirect advocacy to support and cultivate an inclusive welcoming environment that leads to student completion.
- WSU created a list of 15 goals to guide us on our journey to racial equity. We are happy to say that we have made significant progress on our goals. For example, we have created a George Floyd Scholarship. Our first George Floyd Scholar will be awarded this upcoming fall.
- We continue to work with the Winona Police Department. We have made sure the student voice is clear in these conversations, and they have already resulted in changes. The Winona Police Department is working with Project Fine to translate the officer complaint form to Hmong and Spanish. We are excited about the progress we have made but understand that we have a lot more work to do.

- This academic year, the Inclusive Excellence committee decided to engage and learn the Equity Lens to Policy Review process. We were trained by Dr. Josefina Landrieu, to analyze institutional policies/procedures from an equity lens. To practice, we worked on Dr. Karen Johnson's (Dean of Students) Regulation 4-2, which is the Student Grievance Procedure. Through this process, the Inclusive Excellence Committee made a recommendation to the Policy Committee to include gender inclusive language throughout all policies and procedures. This will go through our shared governance process this upcoming fall.
- The Equity by Design (EbD) Taskforce has decided to take on three projects in addition to the EbD All-Faculty Taskforce looking at course level outcomes. In Spring 2022, the EbD Taskforce will dissolve, and that work will be continued through the Inclusive Excellence Committee. The three projects are listed below:
 1. Compilation of a history of WSU focusing on equity/diversity/inclusion.
 2. Localization of the terms/language to help promote equity-mindedness at WSU.
 3. EbD-Alt projects to address equity gaps in students at debt collection and students' leave from participation/effectiveness. These projects will also help identify EbD best practices at WSU.

Race Matters Study Groups

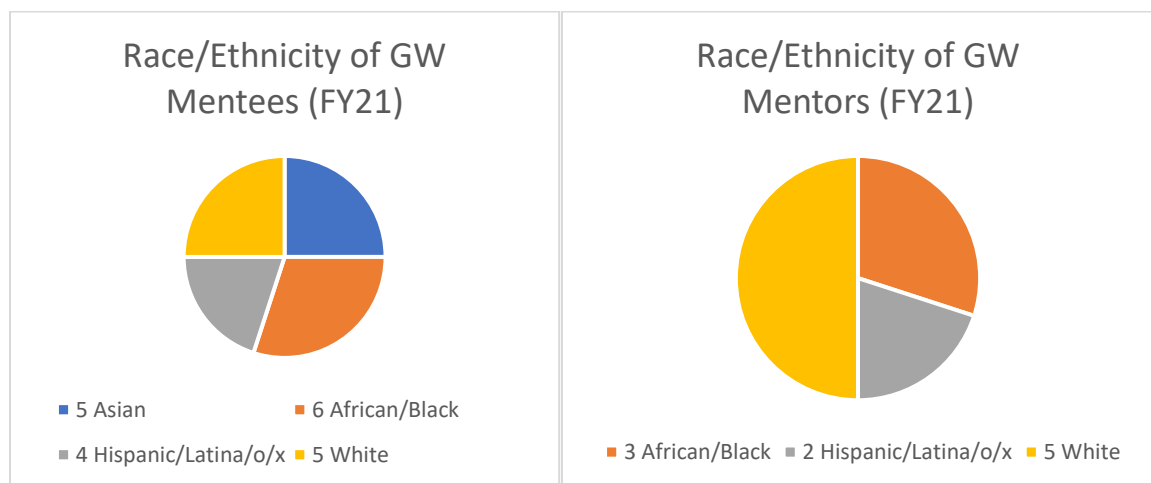
After the murder of George Floyd, it was clear that our institution needed and desired a safe place to discuss these difficult topics. Over the course of the academic year, two groups of Winona State University community members met bi-weekly to have in-depth conversations about racism and how it plays out structurally on a national, state, and local level. We called these conversations our Race Matters Study Groups. The groups talked in depth about articles, videos, and content related to racism that was gathered by the Equity and Inclusive Excellence Office with help from WSU Director, Dr. Eri Fujieda from the Institutional Planning, Assessment and Research. We discussed topics such as privilege, language, structural racism, gentrification, and race in democracy, health, wellness, and education. We will be rolling this out for students to participate this upcoming academic year. Please see some data below based on the assessment from our IPAR Director, Dr. Fujieda. Below is the response to a question chosen from the RMSG's assessment.

After this Study Group ends, how would you like to continue your engagement? Choose all that apply.

#	Answer	%	Count
1	Serve as an ambassador (willing to have a conversation with others)	93.8%	15
2	Participate in and lead future RM opportunities (e.g., summer Race Matters meetings)	68.8%	11
3	Participate in an annual Race Matters reunion	100.0%	16
4	Other ideas - please specify:	31.3%	5
	Total	100%	16

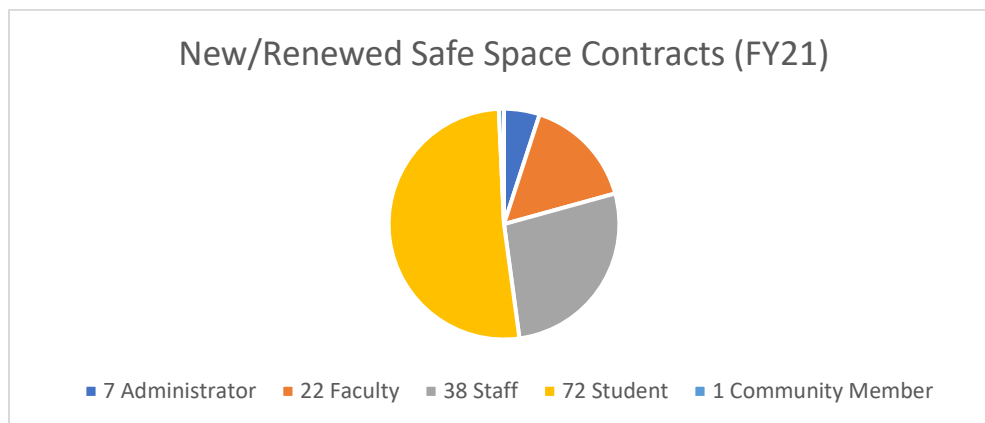
Guiding Warriors = SILCC Mentoring + Success Coach

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



Safe Space Trainings

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



Goals for the 2020-2021 Academic Year

- By May 2022, have the campus wide cultural competency training (Race Matters Study Groups) available for students.
- By May 2022, implement Year 3 of WSU's Inclusive Excellence Strategic Plan.
- Work within the shared governance structures to establish the criteria/specifics to create WSU's Inclusive Excellence Awards.
- Implement action steps to close the equity gaps in the areas of student access, success, and completion.
- Work with VP McDowell to develop a divisional snapshot of who we are (disaggregated by race, gender, etc.)



Health & Wellness Services



Health & Wellness 2020-2021

Prepared by: Connie M. Kamara

Director Health & Wellness Services

Transforming & Sustaining High Quality Services

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



Notable COVID-19 Collaboration Efforts

On-Campus	Off-Campus
Housing & Res Life: Extensive coordination for students isolating and quarantining, including transportation, medical consultancies, and continues care.	Minnesota Department of Health: Offered extensive guidance tailored towards Institutes of Higher Education, communicated updated guidance, held weekly meetings to ensure consistency of mitigation efforts across MN.
Nursing Department: utilizing an often-untapped resource, nursing students were called upon to assist with COVID-19 testing and vaccination efforts.	Local Public Health Entities: Assisted with supplying vaccines to our campus to allow for vaccine clinics.
IT/IPAR: Development of numerous surveys and other data collecting techniques that informed and enabled the tracking systems that were essential to keep COVID at bay and our campus safe.	SE Disaster Relief Collation: Assisted with supplying vaccines to our campus to allow for vaccine clinics.
Athletics: Specialized guidance regarding testing, tracing, isolating, and quarantining for athletes.	Winona County Emergency Management: Coordination to provide as much access to vaccine and information about vaccine as possible to our community
Facilities: Keeping campus clean and sanitized, and assistance with securing COVID-19 testing and vaccination sites.	Winona Health/Mayo: Lab processing for COVID-19 results.
HR: Helped to educate and inform employees to stay safe and healthy.	

Facing the Challenges

Global Pandemic COVID-19: Health & Wellness Services (H& WS) staff worked around the clock to provide the utmost care for our students, faculty, staff, and community, with countless hours put

into collaborating and coordinating across campus, contact tracing, testing, communicating mitigation efforts, and offering vaccine opportunities. At the start of the pandemic, it was unknown if our response was too much, or too little; but we got through this past year building the plane as we were flying it.

External Information Gathering & Processing: Through various implementations of information sharing technologies such as the utilized *Microsoft Teams* collaborative tools, our staff dispersed into various workgroups to ensure that we could collect guidance and share information from reliable sources possible. Staff attended weekly calls with the Minnesota Department of Health (MDH), joined local county and public health meetings, and collaborated across campus providing specified guidance to targeted high-risk groups.

COVID-19 Communication Strategies: Various avenues were used to inform, educate, and reinforce COVID-19 mitigation efforts. The department, and specifically the health promotion team, adapted quickly by creating Twitter & TikTok accounts to increase our reach. Communication plans and framework were developed to ensure consistent COVID-19 messages across campus; in coordination with MarComm and Housing.

COVID-19 Services: In coordination with the CDC guidance and help from MDH, regional, and local support, we were able to supply our Warrior Community with personal mitigation supplies, tracking and tracing guidance, testing, and vaccination opportunities and resources they needed to stay safe during COVID-19. In addition, H&WS pivoted our operational services to offer telehealth appointments for our students.

Psychological Services: H&WS has found that the Psych-Social cases we see consistently become more extensive and more complicated each year. During COVID-19 the health care industry has seen an increase in psych-social cases, including our department. We anticipate a

higher need for these services in general, and more specifically due to the COVID-19 pandemic. Many students with psych-social appointments have taken advantage of our new telehealth visits. This is a popular option and will continue to be available in the future.

Staffing Shortages & Budget Limitations: H&WS staff and budget were stretched beyond their limits due to COVID-19 over this past year. However, additional COVID-19 funding received to reduce the impact of this situation and allowed us to increase our staff by hiring on additional Ask-A-Nurse callers, COVID-19 Research Intern, and a Graphic & Communications Artist.



Meeting the Needs

Shifting Services to Address COVID-19 Needs: H&WS immediately activated response protocol and realigned our team to keep campus safe during COVID-19. The Ask-A-Nurse Message Line was extended to evenings and weekends, and to employees to allow for increased accessibility to COVID-19 resources. With increased inquiries, additional callers were hired on to quickly respond to questions regarding close contact, symptoms, and general concerns. Staff worked closely with MDH and CDC to ensure that we had the most up-to-date guidance regarding exposure, testing, contact tracing and vaccination information. Our staff and the collaborative efforts enabled us to manage COVID-19 cases, prevention, and mitigation strategies.

Communications: H&WS increased workflow by developing internal methods of communication to allow us to be more thorough, efficient, and to ensure all staff members had the same messages. Through *Microsoft Teams*, we were able to quickly communicate COVID-19

guidance to those in need. Whether it was sharing information with Cabinet or responding to an Ask-A-Nurse email, H&WS was able to meet the needs. **Telehealth:** H&WS, with the onset of the pandemic, quickly adapted our services to allow for telehealth appointments. Under the federal emergency mandate, we were able to offer these appointments to our students regardless of their location throughout the United States. In addition, and always with sustainable efforts in mind, our providers obtained licensure in the states where many of our students come from. This allows for continued ability to offer telehealth appointments in the future.

Contact Tracing: Several confidential and effective systems were created to conduct contact tracing to contain and minimize the spread of COVID-19. Cross-campus coordination and communication (Housing & Res Life, Athletics, HR and IT/IPAR, Dining, etc.) allowed us to respond faster and get to those in need quicker, as the state was back-logged.

WSU Garvin Health Endowment: A medical assistance fund for students is available due to the generous efforts of the WSU Foundation and the Garvin Endowment. This fund assisted students and our campus this academic year with a total of **\$7,000** for things such as individual medical costs, COVID-19 expenditures, flu shots, etc.

Student Engagement Pathways & Collaborative Efforts

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

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

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

Health & Wellness Advocates: The advocates stayed active and engaged with the student body throughout the pandemic by adapting several in-person events to online. This group won the *Student Leadership and Involvement Awards: Educational Program Award* for their ability to translate these events to online, covering all dimensions of wellness throughout the 2020-2021

academic year. The most viewed presentation of the series was the COVID-19 Vaccine presentation with **1.3K views**.

Health Education & Outreach Programming: The Got Health & Happiness (GH&H) co-curricular activity was re-envisioned to help engage students in safe COVID-19 practices and emotional health activities to improve mental health during the pandemic. Five rounds of this rebranded GHGH were offered throughout the academic year for **over 100 participants**. Staff worked internally and externally with community partners to help promote events and services to meet the challenges of this crisis. H&WS hosted several virtual opportunities to keep our students socialized in a safe way during COVID-19. Most notably we held a virtual COVID-19 Townhall & Concert presented by Aly & AJ x CORE (in collaboration with Kryzsko Commons); which was our most attended event throughout the pandemic with **160 participants**.

Big Ideas & Strategic Efforts

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

Collaborative Efforts

Strategic Prevention Framework Partnerships for Success (SPF PFS): In collaboration with the Minnesota Department of Human Services, Alcohol and Other Drug Abuse Division, H&WS focused on prevention efforts on underage alcohol use among persons aged 18-20 years and marijuana use prevention among persons aged 18-25 years. The original grant was for February 2015- September 2019 offered a total of **\$748,296** over the course of the grant and was renewed for an additional final year for **\$219,228**.

Due to the pandemic, there was an opportunity to reallocate funds towards COVID-19. Looking ahead, we will keep educating and providing resources to students, as well as continue the *Got Health and Happiness* wellness challenge, and educational intervention sessions.

Forward Focus

H&WS will continue to focus on our goals as laid out above and we will continue to provide COVID-19 guidance to our students, employees, departments, and the Winona community. We will continue to face our challenges head on and do all that we can to always meet the health care and educational needs of our students. With all our collaborative efforts over this past year, we have strengthened our relationships across campus to better serve our students in more comprehensive ways.





Housing & Residence Life



Housing & Residence 2020-2021

Prepared by: Sarah Olcott

Associate Director of Housing & Residence Life

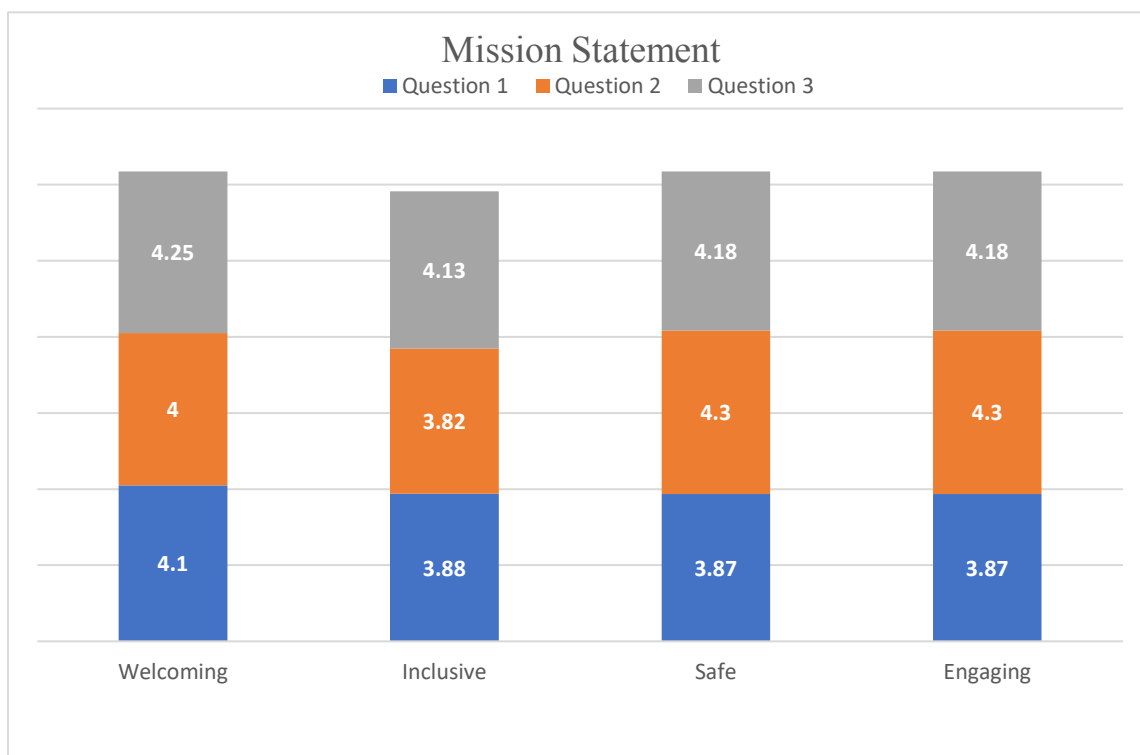
Highlights:

Partnership with Health Services: The pandemic brought many new challenges to our work Housing & Residence Life (H&RL). One of these areas of uncharted territory was our close relationship with health services. Through the efforts of every HRL member of our on-call duty team and the nurses in health services we developed a process and collaboration that assisted students who were isolating due to COVID-19 or quarantining due to exposure. Our staff were involved in every step of the process including notification, communication, transportation, isolation housing, meal delivery and wellbeing follow ups. The year began with daily meetings and ended with bi-weekly meetings. Because our departments were able to collaborate and communicate, we created the best experience possible for our students who were affected by COVID-19.

This chart includes quarantine and isolation numbers for individual students for the whole academic year. During the year, we partnered with Health Services to test and quarantine 8 floors due to 3 or more positive cases on the floor.

Locations	Quarantine	Isolation
On-campus	499	144
Off-campus	47	152
Total	546	296

Housing and Residence Life (H&RL) Assessment: In 2018 our department developed learning outcomes for our residence life program. These learning outcomes guide our work in programming efforts and overall student interactions. In our spring assessment efforts, we assessed how our department was doing in two broad areas. “How well do we live our mission statement by being a welcoming, inclusive, safe, and engaging residence life program/halls?” and “To what extent are we meeting our learning outcomes from a student perspective”. Each area of the mission statement was assessed by three questions on a 5-point scale.



The highest rated questions overall in the survey were that students felt safe in their hall (4.3), hall staff were approachable and helpful (4.25), students felt safe on-campus (4.18), their hall was a welcoming environment (4.14), and people are respected in my hall (4.13). The learning outcomes for the department were also assessed and the following chart shows the mean scores in the four different topic areas on a 5-point scale.

Overall, our highest rated outcome was living in the residence halls enhanced the student's ability to identify campus and academic resources. The lowest rated outcome was that students had the opportunity to engage in Winona State and the greater Winona community through outreach and service. Some of our goals for next year are because of these survey results.



Early Intervention Program Referral Efforts:

Over the past few years, Hall Directors have been included in the Early Intervention Program Referral (EIP) efforts of the University. If there is an EIP for a student in a residence hall, the Hall Director, gets an email and is included as an advisor contact for that student.

This has increased Housing and Residence Life's touch on students' academic life. This is a great way for our staff to connect with students regarding their academics while making that meaningful connection that may lead to other resource referrals. The total number of EIPs referred to Housing Staff were 306 (ELA: 22, H/K/ Sheehan: 39, Quad/MR: 60, Lourdes/PL:185). Many outreach strategies were used including face to face meetings, zoom meetings, emails, and Resident Assistant room drop-ins.

Recruiting New Students:

The life of tours sure has changed throughout this COVID-19 year. With decreased in-person tour opportunities, our department was challenged to think out of the box. Our engagement with perspective students was just as important, but how do you meet them digitally? Many strategies were employed included zoom rooms, video tour, Facebook (FB) live events and website details. HRL created a comprehensive tour video that has received over 3,000 views on YouTube over the course of the year. Once campus started to re-open, we toured 316 prospective students during Admission All Access Pass events.

Recommendations for Improvements:

- Focus on our Residence Housing Association to enhance our student leadership options in the Residence Halls.
- Showcase more of our work and students on the University stage.
- Investigate/ communicate to our students the reporting options for technology and facilities issues.
- Continuously work to keep housing costs affordable.
- More intentionality with service programs.
- Work to increase the number of returning students who live on campus so Kirkland can become an upper-class hall again.
- Increase communication to students and parents about the benefits of living on-campus.

Goals for 2021-2022

1. Community Service Opportunities: Student staff over the years have found it challenging to plan and execute meaningful community service opportunities for their students. It has always been part of our learning outcomes and programming models, however, for next year we plan a service day in the fall where the department will be working with outside organizations like Habitat for Humanity to give an opportunity for our students to work together to complete a project that benefits the greater Winona Community.
2. Foundation Housing Collaboration: Over the Summer months we are meeting to discuss our “ideal” residence life program for the Foundation housing project. This project is an exciting opportunity for the university, and we are planning on giving the Foundation as much information as possible to build the best residence hall for our students.
3. Contract Consolidation: The central Housing staff is working to create one contract for student housing. We currently have East Lake Apartment and Traditional Halls contract agreements. This project will allow a more streamline workload and create a clear process for our students. This change would allow one application and one deadline for selection instead of the multiple applications and timelines we have now. This room selection process for our returning students will be easier to understand and explain.



Integrated Wellness



Integrated Wellness 2020-2021

Prepared by: Kate Noelke

Director of Integrated Wellness

Mission: The Integrated Wellness Complex (IWC) 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 over 81 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; and Kate Noelke, MPH, MCHES, Director of Integrated Wellness.

Highlights

Utilizing evidence-based programs in student affairs, strength & fitness, and health promotion to impact the well-being and success of college students, faculty and staff, the non-clinical Integrated Wellness Complex facilities and services engage diverse users and groups in world-class learning and well-practice. Driven by data gathered from the evaluation of student learning outcomes and institutional data, the Integrated Wellness Complex aligns programs with student needs and institutional goals. The ongoing COVID-19 pandemic resulted in highly restricted use of the facility and lost revenue and engagement, but the IWC continued to flex to meet the needs of the WSU Community. Notably, for innovative approaches to supporting student and community mental health, Director of Integrated Wellness, Kate Noelke, was selected to serve as MN State Colleges and Universities' Chancellor's Fellow for Mental Health for the duration of April through June of 2022.

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%) of students fall into the overweight/obese/extremely obese categories and half were attempting to lose or control their weight through physical activity and healthy eating.</p>	<ul style="list-style-type: none"> -Strength & Fitness (n=6000) -Personal training (n=25 estimated) -Fitness Classes (n=3707 participants with pivot to online and back) -Intramurals- (n= 315) -Rec Sports (n= 245) -Employee Wellness (n=20) -Collaborations with academic departments and community (n=25) 	<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: <i>"Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness"</i></p> <p>7 Dimensions of Wellness: Physical and Emotional Wellness</p> <p>WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility: Outcome 3: <i>"Connect and extend knowledge from one's own academic study to benefit the greater community"</i></p>
<p>Impacting physical, emotional, and cognitive well-being as well as academic performance, graduation rates, and interpersonal relationships, mental health issues can have a profound impact on students' ability to engage fully in the opportunities presented to them while in college. 2020 Healthy Minds Study: MN Postsecondary Students suggests that over 40% of MN college students have been diagnosed with a mental health condition within the last 12-months or in their lifetime, the most common being depression and anxiety.</p>	<ul style="list-style-type: none"> -Mental Health First Aid (n=300 students, staff, faculty & community) <u>NREPP Evidence-Based Program</u> -QPR Trainings, Faculty Development, Campus Connect & other trainings (n= 60 students, staff, faculty & community) SPRC Evidence-based Program Information -Ongoing participation in JED Campus Program -Promotion of physical activity to reduce stress and improve mental well-being 	<p>*Four-year scholarship recipient and inductee into the nationally acclaimed Jed Campus Program for comprehensive, collaborative suicide prevention and mental health promotion. Program participation 8/2018-5/2022.</p> <p>Alignment with institutional goals through provision of training programs, institutionalization of common language for mental health promotion and stigma reduction, and student leadership opportunities:</p> <p>WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: <i>"Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness"</i></p> <p>7 Dimensions of Wellness: Emotional, Physical, Social & Spiritual Wellness</p> <p>WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</p>

<p>Food insecurity – the lack of reliable access to enough 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=80, down from 85 in AY2019-20; individuals swiped in twice as often as previous year; 80 referrals to MN SNAP and Winona Volunteer Services food distribution programs. Evidence Base for Campus Food Cupboards</p> <p><u>Student Senate provided over \$6000 in funding this year, and the donations were raised in excess of \$14,000 this year.</u></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: <i>“Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness”</i></p> <p>7 Dimensions of Wellness: <i>Emotional, Physical, Social & Intellectual Wellness</i></p> <p>WSU University-Wide Student Learning Outcomes: <i>Personal and Social Responsibility and Creative and Critical Thinking</i></p>
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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, in addition to many academic departments including HERS, Nursing, Social Work, Education, Leadership and Physical Education & Sports Science (PESS). In special populations, such as students with Diverse or First-Generation Status, usage is slightly higher than the general campus population.

- 43% of all WSU students who had at least one class with face-to-face components swiped into the IWC Fitness Center between 8/2020 and 6/2021.
- 39% of IWC Fitness Center users were first generation students.
- 20% of students who accessed the IWC Fitness center are students with diverse status.
- 80 students accessed the Warrior Cupboard and 89% of those students reported positive academic and health impacts.
- Aquatics was cancelled, and the pool remained closed for academic year 2020-2021.
- Estimated losses in revenue from swimming lessons was around \$25,000, impacting the Intramurals Department

Intramurals & Rec Sports	
Academic Year	Patrons
2020-2021	560
2019-2020	1,901
2018-2019	2,940

IWC Fitness Center Participation	
Academic Year	IWC Swipes
2020-21 *Covid 19	51,590
2019-20 *Covid 19	152,555
2018-19	206,658

Aquatics		
Year	Lessons	Staff
2020-2021	N/A	N/A
2019-2020	369	34
2018-2019	408	32

Note: * Indicated COVID-19 impact

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 and Intramurals and Integrated Wellness programs. Student Learning Outcomes are engaged and utilized to measure learning and practical experience in this group of student employees. Additional training and resources for these student leaders would improve the patron's experience in the IWC. Finally, intentional documentation and evidence for support of student learning and wellness outcomes is helping to create a better baseline for data and helps to better share the IWC story. This is ongoing work established in FY20 for dissemination in FY22.

Anticipated Needs for 2021-22

2021-22 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 success in the future.

Goals for 2021-22

1. Measure and evaluate impact of opportunities for student leadership, praxis, and knowledge through IWC Morrie Miller Fitness Internships, student-worker positions, HERS personal training programs (including EWP), and mental health promotion leadership opportunities through JED Campus by using student learning outcomes updated in March 2021 by May 2022. *(Aligns with WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility.)*

2. Contribute to the understanding of students' mental health needs through the JED Campus program and use Healthy Minds Study data to contribute to a campus-wide strategic plan for suicide prevention and mental health promotion in collaboration with diverse interprofessional departments across campus at WSU by May of 2022. *(Aligns with WSU Strategic Plan 2015-2020: Theme 2, C: Promote lifetime personal well-being of all students)*
3. Continue to meet the food insecurity needs of student populations and expand Warrior Cupboard referral services to social support in the State of MN and local and regional resources by 25% by May 2022.



Student Union & Activities



Student Union & Activities 2020-2021

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 2020-2021

- **Created the Warrior Esports Lounge**
 - This free, recreational Esports gaming lounge is located in the SAC in Kryzsko Commons and had over 350 registered users between October and May.
 - Includes 8 high powered gaming PCs, 8 Nintendo Switches, 5 – 65” Sony TVs for spectator viewing, peripheral equipment like controllers, keyboards and headsets, and over 35 games.
 - Created in collaboration with IT Services.
- **Traffic Counts in Kryzsko Commons between August 2020 – April 2021:**
 - 337,000 total people entered the building this year.
 - 1350 average traffic per weekday (30% of last year)
 - 570 average traffic per weekend day (40% of last year)

Traffic Rank by Door in Order of Total Usage

Door	In	Out
Door 7 – Zane’s/East Room	16%	41%
Door 9 – Gold Minne Lot	24%	17%
Door 1 – Huff Street	26%	15%
Door 3 – Prentiss Lucas	20%	14%
Door 10 – Bookstore/Silver Lot	9%	6%
Door 8- Minne/Courtyard	5%	6%
Door 6 – Zane’s/ East Room North Exit Only	<1%	6%

Group	Total Number of Reservations
Warrior Entertainment Network	129
Student Union & Activities	48
Student Senate	33
Full Spectrum	26
The Winonan	26
Delta Phi Epsilon	23
InterVarsity Christian Fellowship	17
Alpha Sigma Tau	15
Warriors Lead Series	14
Housing and Residence Life	13

Room/Item	Number of Reservations
Promotional Banners	152
Promotional Tables	98
Purple Rooms - 247/248/249	83
Oak Rooms E/F	50
Conference Room - G100	47
Baldwin Lounge	43
East Room	38
Student Activities Center	36
Conference Room - 252	32
Oak Room E/F/G	29
Oak Rooms F/G	28
Tents (not classes)	26
Gazebo	25
Purple Rooms - 248/249	22
Purple Rooms - 247/248	13
Purple Room - 247	10
Conference Room - 176	9
River Room - 229	7
Solarium	4
Zane's Stage	3
Purple Room - 248	1
Purple Room - 249	1
Oak Room E	0
Oak Room F	0
Oak Room G	0
Kryzsko Total	456

- **Event and Meeting Space Usage (from EMS) between August 2020 – April 2021:**
 - Total number of reserved spaces for meetings and events – 456 (12.5% of last year)
 - Total departments and student orgs using Kryzsko Commons – 42 (30% of last year)
- **East and Oak Room Renovations**
 - Updated the East Room with new walls, doors, carpet, wall coverings, and lighting.
 - Updated the Oak Rooms with new LVT (luxury vinyl tile), paint and ceiling/lights.
 - Replaced flooring and ceiling tile in East/West upper hallway & Upper Hyphen.
 - Replaced all meeting room furniture including chairs, 6' rounds, 6' rectangle, and height adjustable cocktail tables.
- **Jack Kane Dining Hall seating expansion**
 - Removed Dining Rooms B and C and moved main corridor to the outer part of the building.
 - Relocated the entrance and exit near the restrooms and shifted the POS counter by new doors.
 - Added 190 seats and gave a nice facelift to that part of the building.
- **Warrior Entertainment Network**
 - Debuted a new brand. This process included a new mission, values, and goals of the organization; and a new name, logo, and positions that launched in fall semester.
 - Offered Kryzsko After Dark nights that provided students with a monthly late-night option for entertainment. Over 2000 students attended these events.
 - Engaged students in-person (with online option) with over 20 stand-alone through the COVID-19 Pandemic.
- **Student Senate:**
 - Major advocacy projects/issues included Spring Break cancellation, Spring Break Mental Health Days, extensive funding for the Warrior Cupboard, CRSSA funding student distribution model, 0% fee and tuition increases for 2021-2022.
 - Voted to send \$80,000 in Student Life fees back to the reserve (normally distributed to clubs through the funding request process) to offset any cuts or FY22 fee increases to the Student Life fee.

- **Clubs/Organizations:**
 - Improved online processes through WarriorSpace with a new annual registration system for our 156 clubs/organizations. and processed 762 student event registration requests which was new to students and clubs/organizations.
 - Assisted more than 90 students/prospective students find ways to get involved on campus through the new Student Involvement Calculator.
- **Major Campus Events:**
 - Despite COVID-19, hosted 5 in-person Welcome Week events/activities, 5 modified mini club fairs, and 7 WSU Spirit Week events/activities in lieu of Homecoming following strict health and safety guidelines.
- **Greek Life:**
 - Recruited 60 new members to the Greek Community through completely virtual recruitments for both fraternities and sororities.
 - Unfortunately, the closure of two fraternities (TKE and SAE) due to low numbers and financial struggle due to COVID-19.
- **Warriors L.E.A.D.:**
 - Offered 4 sections of Warriors LEAD Series in both fall and spring semesters seeing 30 students through online webinars each semester.
 - Hosted the 4th Annual Warriors LEAD Summit with keynote Coach Ken Carter.

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.
- Intentionally improved how we communicate with and support student leaders, faculty, staff, and third-party guests using the building for events and meetings providing room diagrams for events.
- Adding an Associate Director for Operations in the Student Union to provide leadership to the student Building Managers and GMWs for day-to-day operations and event management.
- The implementation of the new Student Events Registration Form helped the campus schedulers ensure that events and activities had pre-approval before booking facilities. We

know that there are other areas of the event planning process that could use more help to ensure successful events.

Anticipated Needs for 2020-2021

- Ongoing financial challenges due to reduced student enrollment will be in consideration for years as the operation is largely student fee funded between the Student Union Fee and 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.
- We need support from all areas of campus to encourage students to re-engage with campus life. As we continue to pour resources and effort into creating community for our students, we will need faculty and staff to help endorse the benefits and excitement that is at WSU. We understand that this transition back to activity is going to be hard to navigate but ensuring the support of our colleagues we will have a better chance of success!

Goals for 2021-2022

- Continue architectural study of the Solarium to create a standalone meeting/pre-function space adjacent to the recently renovated East Room.
 - Strategic Framework: Stewards of Place and Resources
- Develop a more comprehensive student organization leader and advisor training/toolkit to assist them in being successful in their roles.
 - Knowledge SLO (Outcome 2)
 - Personal and Social Responsibility SLO (Outcome 2)
- Plan a major campus event in early September to help students feel welcomed and appreciated back on campus—especially those who had a lackluster experience and/or had been separated from the university through the pandemic. This event would also promote the first Warrior Game Day Experience and home football game since 2019. The goal is to coordinate the event with all departments/organizations in Kryzsko Commons and the Alumni Relations Office and serve at least 300 students.
 - a. Strategic Framework: Relationships
 - b. Dimensions of Wellness: Social



TRIO



TRIO 2020-2021

Prepared by: Nhia Yang

Director of TRIO

TRIO Student Support Services (SSS) and TRIO Student Ability Services (SAS), also known as TRIO, is funded by the U.S. Dept. of Education. The program purpose is to assist first-generation college students, students who meet low-income guidelines, and students with documented disabilities, to reach their goals of college graduation at Winona State University. Table 1 showcases the eligibility factors TRIO serviced for 2020-2021. Both grants serve a combined total of 325 students (SSS serves 225 students and SAS serves 100 students) annually, while meeting rigid guidelines and expectations for persistence, good academic standing, and a six-year graduation rate (see table 2).

Table 1:

Year	First Generation	Documented Disability	Limited-Income	FG+LI	DD+LI
2020-21	31	49	30	154	61

Of the 325 students served, 260 (80%) were female and 65 (20%) were male, 77 (24%) students are from a minority background and 113 (35%) students are 22 years of age or older. As illustrated in the table below from the previous grant cycle (2017-2019), TRIO consistently surpassed its goals. This led to earning Prior Experience Points each year and ensuring successful future funding. A complete summary of TRIO's 2020-2021 Annual Performance Report will be available in December 2021. Although Fall 2020-2021 data is unavailable; previous year's goals and outcomes are shown below (Table 2).

Table 2:

Year	Persistence Rate	Goal	Good Academic Standing	Goal	6-Year Graduation Rate	Goal
2017-18	85%	80%	90%	70%	56%	60%
2018-19	94%	80%	97%	70%	63%	60%
2019-20	91%	80%	96%	70%	60%	60%
2020-21	Unavailable at the time of this report					

Overall, 2020-2021 was a year of resilience and persistence in the face of ongoing COVID-19 concerns. Both students and staff remain flexible with the ongoing changes and pandemic related setbacks. This year also brought the move to a new academic building for TRIO programs in Gildemeister Hall and the retirement of an SSS advisor, all while starting up the new SAS program.

For TRIO, this was a year of perseverance through many challenges and adapting to change. To serve our students best, we find it helpful to maintain consistency of our campus presence and provide prompt yet quality responses to questions/ situations in both online and in-person settings. It is a key goal to grow connections with departments and staff and help with grant goals and objectives, even in a virtual environment.

Advising: Academic, Career, Financial, and Personal Support

TRIO provided a mix of online and in-person appointments to students as of Fall semester 2020. Student appointments are mostly over Zoom, with some students requesting to meet in-person for a better sense of engagement. There was a benefit to providing in-person hours as some students appreciated the staff presence on campus even if they did not see an immediate need to utilize services. However, due to COVID-19 precautions, our students shared their preferred method of contact was via email or Zoom.

SSS Tutors and Supplemental Instruction Program Coordination

Tutoring continues to be a core service of TRIO and in 2020-2021, the vast majority of TRIO tutoring was shared with WSU tutoring services and the services took place online. A new initiative with tutoring involves capturing tutor hours and their cost center assignments. Collaboration with WSU tutoring staff helps identify TRIO students who utilized tutoring. This new system will continue and works well with online/in-person tutoring situations.

Aside from shared services, TRIO tutoring has a specific focus on weekly data collection and personalized follow up. TRIO students who use tutoring services are contacted regularly to distinguish if tutoring is successful for them and if it needed improvement. Once students request tutoring services, our TRIO Tutoring Coordinator meets with the student ahead of time to identify specific needs before meeting with a tutor. This meeting helps align both their expectations of tutoring with the reality of what is offered and available. This also helps them to

identify what they need and want from tutoring and to align realistic expectations. Most tutors are hired in classes in which they are actively attending. All of this along with the help of faculty and need-focused training allows students a more holistic academic experience. There are a total of seven tutors hired specifically to meet TRIO student needs.

2020-2021 TRIO Participant Tutoring/S2i Count

	Unique TRIO Students	Appointments/Sessions	Tutor Hours
Fall 2020	39	286	258.13
Spring 2021	31	259	256.7
2020-2021 Academic Yr.	70	545	514.83

Below is a chart showing the top five courses TRIO students utilized for tutoring services and S2i. S2i numbers for TRIO students are included since it is written directly in the grant as an intervention. As you can see, BIO 211 and 212 are the courses with the most utilized tutor resources. An expanded version of this data with all tutored courses for Fall 2020 and Spring 2021, and total of hours by week, is available upon request.

Top 5 TRIO Tutoring/S2i Subjects for TRIO Participants 2020-2021

Fall 2020 Subject	Hours	Spring 2021 Subject	Hours
Biol 211 S2i	59.63	Biol 212 S2i	78.66
Stats 210	39.13	Math 110	49.54
Econ 202	24.41	Phys 201	19.48
Biol 241	24.25	Cmst 192	13.22
CS 341	12.08	Bued 330	11.75

TRIO's Plans for Next Academic Year 2021-2022

TRIO anticipates 2021-2022 will be a growth year for both SSS and SAS programs. TRIO will continue to establish their new location in Gildemeister Hall. Both programs are expected to be fully staffed before students arrive back on campus and begin 're-engaging' campus life. This will be another window of opportunity for TRIO to establish themselves further with staff and

students. TRIO plans to implement a comprehensive marketing and communications plan to connect with prospective students and the WSU community.

TRIO's financial literacy database, known as CashCourse, is being discontinued and replaced with a new financial software platform for students. The beginning steps for a campus collaboration on financial wellness and career readiness with TRIO already began this year with hopes of a universal and unified platform.

With more students and staff back on campus next year, TRIO will host more financial wellness and career readiness events with opportunities to work alongside other departments.

TRIO Student Leadership Club

During the 2020-2021 academic year, the TRIO leadership club hosted virtual meetings every other Tuesday. Attendance remained high and consistent with online meetings via Zoom. Each meeting had a theme for student learning and connection which included: civic engagement, entrepreneurship, confidence-building, and career readiness. One of these meetings hosted a local entrepreneur who continues to be heavily involved in the Winona community.

Each year, the TRIO Student Leadership Club commits to a community service project and this year, the student leaders created and participated in a panel discussion for high school and college students during the Minnesota TRIO Leadership Conference. This was an excellent opportunity to build confidence using their leadership and public speaking skills and they discussed challenges in college, and strategies for success. Overall, a total of 28 TRIO students were actively involved in the Leadership Club. Out of these 28 students, 24 of them are fully registered to return to WSU in the Fall with four students who have graduated as of May 2021. The TRIO Leadership Club achieved a remarkable 86% retention rate of its members due to active club participation.



Warrior Hub



Warrior Hub 2020-2021

Prepared by: Warrior Hub Leadership Council

The 2020-2021 academic year has been one that brought unimaginable circumstance with an unprecedented challenge. We have adapted our services to respect established protocols designed to help us remain safe during the *coronavirus* pandemic while balancing the need to be present in an increased capacity. Through it all we have realized ongoing growth and implemented process improvements across the Warrior Hub. Our goal continues to be to educate students and families on how to manage their university business in a manner where they feel informed and empowered.

Again, this year, we benefited from investing years of work and planning in making the vast majority of our business process available online. This allowed us to extend these services through a variety of technological solutions. Our teams pulled together and continue to offer consistent and valuable services, providing our students and WSU community a solid foundation during changing times.

Under the shared leadership model of the Warrior Hub Leadership Council, we continue to make strides toward evolving and integrating our services, and in a manner that better meets students, families, and personnel needs. This includes looking at our staff, environmental assets, and technology assets to streamline the end user experience and maximize business process efficiency. We continue to align our efforts with [WSU Strategic Framework Five Themes](#) and with our Strategic Enrollment Plan where applicable.

Highlights from 2020-2021

- We have worked to realize new tools like those of uAchieve and major maps, a new customer relationship management tool (CRM), and a student VIP page (My Warrior Life).
- We have moved nearly all our paper forms online and through that process built new business process efficiencies.
- We have partnered with internal and external constituent groups to improve the intentionality of our financial aid awarding processes.

- We have processed countless forms and interactions: term course forms, transcripts, registration overrides, financial aid special conditions, graduation applications, declarations of major/minor, financial aid verification documents... (just to name a few).
- We have emailed, phoned, Zoomed, Team called, chatted...with a great many people where we have made them feel heard and walked with customers to resolve their issues and complete their business. Additionally, we achieved unprecedented satisfaction ratings across our services.
- We have welcomed new team members who have brought fresh ideas to our team.

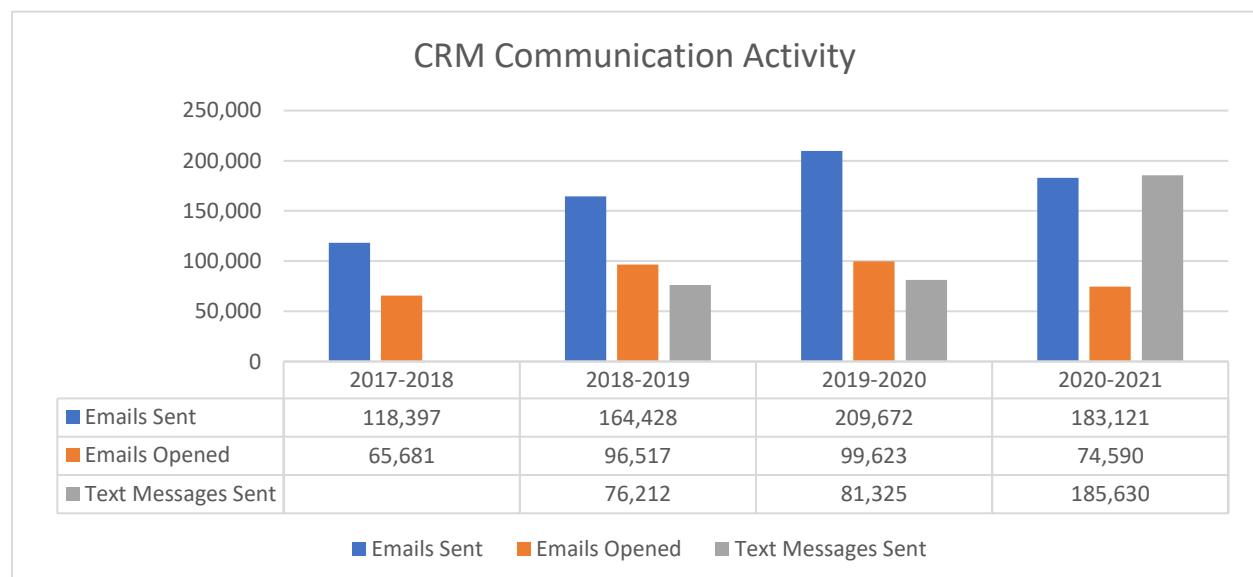
In short, it has been a great year at the Warrior Hub. We have seen challenges and have worked as a village within our area and across WSU to realize solutions. We continue to embrace the four aspects of the Warrior Hub mission; service, community, growth, and success as we look toward innovation and growth in the next year at WSU.

Achievements Regarding 2020-2021 Goals

Communication

- VIP Page-Collaboration, with Institutional Technology (Strategic Framework Theme 2: Student Success A3-

Quick Reference CRM/Communication Data:



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

Measured by an increase open rate

Our overall email communication campaigns for 2021-2021 reduced as we focused upon increasing our use of text messaging and generating content for My Warrior Life. Data indicates a significant decrease in email open rates, we found that individuals were interacting with texts and with My Warrior Life to get their information and moving away from email.

Measured by an increased use of texting

We significantly increased our use of texting to our communicate and began to use this form of communication as a strategy for assistance at a distance. This was received favorably by students. Areas across campus that participated in text campaigns noted a marked increase in student interactions immediately following receipt of a text message.

Measured by increase in number of automated messages-out of new CRM journeys

We look forward to increasing our automation to include messaging triggered by changes to the student record without WSU staff intervention. Increasing efficiency and allowing time for staff to provide more personalized attention for students who prefer in-person interaction.

Student Services

- uAchieve Planner (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)

Measured by launch

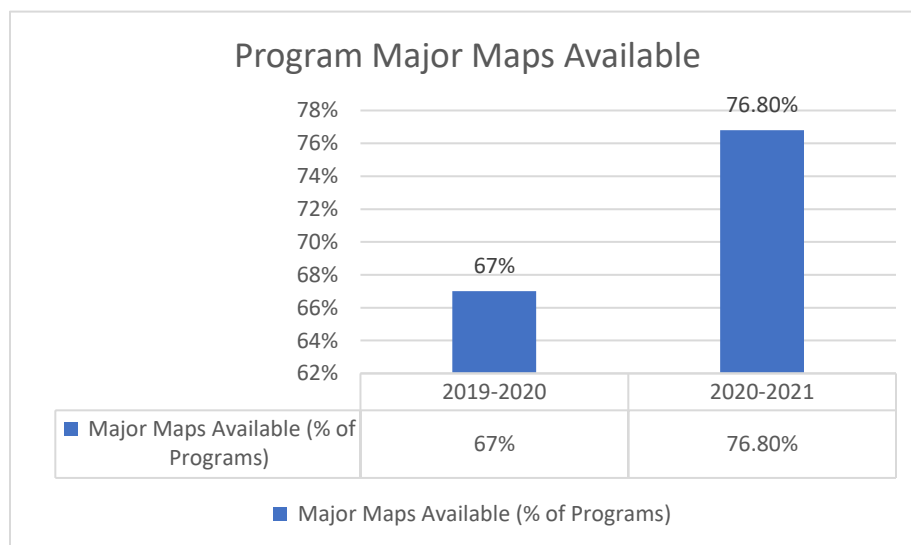
This project continued through the 2020-2021 year. In Fall 2020, advisors from the Warrior Success Center, College of Business, Nursing, and College of Science & Engineering were brought into the project to provide feedback and receive training as to how the Planner will work for their respective areas. In January/February 2021, these advisors provided a list of plans that they want to pilot for registration in March 2021. The plans created for this was the Associate of Arts degree, Nursing, Business Administration (including Transfer Pathway), and Chemistry. Testing and implementation will continue through Summer 2021 and Fall 2021.

Increase number of major maps available online to students

For the 2020-2021 year, this has increased to 76.8% of undergraduate programs having a Major Map available online compared to the prior year of 67%. Updating and creating Major Maps has become part of the process in creating/updating curriculum through Curriculog which has assisted in the increase of Major Maps across programs. Also, with the uAchieve Graduation Planner project, Major Maps are used as the blueprints for plans, so it is becoming more understood by faculty that these Major Maps have significant purpose and certainly are used by students and staff. Those programs with older Major Maps are being contacted for updates, and the use/creation of Major Maps will continue to be encouraged.

Increase student access to major maps as measured by web analytics

For 2020-2021, Major Maps have been used/downloaded 3419 times (July 1, 2020 – 6/17/2021). This is a 1% increase in usage from 2019-2020 in the same time period. With the growth of Major Maps available online, it is anticipated that this increase in usage will also continue. The peak times for use of Major Maps coincide with period of academic advising/registration including mid-October to the end of November and mid-March to end of April.



- Curricular Processing via Curriculog (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)

Measure by the number of proposals reviewed/completed by the Warrior Hub

The review of curriculum proposals has been included in the Warrior Hub for many years but has not been historically measured in terms of the quantity and types of proposals/changes processed within the Hub. Curriculum Proposals include undergraduate and graduate level, courses, and programs, and include collaboration with faculty, administration, System Office, and HLC. In the 2020-2021 year, 342 proposals were reviewed by the Hub (some were reviewed multiple times at multiple steps). This is the first year that the Warrior Hub has documented how many proposals were processed. This documentation will continue in 2021-22.

- Online Forms through BP Logix (Strategic Framework Theme 2: Student Success A5)
increased number of online forms while eliminating paper forms

Data Summary:

Our data from the past year indicates that our workload has remained relatively consistent regardless of the impact of COVID workspace modifications and declining enrollment. In some areas there is reduction, an example of which is the “*Assistance at a Distance*” form, we saw communication coming through email and phone to a greater degree. As we plan for the next 3-5 years, we need to consider that our work will not reduce without intentional evolution of business process/business practice/technological improvement. However, these optimizations need to be balanced with a commitment to providing our students, families, and WSU team with personalized service as we continue to evolve.

Ongoing Hub Projects and Targets for Goals in 2021-2022

Student Facing Communication

Student Services

- Achieve Planner (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3) *Measured by continued plans created*
- Achieve Degree Audit Graduate Studies Project (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)
Increase student access to the degree audit by implementing/creating degree audits for graduate programs
- Catalog and Major Mapping Project (pdf in Catalog) (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)
Increased number of major maps available online to students to 80% of programs offered
Increase student access to major maps as measured by web analytics by 1.5%
Increase awareness of online WSU Catalog by increasing training opportunities and integrating into OR courses.
- CashCourse/Financial Literacy (Strategic Framework Theme 2: Student Success B1)
Increase access to and participation in Financial Literacy programming. Evaluate various financial literacy platforms to ensure robust programming.

Communication/Operations/Ongoing Improvement

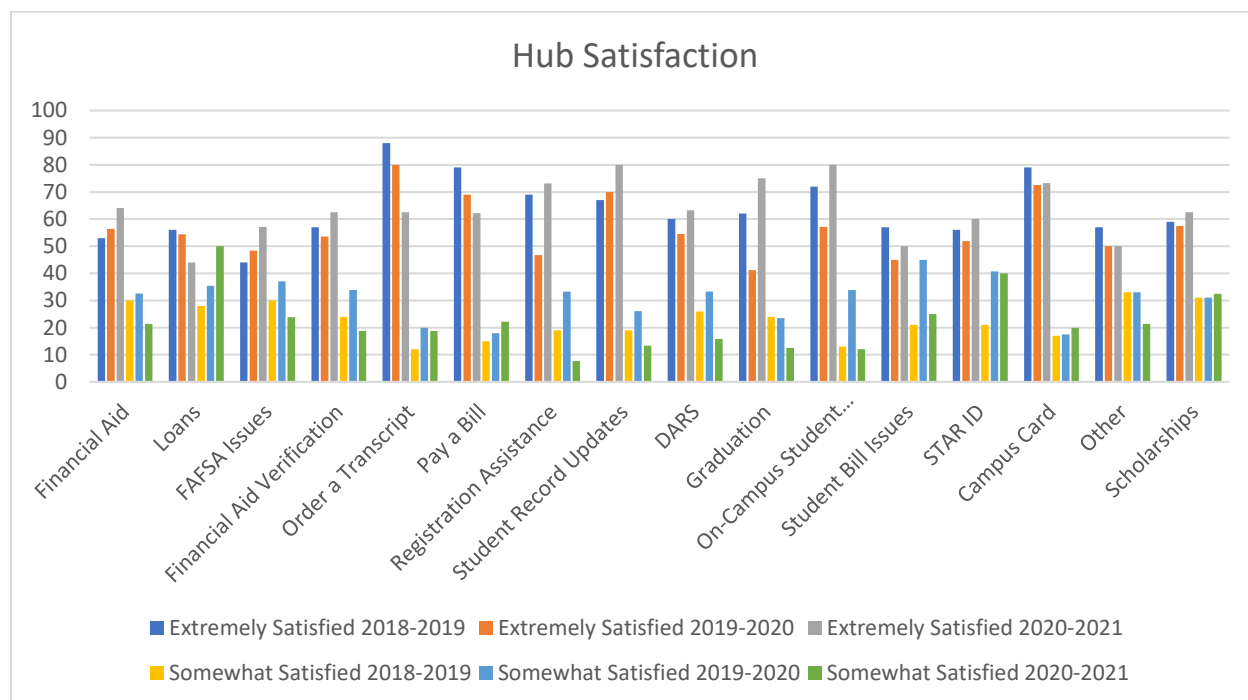
- Professional Development (Strategic Framework Theme 5: Relationships D2)-
Continue to offer both group and individual opportunities for ongoing professional development
Track Employee Satisfaction of Psycho Educational Wellness Group
- Implementation of increased CRM based functionality including case generation, tracking walk in traffic, and appointment scheduling (Strategic Framework Theme 2: Student Success B1)
Measured by beginning to track walk up traffic and phone traffic usage
Measured by implementation of case management and online scheduling options for students

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

Summary of Assessment Data from Warrior Hub

Data Summary:

- Keeping with the trend over the past several years, there is a dominance of financial questions that drive students and families to contact the Hub. Many of these questions involve the evolving complexity families face in putting together financial strategies for funding education. Additionally, increases in federal/state requirements around awarding and ever-changing end user processes bring about increased professional involvement from our team.
- With the onset of online forms and the partnership with the National Student Clearinghouse for transcript services, there is a decrease in the amount of student contact with the Hub in some areas such as transcript or registration assistance related items.
- We reached 94% student satisfaction across a particular service function measures (loans, verification, student records) and 95% satisfaction on overall assessment of how students experience was with the Hub.



Data Summary:

- There is a median range of satisfaction across contact with the Warrior Hub that consistently falls in the 85% to 90% range considering people who indicated their services left them extremely satisfied or somewhat satisfied. The statistical shift between these two areas has left us investigating simplifying our rubric to only include “satisfied” or “unsatisfied”. The most common method of contact is email, followed by walk-ins, and phone calls.
- There are several areas where we have seen a significant decrease in satisfaction in the past year (registration assistance, student employment, bill issues, and graduation). Many of these saw increases in the “somewhat satisfied” area that balanced decreases in the “extremely satisfied” area. Among those with reported decreases in student satisfaction, there were correlative increases in dissatisfaction in some of these areas student bill issues, graduation). Special attention will be placed upon these areas in the coming year to evaluate potential process improvements.

Method of Contact:

If you have any questions or need for transactions pertaining to registration, graduation, transcript, financial aid, billing, etc., how would you contact the Warrior Hub?

Contact Method	Never	Rarely	Occasionally	Most of the time
Walk in	31.3%	29.2%	18.8%	20.8%
Phone	22.9%	20.8%	37.5%	18.8%
Email	8.5%	19.1%	36.2%	36.2%
Chat	51.1%	27.7%	17%	4.3%
Ask WSU	51.1%	19.1%	23.4%	6.4%

Quick Reference Financial Aid Data

- Number of students who applied for financial aid: 10,447
- Number of students who received some form of financial aid: 6727 for a total amount of \$69,476,640
- Number of students who received a scholarship: 2797 for a total amount of \$9,453,876
- Number of students who received a grant: 4981 for a total amount of \$18,659,524
- Number of students who received a student loan: 4126 for a total amount of \$39,430,930

Financial Aid Data

Financial Aid Services Award Snapshot over the past 3 years

Grants	Pell	State	Teach	SEOG	Other
2020-2021	\$6,699,292	\$4,751,343	\$93,677	\$338,024	\$6,777,188
2019-2020	\$7,563,863	\$5,290,836	\$108,940	\$210,720	\$6,646,256
2018-2019	\$8,433,995	\$5,422,456	\$120,171	\$230,365	\$3,402,267

*2019-2020 and 2020-2021 Grants include Federal CARES Act and CRRSAA funding

Loans	Subsidized	Unsubsidized	PLUS	MN SELF	Other
2020-2021	\$9,136,666	\$18,260,947	\$2,781,200	\$3,568,736	\$5,683,381
2019-2020	\$11,705,733	\$18,911,804	\$4,214,725	\$4,690,932	\$8,794,823
2018-2019	\$12,760,254	\$17,771,716	\$4,002,390	\$4,742,671	\$8,561,339

	Work Study	Scholarships	Total Aid
2020-2021	\$1,932,311	\$9,453,876	\$69,476,640
2019-2020	\$1,872,022	\$9,223,846	\$79,234,500
2018-2019	\$2,023,326	\$9,212,741	\$76,683,691



Warrior Success Center



Warrior Success Center 2020-2021

Prepared by: Ron Strege

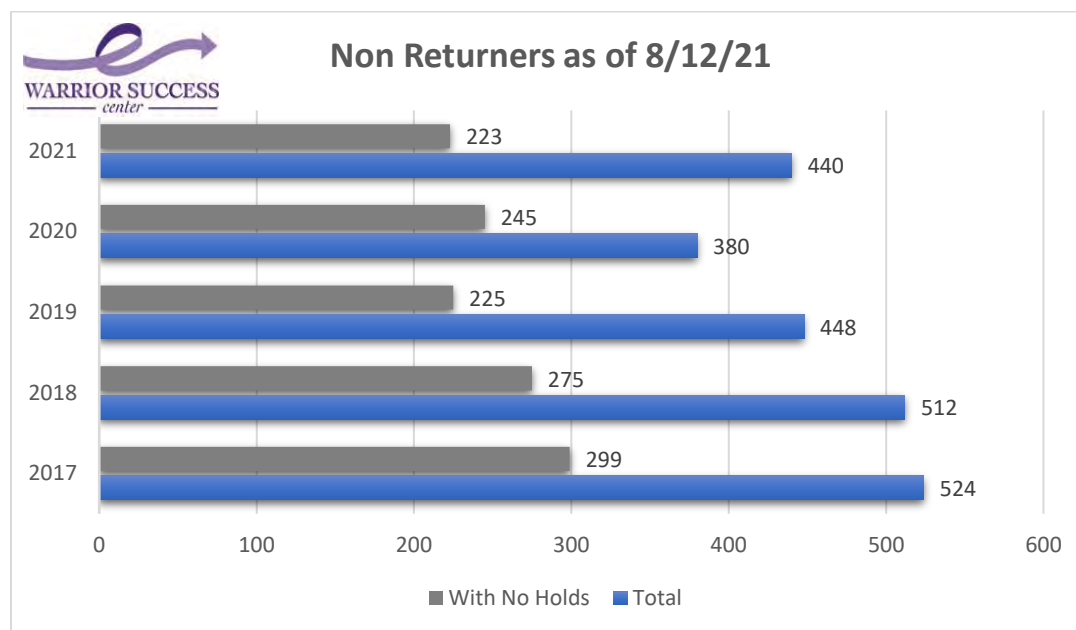
Director of Warrior Success Center

2020-2021 Highlights and Accomplishments

I am exceptionally proud of the service we provided in the Warrior Success Center in 2020 – 2021. From August on, we were able to provide students with resources and appointments both virtually and in person. We made efforts to meet each student where they were at as you will see by the numbers below that are measures of our success under challenging circumstances.

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 getting them enrolled.

Please note that we normally run this report 10 days into the Fall Semester, but was run on August 12 this year, contributing to the discrepancy.



Tutoring:

The year was unprecedented, but we were still able to offer good tutoring services to students and our satisfaction rate among users was very high. We initiated a customer friendly fully staffed Zoom room during all drop-in tutoring sessions, and we were able to offer a hybrid version of our s2i sessions that was successful

Number of students utilizing Tutoring Services				
Years	17-18	18-19	19-20	20-21
Total Students Served	1686	1642	1598	828
Students Attending SI	892	876	858	492
Total Contact Hours	19,818	18,018	16,360	7,455

Tutoring is looking at 2021-2022 as an opportunity to reboot our services. With the relocation of TRIO, we can expand our space and amenities without incurring any budget increases. We are looking at the DFW rates and may shift our s2i program to better address the right courses. We are also hoping to partner with the Writing Center to help improve services to students.

Career Services:

- Maintained a high level of service by converting most of our outreach to in-person or virtual.
- Established the New Professional Warrior Network connecting recent grads with each other to network and support one another.
- Partnered with Equity and Inclusive Excellence to host the Equity in the Workplace Symposium to support the MN State Equity 2030 Initiative.

Career Assessments, Advising & Presentations

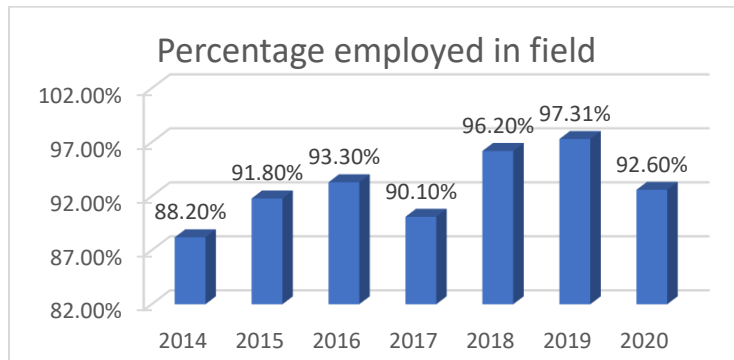
Purpose: Career assessments, in-class/club presentations and career advising are available for all students and alumni. The services provide awareness, engagement, and learning about career development, career exploration, job search resources and career tools and events.

Assessments	MBTI	SII	Strengths	Focus 2
FY 21	7	12	77	442
FY 20	29	14	23	636

Presentations	Student Count	Presentation Count	Options
FY 21	1089	58	14
FY 20	3017	107	14

Career Development	Mock Interviews	Resume Rush
FY 21	206	188
FY 20	247	237

Even during the pandemic, our WSU 2019-2020 graduates find jobs. 92.6% were employed in a field related to their major.



Access Services:

While COVID-19 had an impact on the overall declining enrollment, the number of students with disabilities continues to be stable.

	FY18	FY19	FY20	FY21
Students Served	379	410	443	421
Students registered	560	571	605	584
Classes Accommodated	1748	1749	2356	2317
Tests Proctored	1992	1915	1947*	1615**

*375 of this total were exams which occurred after spring break when all classes went online. Students scheduled their exams through Access Services, and staff were involved in making sure accommodations were implemented for these tests.

**1365 of these were taken online from home during the year when campus remained mostly online due to COVID. Access Services staff were involved to confirm that the accommodations were provided.

In addition, it is interesting to note that even though our numbers decreased minimally, the number of students who were diagnosed with multiple disabilities and psychiatric disabilities has increased over the years. Please see below.

Disabilities by Category	2017-2018	2018-2019	2019-2020	2020-2021
Psychiatric (11)	271	291	322	344
Students reporting multiple Dis.	257	265	277	290

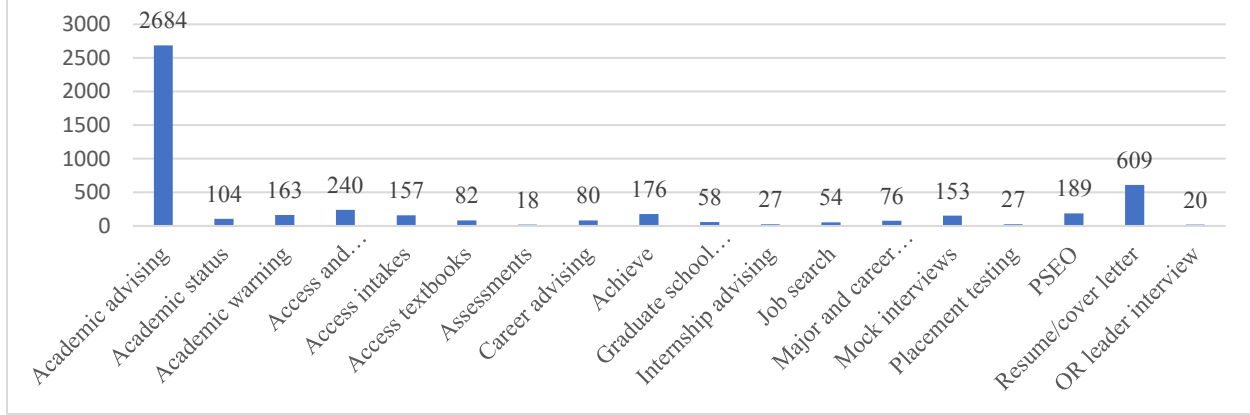
Advising:

Even with enrollment dropping and COVID-19 affected our ability be in person, our overall visits increased by 16% in 2020-2021. Academic Advising appointments increased 22% and we had a 34% increase in Resume/Cover letter appointments.

In 2020-2021 The Education 115 course was adapted to an online, facilitated support service called Achieve. We had a 32% increase in student Achieve visits in Spring of 2021.

In the Fall of 2018, the WSC and WSU adopted a home-grown Early Intervention Program. Starting in the second week of the school year and every 2 – 3 weeks after faculty are encouraged to report and students that they have academic concerns about. In 2020-2021, even with COVID-19 severely limiting efforts, we had 1441 reports made on 897 individual students. This is an increase of 37.7% on reports and 13% increase of individual students served. We had 100% follow up.

2020-2021 WSC Visits by Reason (Total n = 4917)



Recommendations for Improvements:

- The WSC will take the lead on connecting with Faculty and departments to help identify advising needs and solutions for our students. It is the next evolution of our retention efforts.
- The WSC will take the lead on providing a bundle of resources for our students in academic and person peril.

Anticipated Needs for 2021-22

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

Goals for 2021-22

- Formalized Student in Peril program
- Provide resources for our sophomore class as they adjust to a more normalized college experience.
- Assess the learning outcomes for OR 100 after implementing pedagogy changes.



Appendices

Appendix A

Student Life and Development (SLD) Core Team Organization Chart

Appendix B

Fast Facts

Enrollment

Appendix C

SLD Leveraged Technology

Appendix D

2021-2022 Goals and Priorities

Appendix E

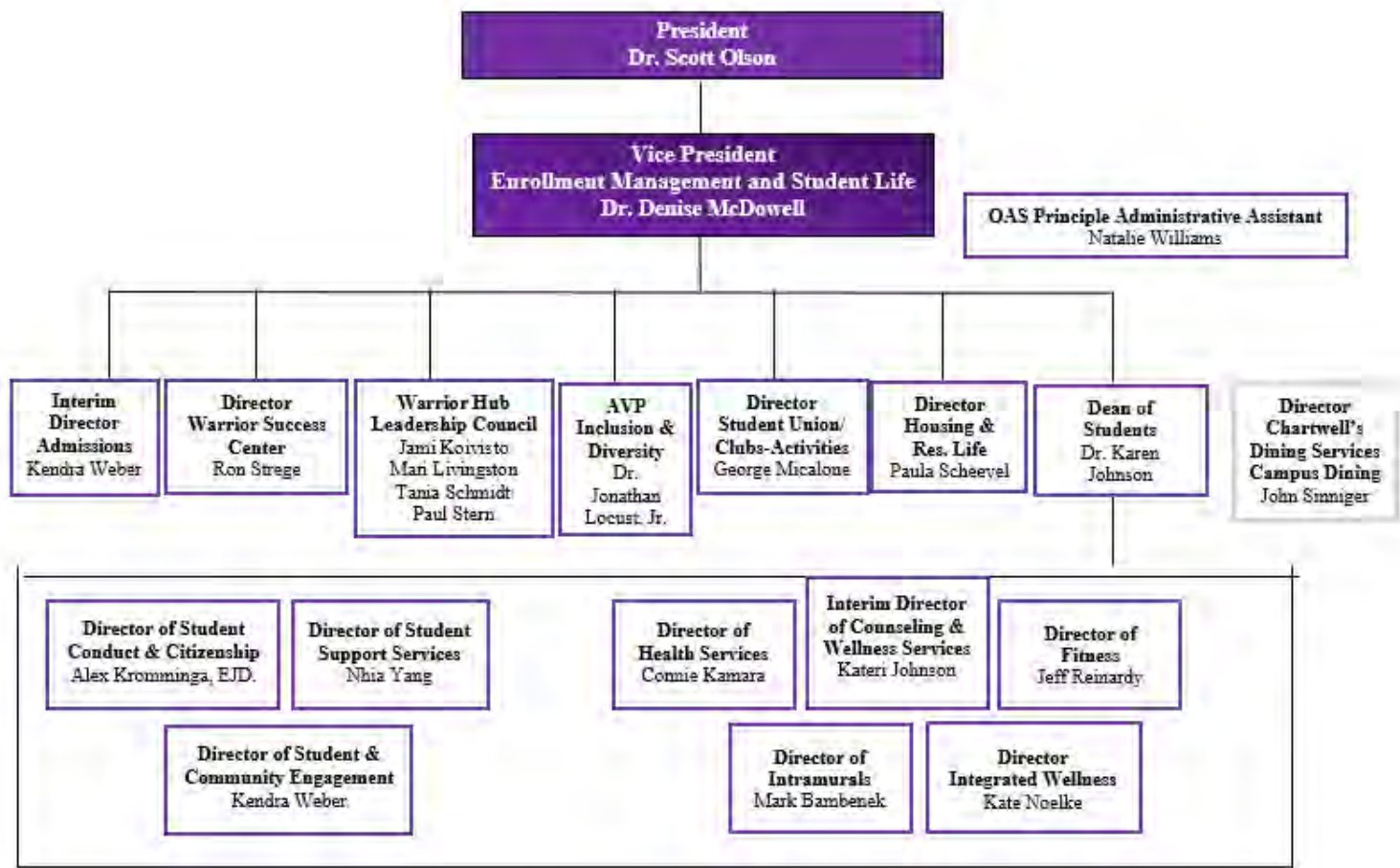
VP EMSL Sponsored Programming



Appendix A

Student Life and Development (SLD)

Core Team Organization Chart



8/17/2021

Note:

Administrative Assistant: Nicole Herold (2015 – May 2021)

Director of Admissions: Brian Jicinsky resigned (March 2020)

Interim Director of Admissions: Gayle Lanning (April 2020 – November 2020)

Interim Director of Admissions: Kendra Weber (January 2021 – Present)



Appendix B

Fast Facts

Enrollment

Winona State University Fast Facts 2020 - 2021

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

5 COLLEGES:

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

DEGREE PROGRAMS:

1 associate, 69 baccalaureate,
17 master's, 6 doctoral,
2 education specialist,
1 undergraduate certificate
18 graduate certificate

308 full-time and
152 part-time
Instructional Faculty

STUDENT-to-
FACULTY RATIO:
18 to 1



15

NCAA
athletic teams

Average
class size: 19

ENROLLMENT (FALL 30TH DAY) 7,124 (FTE 6,332)

Undergraduates 6,408 (FTE 5,812) Graduate Students 716 (FTE 521)

New Student Profile

New Entering First-Year Students 1,282 (FTE 1,274)
Average ACT (composite mean) 22.1
Average High School GPA 3.42
Minnesota residents 67%
Wisconsin residents 28%
New Entering Transfer Students 400 (FTE 319)
New Graduate Students (Degree Seeking) 220 (FTE 195)
Winona Campus 6,136 (FTE 5,609)
Rochester Campus 988 (FTE 723)

STUDENT CHARACTERISTICS

Sex Female 67.8% Male 32.2%

Race/Ethnicity American Indians & Pacific/Hawaii Islanders <1%, African American 3.4%, Asian American 3.0%, Hispanic/Latino 4.3%, More than one race 3.3%, White 83.2%, Int'l 1.9%, Other and unknown 0.6%

First Generation Students 37.8%

Post-Traditional Students (age 25+) 17.3%

International 135 from 43 countries, including: China (20), Nepal (12), Kenya (11), Saudi Arabia (9), Japan (8)

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

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



STUDENT SUCCESS OUTCOMES

%

Retention and Graduation

2nd year retention rate (for Fall 2019 new freshman cohort) 74.0%
6th year graduation rate (for Fall 2013 new freshmen cohort) 60.9%

Degrees Awarded (distinct headcount, Fall 2019- Summer 2020)

Associate degrees	51
Bachelor's degrees	1,570
Master's degrees	127
Doctoral degrees	28
Graduate Certificates	37

Post-Graduation Success (for the Class of 2018-2019)

Continuing education 12.3%
Employed among those available for employment (full- or part-time) 99.2%
Employed in fields related to degrees earned among those employed 97.0%

FINANCIAL AID

Received Some Form of Financial Aid

(2019-2020, including need-based, non-need-based scholarships and grants, student loans)

98% of freshman
94% of all undergraduate students
83% of all graduate students

Average Institutional Scholarships and Grants (Fall 2019 New Freshmen, excluding athletics and tuition waivers) \$2,341

Three-Year Student Loan Default Rate (for the class of 2016-17) 3.4%



COST OF ATTENDANCE (estimate for 2020-2021 full-time attendance. For more information visit <https://www.winona.edu/financial-aid/cost.asp>)

Tuition Undergraduate: In State \$7,720 / Out of State \$13,903 Graduate: In State \$7,700 / Out of State \$11,640

Fees Undergraduate \$1,114 / Graduate \$756

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

Expenses Housing and Meals: \$9,190 Books = \$900 Transportation = \$640 Personal = \$2,000



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

10.30.2020

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

	Fall 2018	Fall 2019	Fall 2020
Total Enrollment (incl. degree-seeking and non-degree seeking students)	7,788 (FTE 6,616)	7,602 (FTE 6,835)	7,124 (FTE 6,332)
Undergraduate	7,231	6,421	6,408
Graduate	557	414	716
-- <i>American Indian</i>	23 (0.3%)	23 (0.3%)	18 (0.3%)
-- <i>Asian American</i>	177 (2.3%)	196 (2.6%)	213 (3.0%)
-- <i>Black or African American</i>	237 (3.0%)	237 (3.1%)	238 (3.4%)
-- <i>Native Hawaiian & Pacific Islander</i>	5 (0.1%)	3 (0.04%)	2 (0.03%)
-- <i>Hispanic or Latino</i>	288 (3.7%)	339 (4.5%)	308 (4.3%)
-- <i>Two or More Races</i>	233 (3.0%)	219 (2.9%)	234 (3.3%)
-- <i>White</i>	6,510 (83.6%)	6,320 (83.1%)	5,829 (83.3%)
-- <i>Unknown</i>	62 (0.8%)	48 (0.6%)	42 (0.6%)
-- <i>Female</i>	5,024 (64.5%)	5,075 (66.7%)	4,818 (66.6%)
-- <i>Male</i>	2,754 (35.6%)	2,512 (33.0%)	2,289 (32.1%)
-- <i>Unknown</i>	10 (0.1%)	15 (0.2%)	17 (0.2%)
International	253 (3.3%)	217 (2.9%)	134 (1.9%)
Post-traditional (Age 25 or older)	1,219 (15.6%)	1,235 (16.3%)	1,235 (17.4%)
Student Parents (based on FAFSA application)	400 (5.1%)	399 (5.2%)	TBA (TBA)
First Generation	3,080 (39.6%)	3,002 (39.5%)	2,702 (37.9%)
Pell Eligible	2,369 (30.4%)	2,330 (30.7%)	2,159 (30.3%)

Source: WSU Institutional Planning, Assessment & Research



Appendix C

SLD Leveraged Technology

Student Life and Development

Leverage Technology in a COVID Environment

The past year was full of opportunities presented as seemingly impossible. Winona State students, faculty, staff, and administrators rose to the occasion in remarkable ways. The items listed below are a few ways we leverage technology to respond and achieve the vision for meaningful connections that guide students in realizing their hopes and dreams.

Waived ACT Fall 2021	All Access Pass	MN Regional Recruiter	New GPA Only Scholarship	Warrior Way Scholarship
Virtual Registration	Recruiter Territory Goals	Writing Warriors, Riding Warriors	Professor Pop Up Series	Telemedicine
Telecounseling	In-person, Online and Hybrid	WSU Visit Survey	Transfer Tuesday Virtual Events	Virtual Choose WSU Days
My Warrior Life Portal	Viewbook in Four Languages	Awarded CARES Act Funds	Digital Signage and Billboards	Call-A-Thon
Postcards, E-mail, Text, and Postal Service	Awarded CRRSAA Funds	COVID-19 Positive Isolation Unit	E-Sports Lounge	Review of Process Pinch Points
Graduate Experience	WSU Quality Promise	COVID Test and Vaccine Events	Reimagine Residence Life 2035	Race Matters Study Group



Appendix D

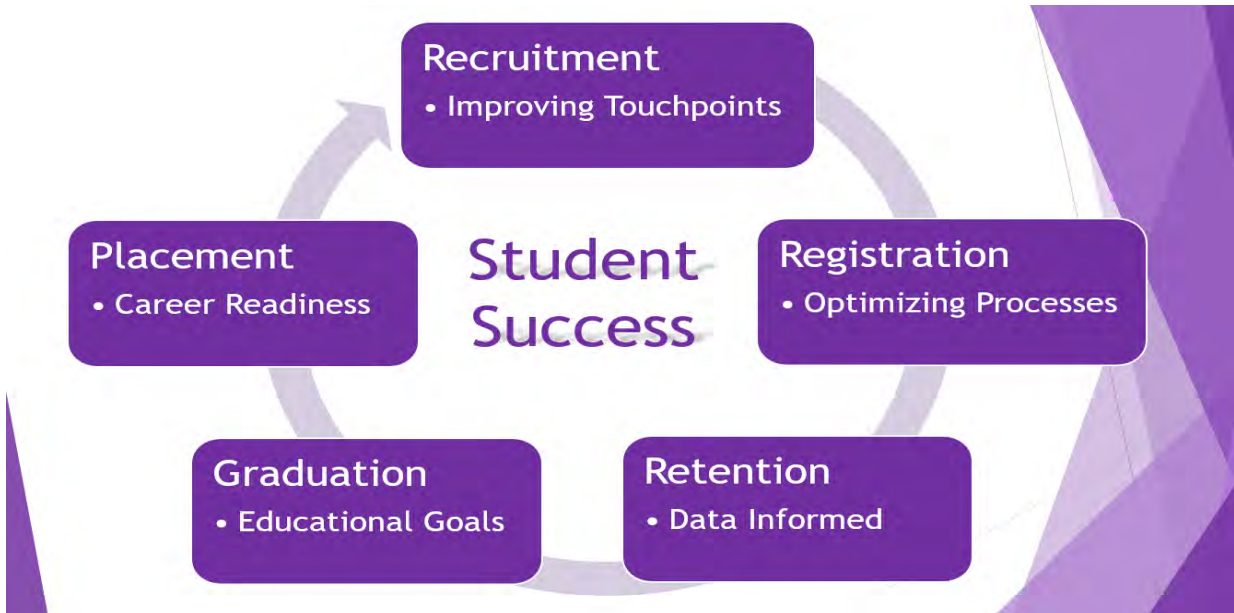
2021-2022 Goals

Strategic Prioritization for Student Life and Development

Tag Line: Meaningful Connections For All Students

Linked to WSU Strategic Framework & Strategic Enrollment Management Plan Initiatives

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



DMC 2018

2021-2022 GOALS

Enhance Access and Opportunity

By Fall 2021, increase percentage year by year of applications completed, students admitted and enrolled all rates equitable by race, ethnicity, and gender.

Use Data to Guide Decisions-Making

By Spring 2022, review and improve business practices for transfer and graduate students that are data-informed to optimize recruitment, retention, and graduation.

Expand Workforce Diversity and Talent Development

By Summer 2021, expand enrollment management personnel and other investments in designated departments to include a personnel audit by gender, ethnicity, and race.

Support MN State Enterprise

By December 2021, align WSU Strategic Enrollment Management Plan with the MN State Enterprise Plan to ensure equitable recruitment, registration, retention, completion, graduation, and placement.



Appendix E

Strategic Enrollment Management (SEM)

Planning Journey

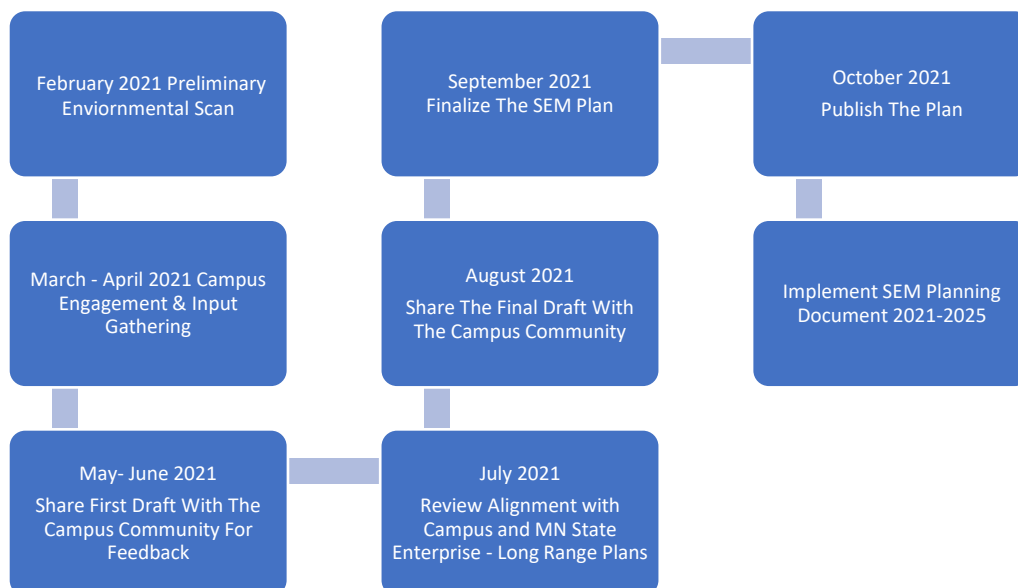
Winona State University

Strategic Enrollment Management Planning Journey

VP for Enrollment Management and Student Life and AVP Academic Affairs and Graduate Programs on the Winona-Rochester Campus informed the WSU Long Range Planning Committee of their Strategic Enrollment Management Planning Journey. The final plan will include a fusion of the vision for Winona and Winona-Rochester campuses and the five guideposts.

- Rethink enrollment considering current conditions.
- Adapt to changing demographics and market competition
- Support student success using an equity lens
- Expand data usage in Enrollment planning
- Collaborate strategically with all university stake holder groups

A step in the planning process is to review alignment with available campus and MN State Enterprise planning documents. The final SEM documents are scheduled for release in Fall 2021.



Meaningful Connections for All Students



