

# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN

A COLLABORATIVE APPROACH



**ENROLLMENT, PLANNING,  
MONITORING**



**OUTREACH, RECRUITMENT,  
MARKETING**



**ACCESS & OPPORTUNITY**



**RETENTION, PERSISTENCE,  
COMPLETION**

***INNOVATIVE AND IMPACTFUL  
ACTION ACROSS THE INSTITUTION***





# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN

A COLLABORATIVE APPROACH  
2021-2025



## GUIDEPOST

Rethink enrollment

Adapt to changing demographics

Support student success

Expand data usage in enrollment planning

Collaborate strategically with all university stakeholder groups

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



# INTRODUCTION



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

The 2021-2025 Strategic Enrollment Management Plan (“SEM Plan”) envisions Winona State University as the premier student-centered and equity-focused institution of higher education in Southeast Minnesota. Following the five guideposts that acknowledge the urgency to rethink enrollment, changing demographics, student success, data usage, and engaging stakeholders, the SEM Plan lays out goals that guide WSU faculty, staff, administrators, and students to collaboratively take innovative and impactful actions across the WSU community. Input and feedback from the WSU community was gathered and incorporated in developing these goals. All members of WSU community of learners are invited to review the document and find the areas where your contribution and influence can shape the future of WSU.

The document consists of two parts. “Part One: The Plan” maps out goals and initiatives in four categories:

- I. Enrollment Planning and Monitoring
- II. Outreach, Recruitment, and Marketing
- III. Access and Opportunity
- IV. Retention, Persistence, and Completion

Actions have been intentionally developed and implemented to contribute to the successful goal attainment. Measuring and monitoring the progress is an integral part of this plan.

In “Part Two: Progress Report,” you will find the progress made by the end of FY2023 and the alignment of achievements with the WSU Strategic Framework. This section illustrates the institutional strength in working cross-functionally across the campus and involving the system office and third parties.

As we embark on future casting, patience and resilience have enabled the process to move forward. Category Leads, thank you for your influence and contribution to collaborative planning and implementation of innovative action across the campus. I am grateful to Dr. Eri Fujieda, Director of IPAR, for providing input analysis and co-chairing the SEM Collaborators Team, Pat Malotka for creative design and printing services, and the President’s Cabinet for unwavering support.

Meaningful Connections Matter,

Denise McDowell,  
Vice President for Enrollment Management and Student Life

# STRATEGIC ENROLLMENT MANAGEMENT PLAN

A COLLABORATIVE APPROACH

2021-2025

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WINONA STATE UNIVERSITY  
**STRATEGIC ENROLLMENT MANAGEMENT PLAN**  
A COLLABORATIVE APPROACH

## PART ONE : THE PLAN

2021-2025



# WINONA STATE UNIVERSITY ENROLLMENT, PLANNING, MONITORING



ENROLLMENT, PLANNING,  
MONITORING

## I. ENROLLMENT PLANNING & MONITORING

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
A. Enrollment Target Setting and Progress Monitoring	A.1. Set the overall enrollment target based on data and annually monitor progress to adjust the plan	<ul style="list-style-type: none"> <li>Re-envision the student enrollment portfolio (admit type, new/continuing, full-time/part-time) informed by data and re-orient our campus culture and practices of the academic program and student support planning</li> <li>Recalibrate annual enrollment targets by including Spring and Summer new student enrollment</li> <li>Monitor the progress in KPIs and the implementation of the SEM Plan and make recommendations for adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Change in total enrollment in each term and by fiscal year (FTE/FYE)</li> <li>Change in the composition of students by enrollment status and admission type</li> </ul>	VP-Enrollment Management & Student Life  <i>Strategic collaborators will be identified</i>
B. Analysis & Communication of Enrollment Plan	B.1. Expand analysis and improve reporting of information pertinent to enrollment history, projection, and forecasting for first-year, transfer, graduate, post-bac degree, international, adult, transfer, on-line, military, etc.	<ul style="list-style-type: none"> <li>Develop a strategic enrollment trend data reporting calendar by stakeholder groups</li> <li>Conduct and share with campus stakeholders annually an environmental scan, including shifts in perspective and current students' preferences and behaviors</li> <li>Survey data stakeholders for data availability, usability, and timeliness</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder feedback on data availability, usability, and timeliness</li> </ul>	Director of IPAR  <i>Strategic collaborators will be identified</i>
C. Assessment of Impact of Student Success Strategies/Actions	C.1. Expand and communicate research and analysis of the impact of strategies and actions that support student success	<ul style="list-style-type: none"> <li>Track student success outcomes by their admissions record (e.g., ACT scores)</li> <li>Explore the use of existing data for assessment of intervention impact</li> <li>Strengthen and expand co-curricular program assessment (e.g., post-co-curricular program survey)</li> <li>Explore and adopt creative and innovative ways of gathering feedback data</li> <li>Provide data to show a clear picture of transfer student performance</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder feedback on data availability, usability, and timeliness</li> </ul>	Director of IPAR  <i>Strategic collaborators will be identified</i>



# WINONA STATE UNIVERSITY OUTREACH, RECRUITMENT, MARKETING



OUTREACH, RECRUITMENT,  
MARKETING

## II. OUTREACH, RECRUITMENT, MARKETING

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
A. Branding and Marketing	<p>A.1. Leverage our value proposition to become better engaged with prospective students in the state of Minnesota, in Western Wisconsin, and beyond. &lt;Values&gt;</p> <ul style="list-style-type: none"> <li>Fair cost</li> <li>Engaging programming for intellectual and personal growth</li> <li>Relevant programming for career development and global citizenship</li> <li>Diverse co-curricular opportunities</li> <li>Personable faculty and support staff</li> <li>Above-average</li> </ul>	<ul style="list-style-type: none"> <li>Review and reaffirm or revise the current brand "Community of Learners to Improve the World," develop branding strategies (i.e., solo, or multiple brands; university brand vs. college/program brand), and share the renewed/revise brand and branding strategies broadly with the campus to coordinate marketing and recruitment for more consistent branding of our multi-campus institution</li> <li>Experiment with a rotation-based academic program marketing utilizing Gray Associates' Program Evaluation System (PES), faculty's scholarly and creative achievements, and other program strengths</li> <li>Make website improvements to direct the navigation of visitors to build on the value proposition naturally</li> <li>Feature more student/alumni/employer testimonial videos on the website speaking to the value they have experienced at WSU</li> <li>Ensure that program-level websites reinforce the overarching key messaging</li> <li>Deploy a content marketing strategy across the WSU blog, social media, and other outlets to tell our story of value</li> <li>Create print collateral for traditional-age students and for non-traditional aged students focused on all that makes WSU a top value to each population</li> <li>Collaborate with the ISSS to enhance international student recruitment</li> <li>Explore and offer "free" items to prospects (e.g., application fee, promotional swags, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Increased average number of pages visited on the website</li> <li>Increased average time on web pages</li> <li>Increased inquiries at the program level</li> <li>More diversified applicant pool from previous year coming from MN and Western WI (students of color, non-traditional students, Pell-eligible students, students receiving displaced worker funds)</li> <li>Decreased average time from prospect to applicant</li> <li>Growth of clicks on our website as a metric for successful actions (e.g., paid media campaigns, social platforms, etc.)</li> </ul>	<p>VP Advancement or Director of Marketing</p> <p><i>Strategic collaborators will be identified.</i></p>
B. Traditional Undergraduate Students (first-time college students, residential)	<p>B.1. Increase the number of applications from traditional students (first-time college students, residential), particularly but not exclusively focusing on talented low- to-moderate-income students in Minnesota and contiguous states, and stabilize the traditional student base</p>	<ul style="list-style-type: none"> <li>Increase recruitment outreach events</li> <li>Increase marketing messages to prospective students and their parents and territory high schools and guidance counselors in MN target areas and contiguous states</li> <li>Develop collaborative relationships with K-12 districts that involve faculty and/or non-admissions staff focused on strengthening the pipeline into WSU after HS graduation</li> <li>Increase the awareness of 3+2 or 3+1 programs available at WSU (with implications for financial aid for athletes)</li> <li>Assess the viability of test-optional and/or multiple measure" admissions practice and adjust it as appropriate</li> <li>Employ positive and energetic student tour guides representing WSU's student demographics</li> </ul>	<ul style="list-style-type: none"> <li>Growth in inquiries and applications, disaggregated by student characteristics</li> <li>Improvement in conversion rates (i.e., applied to admits), disaggregated by student characteristics</li> </ul>	<p>Director of Admissions</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY OUTREACH, RECRUITMENT, MARKETING



OUTREACH, RECRUITMENT,  
MARKETING

## II. OUTREACH, RECRUITMENT, MARKETING

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
		<ul style="list-style-type: none"> <li>• Use enrollment data analysis to build targets for prospects, applications, and admits (rather than managing the funnel from the top-down)</li> <li>• Develop marketing strategies that relay our value proposition to members of this demographic that we have been less successful in attracting over the last 10 years (students of color, low-income students, students from certain regions of the state, etc.)</li> <li>• Measure effectiveness of CRM use to engage prospects and develop strategies for different student populations to encourage better engagement if necessary</li> <li>• Identify existing external and internal resources for college prep and financing and get that information to first-generation prospects and low-income households</li> <li>• Explore the viability of becoming a more significant in offering PSEO and Concurrent Enrollment to encourage consideration of Winona State, having experienced us during high school</li> <li>• Work with MN Office of Higher Ed on Automatic Admission program and help students know if they qualify for PSEO admissions at WSU</li> <li>• Leverage messaging and collateral from IA to strengthen results in IB</li> </ul>		
C. Non-Traditional Undergraduate Students (e.g., Transfer, PSEO, Previous Degree Students, Online Program Students, Adult Learners, Military Veterans)	<p>C1. Identify and implement best practices to recruit non-traditional students</p> <p>C2. Increase the number of applications for transfer, second bachelor's degree, and on-line programs</p>	<ul style="list-style-type: none"> <li>• Enhance relationships with community college advisors and optimize the collaboration with 2-year colleges to facilitate transfers</li> <li>• Design and implement customized and personalized recruitment events/opportunities that appeal to different categories of non-traditional students (including PSEO students)</li> <li>• Identify and communicate various methods of transfer opportunities, particularly but not exclusively to students of color in urban areas</li> <li>• Increase the awareness of 3+2 or 3+1 programs available at WSU (with implications for financial aid for athletes)</li> <li>• Engage WSU-Rochester to promote, organize, and staff "transfer" takeover events at RCTC, Riverland CC, and other colleges as appropriate</li> <li>• Target prospective 2-year to 4-year pathway students with messaging about WSU value to differentiate among other transfer options</li> <li>• Open communication with the MN Office of Higher Education, Workforce Centers, and the Department of Employment and Economic Development (DEED) to understand our regional workforce needs and climate</li> <li>• Use tools like Real Time Talent</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in inquiries and applications, disaggregated by student characteristics</li> <li>• Improvement in conversion rates (i.e., applied to admits), disaggregated by student characteristics</li> <li>• # of on-site admissions and enrollment rate (yield)</li> </ul>	<p>Director of Admissions</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY OUTREACH, RECRUITMENT, MARKETING



OUTREACH, RECRUITMENT,  
MARKETING

## II. OUTREACH, RECRUITMENT, MARKETING

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
D. Graduate Students	D.1. Increase number of enrolled students in graduate programs through the use of recruitment best practices	<ul style="list-style-type: none"> <li>• Increase awareness of the distinct value of WSU graduate programs among key community stakeholders, including WSU employees</li> <li>• Promote the transition from WSU undergraduate programs to WSU graduate programs</li> <li>• Design and implement customized and personalized recruitment events/opportunities that appeal to different types of graduate students</li> <li>• Strategically engage the Graduate Council</li> <li>• Evaluate how accessibility/delivery is impacting current grad program enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Growth in graduate enrollment [0.5 % to 3.0 % annually]</li> </ul>	<p>Dean of the School of Graduate Studies</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY ACCESS & OPPORTUNITY



## ACCESS & OPPORTUNITY

### III. ACCESS AND OPPORTUNITY (New Students)

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
A. Equity	A.1. Decrease equity gaps by race/ethnicity, socio-economic status, and gender in applications completed, students admitted, and enrollment rates	<ul style="list-style-type: none"> <li>Assess ongoing practices for closing opportunity and achievement gaps (by race/ethnicity, socio-economic status, and gender) with focus groups or other methods and explore opportunities for improvement</li> <li>Monitor and close gaps in scholarship awards by race/ethnicity, socio-economic status, and gender</li> <li>Identify partner organizations in Rochester that serve and engage with race/equity populations</li> <li>Allow application processing with a missing application fee and, if necessary, waive the fee or collect it with the first semester's tuition</li> </ul>	<ul style="list-style-type: none"> <li>Growth in inquiries and applications, disaggregated by student characteristics</li> <li>Improvement in conversion rates (i.e., applied to admits), disaggregated by student characteristics</li> <li>Enrolled students' demographics vs. service area demographics</li> <li>Dollar amount of scholarship awarded by student demographics</li> </ul>	<p>Director of Admissions or AVP Equity &amp; Inclusive Excellence</p> <p><i>Strategic collaborators will be identified.</i></p>
B. Academic Programs	B1. Support faculty to optimize academic programs' responsiveness to demographic changes, employer expectations, and high demand careers	<ul style="list-style-type: none"> <li>Encourage curricular and co-curricular opportunities for civic engagement in a diverse, multicultural society and globally connected world and prepare students for informed citizenship and workplace success (aligned with HLC Criterion 1.C.; also see AAC&amp;U report at <a href="https://www.aacu.org/sites/default/files/files/research/AACUEmployerReport2021.pdf">https://www.aacu.org/sites/default/files/files/research/AACUEmployerReport2021.pdf</a>)</li> <li>Develop resources to support data-informed program development.</li> <li>Increase the support for BIPOC students' program completion in STEM, teacher education, and health sciences</li> <li>Expand specialized programs in high demand careers</li> <li>Expand graduate programs with high demand potential</li> <li>Strategically engage WSU-Rochester and WSU-Rochester Advisory Group</li> </ul>	<ul style="list-style-type: none"> <li># of programs newly developed or adjusted to become more responsive to workforce needs, employer expectations, and demographic changes</li> <li>Student enrollment and degree completion by programs, disaggregated by student demographics</li> <li>NSSE data about students' learning and engagement</li> </ul>	<p>Provost/VP Academic Affairs</p> <p><i>Strategic collaborators will be identified.</i></p>
	B2. Support faculty and adjust program/course delivery methods to serve students with multiple responsibilities	<ul style="list-style-type: none"> <li>Support faculty to explore the development of more online / hybrid/evening/weekend/ accelerated programs (UG and GRAD) targeting students with multiple responsibilities</li> <li>Assess and improve the existing quality assurance practices and measures for on-line and hybrid delivery</li> <li>Develop processes and resources (data, operational expertise, etc.) to support data-informed and cost-effective program development</li> <li>Explore and adjust the curriculum and pedagogy in consideration of a broader range of students beyond traditional students</li> <li>Study academic program practices and policies to determine the impacts on student enrollments, student retention and graduate rates, academic program enrollment, and student support services</li> </ul>	<ul style="list-style-type: none"> <li>Growth in the number of courses/programs with flexible delivery options</li> <li>Increase in inquiries, applications, and enrollment in programs/courses by delivery methods, disaggregated by student characteristics</li> </ul>	<p>Provost/VP Academic Affairs</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY ACCESS & OPPORTUNITY



ACCESS & OPPORTUNITY

## III. ACCESS AND OPPORTUNITY (New Students)

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
C. Advising	C.1. Identify student's educational goals and facilitate students' ability to use resources and tools for timely completion of a degree	<ul style="list-style-type: none"> <li>• Work with the faculty to align goals of advising envisioned by the Warrior Success Center</li> <li>• Increase the use of the advising toolkit</li> <li>• Provide ongoing communications and professional development for advisors</li> <li>• Utilize strength-based advising</li> <li>• Continue reaching out to near degree completer's</li> </ul>	<ul style="list-style-type: none"> <li>• # of Early Intervention Program (EIP) reports initiated by faculty</li> <li>• # of emails/advising workshops for faculty</li> <li>• # of faculty using the Advising Calendar program</li> <li>• Student feedback on advising collected through Advising Survey</li> </ul>	<p>Director of Warrior Success Center</p> <p><i>Strategic collaborators will be identified.</i></p>
D. Enrollment Services and Processes	D.1. Update business practices for timely and seamless enrollment of undergraduate and graduate students	<ul style="list-style-type: none"> <li>• Review and improve transfer admission/enrollment and credit transfer processes particularly for General Education programs (GEP)</li> <li>• Create a student advocate role to respond to grievances in credit evaluation decisions</li> <li>• Support faculty and expand the use of the credit for prior learning</li> <li>• Streamline graduate application processes</li> </ul>	<ul style="list-style-type: none"> <li>• # of credit hours transferred to WSU courses</li> <li>• # of credit hours awarded for prior learning</li> <li>• Performance indicators for student enrollment workflow improvement</li> </ul>	<p>VP Enrollment Management and Student Life</p> <p><i>Strategic collaborators will be identified.</i></p>
E. Cost and Afford ability	E.1. Improve afford ability for students with financial needs	<ul style="list-style-type: none"> <li>• Launch WSU Promise of full tuition and fees for PELL eligible families who earn less than \$50,000 per year</li> <li>• Create additional scholarships for recruiting first-year students with financial needs</li> <li>• Expand scholarships for transfer students</li> <li>• Explore and adopt ways to reduce the cost of attendance (tuition, fees, room and board, personal expenses)</li> <li>• Increase transparency and communication of work-study eligibility and hiring procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the total and per-student average dollar amount awarded as scholarships to incoming and continuing students, disaggregated by student demographics and admit type</li> <li>• Focus group or survey on the communications on work-study eligibility and hiring procedures</li> </ul>	<p>VP Finance and Administration</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY RETENTION, PERSISTENCE, COMPLETION



RETENTION, PERSISTENCE,  
COMPLETION

## IV. RETENTION, PERSISTENCE, COMPLETION

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
A. Student Success	A.1. Achieve equitable student success (i.e., re-registration, retention, course success, timely degree completion, post-graduate success)	<ul style="list-style-type: none"> <li>Identify gaps and enhance efforts on students' first-to-second-year and second-to-third-year retention strategies</li> <li>Investigate barriers for students' timely program completion and address as needed</li> <li>Develop a process to identify and address access pinch points to courses required for degree completion</li> <li>Support faculty and advance the adoption of equity-minded culturally responsive pedagogy (e.g., use of equity language)</li> <li>Support faculty and assess and improve the quality of on-line instruction</li> <li>Collaborate with Athletics in supporting student success</li> </ul>	<ul style="list-style-type: none"> <li>Re-registration rate, retention rate (first-time UG; 1st and 2nd year), 4th/5th/6th-year graduate rate (first-time UG), transfer graduation rate, time to degree, post-graduate success, disaggregated by student characteristics</li> <li># and impact of equity-minded culturally responsible pedagogy support programs/communications</li> </ul>	<p>Provost/VP Academic Affairs</p> <p><i>Strategic collaborators will be identified.</i></p>
B. Learning Experiences	B1. Support faculty and increase and/or optimize innovative, hands-on, educational experiences for more engaged and deeper learning	<ul style="list-style-type: none"> <li>Improve students' access to outside classroom learning opportunities (such as internships, practicums) through collaboration and partnership with organizations, agencies, and individuals in the region and beyond</li> <li>Support faculty and explore the innovative use of technology to provide virtual experiential learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li># of students who participated in outside classroom learning opportunities, disaggregated by student demographics and enrollment status</li> <li># of students who participated in virtual experiential learning opportunities, disaggregated by student demographics and enrollment status</li> </ul>	<p>Provost/VP Academic Affairs</p> <p><i>Strategic collaborators will be identified.</i></p>
	B2. Integrate diversity, multiculturalism, and inclusion into learning experiences	<ul style="list-style-type: none"> <li>Integrate equity and inclusion into the curriculum across disciplines</li> <li>Provide the faculty and staff opportunities to enhance their ability to engage in and facilitate conversations on racism, sexism, and other biases causing inequitable experiences on campus and beyond</li> <li>Develop opportunities for faculty to talk with each other on teaching students with special needs</li> <li>Promote study abroad as an opportunity for diversity education and support the faculty development and market study away opportunities</li> </ul>	<ul style="list-style-type: none"> <li># of students who participated in study abroad, disaggregated by student demographics and enrollment status</li> <li># of faculty and staff participated in events and workshops on equity and inclusive excellence</li> </ul>	<p>AVP Equity &amp; Inclusive Excellence</p> <p><i>Strategic collaborators will be identified.</i></p>
C. Financial Aid and Financial Literacy	C.1.Reduce loan indebtedness, particularly for moderate- income students	<ul style="list-style-type: none"> <li>Assess the previous Financial Literacy program and use the data to develop and implement a new Financial Literacy program</li> <li>Support faculty and explore a possibility to make FIN100 (3 credit course) as a General Education course</li> <li>Identify and implement strategies to help students receive sustainable amounts of financial aid</li> <li>Develop scholarships for current students with financial needs</li> <li>Increase transparency and communication of work-study eligibility and hiring procedures</li> </ul>	<ul style="list-style-type: none"> <li># of students who participated in the financial literacy program, disaggregated by student demographic and enrollment status</li> <li>Change in the percentage of moderate- income students with unmet needs</li> <li>Average debt at the time of graduation</li> </ul>	<p>Associate Director of Financial Aid</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY RETENTION, PERSISTENCE, COMPLETION



RETENTION, PERSISTENCE,  
COMPLETION

## IV. RETENTION, PERSISTENCE, COMPLETION

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
D. Student Support	D1. Identify and remove barriers and reduce gaps in intervention services and usage of available resources for traditional students	<ul style="list-style-type: none"> <li>Identify students who need additional support for their college success and provide proven support programs (e.g., a summer bridge program, first-year seminars, learning communities, ESL courses, etc.)</li> <li>Develop an inventory of intervention services and tools, identify key performance indicators for each of them, and use the data to improve the effectiveness of intervention services for different types of students</li> <li>Monitor and track usage of and assess the efficacy of uAchieve Grad Planner (Major Maps) as a guide for undergraduate and graduate student's degree completion</li> <li>Design and implement re-orientation programs appropriate for returning undergraduate students</li> </ul>	<ul style="list-style-type: none"> <li># of policies, processes, and practices changed to remove identified barriers for students' equitable access to intervention programs and academic planning tools</li> <li>Patterns of student use of intervention programs and academic planning resources, disaggregated by student demographics and enrollment status</li> <li>Web clicks on Major Maps</li> </ul>	<p>Director of Warrior Success Center</p> <p><i>Strategic collaborators will be identified.</i></p>
	D2. Identify and address barriers specifically for non-traditional students to receive appropriate support	<ul style="list-style-type: none"> <li>Develop and implement one or more student support models and practices that remove barriers for the successful progression of students with varying needs (e.g., off-hour services, virtual services, etc.)</li> <li>Identify and deliver appropriate intervention services to students with varying needs promptly</li> <li>Improve the communication to the faculty and staff what support services are available specifically to non-traditional students</li> </ul>	<ul style="list-style-type: none"> <li># of policies, processes, and practices developed to address barriers for transfer and non-traditional students</li> <li>Patterns of transfer and non-traditional students' use of intervention programs and academic planning resources, disaggregated by student demographics and enrollment status</li> </ul>	<p>Director of Warrior Success Center</p> <p><i>Strategic collaborators will be identified.</i></p>
E. Student Engagement and Wellness	E1. Envision and implement a holistic approach that contributes to student wellness and sense of belonging, focusing on both traditional and non-traditional students	<ul style="list-style-type: none"> <li>Integrate the seven dimensions of wellness across the campus</li> <li>Focus OR100 on relationship building</li> <li>Expand peer mentoring programs</li> <li>Promote opportunities for students to engage with community events and opportunities</li> <li>Build partnerships with community stakeholders to make off-campus services and activities more culturally responsive and more inviting to students</li> <li>Review and revise policies/procedures in the student handbook and catalog from the equity lens and develop a process to make policies/procedures more accessible.</li> <li>Invest in students' mental health support and develop strategies to understand and address stigma attached to mental illness (e.g., "Day of Listening" focus groups)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of student wellness and sense of belonging via surveys and focus groups, disaggregated by student types (residential vs. non-residential students, traditional vs. non-traditional) and demographics</li> <li># of policies, processes, practices, and events developed or modified to address equity in student wellness and sense of belonging</li> </ul>	<p>Dean of Students</p> <p><i>Strategic collaborators will be identified.</i></p>
	E2. Help students understand the value of their engagement in co-curricular programs, student activities, and community engagement	<ul style="list-style-type: none"> <li>Promote the importance of using the co-curricular transcript to students and advisors</li> <li>Develop and implement an additional approach to strengthen students' self-recognition of soft skills developed through on-campus employment and other activities</li> <li>Explore and remove barriers for students to initiate help-seeking behavior</li> </ul>	<ul style="list-style-type: none"> <li># of students who used co-curricular transcript</li> <li>Students' self-assessment of soft skills developed through campus activities, disaggregated by student demographics and enrollment status</li> </ul>	<p>Associate Director of Career Services</p> <p><i>Strategic collaborators will be identified.</i></p>

# WINONA STATE UNIVERSITY RETENTION, PERSISTENCE, COMPLETION



RETENTION, PERSISTENCE,  
COMPLETION

## IV. RETENTION, PERSISTENCE, COMPLETION

Sub-Category	Objective	Strategies and Actions	Evidence of Progress	LEAD PARTNER
F. Campus Facilities, Technology, and Housing	F1. Improve the campus and housing facilities to maximize student learning and experience	<ul style="list-style-type: none"> <li>• Monitor incremental progress on the implementation of the Student Housing Plan (“Re-imagine 2035”)</li> <li>• Update classrooms and other learning spaces to enhance learning experiences</li> <li>• Increase utilization and efficiency of campus facilities while maintaining environmental sustainability and energy efficiency</li> <li>• Explore the ways to create spaces that support students’ and alumni’s sense of belonging (e.g., “Graduate Commemoration Marker”)</li> <li>• Explore student housing options in Rochester</li> </ul>	<ul style="list-style-type: none"> <li>• Survey of students’ perception of campus facilities</li> <li>• Progress in the Student Housing Plan</li> <li>• # of changes made to classrooms and other spaces for student learning and activities</li> </ul>	<p>AVP Facilities Management</p> <p><i>Strategic collaborators will be identified.</i></p>
	F2. Leverage technology to optimize learning experience and services	<ul style="list-style-type: none"> <li>• Improve the use of technology to meet the expectations of students who are embracing a mobile lifestyle</li> <li>• Assess and meet technological needs of non-traditional and/or graduate students</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of student access to technologies, disaggregated by demographics, course/program delivery, and enrollment status</li> </ul>	<p>AVPAA-CIO Dean of Library</p> <p><i>Strategic collaborators will be identified.</i></p>



WINONA STATE UNIVERSITY  
**STRATEGIC ENROLLMENT MANAGEMENT PLAN**  
A COLLABORATIVE APPROACH

**PART TWO: PROGRESS REPORT**

APRIL 2023



# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN

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## 2023 Highlight Picks from the Progress Report

### **CAMPUS PARTNERSHIPS**

Funnel Projection Models  
Academic Program Finder  
Online Presence  
Student Success Promise Taskforce

### **SYSTEM OFFICE PARTNERSHIPS**

SalesForce CRM  
u.Achieve Grad Planner  
Minnesota Together Grant  
Peer To Peer Support Program  
Mental Health First Aid

### **THIRD-PARTY PARTNERSHIP**







New First Year Residence Hall - pause






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# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN









## PROGRESS REPORT









Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<b>I. Enrollment Planning &amp; Monitoring</b>  ENROLLMENT, PLANNING, MONITORING	1.A. Enrollment Target Setting and Progress Monitoring	 	<b>1.A.1.4.a. Create funnel projection models for new first-time and transfer undergraduates</b>	I.A.1.1.a. Develop a new and clear vision and strategies for student success I.A.1.1.b. Monitor PSEO enrollment, develop strategies to grow this population 1.A.1.3.a. Gather input from lead partners for submission to Long Range Planning for mid-year and end of year reporting	
	I.B. Analysis & Communication of Enrollment Plan		1.B.1.1.a. Develop enrollment data reporting calendar 1.B.1.2.a. Identify topics to be included in an annual environmental scan	1.B.1.2.b. Generate a pilot annual environmental scan, share it with COA for feedback	
	I.C. Assessment of Impact of Student Success Strategies/ Actions		1.C.1.1.a. Determine the framework of student success outcomes tracking research and reporting 1.C.1.4.a. Identify a process to coordinate student surveys for higher response rates 1.C.1.5.a. Determine the framework of transfer student performance tracking research and reporting	1.C.1.1.b. Determine the method, tool, and resources for student success outcomes tracking research and reporting. 1.C.1.1.c. Develop reports for student success outcomes tracking. 1.C.1.1.b. Determine the method, tool, and resources for transfer student performance tracking research and reporting. 1.C.1.1.c. Develop reports for transfer student performance tracking.	
<b>II. OUTREACH, RECRUITMENT &amp; MARKETING</b>  OUTREACH, RECRUITMENT, MARKETING	II.A. Branding and Marketing	 	II.A.1.1.a. Enhance presence on college search platforms (e.g., Niche.com, Cappex, RaiseMe) II.A.1.1.b. Request additional funding for re-branding, FY23 marketing reach, and outside marketing partner II.A.1.3.a. Launch new Admissions website. II.A.1.3.b. Launch new WSU website. II.A.1.5.a. Launch Academic Program Finder (Spring 2022), partner with faculty to migrate content into new program marketing web pages II.A.1.6.a. Develop and launch WSU Brand Message Hierarchy II.A.1.9.a. Pilot personalized posters mailing to admitted students II.A.1.9.b. Outreach to high schools and community-based organizations with WSU branded packages	II.A.1.2.a. Utilize additional marketing funding to launch advertising campaigns that recruit students for specific programs, departments or career paths II.A.1.4.a. Utilize new Wordpress templates and program marketing pages to host testimonial content <b>II.A.1.5.a. Improve Academic Program Finder (Spring 2022), partner with faculty to migrate content into new program marketing web pages</b>	

Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<b>II. OUTREACH, RECRUITMENT &amp; MARKETING</b> 	II.B. Traditional Undergraduate Students (first-time college students, residential)	 	III.B.1.13.a. Implement a new CRM with Salesforce for prospective and applied students. (Also III.D.1.5.a)	II.B.1.1.a. Improve and increase recruitment outreach events (by: ChooseWSU Day and Saturday Visit revamp; “Sophomore/Junior Day” development; New “Free App Month” in March; College-specific weekly visits and showcase days) II.B.1.2.a. Through the “Cappex Greenlight,” reach out community-based organizations (CBO) to increase awareness of WSU among advisors and participants in IL, Twin Cities II.B.1.2.b. Send WSU materials to HS Counselors in IL, WI, MN, and SD II.B.1.2.c. Update HS contact information in Admissions database II.B.1.3.a. Update Group Visit model II.B.1.3.b. Create a CEU program for HS Counselors to learn about WSU II.B.1.4.a. Include 3+2 and 3+1 programs in Viewbook II.B.1.5.a. Assess the viability of test optional admissions practice by mining data II.B.1.6.a. Revamp campus tours II.B.1.7.a. Utilize information on lead to enhance yield II.B.1.8.a. Send lead emails to HS SO/JR in IL. II.B.1.8.b. Add marketing strategy for OHE Direct Admits II.B.1.8.d. Strengthen marketing of resident tuition scholarships in Northern IL/Chicago	II.B.1.8.c. Use additional marketing funding to launch advertising campaigns to recruit BIPOC students II.B.1.8.c. Use additional marketing funding to launch advertising campaigns to recruit students of color and black students
	II.C. Non-Traditional Undergraduate Students (e.g., Transfer, PSEO, Previous Degree Students, Online Program Students, Adult Learners, Military Veterans)	 	II.C.1.2.a. Develop a partnership with DEED and the Workforce Center to better understand regional workforce needs II.C.2.2.a. Examine data to determine transfer opportunity at the program level II.C.2.4.a. Develop and implement “Instant Decision Days” for transfers at RCTC II.C.2.5.a. Develop the use of CRM to promote transfer options at WSU to prospective students	II.C.1.1.a. Define best practices to create more partnership development for the purposes of adult returners and non-traditional students II.C.1.3.a. Qualtrics survey on tuition reimbursement opportunities with corporate partners on most desired courses for their employees (also III.B.1.4.a. and III.B.2.4.a.) II.C.2.1.a. Define best practices in program-to-program partnership development for the purposes of increased transfer to WSU II.C.2.1.c. Explore the increase of on-line presence to help recruit non-traditional students (also, III.B.2.2.a, III.B.2.1.a.) II.C.2.3.a. Develop the use of CRM to promote 3+2 or 3+1 programs at WSU, with clarification on financial aid and athletic scholarships upon enrolled as graduate students	II.C.2.1.b. Strategically communicate to WSU department chairs and faculty how they can establish regional partnerships to bring students into their programs and provide them with resources to facilitate success

# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN









PROGRESS REPORT







Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<b>II. OUTREACH, RECRUITMENT &amp; MARKETING</b> 	II.D. Graduate Students	  	II.D.1.1.a. Develop the use of CRM to promote graduate options at WSU to prospective students II.D.1.3.a. Develop a process to represent WSU at graduate program fairs, information sessions, academic conferences, etc.	II.D.1.1.b. Reach local employers for possible degree programs and training opportunities on-line or in-person (same as III.B.1.4.b, III.B.1.5.a.) II.D.1.2.a. Develop a process to share information on graduate programs in undergraduate classrooms	II.D.1.5.a. Strategically communicate to WSU department chairs and faculty how they can establish regional partnerships to bring students into their programs and provide them with resources to facilitate success
<b>III. ACCESS &amp; OPPORTUNITY (NEW STUDENTS)</b> 	III.A. Equity	  	III.A.1.1.a. The E&IE team increased admissions travel activities III.A.1.1.b. 1. Translate WSU admissions materials into Somali and Hmong languages. (Also, Inclusive Excellence Strategic Plan 2.4) II.B.1.3.b. Reach out to organizations in Rochester that address race/equity and develop partnerships with them		III.A.1.3.a. Leverage on the partnership with the Rochester Diversity Council and Rochester Public School (on halt)

Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<b>III. ACCESS &amp; OPPORTUNITY (NEW STUDENTS)</b> 	III.B. Academic Programs	  	III.B.1.4.a. Qualtrics survey on tuition reimbursement opportunities with corporate partners on most desired courses for their employees (also III.B.2.4.a.) III.B.1.4.b. Reach local employers for possible degree programs and training opportunities on-line or in-person (same as II.D.1.1.b., III.B.1.5.a.) III.B.2.1.b. A survey to poll Student Senators on teaching platforms.	III.B.1.1.a. Develop a process to meet with Provosts from RCTC, Riverland CC, and MSC-SE on most desired vocational programming and common courses for transfer efficiency III.B.1.4.b. Reach local employers for possible degree programs and training opportunities on-line or in-person (same as II.D.1.1.b., III.B.1.5.a.) III.B.1.6.a. Develop strategies to build a robust relationship with WSU-Rochester Advisory Group. <b>III.B.2.1.a. Explore the increase in on-line presence to help recruit non-traditional students (also II.C.2.1.c., III.B.2.2.a.)</b>	
	III.C. Advising	 		III.C.1.a. Meet with faculty Association to form a small group of faculty to identify professional development advising needs University wide	
	III.D. Enrollment Services and Processes	 		III.D.1.1.a. Review and improve transfer admission/enrollment and credit transfer processes particularly for General Education programs (GEP) <b>III.D.1.5.a. Implement a new CRM with Salesforce for enrolled students.</b>	

# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN

PROGRESS REPORT



Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<b>III. ACCESS &amp; OPPORTUNITY (NEW STUDENTS)</b> 	III.E. Cost and Affordability		III.E.1.2.a. Create additional scholarships for recruiting first-year students with financial needs	III.E.1.1.a. Explore and determine workable options to realize full tuition and fees for low-income students III.E.1.3.a. WSUF worked with WSUR to implement more transfer scholarships. <b>III.E.1.3.b. Promote the Minnesota Together grant to transfer students.</b> III.E.1.4.a. Explore affordability in room and board costs	
<b>IV. RETENTION, PERSISTENCE &amp; COMPLETION</b> 	IV.A. Student Success	  	See <i>Inclusive Excellence Plan</i>		IV.A.1.1.a. There remains a need to establish a task force to examine these matters and report back to Academic Affairs. After consultation with the collaborators noted, a plan can be carefully formulated.  The hiring of the new deans will factor greatly in terms of time and planning.
	IV.B. Learning Experiences	 	IV.B.2.2.a. Campus employees can participate in the Race Matters Study Groups annually		IV.B.1.1.a. There remains a need to establish a task force to examine these matters and report back to Academic Affairs. After consultation with the collaborators noted, a plan can be carefully formulated.  The hiring of the new deans will influence planning.

Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<b>IV. RETENTION, PERSISTENCE &amp; COMPLETION</b> 	IV.C. Financial Aid and Financial Literacy	 	IV.C.1.1.a. Assess the effectiveness of CashCourse IV.C.1.1.b. Seek an alternative Financial Literacy provider IV.C.1.2.a. Explore the feasibility of creating a general education course and a module	IV.C.1.3.a. Assess the impact of HERFF grants (federal grants provided during the COVID pandemic) on indebtedness, retention, and persistence IV.C.1.5.a. Improve transparency and communication of work-study eligibility and hiring procedures	IV.C.1.3.b. Develop strategies to provide grants to support current students with financial needs IV.C.1.4.a. Identify students currently enrolled with financial needs
	IV.D. Student Support		IV.D.1.1.a. Student Success Promise Taskforce was created with a charge to explore how to enhance student success at WSU, and what WSU can promise or guarantee to students, and what types of student success commitments matter most to current students, prospective students, families of students, and community members and employers. IV.D. 1.1.b. Develop an outreach program to all first-year students admitted on probation IV.D.1.1.c. Develop first semester outreach to all incoming first year students with an ACT below 18 and/or HS GPA below 2.6 IV.D.1.2.a. Take an inventory of intervention services and tools IV.D.2.2 a. Make EIP program encompass all students at WSU	IV.D.1.2.b. Develop KPIs for each intervention service and tool <b>IV.D.1.3.a. Identify and remove barriers for effective use of uAchieve Grad Planner by academic and professional advisors and students</b> IV.D.1.4.a. Identify student services best practices for online and adult learners including returning students IV.D.2.1.a. Identify equity-minded student support best practices and use them as benchmarks to assess current practices at WSU and make recommendations to cabinet and long-range planning committee	
	IV.D. Student IV.E. Student Engagement and Wellness Support	 	IV.E.1.1.a. Secure the support for the Peer-to-Peer Program and Mental Health First Aid for faculty and staff <b>IV.E.1.1.b. Develop training for all residence life staff in mental health first aid</b> IV.E.1.1.c. Better equip the relaxation room in Counseling Services IV.E.1.1.d. Develop training for faculty and staff in mental health first aid IV.E.1.1.e. Develop communication strategies on student engagement and wellness, targeting new first-time students and their parents IV.E.1.7.a. Utilize a counseling electronic medical records software to maintain and monitor students' mental health records	IV.E.1.2.a. Orientation Committee has made recommendations to OR100 faculty on tips and techniques to increase relationship building and resource awareness <b>IV.E.1.3.a. Develop and implement a Peer-to-Peer Support Program</b> IV.E.1.7.b. Create an additional MAPE counselor position (30 hours / week) IV.E.2.3.a. Develop a program to strengthen students' help-seeking abilities	



# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN

## PROGRESS REPORT

Category	Sub-Category	Strategic Framework Alignment	Actions Completed (4/10/23)	Actions in Progress (4/10/23)	Actions Planned (4/10/23)
<p><b>IV. RETENTION, PERSISTENCE &amp; COMPLETION</b></p>  <p>RETENTION, PERSISTENCE, COMPLETION</p>	IV.F. Campus Facilities, Technology, and Housing		<p>IV.F.1.2.b. Open a new Student Extended Reality Lab (SERL) in the library for students</p> <p>IV.F.1.4.a. Update housing facilities (Haake, Prentiss Lucas, East Lake) to improve the quality of students' on-campus housing experience</p> <p>IV.F.1.4.b. Update Kryzsko spaces (Ballroom, Solarium, Jack Kane, Medication Room, etc.) to make it more welcoming to students</p>	<p><b>IV.F.1.1.a. Construct new first-year Residence Hall – PAUSED due to interest rates and a low appraisal of East Lake Apts.</b></p> <ul style="list-style-type: none"> <li>Milestone 1 (Design &amp; Bidding)</li> <li>Milestone 2 (Secure Financing)</li> <li>Milestone 3 (Start Construction)</li> <li>Milestone 4 (Complete Construction)</li> </ul> <p>IV.F.1.2.a. Update classrooms to align with national benchmarks via the EDUCAUSE Learning Space Rating System version 3</p> <p>IV.F.1.2.c. Participate in EDUCAUSE LSRS v3 to benchmark WSU learning spaces</p> <p>IV.F.2.1.a. Assess and improve wireless and printing services on campus</p> <p>IV.F.2.2.a. Survey part time and graduate students about technology and identify gaps</p>	<p>IV.F.1.4.a. Revise housing facilities, particularly Sheehan Hall, to improve the quality of students' on-campus housing experience</p>

# WINONA STATE UNIVERSITY STRATEGIC ENROLLMENT MANAGEMENT PLAN

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## Acknowledgment

Winona State University  
STRATEGIC ENROLLMENT MANAGEMENT PLAN  
2021-2025

### Input Sought from:

*Enrollment Management Committee*  
*Strategic Enrollment Management Planning Work group*  
*Student Life and Development Core Team*  
*World Café Participants (Employees and Students)*  
*KEAP Council*  
*Rochester/Graduate Student*  
*MN State Colleges and University SEM Summit Team*  
*Academic Deans Council*  
*President's Cabinet*  
*Council of Administrators Retreat*  
*Council of Administrators Plus Retreat*  
*Bargaining Unions*  
*Sub Category Lead Partners*

### Input Analyzed and Research Incorporated by:

*Denise McDowell (Vice President for Enrollment Management and Student Life)*  
*Eri Fujieda (Director of Institutional Planning, Assessment & Research)*

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