

WINONA

STATE UNIVERSITY



Student Life and Development

Annual Report 2021-2022

Winona State University

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Table of Contents

| | |
|---|-----|
| Executive Summary | 7 |
| Department Reports | 13 |
| Admissions | 15 |
| Community Engagement | 19 |
| Conduct & Citizenship | 23 |
| Counseling & Wellness Services | 29 |
| Dean of Students | 35 |
| Equity & Inclusive Excellence | 39 |
| Health & Wellness Services | 45 |
| Housing & Residence Life | 51 |
| Integrated Wellness | 57 |
| Student Union & Activities | 63 |
| TRIO Student Support Services | 69 |
| Warrior Hub | 75 |
| Warrior Success Center | 79 |
| Appendices | 85 |
| Appendix A: Student Life & Development Core Team Organization Chart .. | 87 |
| Appendix B: Enrolled Students by Characteristics & Quick Reference Financial Aid Data..... | 89 |
| Appendix C: SLD Leveraged Technology & Adaptive Enrollment/Retention Strategies..... | 93 |
| Appendix D: 2022-2023 Goals..... | 95 |
| Appendix E: Strategic Enrollment Management Plan & Lessons Learned | 99 |
| Appendix F: Ted Talk Tuesdays | 101 |
| Appendix G: Warrior Conversation | 103 |

Executive Summary

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

As Vice President, I observed a team of agile professionals ready to connect in meaningful ways with intentionality. This school year was a time of resetting mental maps to embrace disrupted routines, returning to a hybrid work environment that included on-site, remote, and a combination of both; reframing boundaries and expectations; you name the shift, and we likely experienced it. Among the lessons learned was our capacity to adapt and be agile in providing services and collaboration across functional areas. We also learned that knowledge applied is a difference maker. As a result, we are remapping possibilities amidst monumental shifts.

Data we are seeing include demographic changes, coupled with the accelerated impact of the COVID-19 pandemic, skepticism about affordability, student debt, earned credentials return on investment (ROI), erasing the mental health stigma, and public health concerns, to name a few. Growing evidence suggests the challenges facing higher education institutions are mounting. The multiple layers of complexities are reflected in enrollment trends. As a result, we are actively exploring how WSU can best serve all students through an equity lens and the business community within and beyond the Minnesota Southeast region. We are reimagining a future with uncertainty as a constant companion.

According to the 30th Day Enrollment Report for Fall 2021, Winona State enrolled 6,563 undergraduates, graduates, and visiting students, generating 5,761 full-term equivalences (FTE; 1 FTE = 15 credit hours for undergraduate students and 10 credit hours for graduate students). Of the registered, 5,472 (83%) of students are White, 936 (14%) of students are BIPOC (Black, Indigenous, and People of Color), and 117 (2%) of students are International. Postsecondary Enrollment Options (PSEO), 87 students from 58 high schools in Southeast Minnesota and beyond. Sixty-eight percent of the students enrolled are female, 31% are male, and less than 1% are unknown. Of the students enrolled, 37% are first-generation, 30% are Pell-eligible, and post-traditional students 25 years+ represent 1,251 (19%) of the students enrolled, an emerging upward trend of 1.8% above the prior year.

We experienced a decline in undergraduate students, an increase in graduate students, and a demographic profile consistent with the prior year. The university disbursed \$69 million in grants, loans, work-study, and scholarships for 7,129 students. The financial aid disbursed included \$7.7M through Higher Education Emergency Relief Funds (HEERF III) awarded and distributed to eligible students.

The Fall 2021 New Entering First-Year cohort (NEF) student profile indicates 74% are from counties in Minnesota and 21% from Wisconsin. The cohort's average ACT was 22, and their average High School GPA was 3.44. The most prominent BIPOC demographics were Hispanic/Latinx 4.3%, African American 3.3%, Two or more races 3.3%, and Asian American 3.1%.

Fall Entering New Students

| Student Type | Fall 2019 | | Fall 2020 | | Fall 2021 | |
|--|-----------|--------|-----------|--------|-----------|--------|
| | Actual | Target | Actual | Target | Actual | Target |
| New Entering First-Year Student (NEF) | 1,555 | 1,600 | 1,284 | 1,600 | 1,098 | 1,300 |
| New Entering Transfer Student (NET) | 461 | 560 | 397 | 560 | 385 | 465 |
| New Entering Degree-Seeking Graduate Student (NEG) | 224 | 130 | 260 | 320 | 276 | 320 |
| PSEO Students (incl. new and returning) | 68 | 60 | 75 | 60 | 87 | 70 |

Source: WSU Institutional Planning, Assessment & Research
 *COVID-19 impacted Fall 2020-Fall 2021

The new Transfer cohort (NET) was 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), Normandale Community College, Minnesota State University – Mankato, Anoka-Ramsey Community College, Inver Hills Community College, and South-Central College. The persistence rate (Fall to Spring) and retention rate (Fall to Fall) for the Fall 2021 first-year student cohort held steady, respectively, at 91% and 75%.

Fall Entering First-Time Cohort Retention /Persistence Rates

| Data Point | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort |
|---------------------------------|------------------|------------------|------------------|
| Fall to Spring Persistence Rate | 90% | 89% | 91% |
| Fall to Fall Retention Rate | 76% | 75% | 75% |

Source: WSU Institutional Planning, Assessment & Research July 2022

The 4-year graduation rate has improved from 38% for the Fall 2013 first-time cohort to 45% for the Fall 2016 first-year cohort. The 5-year and 6-year graduation rates were relatively stable and between 58% and 61% over the last three years.

Fall Entering First-Time Cohort Graduation Rates

| Data Point | Fall 2012 Cohort | Fall 2013 Cohort | Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort |
|--------------------------|------------------|------------------|------------------|------------------|------------------|
| 4th Year Graduation Rate | 38% | 38% | 42% | 45% | 45% |
| 5th Year Graduation Rate | 59% | 56% | 58% | 61% | 58% |
| 6th Year Graduation Rate | 61% | 60% | 61% | N/A | N/A |

Source: WSU Institutional Planning, Assessment & Research July 2022

Degrees Awarded by Term

| Term | 2019-2020 | 2020-2021 | 2021-2022 |
|--------|-----------|-----------|-----------|
| Summer | 289 | 285 | 289 |
| Fall | 509 | 501 | 464 |
| Spring | 1,008 | 988 | 985 |
| Total | 1,801 | 1,771 | 1,736 |

Source: WSU Institutional Planning, Assessment & Research July 2022

Degrees Awarded via Agile Degree Conferral Initiative

| Term | 2021-2022 |
|--------------------|-----------|
| End of Winter Term | 16 |
| Beginning of June | 16 |
| Beginning of July | 18 |
| Total | 50 |

Source: WSU Institutional Planning, Assessment & Research

Summer Term Headcount FTE

| Term | Summer 2020 | Summer 2021 | Summer 2022 |
|-----------|-------------|-------------|-------------|
| Headcount | 2,999 | 2,960 | 2,615 |
| FTE | 1,180 | 1,062 | 991 |

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

WSU's graduate programs continue to grow under the leadership of AVP-Academic Affairs / Dean of Graduate Studies. The overall graduate program enrollment increased by 12% from Fall 2020 to Fall 2021. The most popular programs in Fall 2021 were Social Work (MSW), Clinical Mental Health Counselor (MS), Family Nurse Practitioner (DNP), Adult-Gerontology Acute Care Practitioner (DNP), Addiction Counseling (GC), and Leadership Education (MS). Also notable was the higher average semester graduate credit hours (7.65 in Fall 2021 compared to 7.44 in Fall 2020).

Graduate Enrollment Trend

| | 2019-2020 | 2020-2021 | 2021-2022 |
|--|-----------|-----------|-----------|
| Applications from July 1 - to June 30 | 849 | 950 | 939 |
| | Fall 2019 | Fall 2020 | Fall 2021 |
| New Entering Degree Seeking Graduates (NEG) (Fall 30th Day Count; Includes Summer Entering) | 224 | 260 | 276 |
| Total Enrollment (Fall 30th Day Count) | 624 | 717 | 800 |
| Average Graduate Credit Hours Attempted (Fall 30th Day Count) | 6.99 | 7.44 | 7.65 |

Source: WSU Institutional Planning, Assessment & Research

The Table of Contents will lead you to a more in-depth review of the Student Life and Development Departments End of Year Reports. This section will provide notable highlights that align with the vision of Meaningful Connections for All Students. In addition, the selected highlights that follow link day-to-day actions with measurable outcomes.

Student Engagement

- ACT Optional Admissions and Merit Scholarship eligibility will continue through 2025
- Access Services registered 698 students and provided service to 553 students (79%), an increase of 7% compared to last year
- The state of MN launched the MN Futures, Together Grant. Currently, 68 students pay their tuition using these funds
- Major Maps online catalog increased from 76.8% the prior year to 80.1% in the current year. There were 3,833 downloads, an increase of 1.2%
- Campus Housing experienced an increase in approved Emotional Support Animals (ESA), with 41 compared to 28 in the prior year
- Commencement held in person with family and friends in the audience celebrating the achievement

Collaboration

- Redesign of the Admissions landing page in collaboration with Marketing and Communication
- Personalized posters for display at graduation events, sent to 3,300 admitted, confirmed, and enrolled students
- Purple recruitment box with a QR code: go where people are to expand awareness and action
- Winona State's Health and Wellness Services continued to be the front runner in COVID-19 testing, isolating, and vaccinating compared to other Minnesota State Colleges
- The IWC indoor track was resurfaced in Spring 2022 in collaboration with Athletics
- Campus Common Book - The War for Kindness: Building Empathy in a Fractured World, written by Jamil Zaki, a dialogue springboard for six Ted Talk Tuesdays and two Warrior Conversation events
- Salesforce CRM in collaboration with a cross-functional team (IT, Marcomm, Admissions, Warrior Hub)
- Launched the 2021-2025 Strategic Enrollment Management (SEM) Plan

Programming

- Warrior Cupboard donations raised more than \$8,078, including a generous donation of \$3,500 from the Student Senate. Results: 66 students, totaling 582 swipes; 40 referrals to MN SNAP and food distribution programs
- Warrior Way, WSU Foundation Scholarship offered to 8 first-time students and 16 transfer students in FY 2022 (including fall and spring admissions)
- Campus pop-up clinics for COVID-19 vaccines and boosters for students and employees
- Mental Health First Aid: 60 students, staff, and faculty participated in training opportunities
- Achieve program pilot was launched with 28 students on academic warning to repair their GPA
- Alternative Spring Break for 12 TRIO students
- Wealth Management Workshops sponsored by the Equity and Inclusive Excellence Office, facilitated by campus partners

Big Ideas

- Higher Education Emergency Relief Funds (HEERF III), awarded and distributed to eligible students
- Tutoring Services received a Minnesota State Small Seed Innovation Grant
- Agile Degree Conferral Initiative
- Closing and sale of Tau and Maria Residence Halls
- Reimagining Campus Housing, pre-design for new residence hall on Mark and Main St. in 2024
- Kryzsko Commons Student Union renovations to expand campus and community event capacity
- Focus on Mental Wellness system-wide with one of the SLD shining stars continuing as MN State Chancellor's Fellow

*"Time is like a river that carries us forward into encounters with reality that require us to make decisions.
We can't stop our movement down this river, and we can't avoid those encounters.
We can only approach them in the best possible way."*

-Ray Dalio-



Student Life and Development Department Reports



2021-2022



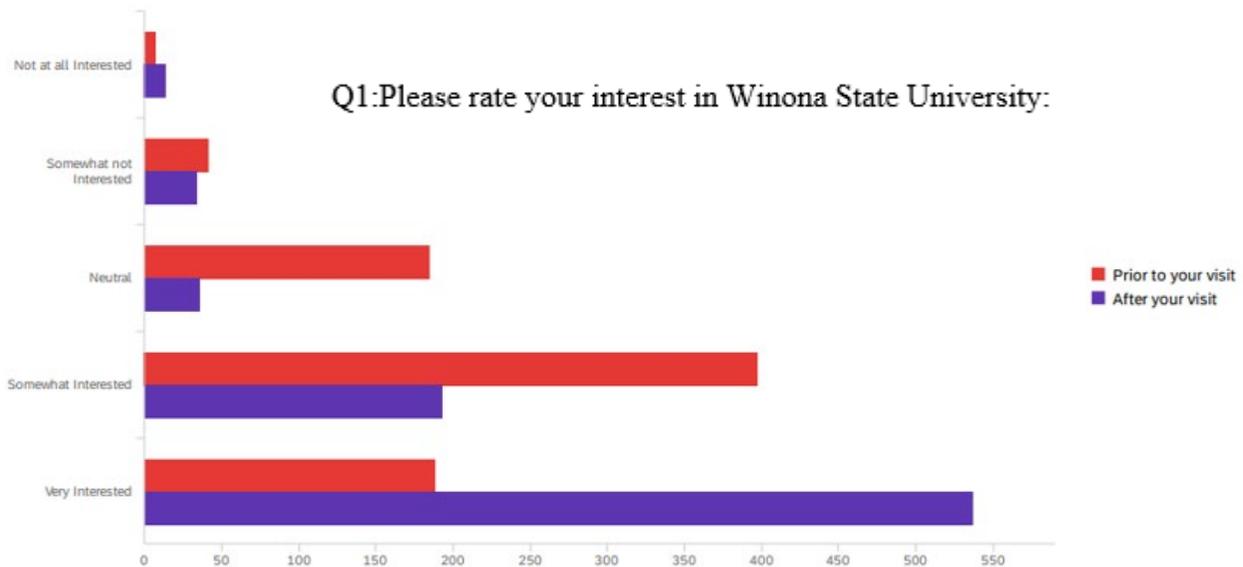
Admissions



**Prepared by: Kendra Weber
Interim Director of Admissions**

Admissions staff were delighted to return to mostly in person events on campus, in high schools, community colleges and college fairs. Our team did a tremendous amount of travel, in the fall and spring semesters, to visit communities where we historically get applicants and enrolled students; as well as new locations, including many schools and fairs in Illinois and Iowa. I’m grateful to colleagues across the institution, as well as dedicated alumni, who helped us expand our reach when all available staff members were already on the road.

The focus of our communication to prospective students continues to be to 1) Visit Campus and 2) Apply for Admission. Students who initiate a campus visit have the highest application rate of any other source of prospective students, other than those who are “stealth” applicants. Events on campus continue to have the most impact in getting students to “Choose WSU.”



Source: Daily Visit Surveys 2021-22

This approach has been validated as *we met our enrollment goal for first year students* for Fall 2022. We increased applications by 2%, enrollment of first time first year students by 5% decreased the number of cancelled applications by 32%.

| Event | Registered | Attended | Show Rate |
|---|------------|----------|-----------|
| Junior Day | 118 | 108 | 91.52% |
| Choose WSU (Dec. 2021-Apr. 2022) | 348 | 291 | 83.62% |
| In-Person Saturday Visits (Sept. 2021-June 2022) | 405 | 325 | 80.24% |
| Warriors on the Water | 87 | 85 | 97.70% |

2021-22 Highlights & New Initiatives:

- Redesign of the [Admissions website](#)—new look, student focused navigation
- Transition to new customer relationship management system, with upcoming additional transition to an improved product in late summer/early fall
- Expanded Resident Tuition Scholarship to all incoming & returning students
- Enhanced presence on college search platforms
 - **Niche.com**

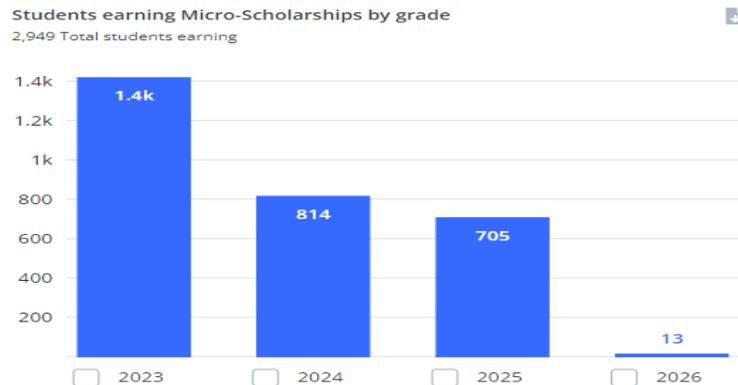
Niche Partnership Performance

PARTNERSHIP START DATE: JUN 2021

Your Niche partnership drives views and engagement with your school. The “Before Partnership” column contains baseline metrics in the 12 months prior to partnership. “Current Partnership Year” outlines performance of your Niche Profile in the current year of your partnership, projected through the end of your contract.

| METRIC | BEFORE PARTNERSHIP (ACTUAL) | CURRENT PARTNERSHIP YEAR (PROJECTED) |
|---------------------|-----------------------------|--------------------------------------|
| Pageviews | 14,650 | 15,560 |
| Qualified Inquiries | 1,530 | 2,236 |
| Total Clicks | 330 | 1,048 |

- **RaiseMe:** currently has over 6,800 followers: Seniors through 9th grade



- Enlisted alumni Road Warriors to assist with attending college fairs and other events
- Created Warriors on the Water summer evening visits featuring the Cal Fremling
- Personalized posters mailed to all admitted (including enrolled) students
- Personalized letter from City of Winona Mayor sent to families of admitted students
- Increased Warrior Way Scholarships offered from 44 (\$36,000) to over 140 (\$114,000)
- Increased the number of PSEO students who enrolled as 1st time 1st year students by 30%

Recommendations for Improvements

- Complete transition to Salesforce CRM and associated modules for events, mailing, texting, and email communication
- Continue partnership with MarComm to refine email communication, including visual assets, “voice” used for communicating with various audiences
- Segment email communication plans for prospective student prior to senior year of high school (e.g. different first emails for high school freshmen, sophomores, juniors)
- Implement parent/supporter communication plan, including emails, newsletters and portal
- Segment mailed communication using UTM codes so responses can be tracked through various landing pages, etc.
- Continue to monitor the return on investment for various college search platforms and partners (e.g., Encoura, Niche.com, RaiseMe, Cappex)

Anticipated Needs for 2022-2023

- Hiring a recruiter for SE Minnesota and an Assistant Director for 1st Year recruiting
- Assess other staffing for potential structural re-organization of department
- Evaluate services provided in Admissions to support all-University functions (scanning & veteran’s services)

Goals for 2022-2023

- Continue to increase the number of applications, focusing on talented low to moderate income students in Minnesota and contiguous states, through recruitment outreach, including new events (e.g., Instant Decision Day, starting Fall 2022), and refining existing events using survey feedback. (SEM Plan, Category II, Sub-Category: Traditional Undergraduate Students)
- Utilize web & social media analytics to gauge success of communication plan and partnerships w/ search platforms. (SEM Plan, Category I, Sub-Category: Branding & Marketing)



Community Engagement



**Prepared by: DeAnna Goddard
Associate Director for Career Services**

Over the course of this academic year, with the encouragement of the Learning and Community Engagement Committee (LaCE), generosity of V.P. McDowell and V.P. Newton and support of President Olson, Winona State University was able to purchase Collaboratory, an online software program that collects and reports university-wide community engagement data.

WSU will be using Collaboratory to collect university-wide data for the renewal of our Carnegie Community Engagement Classification, which is due in 2025. Dr. Elissa Alzate (LaCE Faculty Liaison), DeAnna Goddard (Chair of LaCE), and Kendra Weber (Director of Student and Community Engagement) have been working with Collaboratory representatives to implement the software program on the WSU campuses.

Collaboratory captures data at the activity level, and connects the activity to participants, WSU courses, and community partners, providing a robust and in-depth look at community engagement across the university. Faculty and staff are the primary data activity providers into the system; however, proxies can enter in data for faculty/staff approval. Faculty and staff have full decision-making power in how much and the type of data entered in the system, along with what information is made visible. There are some required data fields, however.

Much of the fall semester was spent building the platform to include the courses offered at WSU, the student clubs and organizations, and all other customizations to give the system a WSU look and feel. The end of the fall semester and into the spring Dr. Alzate and DeAnna Goddard met with various groups on campus (academic department chairs, internship supervisors, club advisors, Rochester campus, LaCE grant recipients) to introduce the platform and explain its functionality and value to the recertification. Faculty and staff were encouraged to spend the summer adding data to Collaboratory and encouraging colleagues to do the same. Faculty and staff were encouraged to enter current data as well as establish new practices for entering data moving forward. Dr. Alzate and DeAnna Goddard also spent the year gathering and adding community engagement data from 2015 to 2021. They will continue to do so over the summer months and into next year.

Dr. Alzate and DeAnna Goddard meet monthly with members of the Carnegie recertification team to discuss and gain an understanding of the new application, receiving advice and tips on how to tell the WSU engagement story, utilizing the data being collected. Thinking outside of the

box and with the support of the LaCE committee, this year a series of Wazoo Talks were offered on campus. This series of open discussions featured faculty who received LaCE curriculum grants. Their 30-minute sessions highlighted the community engagement implemented into their courses with the support of the grants they received. They shared their successes, struggles, and the value and impact of their engagement. The most insightful information consistently shared across all four sessions was the importance of generating and sustaining meaningful and equitable relationships with community partners. These sessions will be added to the Carnegie application as supportive evidence.

This year it was clear that great community engagement work is being done across the university, both in and outside of the classroom and on both the Rochester and Winona campuses. The work the LaCE committee does in organizing and overseeing the University Theme, LaCE Curriculum Grants, President's Civic Engagement Awards, and data collection is essential to maintaining an eco-system of engagement on campus. We need to continue to collect and report data university-wide to educate, celebrate, and hold ourselves accountable to our mission of improving our world.

As we move forward, we will be using the Collaboratory data to showcase our community engagement through our website, so that our story is not told just once, but every day to prospective students, current students, alumni, community members, and the like. Go Warriors!

Ongoing Initiatives:

Engagement Culture – Creating an institutionalized culture of engagement on campus is always the foundation of the work executed by the LaCE committee and the Office of Student and Community Engagement. We will continue to support faculty and staff within curricular and co-curricular opportunities for students to learn with the community in symbiotic relationships.

Telling Our Story – We regularly seek out opportunities to be able to tell our engagement story to prospective students, current students, alumni and their families; along with our greater communities (individual academic disciplines, City of Winona, City of Rochester, MN Campus Compact, State of MN, accreditation bodies).

NEEDS/GOALS FOR 2022-2023

Goal: Carnegie Classification – The primary goal is to submit the renewal application in 2026.

Needs: Faculty, student, and staff participation when asked to provide evidence of claims in the application. Confirmation of continued practices, institutional structures, and financial supports for community engagement for the next ten years from the President, Provost and Vice Presidents as it applies to their areas. This will support the application.

Goal: Collaboratory – Entering data into Collaboratory will continue to be a focus as it will greatly support the Carnegie renewal. Complete the work started in 2021-22 to notify and encourage faculty to enter in their courses and projects, along with supportive evidence.

Needs: Faculty, student, and staff participation when asked to provide evidence of claims in the application. Encouragement and support from Deans and Department Chairs.





Conduct & Citizenship



**Prepared by: Alex Kromminga
Director of Conduct & Leadership**

Face Mask/ Social Distancing (FMSD) COVID-19 Data for 2020-2022

| Violations to date: 8/24/2020 to 5/3/2021 | 1st Violation | 2nd Violation | 3rd Violation | Total |
|--|---------------|---------------|---------------|------------|
| Face Covering - On Campus | 57 | 14 | 0 | 71 |
| Social Distancing - On Campus | 9 | 0 | 0 | 9 |
| Both - FCSD - On Campus | 63 | 5 | 3 | 71 |
| 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 | 143 | 19 | 3 | 165 |

*Required mask wearing ended early March 2022

Sanction Chart & Highlights 2021-2022

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

*COVID-19 effected the number of students attending on-campus classes as well as those residing in Winona

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 |

*COVID-19 effected the number of students attending on-campus classes as well as those residing in Winona

Sanction Chart & Highlights 2019-2020

| Charge | Not Responsible | Responsible | No Finding | Total |
|--|-----------------|-------------|------------|------------|
| #1 Violation of any University or Minnesota State Policy, rule or regulation | 0 | 3 | 1 | 4 |
| #3 Disruption or obstruction of University activities | 0 | 3 | 1 | 4 |
| #4 Physical or verbal abuse, threats, intimidation, harassment, coercion | 1 | 4 | 1 | 6 |
| #5 Attempted or actual theft | 0 | 2 | 0 | 2 |
| #6 Unauthorized entry to or use of University facilities/keys | 0 | 1 | 0 | 1 |
| #8 Violation of rules governing residence in University Property | 0 | 3 | 1 | 4 |
| #9 Drug policy | 0 | 2 | 0 | 2 |
| #10 Alcohol policy | 0 | 71 | 1 | 72 |
| #12 Failure to comply with University officials or law enforcement officers | 0 | 1 | 0 | 1 |
| #13 Conduct that is disorderly, lewd or indecent/breach of 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 |
| Total of ALL CHARGES | 1 | 173 | 8 | 182 |

*COVID-19 Year – Campus Closed March 2019

Sanction Chart & Highlights 2018-2019

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

Highlights from 2021-2022

- Improved the Reporting Forms through the Maxent system that are used to report concerns on campus.
- Completed updated guidelines for campus chalking.
- Completed the policy update of Student Grievance Policy and will submit for Policy Committee review for the Fall 2022.
- Continued to be a campus resource on Free Speech issues.
- Continued to serve as coach and advisor to the Warrior Conversation.

Recommendations for Improvement:

Continue to work on improving relationship with Academic Affairs and their needs regarding student conduct. Will work closely with the office of Equity & Inclusive Excellence Office on possible constitutional issues regarding free speech and the university's response to those issues.

Anticipated Needs for 2022-2023:

Student Conduct Office anticipates no needs for FY23.

Goals for 2022-2023:

Strategic Framework

Theme 5: Relationships

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

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

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

Strategic Framework

Theme 2: Student Success

B. Promote a culture of student success:

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

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

Outcome: Provide training for University hearing boards, and Housing & Residence Life (HRL), Housing staff who administer the policies and procedures of the conduct system in HRL. 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 to assure compliance with Family Education Rights and Privacy Act (FERPA).



Counseling & Wellness Services



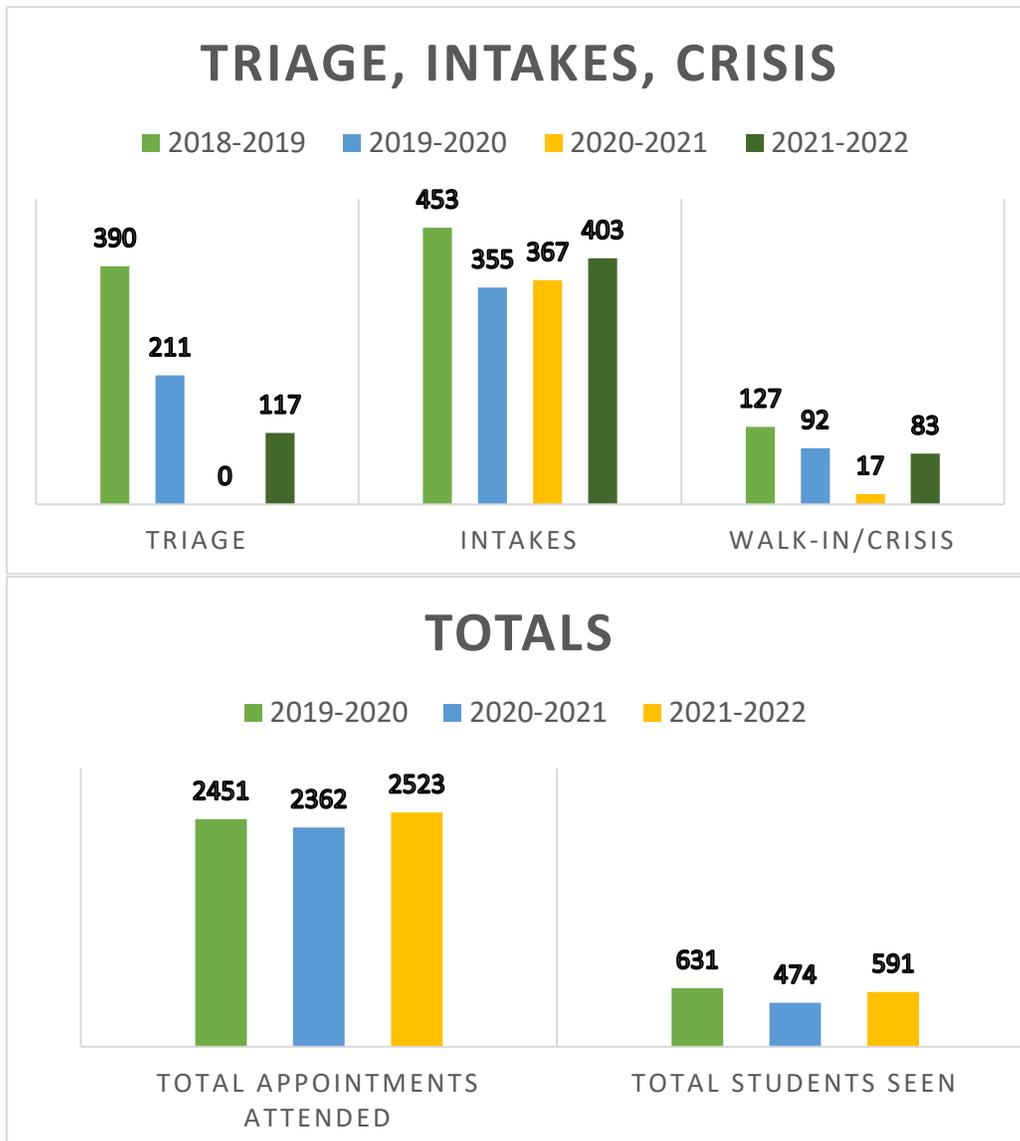
**Prepared by: Kateri Johnson
Director of Counseling & Wellness Services**

Highlights:

The past year was another year of challenges that elicited problem-solving, creativity, and patience. Both the office manager and director searches were finalized providing some stability, but with a counselor moving into the director role and one counselor leaving Winona State University, by the end of Fall semester we were two counselors short which resulted in a waitlist. Wait times and counselor shortage continues to be our primary criticism from students on our Qualtrics surveys; the rest of the feedback is highly complementary and indicative of students' appreciation for having mental health services on campus. The positive feedback is a testament to the counselors' high level of skill, passion for mental health, and support of each student. While we continued to offer most appointments via tele counseling, especially in the Fall, we found that many students preferred resuming in-person services, so we began allowing students to request which modality they preferred. We believe this hybrid model expanded access to services and encouraged students to seek care who may not have otherwise. One of our top highlights of the year was being the recipient of a grant through Minnesota State to pilot a peer support program. This program will allow students to meet with a trained peer counselor for non-clinical concerns instead of having to wait for an appointment with a licensed professional. We also wrapped up our fourth and final year with JED Campus. We will be moving into "alumni" status. Additionally, our department continues to support the Green Bandana Project, Active Minds, WSU Mental Wellness Task Force, and most recently, Mental Health First Aid as one of our counselors will be certified as a Mental Health First Aid instructor.

Services:**Individual Counseling**

We began the year with our triage system in place, but we found that with only four counselors, this system was not effective and had students waiting longer for an appointment. We shifted back to scheduling all new students with intake appointments. We saw more individual students and had more attended appointments compared to the previous year, despite having fewer counselors. The number of students seen for crisis was also higher than last year due to the return of more students and staff on campus.



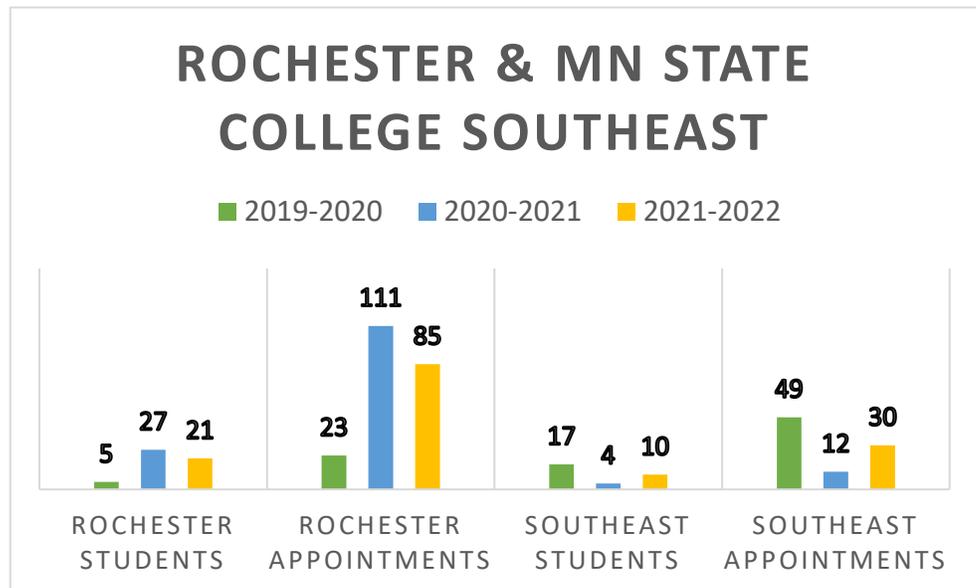
*Covid-19 impacted Spring 2020, 2020-2021, 2021-2022

| Presenting Concern (Why student is seeking counseling) | Percentage |
|---|------------|
| Anxiety | 36% |
| Depression | 15% |
| Relationship | 12% |
| Stress | 7% |
| Adjustment Issues | 7% |
| School/Academic | 4% |
| Self-Esteem | 4% |
| Grief/Loss | 4% |
| Other (i.e., family concerns, trauma/abuse, sexual assault) | 11% |

WSU-Rochester & Minnesota State College Southeast

The option of tele counseling for students allowed us to reach students we may not have been able to provide services to in the past, specifically those in Rochester. Although we saw slightly

fewer number of Rochester students than last year, it was still significantly higher than the years tele counseling was not an option. Our Southeast numbers were higher than last year, likely because of resuming in-person



services there for most of the year, but slightly lower than the previous year because of staff turnover and having a brief period where we did not have a physical presence on the Southeast campus.

Outreach and Groups

The number of students, staff, faculty, incoming students, and parents we reached through our outreach activities nearly doubled from last year with a total of 4,791 participants. The biggest outreach event was the mental health panel to 1,000 incoming freshmen during orientation. We continued to maintain partnerships with Housing & Residence Life, Athletics, Nursing, and MSC-Southeast, providing various services and trainings to these groups. Some psychoeducational and support groups we offered included Doggie Destress, Pet a Therapy Dog, Anxiety Seminar, and Grief Group, as well as a few specific support groups following two separate student deaths.

Anticipated Needs for 2022-2023:

1. Our department and our campus would greatly benefit from having a case manager to address students' basic needs and serve as a vital resource for mental well-being. This position is an increasingly growing trend on college campuses and helps ensure students are not falling through the cracks and ultimately, leaving school because their basic needs are going unmet.
2. To enhance our training program, our department requires investment in updated recording equipment to meet the requirement for supervision of counseling trainees.
3. Continued partnership with WSU Student Senate so they can provide us with information on what students need to improve their mental health and offer their input and support for mental health initiatives.

Goals for 2022-2023:

1. Serve students through peer support and peer education to increase awareness of mental health, decrease stigma, and have increased help seeking, especially for students of color. *(Aligns with Section 2.d. of WSU Strategic Plan, 2018-2023 Goals.)*
2. Increase awareness, distribution, and utilization of campus and community mental health resources such as the How to Help Someone in Distress resource, Mental Health First Aid training, and the Southeast Minnesota Crisis Response team. *(Aligns with Section 4.b. of WSU Strategic Plan, 2018-2023 Goals.)*
3. Continue to use the JED Foundation Campus framework and strategic plan to influence and guide the services we provide. *(Aligns with Section 2.d. of WSU Strategic Plan 2018-2023 and Seven Dimensions of Wellness.)* **On-going goal from last year.



Dean of Students



**Prepared by: Karen Johnson
Dean of Students**

As part of the Division of Student Life & Development, the Dean of Students works to support the Division mission – “The Student Life and Development professionals at Winona State University deliver programs, services and activities that support academic achievement, social development and well-being of students engaged in the timely pursuit of their academic goals”. This year, the support we provided to students consisted of assistance with transitions back to the campus experience. Through multiple staff changes this year, we managed to continue to provide excellent student service and communication with parents when necessary.

The following departments report to the Dean of Students and consistently contribute to the success of WSU students.

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

This was an important year for the ImpAACT Committee (Improvement, Assessment, & Accreditation), and WSU was thoroughly prepared for the Higher Learning Commission site visit in November 2021. The Dean of Students has been the designee on this committee (for the VP for Enrollment Management and Student Life) for six years. Through the HLC, the University is evaluated on 18 criteria, and 16 of these were “met”, meaning we did very well. Although the Division of Student Life & Development (SLD) is not the primary focus of the accreditation visit, the supportive role is critical for student success. SLD provided input for the “Institutional Response to COVID-19: Planning and Process Changes”. Specifically, Health & Wellness Services and Counseling Services were given as examples of departments that significantly altered their services/operations to address COVID-19 concerns (see pg. 51 of the WSU Assurance Argument in HLC documents).

The Behavioral Assessment and Intervention Team (BAIT) continued with a full weekly agenda of students of concern. Monitoring student mental wellness and academic progress is the primary concern of this team and communication with students, faculty, and support staff is critical for success. Student Conduct & Citizenship continued very flexible operations this year, due to behaviors related to COVID-19. The school year began with a mix of online and in-person classes and students returning to live in the residence halls. Sanctions for not wearing masks were lifted around mid-semester in Spring 2022, much to the relief of most of the campus community. In addition, social distancing was no longer required or monitored for indoor spaces, allowing student clubs to meet, events to resume, and people to breathe more easily.

Within the WSU Community of Learners, we must support each other through difficult times. Early in 2022, we experienced two student deaths; both students were Social Work majors and were beloved members of our community. During these times, faculty, staff and students come together to grieve and to support each other. I often hear from families how these former students thrived at WSU and were proud to be a part of the student body. Another WSU student was seriously injured after being hit by a car while crossing the street on her way to class. She has made an amazing recovery but is not yet ready to return to higher education. After many surgeries and hours of rehabilitation, her resilience is commendable!

TRIO/Student Support Services has a long history at WSU and was expanded in 2020 when we added a SSS Disability program. I spent a significant amount of time this academic year (2021-22) writing a grant proposal for the TRIO Upward Bound (UB) program and this was submitted to the U.S. Department of Education at the end of January. The UB program would enhance existing TRIO services at WSU, give many high school students in the area the WSU campus experience, and contribute to student diversity. Ultimately, this proposal was not funded, partly because WSU is not eligible for the 15 prior experience points which are awarded for current grantees. This proposal will provide an excellent template for future TRIO funding proposals.

One highlight was participating in many of the WSU Common Book events. “The War for Kindness” resonated with many because of the effects of COVID-19. I facilitated a discussion of Chapter 4 – “The Stories We Tell” with the SLD Core Team and focused on “untethering”, a process of concentrating on either the past or future, sometimes through experiences of others. This practice may help individuals become more empathetic and develop this skill which is invaluable to our work with students, parents, and community members.

Anticipated Needs for 2022-23

- Support for vacant positions and completing these tasks with current staffing
- Support for staff transitions back to campus-based workplaces
- Campus-wide awareness of student mental health issues and support for programs made possible by additional funding



Equity & Inclusive Excellence



**Prepared by: Jonathan Locust, Jr., Ph.D.
Associate Vice President/University Diversity Officer**

The Office of Equity and Inclusive Excellence (OEIE) had a very successful academic year. Though COVID-19 provided us with some challenges, we were able to provide the necessary services for our students to be successful. We spent this past year implementing actions to narrow the equity gap, continuing our Race Matters Study Groups (RMS), which serves as the foundation of our Campus-Wide Equity/Professional Development Training, and focusing on relationship building. To provide streamlined advocacy services, we are contracting with the Advocacy Center of Winona (ACW). They are physically present on campus, and this collaboration was supported by our Sexual Violence Advisory Committee. Our priority is to close opportunity gaps which are in direct alignment with the system office initiative, Equity 2030. Our office is happy to be at the forefront of this work and we look forward to bringing scalable strategies that lead to equitable outcomes.

Highlights from 2021-2022

- As mentioned in our previous report, 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 and have funded our first George Floyd Scholar, Ibra (Ibraahiim) Roble. Along with the scholarship, he and other scholars will work with two cabinet members every year, through graduation, to provide them with a unique experience to connect with institutional leaders. In a collaborative effort with a retired Mayo Surgeon, Rochester Public Schools (RPS), Rochester Community & Technical College (RCTC), and WSU are all partnering to increase African American teachers in Rochester. The student will graduate from RPS, complete two years at RCTC, two years at WSU, then return to RPS to teach. Participants will receive a full ride scholarship.
- The Equity by Design Taskforce (EbD) sunset this past Spring. The taskforce created the three goals listed below. Underneath each goal, you will find an update on where that goal is.
 1. Compilation of a history of WSU focusing on equity/diversity/inclusion.
This goal has been completed. We will open a Qualtrics survey up to the campus community, which will be reviewed through the Inclusive Excellence Committee.
 2. Localization of the terms/language to help promote equity-mindedness at WSU.

This goal is complete, and we are looking to use an additional “catalog” through Digital Architecture (DIGARC).

3. EbD-Alt projects to address equity gaps in students at debt collection and students’ leave form participation/effectiveness. These projects will also help identify EbD best practices at WSU.

On January 31st, 2022, I sent an email on behalf of the EbD Taskforce and Inclusive Excellence Committee to Vice Chancellor Andriel Dees and Assistant Vice Chancellor Priyank Shah. The reason for the email was to request that the student debt ceiling be raised from \$25 to \$100. By raising the limit to \$100, in the 3 years we pulled aggregate data, it would have assisted 21 students.

Specifically, 5 students of color (2 of which were low income and first generation), 16 non-students of color (3 of which were low income and first generation, and 8 total first generation students).

- This above data, along with conversations with underrepresented students, we hosted our first ever Wealth Building Series. In this series, we partnered with the Inclusive Excellence Committee of Student Senate, the Finance Department, the Accounting Department, Financial Aid, and Startup Winona. We covered topics such as investing, cryptocurrencies, NFT’s (Non-Fungible Tokens), the stock market, entrepreneurship, and the foreign exchange market. We had a mixture of students, employees, and retirees attend.

Equity 2030 – Equity Gap Narrowing

Concerning our Equity 2030 progress, we saw a reduction in the Completion Rate Gap for BIPOC students, a reduction in the Second Fall Persistence Gap, and continued progress in Related Employment. Overall, our composite gap continues to decline.

Our Data – Tracking

| Nahla Lee | |
|---------------------|-------|
| Individual Students | 18 |
| Total Meetings | 59 |
| Total Hours | 25.26 |

| Tyler Treptow-Bowman | |
|----------------------|-------|
| Individual Students | 31 |
| Total Meetings | 120 |
| Total Hours | 64.58 |

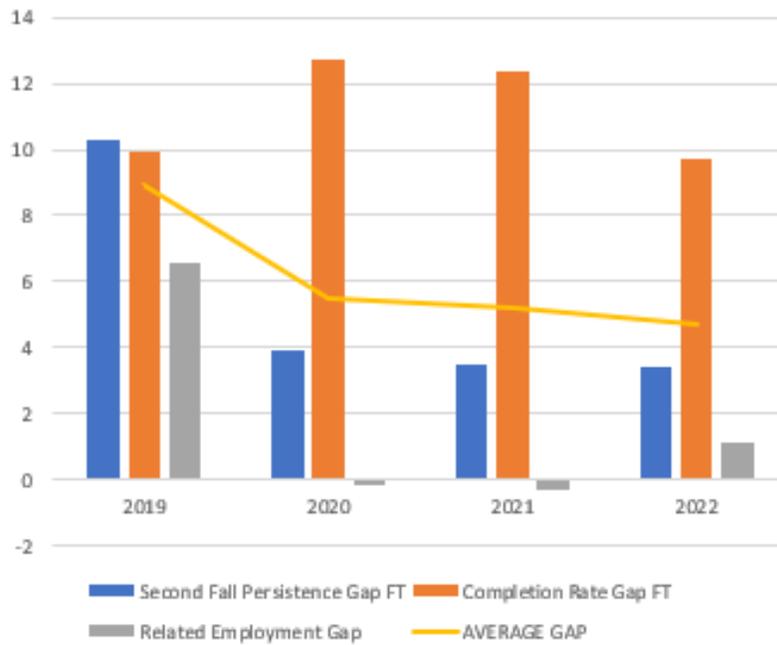
| # Served per Ethnicity | |
|------------------------|----|
| Undeclared | 2 |
| Asian | 9 |
| Black | 14 |
| Hispanic | 3 |
| White | 18 |

Presidents Data:

Full-Time Student Gaps

| | 2019 | 2020 | 2021 | 2022 |
|--------------------------------|------|------|------|------|
| Second Fall Persistence Gap FT | 10.3 | 3.9 | 3.5 | 3.4 |
| Completion Rate Gap FT | 9.9 | 12.7 | 12.4 | 9.7 |
| Related Employment Gap | 6.6 | -0.2 | -0.3 | 1.1 |
| AVERAGE GAP | 8.93 | 5.47 | 5.20 | 4.73 |

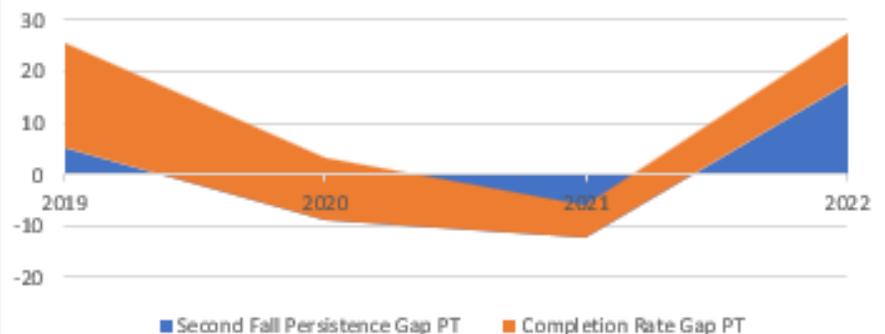
WSU Gap Trends: Full Time Students



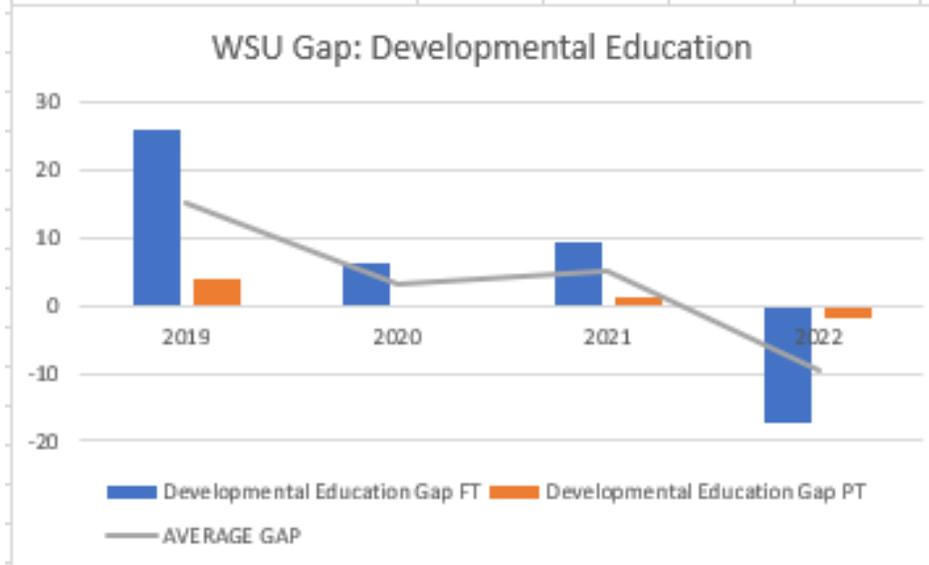
Part-Time Students

| | 2019 | 2020 | 2021 | 2022 |
|--------------------------------|-------|------|-------|-------|
| Second Fall Persistence Gap PT | 5.3 | -8.8 | -12.1 | 17.8 |
| Completion Rate Gap PT | 20.2 | 11.9 | 6.3 | 9.7 |
| AVERAGE GAP | 12.75 | 1.55 | -2.9 | 13.75 |

Changes in Gap at WSU: Part-time Students



| Developmental Education | | | | |
|--------------------------------|------|------|------|-------|
| | 2019 | 2020 | 2021 | 2022 |
| Developmental Education Gap FT | 26 | 6.2 | 9.4 | -17.2 |
| Developmental Education Gap PT | 4 | 0 | 1 | -2 |
| AVERAGE GAP | 15 | 3.1 | 5.2 | -9.6 |



- Multicampus Grant Collaboration

HOPE Academy

Goals for the 2022-2023 Academic Year

1. By June 2023, implement Year 3 of WSU's Inclusive Excellence Strategic Plan. [JL]
2. By May 2023, collaborate with faculty on the campus wide cultural competency training available for students. [JL]
3. By May 2023, conduct our Campus Climate Survey. [JL]
4. By Spring 2023, implement additional action steps to close the equity gaps in the areas of student access, success, and completion. [JL]



Health & Wellness Services



**Prepared by: Connie M. Kamara
Director of Health & Wellness Services**

Transforming & Sustaining High Quality Services

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

Facing the Challenges

Global Pandemic COVID-19: Health & Wellness Services 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 (see chart for various efforts and data).

COVID-19 Communication Strategies: Various avenues were used to inform, educate, and reinforce mitigation efforts. The department, and specifically the health promotion team, continued to use social media, blogs, print and digital materials to increase our messages' reach. Communication plans and framework were used to ensure consistent COVID-19 messages on campus; in coordination with Marketing & Communications and Housing & Residential Life.

COVID-19 Services: In coordination with CDC guidance, help from MDH, and regional and local support, we were able to equip our Warrior community with some personal mitigation supplies, tracking and tracing guidance, testing, and vaccination tools and the resources they needed to stay safe during COVID-19. We were able to offer testing and vaccinations daily on-campus to students and employees. We partnered with Winona County on hosting pop-up clinics during summer registration days, Warrior Game Day Experience events, and during January '22 to be able to give vaccines to the Winona community including children.

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 greater need for these services in general, and more specifically given the impact of the COVID-19 pandemic. Many students with psych-social appointments have taken advantage of our new telehealth visits. This is a popular option that continues to be available.

Staffing Shortages & Budget Limitations: H&WS staff and budget were stretched beyond their limits due to COVID-19 over these past two years. However, funding (federal and WSU) was able to reduce the impact of this situation and allowed us to increase our staff by hiring additional Ask-A-Nurse/COVID-19 callers and a Graphic & Communications Artist.

Meeting the Needs

Shifting Services to Address COVID-19 Needs: H&WS continues to use response protocol to keep campus safe. Additional callers were hired to quickly respond to inquiries regarding close contact, symptoms, and general COVID-19 questions. This allowed the Ask-A-Nurse Message Line to respond to student and employee inquiries on evenings, weekends, and holidays for increased accessibility to resources. 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. As a result, the combined efforts from IT, Housing, and our Ask-A-Nurse Message Line, we were able to assist in the management of COVID-19 cases, prevention, and mitigation strategies.

Telehealth: H&WS continues to adapt our services by offering safer and more accessible appointment options via telehealth appointments. Our providers are licensed in MN and nearby states (WI & IL) where many of our students derive from. This allows for continued ability to offer telehealth appointments in the future and to see students during breaks.

Tracking & Tracing: Several confidential and effective systems are continually being used 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) allowed us to respond faster and get to those in need quicker through all our reporting processes combined—*which was faster and more effective than the overburdened State of Minnesota Department of Health COVID-19 contact tracing.* The confidential and securely built data collection process allowed us to ensure that no student nor employee was left behind from receiving COVID-19 guidance and care follow-up.

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 **\$4,000** for individual medical costs, COVID-19 expenditures, and STI tests.

Student Engagement Pathways & Collaborative Efforts

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

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

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

Health & Wellness Advocates: The Advocates stayed active and engaged with the student body throughout the pandemic by continuing to adapt in-person events to online. Our Advocates participated in several tabling events throughout the academic year to promote COVID-19 mitigation efforts, COVID-19 vaccine information and our clinic services to students, employees, and families. The Advocates continued their Wellness Wednesday series that covered various health and wellness topics.

Health Education & Outreach Programming: The Health Promotion Team went through staffing changes which resulted in increasing our Graduate Assistant's and Graphic Designer's hours to make up for the loss in the Health Promotion Coordinator role that is currently under a search. Additional student workers were hired to focus on general wellness education. The team executed bi-weekly blogs focusing on COVID-19 and general health & wellness topics. Staff continually shift their approach to meet students where they are by prioritizing top platforms and content types consumed by Generation Z. Health Promotion leaders collaborated with Student Senate to launch their COVID-19 vaccine incentive campaign resulting in 2,523 student entries reporting vaccination, including boosters. Most notably, we presented our COVID-19 mitigation efforts and vaccine strategies at *LeadMN Get Out the Vax Summit* which resulted in winning \$500 prize to be used on vaccination efforts. This win was highlighted at a Minnesota Department of Health Institutes of Higher Education COVID-19 meeting.

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

Areas of Collaboration: Our staff worked diligently to collaborate across campus to utilize the maximum number of internal resources possible. With help from IT and IPAR and the use of integrating *Microsoft Teams* into our internal communication practices, we are able to quickly share COVID-19 information with various touchpoint personnel; such as Housing & Res Life, Athletics, and HR.

Forward Focus: H&WS will continue to focus on our goals as laid out above and we will continue to provide COVID-19 care to our students and guidance to our campus 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 ensuring we will improve capacity and efficiency in our services.

End of Year Highlights 2021-2022 Health & Wellness Services

Prepared by Connie Kamara & H&WS Team



H&WS Highlights

COVID-19 Communications & Education

COVID-19 Vaccine Distribution

H&WS Appointments

COVID-19 Testing & Follow Up Guidance

WSU's Health & Wellness Services has continued to be the front runner in COVID-19 testing, tracing, isolating & vaccinating compared to other Minnesota State Colleges. We have periodically held the title for the highest vaccinated campus which was made possible by finding creative ways to incentivize students and employees to get vaccinated. In addition, our campus has been highlighted for offering COVID-19 vaccines to incoming students and families, which was possible through coordination with Winona County. We will continue to emphasize the importance for vaccines, boosters, and staying up to date to protect individuals and our campus from the COVID-19 virus.



Housing & Residence Life



Prepared by: Sarah Olcott
Associate Director of Housing and Residence Life

Highlights:

Occupancy and Building Management:

The closing and sale of Tau and Maria residence halls was an 8-month long undertaking that incorporated many partnerships. Housing and Residence Life worked with Facilities services and Information Technology services to ensure that the building was ready for sale on May 31, 2022. This consisted of providing over 1000 surplus items through on-campus surplus, non-profit distribution, and public sale. We were able to provide a wide variety of useful items to other university departments as well as St. Mary's University, Cotter Schools, Rollingstone Community School, Rochester Police Department and Winona County.

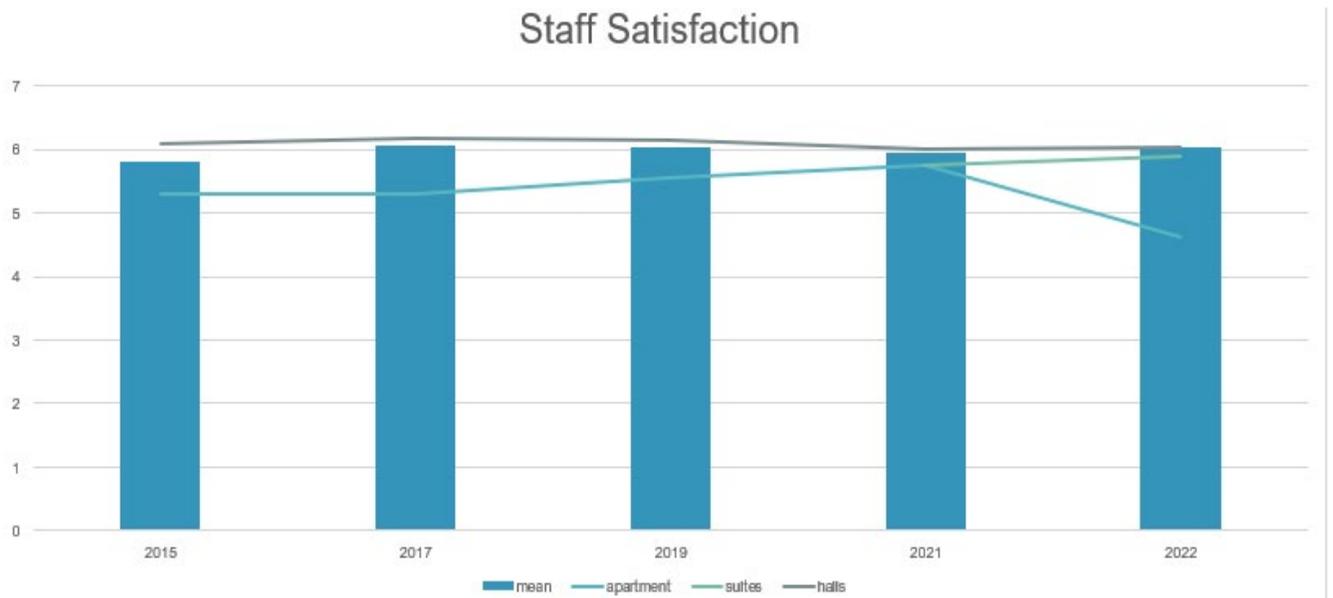
While we were closing two buildings, we were planning another one. The WSU Foundation and WSU are planning this exciting project that has been at the forefront of our departmental efforts all year. In the fall the WSU Foundation partnered with Scion Marketing services to administer a market and demand study which included a survey and focus groups. Their report outlined many crucial factors that informed our planning. One of the research study questions asked students about important decision-making factors when choosing housing on a scale of 1 to 100.

| Factor | Relative Score | | |
|--------------------------------------|----------------|-----------|---------|
| | Off Campus | On Campus | Overall |
| Most Important | | | |
| Cost/affordability | 100 | 100 | 100 |
| Age and condition of facilities | 56 | 77 | 68 |
| Important | | | |
| Safety and security features | 30 | 62 | 48 |
| Common space/lounge for socializing | 29 | 50 | 41 |
| Dedicated study spaces | 31 | 44 | 38 |
| Reliable Internet/Wi-Fi | 20 | 29 | 25 |
| Moderately Important | | | |
| In-unit laundry | 31 | 14 | 22 |
| Proximity to my workplace | 18 | 8 | 13 |
| Least Important | | | |
| Proximity to campus | 3 | 8 | 6 |
| Pet-friendly policy | 5 | 5 | 5 |
| Reliable management company/landlord | 4 | 5 | 4 |
| Accessibility features | 2 | 4 | 3 |

The chart outlines that age and condition of facilities are “most important” to students. The need for new options for first-year students is salient to our continued viability. We have addressed this future student need in the goals section of this report.

Housing and Residence Life Assessment:

Each year we ask our students how well Housing and Residence Life is living its mission statement to be welcoming, inclusive, safe, and engaging, as well as, to determine the extent co-curricular learning is happening in the halls. In 2018 our department developed learning outcomes for our residence life program. This year we clarified those learning outcomes to something more understandable to our students after a focus group with our student staff and Assistant Directors. The spring survey also looks at our students’ satisfaction with their staff members by asking them to rate on a Likert scale if, “Hall staff are approachable and helpful.” The following graph is a 5 year look at that question.



The research question we had this year was “does staff satisfaction change with the style of housing the student lives in”? The above graph shows that students in the suites and traditional style housing have slightly higher rates of staff satisfaction than those in our apartment style. We did see a shift in the apartment numbers this year, but overall, this is the highest rated question on the survey despite where a student lives.

Texting Students:

Our communication strategy with students has changed over time. We have found that in addition to snail mail, email, social media, and texting is a highly effective communication method that gets results. While texting is not new, it is new to Housing and Residence Life. We started communicating with students via text in Spring 2022. Since then, we have noticed a significant increase in the response time for our students. Examples of text communications:

- Following up with students who need to complete their housing application
- Requesting students to sign up for a move-out time

During our recent texting campaign to get students to sign up for their room, we noticed more timely responses to questions they had or letting us know their plans have changed. We are looking forward to using this methodology in the future, as well as the communication upgrades that the Salesforce implementation will offer Housing and Residence Life.

Administrative Changes:

Housing and Residence Life is always reviewing its processes to create a more student-centered system that is user friendly as well. One of our goals for 2020-21 was to combine the residence hall and apartment agreements to create one document for students. The central Housing staff successfully created one agreement for all students living in university housing. Both our East Lake Apartment and Residence Hall housing agreements will be the same moving forward. This accomplishment has streamlined workload and created a clearer process for our students. Housing will now have only one application and one deadline for selection instead of the multiple applications and timelines. Another administrative change was to create a Warrior Space form for all meal plan changes. Previously this process required a paper form that students would have to come to our office to complete. Now the form is online and convenient for students to use 24 hours a day.

Recommendations for Improvements:

Parent engagement:

Housing and Residence Life must look at our communications with parents and work closely with Admissions to engage parents throughout our process. We currently have no mechanisms to communicate with parents directly. We are hopeful that the implementation of Salesforce will allow parent contact. We are preparing this year so we can jump in when the product is ready.

Expectation assessment:

Housing and Residence Life needs to take a deeper look at one of our assessment measures. “The cost I pay is appropriate for my living environment” which was the measure needing the most attention. During our assessment process we will need to determine what students’ expectations are, does the expectation change based on your living environment and how we can meet those expectations with the increase in cost every year.

Emotional Support Animal (ESA) Process Revamp:

This summer we took a closer look at the ESA process and communication to students. With the increasing numbers of ESA in our campus housing every year there are increasing numbers of issues. A preliminary look at the process highlighted the need for an update to the student expectations agreement, update to the waiver to include the right to communicate with roommates and facilities about the presence of an animal and a revamp of the workflow process in our office.

Anticipated Needs for 2022-23:

Housing and Residence Life will need administrative support for the Mark and Main building plan. We believe that a new residence hall is vital to our continued success and are excited about the partnership with the WSU Foundation.

Housing and Residence Life is also going to need a new Director. We are hopeful that a search can begin soon and that a new director can be in place as soon as possible.

Goals for 2022-2023:

1. Design Phase on Mark and Main Hall: As we shift to the next phase of this project our goal is to review each aspect of the building to ensure that the project is student centered and has the best possible construction plan.
2. Decommissioning of Lourdes Hall: Housing and Residence Life has more work to do on West Campus. This coming year we must begin the surplus process for Lourdes Hall. The plan is to be completely out of that building by May 2023.
3. Assessment of expectations and cost. Exploring the question, “is the cost I pay appropriate for my living environment”? The goal is to take a deeper look at this research question with qualitative and quantitative measures as part of our assessment plan for the year. Developing questions to be on both our fall and spring assessments and doing focus groups on assessment day in February is the plan.



Integrated Wellness



**Prepared by: Kate Noelke
Director of Integrated Wellness**

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

This report reflects the impacts and efforts of the non-clinical departments housed in the Integrated Wellness Complex. With over 84 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.

Note: Kate Noelke, was selected to serve as MN State Colleges and Universities' Chancellor's Fellow for Mental Health for the duration of April 2021 through June of 2023.

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 continued aspects of restricted use of the facility and lost revenue and engagement, but the IWC continued to flex to meet the needs of the WSU Community.

| 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> | -Strength & Fitness (n=6000) | <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> |
| | -Personal training (n=25 estimated) | Alignment with institutional goals through provision of programs and facilities, practical application of fitness theory and fitness internship programs and student leadership: |
| | -Intramurals (n=2794) | <p>WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness”</p> |
| | -Employee Wellness (n=20) | <p>7 Dimensions of Wellness: Physical and Emotional Wellness</p> |
| | -Collaborations with academic departments and community (n=25) | <p>WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility: Outcome 3: “Connect and extend knowledge from one’s own academic study to benefit the greater community”</p> |

| Institutional/Student Need | Program(s) n=unique participants | Recognition/Impact & Alignment with Institutional Goals |
|--|--|--|
| <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> | <p>-Mental Health First Aid trainings (n=60 students, staff, faculty & community) NREPP Evidence-Based Program</p> | <p>*Four-year scholarship recipient and inductee into the nationally acclaimed Jed Campus Program for comprehensive, collaborative suicide prevention and mental health promotion. Program participation 8/2018-5/2022.</p> |
| | -Ongoing participation in JED Campus Program | Alignment with institutional goals through provision of training programs, institutionalization of common language for mental health promotion and stigma reduction, and student leadership opportunities: |
| | -Promotion of physical activity to reduce stress and improve mental well-being | <p>WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness”</p> |
| | | <p>7 Dimensions of Wellness: Emotional, Physical, Social & Spiritual Wellness</p> |
| | | <p>WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</p> |

| Institutional/Student Need | Program(s) n=unique participants | Recognition/Impact & Alignment with Institutional Goals |
|---|--|--|
| <p>Food insecurity – the lack of reliable access to sufficient quantities of affordable, nutritious food – is common at colleges and universities across the country, undermining the educational success of college students.</p> <p>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.</p> <p>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=66, down from 80 in AY2020-21; individuals swiped in twice as often as previous year; 40 referrals to MN SNAP and Winona Volunteer Services food distribution programs. Evidence Base for Campus Food Cupboards</p> | <p>Students accessing the Warrior Cupboard (which opened for the first time 9/5/2017) reported the following educational impacts:</p> |
| | | <p>13% of respondents reported that accessing the service helped them to be able to afford tuition, books, and other supplies necessary to their education.</p> |
| | <p>Student Senate provided over \$6000 in funding this year and the donations were raised in excess of \$14,000 this year.</p> | <p>29% reported that accessing the Warrior Cupboard helped them eat regular meals, even when funds were low</p> |
| | | <p>11% reported accessing community resources based on referrals from using the service</p> |
| | | <p>10% reported that accessing the service allowed them to enrich their education with practicum, unpaid internships, study abroad or other opportunities that cost extra</p> |
| | | <p>35% reported that accessing the Warrior Cupboard reduced stress and anxiety</p> |
| | | <p>Alignment with institutional goals through provision of food cupboard, food and personal care items, institutionalization of common language for food insecurity and stigma reduction, and student leadership opportunities:</p> |
| | | <p>WSU Strategic Plan 2015-2020: Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness”</p> |
| | | <p>7 Dimensions of Wellness: Emotional, Physical, Social & Intellectual Wellness</p> |
| | | <p>WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</p> |

IWC Programs and Facilities Usage Data:

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

- 51% of IWC Fitness Center users were female.
- 49% of IWC Fitness Center users were male.
- 28% 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 access the Warrior Cupboard and 89% of those students reported positive academic and health impacts.

| IWC Fitness Center Participation | |
|----------------------------------|------------|
| Academic Year | IWC Swipes |
| 2021-22 *Covid | 126,519 |
| 2020-21 *Covid | 51,590 |
| 2019-20 *Covid | 152,555 |
| 2018-19 | 206,658 |
| 2017-18 | 229,308 |

| Aquatics | | |
|----------|---------|-------|
| Year | Lessons | Staff |
| 2021-22 | 425 | 29 |
| 2020-21* | --- | --- |
| 2019-20# | 369 | 34 |
| 2018-19 | 408 | 32 |
| 2017-18 | 423 | 30 |
| 2016-17 | 518 | 27 |

| Intramurals & Rec Sports | |
|--------------------------|---------|
| Academic Year | Patrons |
| 2021-22 *Covid | 1,210 |
| 2020-21 *Covid | 560 |
| 2019-20 *Covid | 1,901 |
| 2019-19 | 2,940 |
| 2017-18 | 3,297 |

* Aquatics was cancelled, and the pool remained closed for AY2020-21
 # Pool was closed in March 2021 for the remainder of the year

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.

Anticipated Needs for 2022-23

2022-23 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 2022-23

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 2023. *(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 2023. *(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 diverse 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 2023.



Student Union & Activities



**Prepared by: George Micalone
Director of Student Union & Activities**

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

Highlights for 2021 -2022

- **Traffic Counts between August 2021 – April 2022:**
 - 594,000 total people entered the building (2x more than previous year).
 - 3,250 average traffic per weekday (2.5x more than previous year)
 - 1,125 average traffic per weekend day (2x more than previous year)
 - Traffic rank by door in order of total usage
 - Door 1 – Huff Street – 26% in, 29% out
 - Door 7 – Zane’s/Ballroom – 26% in, 21% out
 - Door 9 – Gold Minne Lot – 20% in, 19% out
 - Door 3 – Prentiss-Lucas – 15% in, 12% out
 - Door 8 – Minne/Courtyard – 8% in, 12% out
 - Door 10 – Bookstore – 5% in, 6% out
 - Door 6 – Zane’s/Ballroom – Exit Only – 0% in, 1% out
 - People Enter the building in this order: Door 7, 1, 9, 3, 8, 10
 - People Exit the building in this order: Door 1, 7, 9, 3, 8, 10, 6

- **Event and Meeting Space Usage (from EMS) between August 2021 – April 2022:**
 - Reserved spaces inside Kryzsko Commons for meetings and events:
 - 1,940 (4x more than last year)
 - Lower Hyphen Tabling – 188 tables reserved
 - Reserved spaces outside Kryzsko Commons:
 - 240 (Gazebo – 154; Kryzsko Courtyard – 86)
 - Kryzsko Commons entry display locations reserved – 415
 - Total departments, student organization, and third parties using Kryzsko Commons:
 - 153 (nearly 4x more than previous year)

| Total Reservations by Meeting Room | | | | | |
|------------------------------------|-----|---------------------|----|-----------------|----|
| Conference Room G100 | 377 | Conference Room 229 | 73 | Purple 249 | 35 |
| Conference Room 252 | 364 | Purples 248/249 | 67 | Oak G | 29 |
| Kryzsko Ballroom | 187 | Conference Room 176 | 51 | Purples 247/248 | 24 |
| Purples 247/248/249 | 156 | Zane's Stage | 49 | Oak F/G | 22 |
| Student Activity Center | 141 | Purple 247 | 39 | Oak E | 18 |
| Baldwin Lounge | 111 | Solarium | 38 | Purple 248 | 13 |
| Oak E/F/G | 101 | Oak E/F | 37 | Oak F | 7 |

Kryzsko Commons Total: 1,939

- **Renovated the Solarium**
 - Filled in the holes in the Solarium to create an independent meeting and event space or adjacent pre-function space for the Kryzsko Ballroom.
 - Includes remodel of the Zane's Food Court seating area; new paint, carpet, and Audio/Visual technology in the Solarium; and new furniture, paint, and carpet in conference room 229.
- **New Affinity Plus Federal Credit Union micro-branch**
 - Entered into lease agreement with credit union to provide banking services to students and the Winona State community.
 - Dedicated space is in the Student Activity Center and will be staffed 6-8 hours per week and available other times upon appointment.
 - Micro-branch will include full-service ATM (withdrawal and deposits), information on other services and technology to open accounts and print debit cards.
- **Launched Student Union ticketing site**
 - Sold tickets to events for the Warrior Entertainment Network, Theatre and Dance Department, WSU Family Weekend, Homecoming, Lyceum, International Night.
 - Service allows for cashless payments and promotion of prominent campus events.
- **Other Building Improvements**
 - Replaced doors in Purple Rooms to be more ADA accessible.
 - Began architectural study to renovate the Meditation Room adjacent to the Student Activity Center with work anticipated to be completed this coming year.
 - Created a new outdoor gathering area and fire feature on East side of Kryzsko Commons. Work to begin in Summer 2022 and complete in Fall 2022.
- **Warrior Entertainment Network**
 - Hosted over 35 events this year including concerts, comedians, magicians, hypnotists, bingo, trivia, DIY crafts, trips, drag show, movie nights and more with an overall attendance exceeding 8,500 people.
 - Offered Kryzsko After Dark nights that provided students with monthly late-night activities for entertainment. Over 2,500 students attended these events.
 - Many events were well attended by WSU students and the community including Comedian Charlie Berens, Reza the Illusionist, and Magician Justin Willman.

- **Student Senate:**
 - Major advocacy projects/issues included an increase in student wages, a vaccine incentive campaign, free condoms and dental dams in residence halls, remodeling the Meditation Room in Kryzsko Commons, more full-time campus security officers, nominal fee increases, and 0% tuition increase for FY23.
 - Hosted an LGBT speaker on the harmful effects of conversion therapy.
 - Provided more than \$130,000 in funding to clubs/organizations and students for events/activities through 318 funding requests.
- **Clubs/Organizations:**
 - Registered 154 clubs/organizations and welcomed 5 new ones.
 - Required all constitutions to be updated including a revised non-discrimination clause and the campus hazing policy.
 - Processed 661 Student Event & Activity Registration Forms and 149 Student Travel Request Forms for clubs/organization and student bus trips.
- **Major Campus Events:**
 - Planned the first I HEART WSU DAY to welcome back all students to campus, held four club fairs including one in Spring semester, collaborated to plan seven Warrior Game Day Experience events, and celebrated a “normal” Homecoming week complete with the annual parade.
 - Revamped WSU Family Weekend to include registration for participation with over 400 people the first year and created new event – WinterFest, open to WSU students, faculty/staff, and Winona community with over 1,000 people attending this first year.
- **Fraternity & Sorority Life:**
 - Total membership of 140 including 41 new members throughout the year. 45 members made the Dean’s List in Fall 2021.
 - Completed more than 675 service hours in the Winona community and raised more than \$6,500 for local and national philanthropies.
 - Unfortunately saw the closure of Phi Theta Chi due to low membership numbers.

- **Warriors L.E.A.D.:**
 - Hosted the 5th Annual Warriors LEAD Summit featuring social sustainability keynote speaker – Adam Met of pop/rock band AJR acclaim.
 - Hosted a section of the Emerging Warriors program.

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.
- Once the Associate Director for Operations in the Student Union position is filled, we look forward to the increased support of the day-to-day operations in the Student Union. We will also be developing a third-party event management program for the university.

Anticipated Needs for 2022-2023

- Ongoing financial challenges due to reduced student enrollment will be in consideration for many years as the operation is largely student fee funded between the Student Union Fee and portions of the Student Life Fee. We will work diligently to determine and pursue additional sources of outside revenue to help offset any deficits and continue to grow the operation.
- As students continue to transition into campus life and leadership roles it is imperative that they understand involvement expectations. While each group has a separate set of expectations for leadership, there are some universal expectations for all campus leaders such as WarriorSpace Forms and EMS event registration. Further, as we continue to return to pre-pandemic operations, the gathering of organizational data is vital.

Goals for 2022-2023

- Continue planning and execution for the remodel of the meditation room and outdoor fire feature.
 - Strategic Framework: Stewards of Place and Resources
- Create a new program to introduce students to the Winona Community where we invite businesses, non-profit organizations, and community organizations to rent a table in the Kryzsko Ballroom to offer discounts/samples to students the first week of classes.
 - Strategic Framework: Relationships
 - Dimensions of Wellness: Social
- Develop a more comprehensive student organization leader and advisor training/toolkit to assist them in being successful in their role and keep them abreast of updates, changes, and advice that impact their roles working with students.
 - Knowledge SLO (Outcome 2)
 - Personal and Social Responsibility SLO (Outcome 2)



TRIO Student Support Services



**Prepared by: Nhia Yang
Director of TRIO**

TRIO Student Support Services (SSS) and TRIO Student Ability Services (SAS), known as TRIO, is funded by the U.S. Dept. of Education. We are a student access and success program which assists students in completing their goal of graduation at Winona State University. The students we serve are first-generation college students, students who meet low-income status, and students with documented disabilities. Both grants serve a combined total of 325 students annually (SSS serves 225 students and SAS serves 100 students), while remaining compliant with rigid guidelines and expectations for persistence, good academic standing, and a six-year graduation rate (Table 2).

Table 1:

| Year | First Generation | Documented Disability | Limited-Income | FG+LI | DD+LI |
|---------|------------------|-----------------------|----------------|-------|-------|
| 2020-21 | 57 | 114 | 8 | 86 | 60 |

Of the 325 students served, 260 (80%) were female and 65 (20%) were male, 77 (24%) students are minorities, and 113 (26%) students are 22 years of age or older. Table 2 below reflects our previous grant cycle (2018-2020), and the goals TRIO must meet and/or surpass consistently. This success has led to earning Prior Experience Points each year and ensuring successful future funding. A complete summary of TRIO’s 2021-2022 Annual Performance Report along with Fall 2021-2022 data will be compiled and available in December 2022.

Table 2:

| Year | Persistence Rate (SSS) | Goal (SSS) | Good Academic Standing (SSS) | Goal (SSS) | 6-Year Graduation Rate (SSS) | Goal (SSS) |
|---------|------------------------|------------|------------------------------|------------|------------------------------|------------|
| 2018-19 | 94% | 80% | 97% | 70% | 63% | 60% |
| 2019-20 | 91% | 80% | 96% | 90% | 60% | 58% |
| 2020-21 | 91% | 80% | 96% | 90% | 55% | 58% |

| Year | Persistence Rate (SAS) | Goal (SAS) | Good Academic Standing (SAS) | Goal (SAS) | 6-Year Graduation Rate (SAS) | Goal (SAS) |
|---------|------------------------|------------|------------------------------|------------|------------------------------|------------|
| 2020-21 | 99% | 80% | 99% | 90% | N/A | 60% |

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

Advising, Career, Tutoring, Academic, and Financial

TRIO provides in-person and online support as requested for advising appointments. The majority were in-person in TRIO and advisors found it helpful to maintain a consistent presence on campus along with providing prompt quality responses to student questions and their situations. Students have expressed the best form of communication for them is still email and advisors will continue to send informational emails regarding academic, career, financial, along with personal support. Student outreach is proactive in TRIO while keeping institutional deadlines in mind for financial aid, registration, testing, etc. A continued initiative is degree mapping for students with at least 85 earned credits. This has been extremely motivating to help visualize a clear path to degree completion. This effort is for students pursuing a 4-year degree and even juniors/seniors in their 6-year degree completions. Tutoring continues to be a core service of TRIO and in 2021-2022, TRIO worked with campus tutoring to provide participants with academic interventions. Tutoring mostly took place - in 2021-2022, but online tutoring continued to be offered. Drop-in times were offered most weekdays in the afternoon in Gildemeister Hall. The hope was for TRIO participants to be able to identify math 'roadblocks', increase math confidence, and efficacy from attending math drop-in. Although there was great success in hiring tutors for this, there was limited student participation in total. Research showed approximately 40 students were actively enrolled in a math class for fall and spring but there were only around 14 drop-in appointments. TRIO also offered after-hours writing support while partnering with the WSU Writing Center. Writing Center tutors came to the TRIO suite 3 days a week from 3pm to 6pm to provide one-hour appointments. The writing support included foundational and technical writing support, grammar, usage, and proofreading. There were approximately 21 SSS appointments in the fall and 13 in the spring semester.

Tutoring Services Count for TRIO SSS Participants 2021-2022

| | Unique SSS Students | Appointments/Sessions | Tutor Hours |
|-------------|--|--|---------------|
| Fall 2021 | 40 | 157 | 125.61 |
| Spring 2022 | 26 | 102 | 108.52 |
| 21-22 Total | 58 (31 were only one-time visits) | 259 (Drop in=150, 1on1=107, Grp=2) (6 students responsible for 128 of 259 sessions) (108 sessions were first of the week) | 234.13 |

Tutoring Services/S2i Count for TRIO SAS Participants 2021-2022

| | Unique SAS Students | Appointments/Sessions | Tutor Hours |
|-----------------------|---------------------|-----------------------|-------------|
| Fall 2021 | 19 | 101 | 126 |
| Spring 2022 | 16 | 96 | 124 |
| 2021-22 Academic Year | 26 unique for year | 197 | 250 |

TRIO utilizes a D2L site to deliver study tips and academic workshops to students online. The ‘TRIO Toolbox’ is the main delivery system for academic skills information and topics directly reflected in the grant. These topics include money, budgeting, opening/managing a savings and checking account, understanding credit/debt/financing your education, managing money after graduation, managing compensation/investing/retirement savings, loan repayment schedule for student loans, and much more. A financial wellness learning community was also created by identifying low-income participants. Also, students who indicated an interest in financial wellness on their application were included. In total, 99 participants were identified as new or continuing learning community members for 2021-2022 and participants were encouraged to attend events and financial workshops. A learning community newsletter was created and sent out in September along with a foundation scholarship campaign to encourage scholarship applications during winter break. TRIO partnered with the financial aid office for most financial

wellness programming alongside their efforts to promote money management and financial budgeting information for campus. Specific events included a FAFSA Night and drop-in times in Kryzsko for financial aid assistance.

TRIO Student Leadership Club

During the 2021-2022 academic year, the TRIO Student Leaders hosted in-person meetings every other Wednesday in Gildemeister. Each meeting had a theme for student learning and connection which included strengths assessment, gratitude, stress management, and career readiness. Two of these meetings took place downtown, allowing students to learn about entrepreneurship at non-profit and for-profit businesses while engaging with community leaders. This year's community service project was a Lake Winona cleanup near Earth Day. Members created signage and advertising to recruit TRIO students and others to participate with a total of 15 students actively participating during the two-day event. Overall, a total of 30 TRIO students were involved in the Leadership Club throughout the year. Of these 30 students, 4 graduated in May 2022 and 23 are continuing their coursework at Winona State, resulting in a 90% retention rate among club participants.

TRIO Alternative Spring Break

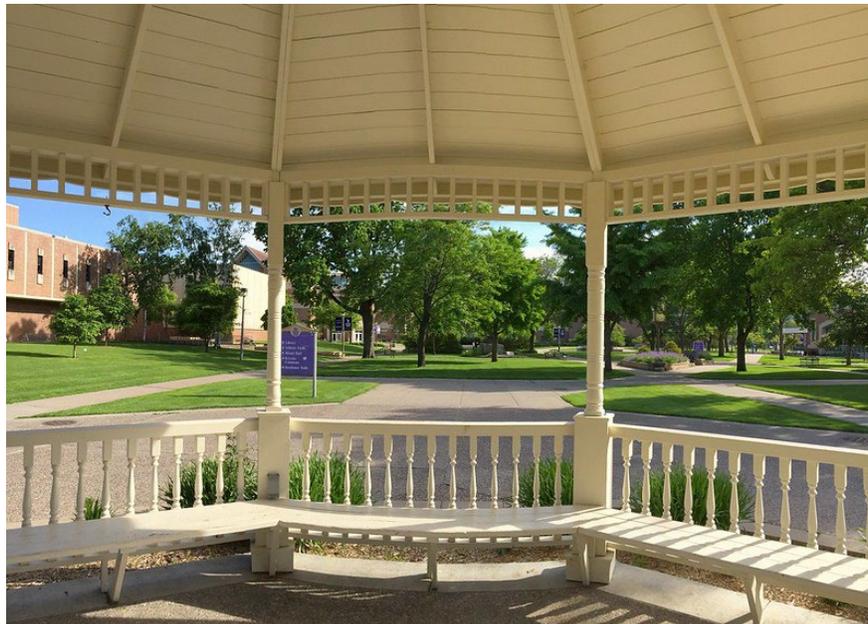
Twelve TRIO students visited Chicago, IL with staff on March 6-10 for educational and cultural experiences including a trip to Chinatown and visits to the Shedd Aquarium, Field Museum, Adler Planetarium, and Willis Tower. Students visited the graduate school, Loyola University Chicago and volunteered with Feed My Starving Children. Students used various forms of public transportation and tried Chicago deep dish pizza. A common theme among the students following the trip was an appreciation of the opportunity to meet new people within TRIO and have new experiences. As one student stated, "It was a great chance to push my comfort zone and grow in a safe environment. I went not knowing anyone but made many new friends by the end of the trip."

TRIO Mentor Program

During the 2021-2022 Academic Year, TRIO began a Mentor Program using an online platform called Mentor Collective. Our Mentor Program allowed for 10 upperclassman/experienced TRIO students to mentor 18 new and incoming TRIO students. These mentorships offered students the opportunity to connect with their peers through social events, one on one interactions, and texting conversations. These students were paired through careful assessment of personality traits, experience, academic interests, and professional aspirations. The Mentor Program served as an additional resource to explore their own personal goals, ask questions, and receive guidance from a peer. The goal was to build impactful relationships between students to increase their sense of belonging on campus and increase persistence and retention. Of the 10 TRIO mentors, we retained 8 and graduated 2 (100% retention rate). Of the 18 mentees, we retained 16 students (88% retention rate). Future plans include collaborative training alongside OEIE and campus Guiding Warriors Mentoring Program. There are plans for monthly social events mentee/mentor pairs to connect, bowling night, MN Marine Art Museum visits, local community service projects, and a dinner celebration. Our goal in the TRIO Mentor Program is to reach 30 mentees supported by 20 mentors.



Warrior Hub



Prepared by:

Paul Stern: Associate Director of Enrollment
Mari Livingston: Associate Director of Financial Aid
Tania Schmidt: Senior Associate Registrar
Jami Koivisto: Senior Associate Registrar

The 2021-2022 academic year has challenged the Warrior Hub team to respond to unprecedented challenges with innovation, resilience, humanity, and creativity. Another opportunity to demonstrate how to balance providing exceptional service while respecting established protocols designed to mitigate Coronavirus proliferation during a global pandemic. Our team continued to grow, adapt and improve processes as contributors to strategic initiatives across the university. Our goal remains to educate and remove barriers for students and families as they conduct their university business. Years of investing work and planning to leverage technology increased agility and individualized service options.

Under the shared leadership model of the Warrior Hub Leadership Council, we strive to integrate our services to improve our ability to anticipate and serve student, family, and WSU community needs. This includes ways to streamline the customer experience and maximize business process efficiency. In addition, efforts align with the [WSU Strategic Framework Five Themes](#) and the [Strategic Enrollment Plan](#) where applicable.

The WSU Strategic Themes guide last year's and next year's goals: student learning, student success, stewardship of place and resources, inclusive excellence, and relationships. We also focused on Subcategories III (Access & Opportunity) and IV (Retention, Persistence & Completion) from the Strategic Enrollment Plan for 2021-2025.

Goal Achievements

Highlights from 2021-2022

Integrated Communication Optimization

Measured by an increased number of combined communications

- We increased our communications from 292 to 356 combined journeys. In that increase, we placed additional attention on segmenting populations we communicated with to ensure the value and timeliness of our messaging. This tracks students expressing high satisfaction with the service they receive from the Hub.

Measured by an increase in open rate

- Open rate is no longer available to measure due to technology changes across the industry and the deprecation of functionality in Engage. However, we are establishing a new metric for the measure in our goals for next year to address actions message recipients take to track message efficacy.

Measured by increased use of texting

- This year our area sent out fewer texts than our previous year, but we did so with an increased focus on using text messaging for "action" based campaigns where we wanted students to act in a short timeframe.

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

- Automation of this nature was not possible in our Engage communication environment. However, this will move forward as part of our work in Salesforce implementation.

Measured by an increase in input from across our Integrated Communications Workgroup

- This workgroup has transformed into a Digital Communications Workgroup, and a variety of teams are working in close collaboration for Salesforce Implementation

Measured by increased targeted content across My Warrior Life.

- My Warrior Life portal development was paused with the interdepartmental implementation of Salesforce.

Annual Training Opportunities

Measured by Professional Development activities and events.

- Over nine different training seminars and workshops, both group and individual
- Regular Hub Opportunities for activities and events for interactions among coworkers

Major Maps/ Grad Planner

Measured by student access to the degree audit for graduate programs.

- Includes Athletic Training, Accounting, Counselor Education, English, Healthcare Leadership, and Social Work. Nursing and Education remain the last graduate areas that will migrate from customized software to uAchieve.

Measured by the number of Major Maps available in the Online Catalog

- Increased from 76.8% to 80.1% in the 2021-2022 academic year.

Measured by web analytics data

- Major Maps were downloaded by users 3,833 times (July 1, 2021 – June 21, 2022). An increase of 1.2% from the previous academic year. Peaks continue to be during advising periods October/November, February, and April-May.

CashCourse/Financial Literacy

Measured by increased access to and participation in Financial Literacy programming

| Cash Course Data | 2020-2021 | 2021-2022 |
|--------------------------|-----------|-----------|
| Campus Users | 405 | 240 |
| Sessions | 473 | 273 |
| Page Views | 4,367 | 1,302 |
| Pages Viewed Per Session | 9.23 | 4.77 |
| First-time Viewers | 89% | 92% |
| Subsequent Viewers | 11% | 8% |

Hub Projects/Goals 2022-2023:

Communications/Student Relationship Management

- Successful phased implementation of a campus-shared Student Relationship Management (SRM) System using Salesforce

Operations/Ongoing Improvement

- Continue to offer both group and individual opportunities for ongoing professional development
- Implementation of increased CRM-based functionality, including case generation, tracking walk-in traffic, and appointment scheduling
- Development and implementation of a system of business analytics tools and practices measure more clearly the impact of Hub Service on student enrollment, student persistence, and graduation

Student Service and Finance

- Catalog and Major Mapping and Program Consistency Project (pdf in Catalog)
- CashCourse/Financial Literacy

Financial Aid

- Quick Reference Financial Aid Data
- Detailed breakout in Appendix D

Quick Reference Financial Aid Data

| Award Year 2021-2022 | Headcount | Amount |
|--|-----------|------------------|
| Submitted FAFSA | 9,127 | |
| Submitted FAFSA and enrolled as new or continuing | 5,273 | |
| Received any financial aid (incl. tuition discounts) | 7,129 | \$ 68,910,843.65 |
| Received scholarships (incl. tuition discounts) | 2,825 | \$ 9,072,332.71 |
| Received grants (incl. tuition discounts) | 5,969 | \$ 22,955,980.58 |
| Received loans | 3,698 | \$ 36,318,733.00 |
| Received Scholarships/Grants from WSU Foundation | 588 | \$ 1,265,601.00 |
| Received Scholarships/Grants from Third Party | 460 | \$ 2,403,778.73 |
| Received Scholarships/Grants from General Fund | 1,960 | \$ 4,235,955.49 |



Warrior Success Center



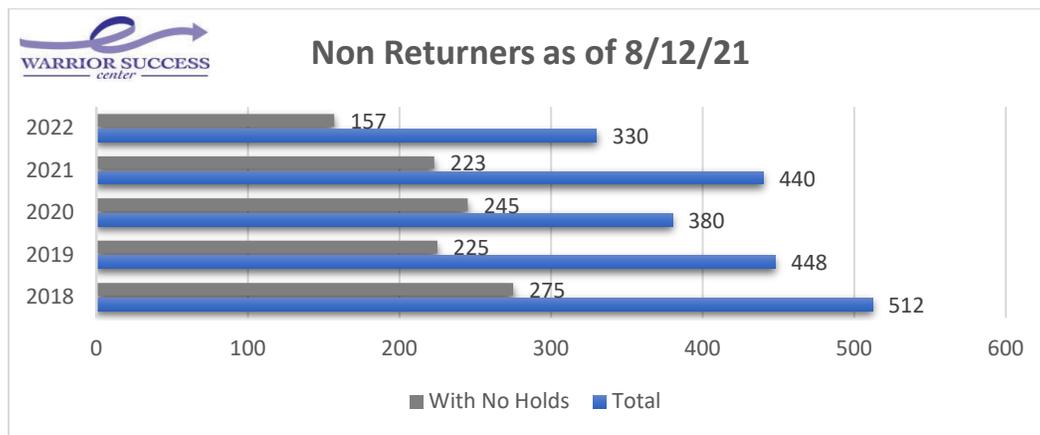
**Prepared by: Ron Strege
Director of the Warrior Success Center**

2021-2022 Highlights and Accomplishments

It was good to get somewhat ‘back to business’ this year in the Warrior Success Center. Activity was up, students were excited to get back to normal, and staff were reconnected. Our biggest highlight from the year was making that transition happen and happen smoothly for students, while still maintaining the lessons we learned during the pandemic.

Continued Outreach to Non-Registered students:

Working collaboratively with the Warrior Hub, Equity and Inclusion, WSU-Rochester, Financial Aid, and Residence Life, we reached out to students who have not yet enrolled in the upcoming semester and worked at getting them enrolled. This will be the last year the WSC takes the lead on this project due to reduced staffing.



Tutoring: Tutoring started bouncing back in numbers, but s2i has remained at roughly the same numbers as those during the pandemic. It is worth noting that we offered all 1 on 1 appointments in a flexible manner and students choose f2f or online when they make the appointment. Only 8% of appointments were online, with the majority of those being utilized by graduate students, and remote learners, such as the students in St. Cloud enrolled in our Chinese courses. However, having this option available is important and will be a continuing practice.

| Number of Students Utilizing Tutoring Services | | | | | |
|--|--------|--------|--------|-------|--------|
| Years | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| Total Students Served | 1,686 | 1,642 | 1,598 | 828 | 1,017 |
| Students Attending s2i | 892 | 876 | 858 | 492 | 494 |
| Grade Difference s2i | | 0.83 | 0.83 | 0.63 | 0.75 |
| Total Contact Hours | 19,818 | 18,018 | 16,360 | 7,455 | 10,678 |

Tutoring Services piloted the On Track program spring semester with the goal of increasing the utilization of tutoring by students on academic warning. Students with a GPA between 1.25 and 1.85 were invited to participate until the program slots were filled. Participants who met the program requirements would automatically have their appeal granted if they were suspended. Students in the pilot not only utilized tutoring more, but also had better academic outcomes.

| | Participants (N=28) | Comp. Non-Participants (N=45) |
|---|---------------------|-------------------------------|
| % Using Tutoring | 100% | 6.70% |
| Number of Tutoring/s2i Visits | 387 | 11 |
| % Who achieved Satisfactory Academic Progress | 46% | 28% |

Tutoring Services was awarded a Minnesota State Small Seed Innovation Grant to expand and continue the program for Spring '23.

Career Services: Engagement numbers are slowly on the rise, returning to the averages we experienced pre-pandemic. Career Fairs seem to be rising more slowly than other engagements, with off-campus fairs lower than last year’s virtual events. However, student appointments, in-person fairs, Photo Friday attendance and presentation numbers are higher than last year.

Career Assessments, Advising & Presentations

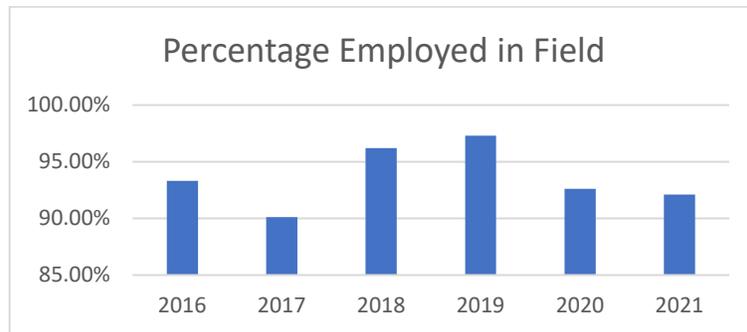
| Assessments | MBTI | SII | Strengths | Focus 2 |
|-------------|------|-----|-----------|---------|
| FY 22 | 8 | 8 | 66 | 412 |
| FY 21 | 7 | 12 | 77 | 442 |

| Presentations | Student Count | Presentation Count | Options |
|---------------|---------------|--------------------|---------|
| FY 22 | 1,672 | 65 | 14 |
| FY 21 | 1,089 | 58 | 14 |

| Career Development | Appointments | Mock Interviews | Resume Rush | Photo Friday |
|--------------------|--------------|-----------------|-------------|--------------|
| FY 22 | 1,127 | 147 | 194 | 103 |
| FY 21 | 1,090 | 206 | 188 | 76 |

Last year Equity and Inclusive Excellence and Career Services expanded their partnership, beyond the Equity in the Workplace Symposium by co-financing and co-supervising a graduate assistant. This graduate assistant supported the Symposium and served to increase awareness and access of career resources to BIPOC and LGBTQ+ students.

WSU 2020-2021 Graduates find jobs, **92.1%** were employed in a field related to their major.



Access Services: While the general population of students at WSU has declined in recent years, the number of students with disabilities continues to increase. The number of classes accommodated remained steady while the number of tests proctored in the last year has increased from 1,615 in FY21 to 2,130 in FY22. In addition, we added 255 new students in FY 22 compared to 156 in FY 21 & 183 in FY 20.

| | FY18 | FY19 | FY20 | FY21 | FY22 |
|----------------------|-------|-------|--------|---------|----------|
| Students Served | 379 | 410 | 443 | 421 | 553 |
| Students Registered | 560 | 571 | 605 | 584 | 698 |
| Classes Accommodated | 1,748 | 1,749 | 2,356 | 2,317 | 2,867*** |
| Tests Proctored | 1,992 | 1,915 | 1,947* | 1,615** | 2,130^ |

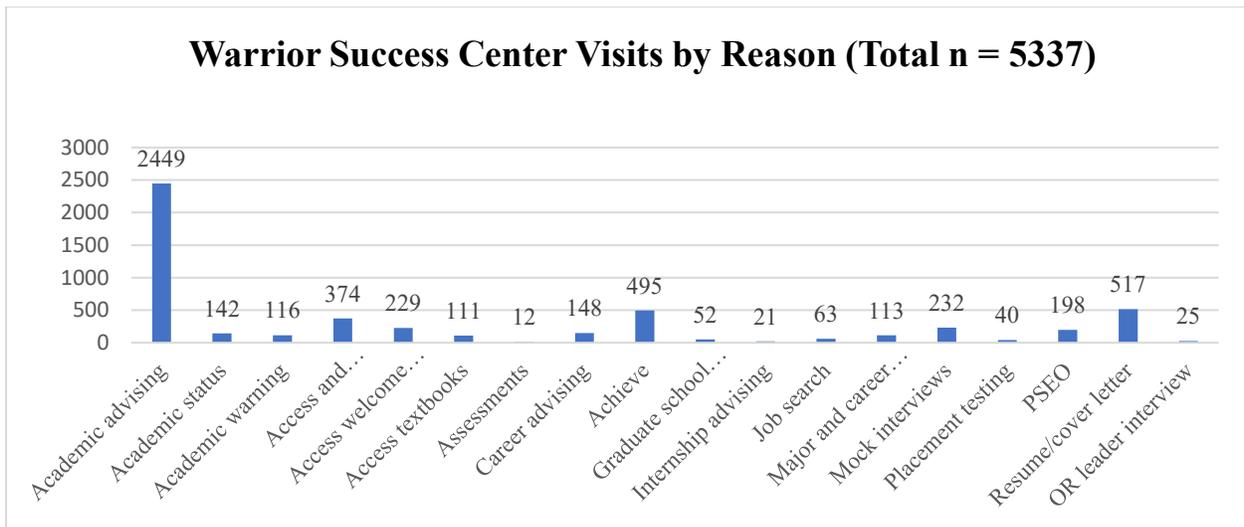
***32 of these accommodations are ESAs compared to 19 last year.

^520 of exams are confirmed, take-home exams; 40 were proctored in person in Rochester, 1,570 proctored in person in Winona

| Disabilities by Category | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | % Change |
|--|-----------|-----------|-----------|-----------|-----------|----------------|
| Psychiatric (11) | 271 | 291 | 322 | 344 | 426 | 23.8% increase |
| Students Reporting Multiple Disabilities | 257 | 265 | 277 | 290 | 372 | 28.3% increase |

Furthermore, for the 2021-2022 fiscal year our students were able to fully utilize TRIO’s new grant program. This program assisted students in making more connections on campus, working with a TRIO Advisor on success planning, tutoring, individualized coaching with time management, organizational management, and study/testing skills. This new TRIO program can serve up to 100 students and we have filled it to capacity, which has allowed more students to have one-on-one support and assist them in being successful.

Advising:



Visits to the Warrior Success Center increased by 8.5% from last year. This includes an 181% jump in Achieve meetings. Achieve was started as a replacement for Education 115, a study skills course offered to struggling students. The Achieve program is a hybrid online D2L based study skills program combined with one-on-one intense coaching in person or over zoom. Results were encouraging 64% (n=28) of students demonstrated improved GPAs after spring, when comparing their semester GPAs with their past cumulative GPA results. Of these students, 9 moved back into good standing and five continued successfully on probation. For the students who were unable to get to good standing, their median cumulative GPA was .41 (n=14), which made it mathematically impossible to get to good standing.

Recommendations for Improvements:

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

Anticipated Needs for 2022-23

- We are understaffed at the Advising, Tutoring, and Access Services level compromising our services.
- Continued institutional support from administration, faculty, and staff to improve retention. Specifically, in three areas: advising, tutoring services, and access for our students with disabilities.

Goals for 2022-23

- Develop a plan/program for assisting faculty with their professional development as it comes to being better advisors.
- Create an Internship Fair



Appendices:

Appendix A

Student Life and Development (SLD)

Core Team Organization Chart

Appendix B

Enrolled Students by Characteristics

Quick Reference Financial Aid Data

Appendix C

SLD Leveraged Technology

Adaptive Enrollment/Retention Strategies

Appendix D

2021-2022 Goals

Appendix E

Strategic Enrollment Management (SEM) Plan

Lessons Learned

Appendix F

Ted Talk Tuesdays

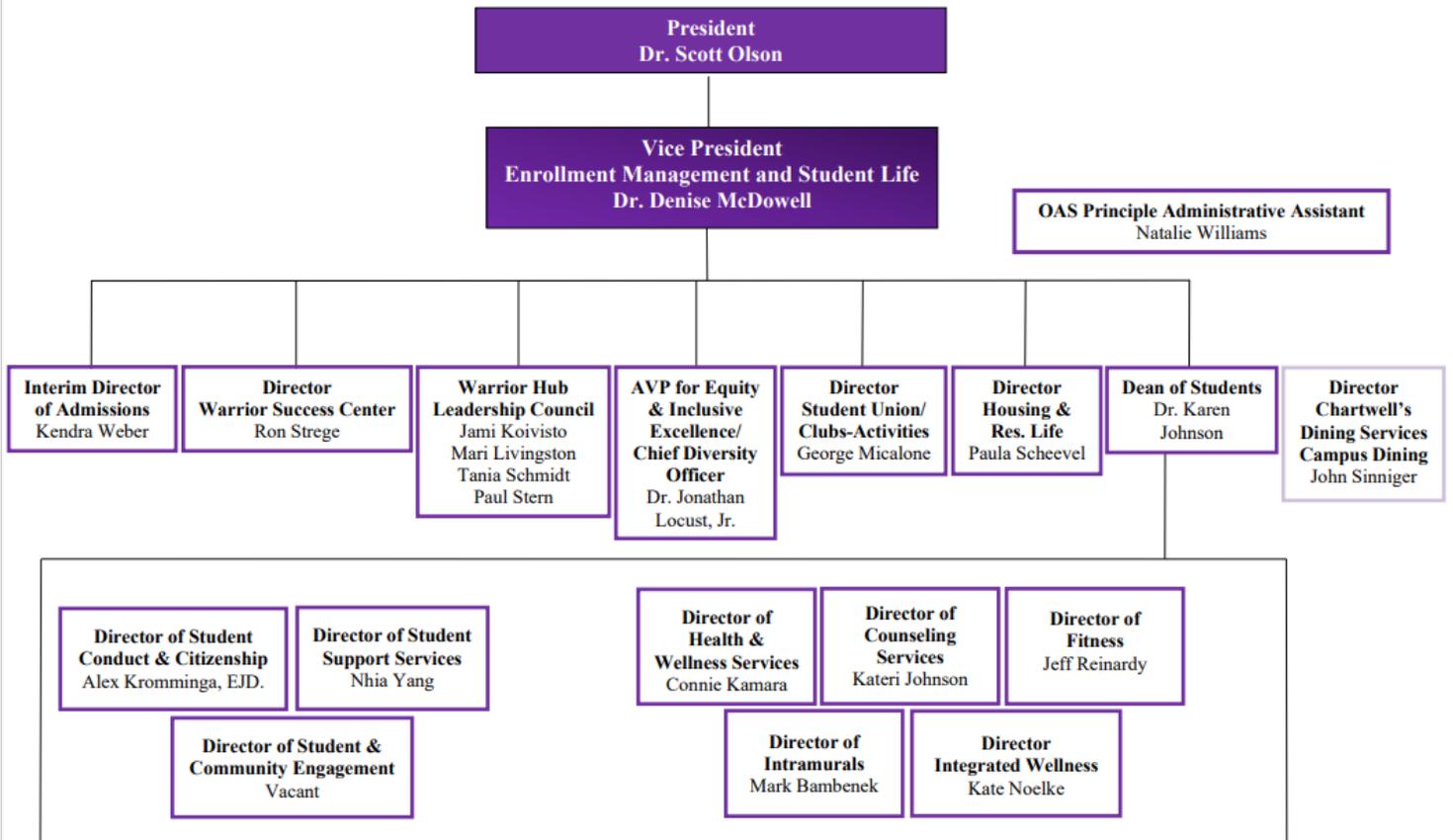
Appendix G

Warrior Conversations



Appendix A

Student Life & Development (SLD) Core Team Organization Chart





Appendix B

Enrolled Students by Characteristics
Quick Reference Financial Aid Data

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

| | Fall 2019 | Fall 2020 | Fall 2021 |
|---|-------------------------|-------------------------|-------------------------|
| Total Enrollment (incl. degree-seeking and non-degree-seeking students) | 7,602 (FTE 6,832) | 7,124 (FTE 6,332) | 6,563 (FTE 5,761) |
| Undergraduate | 6,977 91.8% | 6,408 89.9% | 5,763 87.8% |
| Full-Time | 6,107 88% | 5,476 85% | 4,922 85% |
| Part-time | 865 12% | 932 15% | 841 15% |
| Graduate | 625 8.2% | 716 10.1% | 800 12.2% |
| Full-Time | 429 69% | 522 73% | 576 72% |
| Part-time | 195 31% | 195 27% | 224 28% |
| Female | 5,075 66.8% | 4,818 67.6% | 4,490 68.4% |
| Male | 2,512 33% | 2,289 32.1% | 2,058 31.4% |
| Unknown | 15 0.2% | 17 0.2% | 15 0.2% |
| International | 214.0% 2.8% | 129 1.8% | 117 1.8% |
| Post-Traditional (Age 25 or older) | 1,234 16.2% | 1,233 17.3% | 1,251 19.1% |

| | Fall 2019 | Fall 2020 | Fall 2021 |
|---|-------------------------|-------------------------|-------------------------|
| Total Enrollment (incl. degree-seeking and non-degree-seeking students) | 7,602 (FTE 6,832) | 7,124 (FTE 6,332) | 6,563 (FTE 5,761) |
| Am. Ind./Alaska | 23 0.3% | 18 0.3% | 12 0.2% |
| Asian | 198 2.6% | 216 3% | 204 3.1% |
| Black | 237 3.1% | 240 3.4% | 217 3.3% |
| Hawaii-Pac | 2 0% | 3 0% | 3 0% |
| Hispanic | 338 4.4% | 312 4.4% | 282 4.3% |
| Two or More | 214 2.8% | 234 3.3% | 218 3.3% |
| White | 6,331 83.3% | 5,928 83.2% | 5,472 83.4% |
| Unknown | 6,331 0.6% | 5,928 0.6% | 5,472 0.6% |
| First Generation | 3,006 39.5% | 2,703 37.9% | 2,418 36.8% |
| Pell Eligible | 2,521 33.2% | 2,259 31.7% | 1,945 29.6% |

Source: WSU Institutional Planning, Assessment & Research as of July 2022.

An Undergraduate full-time = 12 plus credit hours. Graduate full-time = 9 plus credit hours.

Quick Reference Financial Aid Data

| Award Year 2021-2022 | Headcount | Amount |
|---|-----------|------------------|
| Submitted FAFSA | 9,127 | |
| Submitted FAFSA and enrolled as new or | 5,273 | |
| Received any financial aid (incl. tuition | 7,129 | \$ 68,910,843.65 |
| Received scholarships (incl. tuition discounts) | 2,825 | \$ 9,072,332.71 |
| Received grants (incl. tuition discounts) | 5,969 | \$ 22,955,980.58 |
| Received loans | 3,698 | \$ 36,318,733.00 |
| Received Scholarships/Grants from WSU | 588 | \$ 1,265,601.00 |
| Received Scholarships/Grants from Third | 460 | \$ 2,403,778.73 |
| Received Scholarships/Grants from General | 1,960 | \$ 4,235,955.49 |

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

*20-21 & 21-22 Federal rules allowed for up to 100% of unearned Federal work study to be moved to SEOG Grant.

**"Other" includes various grants, including tuition discounts.

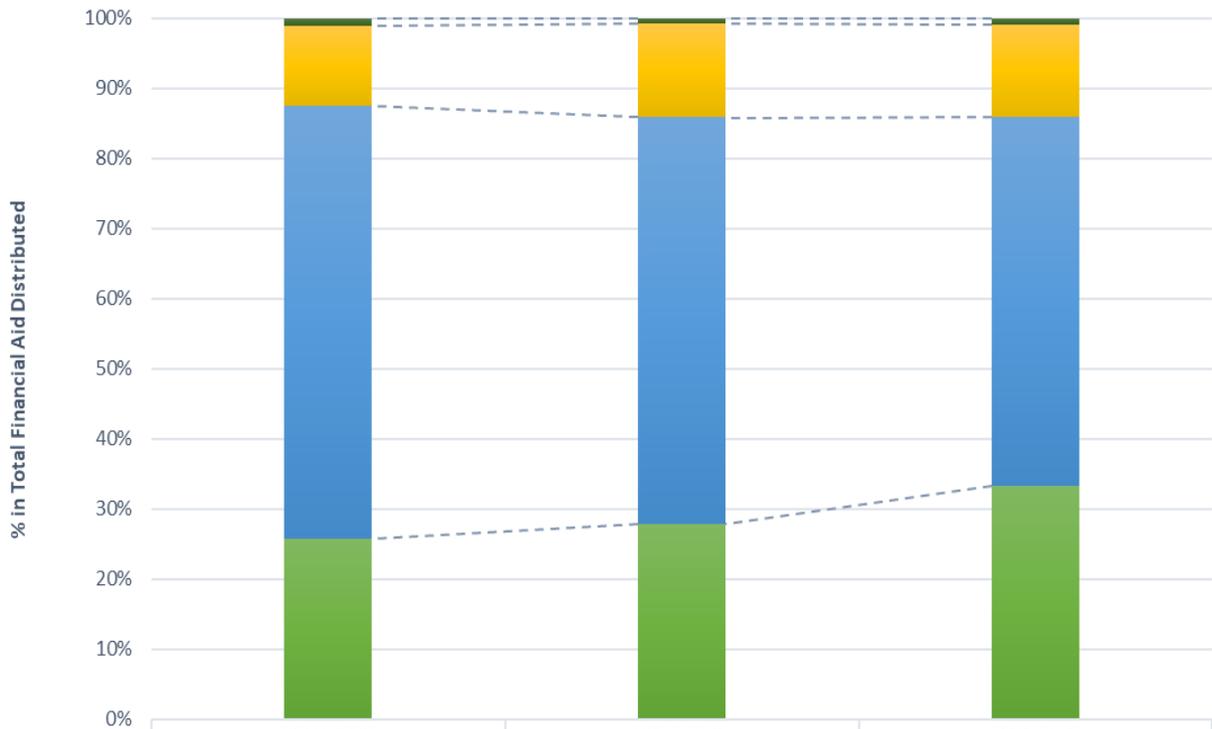
| LOANS | | | | | | | |
|------------|---------------|---------------|--------------|--------------|-----------------|------------------|--|
| Award Year | Subsidized | Unsubsidized | PLUS | MN SELF | Other | AY Total | |
| 21-22 | \$ 7,840,324 | \$ 17,641,890 | \$ 2,620,088 | \$ 3,148,455 | \$ 5,067,976.00 | \$ 36,318,733.00 | |
| 20-21 | \$ 9,136,335 | \$ 18,052,303 | \$ 2,770,259 | \$ 3,568,736 | \$ 5,399,970.37 | \$ 38,927,603.37 | |
| 19-20 | \$ 11,705,733 | \$ 18,911,373 | \$ 4,214,725 | \$ 4,690,932 | \$ 8,049,305.56 | \$ 47,572,068.56 | |

| SCHOLARSHIPS & WORK STUDY | | | |
|---------------------------|-----------------|---------------|-----------------|
| Award Year | Scholarships | Work Study | Total |
| 21-22 | \$ 9,072,332.71 | \$ 563,797.36 | \$ 9,636,130.07 |
| 20-21 | \$ 8,908,792.15 | \$ 504,918.56 | \$ 9,413,710.71 |
| 19-20 | \$ 8,730,824.41 | \$ 854,286.17 | \$ 9,585,110.58 |

| Total Financial Aid Distributed | |
|---------------------------------|------------------|
| 21-22 | \$ 68,910,843.65 |
| 20-21 | \$ 66,998,683.23 |
| 19-20 | \$ 76,949,704.93 |

IPAR 3/6/2023

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



| | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------|-----------------|-----------------|-----------------|
| ■ Work Study | \$854,286.17 | \$504,918.56 | \$563,797.36 |
| ■ Scholarships | \$8,730,824.41 | \$8,908,792.15 | \$9,072,332.71 |
| ■ Loans | \$47,572,068.56 | \$38,927,603.37 | \$36,318,733.00 |
| ■ Grants | \$19,792,525.79 | \$18,657,369.15 | \$22,955,980.58 |



Appendix C

SLD Leveraged Technology Adaptive Enrollment/Retention Strategies

Student Life and Development

Leveraged Technology in a COVID Environment

This 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 leveraged technology to respond and achieve the vision for meaningful connections that guide students in realizing their hopes and dreams.

ADAPTIVE ENROLLMENT/RETENTION STRATEGIES

| | | | | | |
|---|---|---|--|---|---|
| ACT Optional Admissions and Merit Scholarships | Enhanced Social Media And Marketing | Admissions Website Re-design | Guiding Warriors Mentoring Program |  | Agile Degree Conferral |
| Resident Tuition Scholarship | Alum Road Warriors | WSU Visit Survey | Telemedicine | Mental Health First Aid | In-person, Online and Hybrid |
|  | Hybrid Choose WSU Days | Digital Signage and Billboards | Salesforce CRM | Students Basic Needs |  |
| Virtual Registration | Postcards, E-mail, Text and Postal Service |  | Awarded \$7,782,411 HEERF (III) Funds | 4,000+ Ask-A-Nurse Inquiries | Wealth Building Series |
| Viewbook in Four Languages | Review of Process Pinch Points | Every student matters, every moment counts. |  | Reimagine Mark/Main | Student Planner (Major Maps) |



Appendix D

2021-2022 Goals

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.

Notable Changes since 2017

- Graduate Students: 12% of total headcount (7% in Fall 2017)
- Male Students: 31% of total enrollment (36% in Fall 2017)
- Students of Color: 14% of total headcount enrollment (12% in Fall 2017)
- PSEO Students (new and continuing): 87 (36 in Fall 2017)
- First Generation: 37% of total headcount (41% in Fall 2017)
- Pell Eligible (Low income): 31% of undergraduates (35% in Fall 2017)
- Non-traditional Students: 11% of undergraduates (13% in Fall 2017)
- International Students: 1% of total headcount (3% in Fall 2017)

First-time Undergraduate First Year Retention (Fall to Fall)

- Overall, 75% (75% Fall 2020)
- Students of Color: 71% (65% Fall 2020)

Winona State University Fast Facts 2021 - 2022

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, 70 baccalaureate, 17 master's, 7 doctoral, 2 education specialist, 1 undergraduate certificate, 20 graduate certificate

298 full-time and 153 part-time Instructional Faculty

STUDENT-to-FACULTY RATIO: 17 to 1



15 NCAA athletic teams

Average class size: 24

| ENROLLMENT (FALL 30TH DAY) | |
|--|-------------------|
| Undergraduates | 5,763 (FTE 5,164) |
| Graduate Students | 800 (FTE 597) |
| New Student Profile | |
| New Entering First-Year Students | 1,098 (FTE 1,080) |
| Average ACT (composite mean) | 22.0 |
| Average High School GPA | 3.44 |
| Minnesota residents | 74% |
| Wisconsin residents | 21% |
| New Entering Transfer Students | 386 (FTE 314) |
| New Graduate Students (Degree Seeking) | 276 (FTE 236) |
| Winona Campus | 5,488 (FTE 4,946) |
| Rochester Campus | 1,075 (FTE 814) |

STUDENT CHARACTERISTICS

Sex Female 68.6% Male 31.4%

Race/Ethnicity American Indians & Pacific/Hawaii Islanders <1%, African American 3.3%, Asian American 3.1%, Hispanic/Latino 4.3%, More than one race 3.4%, White 83.3%, Int'l 1.8%, Other and unknown 0.6%

First Generation Students 36.7%

Post-Traditional Students (age 25+) 10.5%

International 176 from 45 countries, including: China (24), Nepal (18), Kenya (16), South Korea (12), Japan (10)

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 2020 new freshman cohort) 74.7%
6th year graduation rate (for Fall 2015 new freshmen cohort) 62.9%
Degrees Awarded (distinct headcount, Fall 2020- Summer 2021)

| | |
|-----------------------|-------|
| Associate degrees | 39 |
| Bachelor's degrees | 1,512 |
| Master's degrees | 148 |
| Doctoral degrees | 29 |
| Graduate Certificates | 50 |

Post-Graduation Success (for the Class of 2019-2020)

Continuing education 15.9%
Employed among those available for employment (full- or part-time) 97.7%
Employed in fields related to degrees earned among those employed 92.3%

FINANCIAL AID

Received Some Form of Financial Aid

(2020-2021, including need-based, non-need-based scholarships and grants, student loans)

85% of freshman
77% of all undergraduate students
64% of all graduate students

Average Institutional Scholarships and Grants (Fall 2020 New Freshmen, excluding athletics and tuition waivers) \$3,107

Three-Year Student Loan Default Rate (for the class of 2017-18) 2.7%

COST OF ATTENDANCE (estimate for 2021-2022 full-time attendance. For more information visit <https://www.winona.edu/financial-aid/cost.asp>)

Tuition Undergraduate: In State \$8,100 / Out of State \$14,600 Graduate: In State \$8,000 / Out of State \$12,080

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: \$9,270 Books = \$900 Transportation = \$640 Personal = \$2,000

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

Use Data to Guide Decisions-Making

By Spring 2022, review and improve business practices for transfer and graduate students to optimize recruitment, retention, and graduation.

GRADUATION

The first ever degrees of Winter Term have been awarded with the implementation of WSU's Agile Degree initiative. These students are considered Spring 2022 graduates with January 5, 2022 as their conferral date. This was one of five dates added to award degrees throughout the year.

Congratulations to the Fall 2021 graduates!

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.

President's Cabinet invested in Admissions and Marketing to increase access to prospects and their families to include traditional recruitment approaches, expansion of social media presence and innovative outreach using posters and purple boxes to capture attention. Data suggests an early lift in Fall 2022 applications, admits and registration when compared to the same time Fall 2021. The early lift infuses a sense of hope throughout the campus.

WINONA STATE BOUND



3,300 admitted, confirmed, and enrolled students will receive 11x17 personalized posters with their name



Purple Boxes were used as a recruitment tool in MN, Western WI and beyond to build stronger relationships with feeder high schools and community based organizations to gain the attention of prospective students. There is QR code inside the box which brings individuals to the WSU Admissions page.



Appendix E

Strategic Enrollment Management (SEM) Plan Lessons Learned



Winona State University

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2021 -2025

Tagline:

Innovative and impactful actions across the institution

Vision:

*Winona State University becomes remarkably **student-centered** and **equity-focused** with innovative and impactful actions across the institution.*

<https://www.winona.edu/strategic-planning/Media/Strategic-Enrollment-Management-Plan.pdf>

Lessons Learned



| | |
|---|--|
| "The SEM plan is a map with a way forward." <i>Anonymous</i> | "It all appears difficult until it's done." <i>Nelson Mandela</i> |
| "No plan survives its collision with reality." <i>Susan Scott</i> | "Be adaptive in planning and agile in execution." <i>Dan Montgomery</i> |
| "A single source of truth is a limiting perspective." <i>Anonymous</i> | "We don't move fast but we are in motion." <i>Denise McDowell</i> |

Susan Scott, Author of *Fierce Conversations*
Nelson Mandela, Former President of South Africa
Dan Montgomery, Author of *Start Less Finish More*



Appendix F

Ted Talk Tuesdays

WSU features 6 Ted Talks per year. Ted Talk Tuesdays is a one-hour segment dedicated to featuring an 18-minute Ted Talk followed by group discussion. The Ted Talk is selected by a student and facilitated by students. The format is for students by students with consultation from the VP for Enrollment Management and Student Life. The format provides students with another platform to explore different life views by using a method that delivers ideas worth sharing. This event was also shared via Zoom.

| Fall Semester | Topic | Attendance |
|----------------|--|------------|
| September 28th | "The stories we tell" *Discussing kindness and how to be come empathetic. | 18 |
| October 26th | "Can a divided America heal?" *How Americans can use empathy to promote national unity. | 15 |
| November 16th | "The danger of a single story" | 17 |

Sponsored by Student Seniors and The Office of the VP for Enrollment Management and Student Life

TED Talk Tuesday



September 28th, 2pm
Kryzsko Commons, SAC
Co-Facilitator Ella Radman

Topic:
"The Stories We Tell" discussing kindness and how to become more empathetic

For inquiries and concerns, please email vp_enroll@winona.edu for assistance.



LUCAS WYREMBECK
Co-facilitator

OCTOBER 26TH
2:00 PM
KRYZSKO COMMONS SAC

TED TALK TUESDAYS

"CAN A DIVIDED AMERICA HEAL?"
How Americans can use empathy to promote national unity.



TED TALK TUESDAY

THE DANGER OF A SINGLE STORY

KRYZSKO COMMONS, SAC
NOVEMBER 16
2PM

LISTEN | ENGAGE | DISCUSS

| Spring Semester | Topic | Attendance |
|-----------------|--|------------|
| February 15th | "The new sick day" *A discussion on student mental health days. | 11 |
| March 29th | "Lose hate not weight" *There is health in every size. | 11 |
| April 19th | "How to make stress your friend" | 11 |



KIVA GROTE-HIRSCH
Co-facilitator

February 15th
2:00 PM
Kryzsko Commons SAC

TED TALK TUESDAYS

"THE NEW SICK DAY"
A discussion on Student Mental Health Days



ZOOM LINK



JENNIFER RYNES
Co-facilitator

TED TALK TUESDAYS

"LOSE HATE NOT WEIGHT"
There is health in every size

March 29 | 2pm
Kryzsko Commons SAC & Zoom Webinar
<https://minnstate.zoom.us/j/95793802377>




CAITLIN RILEY
Co-facilitator

TED TALK TUESDAYS

"HOW TO MAKE STRESS YOUR FRIEND"

April 19 | 2pm
Kryzsko Commons SAC & Zoom Webinar
<https://minnstate.zoom.us/j/96800282048>





Appendix G

Warrior Conversation

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

| Fall Semester | Topic | Attendance |
|---------------|--|------------|
| October 19th | Does empathy emerge from fractured spaces? | 22 |

October 19, 2021 | 7:00 PM | Stark 103 

— Warrior Conversations #1 —

DOES EMPATHY EMERGE FROM FRACTURED SPACES?

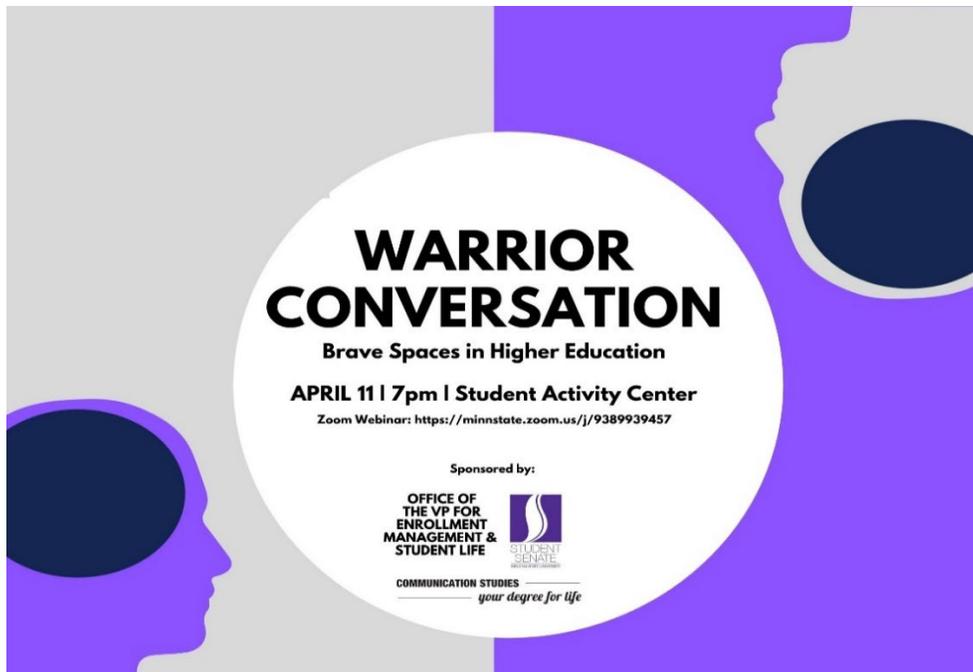


Streaming available on  zoom

The Zoom stream can be found on the Events Calander on the WSU homepage

SHOW UP ● LISTEN ● ENGAGE

| Spring Semester | Topic | Attendance |
|-----------------|-----------------------------------|------------|
| April 11th | Brave spaces in higher education" | 28 |



WARRIOR CONVERSATION

Brave Spaces in Higher Education

APRIL 11 | 7pm | Student Activity Center

Zoom Webinar: <https://minnstate.zoom.us/j/9389939457>

Sponsored by:

OFFICE OF
THE VP FOR
ENROLLMENT
MANAGEMENT &
STUDENT LIFE



COMMUNICATION STUDIES
your degree for life

Meaningful Connections for All Students

