

Wintrode Student Success Center

Annual Report

2019-2020

Wintrode Student Success Center

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Impact of the Coronavirus Pandemic: Following an extended spring break in March 2020, South Dakota State University (SDState) announced its decision to move to temporary remote learning, which was later extended through the Spring 2020 and Summer 2020 terms. This transition prompted all Wintrode Center services and courses to move to a virtual environment. In response to this change, the Wintrode Center reallocated a half-time First Year Advising Center Graduate Intern position to success advising, with responsibilities for identifying and supporting students who struggled with the transition to remote learning. A study conducted at SDState* following the move to remote learning demonstrated that students' primary concerns were financial worries (24%), health and well-being of self and family (18%), and lack of face-to-face classes in the fall (15%). Concerns related to academic success ranked lower (12%)*, as evidenced by a decrease in Wintrode Center usage during the Spring 2020 semester.

* Celik Wiltse, E., Gonda, M., Massmann, C., Williams, K., & Bott-Knutson, R.C. (2020). Assessment of the Impact of COVID-19 on Student Learning, Institutional Connections, and Intent to Return to Campus.

2019-2020 Executive Summary

Strategic Plan

- Vision: The Wintrode Student Success Center impacts student growth and success through student-centered interactions that empower students to be proactive and engaged learners.
- Mission: The Wintrode Student Success Center positively impacts student success, retention, and graduation by promoting engaged learning and providing innovative approaches to foster academic and personal development.
- [Strategic Goals](#): The Wintrode Center's strategic goals align with institutional goals and priorities identified in [Imagine 2023](#).
- [Student Learning Outcomes](#): The Wintrode Student Success Center measures student learning through a comprehensive assessment plan that includes center-wide Student Learning Outcomes (SLOs). Outcomes for the 2019-2020 academic year focus on Intrapersonal Competence – which emphasizes how students establish identity, clarify personal values, and make personal choices that promote individual growth and development - and are reported with program outcomes in this report.

Participation and Impact

- More than 4,200 unique students participated at least one Wintrode Center program.
- 42.2% of the undergraduate student population accessed at least one Wintrode Center service.
- 81.1% of students who utilized Wintrode Center services during the 2019-20 academic year persisted to Fall 2020.
- 55.0% of participants were female and 45.0% were male.
- 11.1% of participants were first generation.
- 9.8% of participants were transfer students.

Participation by Race

- 86.9% White
- 2.9% Black/African American
- 2.9% Hispanic Latino
- 2.7% Asian
- 2.3% Multiracial
- 1.3% American Indian/Alaska Native

Center and Program Certifications

- ★ National College Learning Center Association Learning Center Certification, June 2020 – December 2023.
- ★ College Reading and Learning Association International Tutor Training Program Certification, Levels 1-3, November 2016 – November 2021.
- ★ College Reading and Learning Association International Peer Educator Training Program Certification, Levels 1-2, August 2020 – December 2025.

Wintrode Center History



With support from Virgil and Josephine Wintrode, the Wintrode Student Success Center opened its doors in 2007, and has enhanced service to students as evidenced by a more than 300% increase in the number of students served and a nearly 500% increase in the number of program visits in its 13 years of service. Wintrode Center programs demonstrate the efforts of Virgil and Josephine Wintrode to help students overcome obstacles and gain the skills they need to move forward with confidence.

Impact of Programs

Key outcomes for Wintrode Center programs are included below. More comprehensive outcomes data are included in pages 5-12 of this report.

- 100% of Upward Bound high school seniors graduated on time.
- 95.6% of Jump into State participants earned college credits before starting their fall semester.
- TRIO Student Support Services provided \$12,000 in emergency grant funding to students in need during the pandemic.
- 86.4% of students who accessed First Year Advising Center success advising due to the transition to remote learning in Spring 2020 persisted to Fall 2020.
- 96.9% of students took steps to improve class performance after receiving an early alert performance notification.
- 95.5% of students indicated that the Wintrode Tutoring Program helped them understand how they learn.
- 90.3% of students implemented learning strategies suggested by their SI Leader.
- 86.6% of students who successfully completed ACS 111 or ACS 140 persisted to the following semester.

Program Highlights

Upward Bound

TRIO Upward Bound strives to create a community of support and helps high school students prepare for college. Students must be first-generation and/or from a low-income family to participate in Upward Bound. The program provides Saturday Academies, after school tutoring, a senior seminar throughout the academic year, and a six-week residential program each summer to expose students to college experiences and cultural activities.

Program Highlights:

- Served 64 students from Washington High School, Roosevelt High School, Flandreau Indian School, and Flandreau High School.
- Hosted 15 in-person Saturday Academy sessions from September 2019 to March 2020, which included college visits, career exploration activities, volunteer projects, educational workshops, and cultural events.
- The 2020 Summer Academy was offered virtually to 30 students completing the program. The Summer Academy focused on ACT prep, career research, and content areas including English, math, and science. Students completed projects that focused on how viruses spread, persuasive writing, recognizing credible new sources, and writing to politicians.

Student Outcomes:

- 17 students (100%) from the Class of 2020 graduated on time.
- 14 of 17 (82%) students from the Class of 2020 have been accepted and plan to attend college.
- Four (4) graduates are recipients of major scholarships (Gates Millennium Scholarship, Horatio Alger Scholarship, Build Dakota Scholarship, and Cobell Scholarship).
- On a program survey, of the 30 students who participated in the Summer Academy:
 - 76% said they learned more about working independently.
 - 70% said they learned better time management skills.
 - 64% stated that they know understood what it takes to create a strong learning environment outside of school.

Quotes:

- *"This summer would have been completely gut wrenching without Upward Bound."*
- *"It helped me get out of my box. I got to be included in a lot of activities and it was fun. I was worried that I would be behind in my classes, but I feel like I have kept my brain active all summer, so I feel better and prepared."*
- *"I did something for my future and that always makes me feel good. I was so productive this summer and I am so grateful to be in Upward Bound."*

Jump into State

Jump into State is an early-orientation program for incoming freshmen with the primary target population being provisionally-admitted 2-year A.A. General Studies students and Exploratory Studies students. The focus of the program is to help students acclimate to the college environment by taking courses, participating in skills development workshops, and engaging with community-building activities.

Program Highlights and Student Outcomes:

- Jump into State served 23 students Summer 2019.
- Participants engaged in a total of 83 advising and student success meetings between the start of Jump into State and the end of their first semester of college.
- 95.6% of participants earned college credits during the Summer 2019 term.
- 95.6% of students persisted from Summer 2019 to Fall 2019.
- 73.9% of students were retained from Fall 2019 to Fall 2020.

Program Survey Results: Average student rating for select question on a program survey, using a Likert scale of one to four, are included below.

- 3.9 out of 4.0 on the statement: I was able to develop a community of friends, faculty, and staff who will support me in my college career.
- 3.9 out of 4.0 on the statement: Summer Bridge made me feel that I can be successful in college.

Quotes:

- *"It made me feel more comfortable moving into the semester. I feel confident going into my courses. Summer Bridge gave me the experience to succeed."*
- *"Taking only two classes wasn't stressful but gave me an idea of what to expect for my fall semester, how to study, and time management. It really helped me become more focused."*

Student Support Services

TRIO Student Support Services (SSS) helps students overcome social, cultural, economic, and academic barriers to degree completion. Students must meet one of three criteria to participate in SSS: 1) first-generation college student, 2) come from a low-income background, or 3) have a documented disability. Program participants have access to advising, peer mentoring, individual tutoring, and many social events and service opportunities.

Program Highlights:

- Served 154 students during the 2019-2020 school year.
- Provided 509 hours of individual tutoring to 87 students (a 100% increase in contact hours from 2018-2019).
- Provided 325 hours of peer mentoring to 43 students.
- Provided more than \$12,000 in emergency grant funding to SSS students in need during the COVID-19 pandemic.
- Secured funding until 2025 through the 2020 grant competition.
- Hosted weekly socials from August 2019-March 2020.

Student Outcomes:

- 78.5% have been retained at SDSU.
- 83% of retained students earned a GPA of 2.5 or higher.
- Of program participants who responded to an advising survey:
 - 100% agreed or strongly agreed that they reflected on personal opportunities for growth.
 - 100% agreed or strongly agreed that they have created a plan to help them improve.

Quotes:

- *"1st can I just say THANK YOU - - - I believe my son made it through the last couple months of school because YOU guys did so many ZOOM gatherings. He really enjoyed having that outlet & we are soooooo thankful."*
- *"I wanted to just thank you deeply from my bottom of my heart for the assistance. You folks are so supportive, even when my own family thinks I should just look for a job instead of finishing my education."*
- *"[My advisor] helped me a lot during my first semester. Without him I wouldn't be able to make it to the 2nd semester."*

First Year Advising Center

The First Year Advising Center (FYAC) helps students transition to college and build a strong academic foundation. The FYAC works with most new, incoming first-year students and all students in the Exploratory Studies program. The FYAC takes a holistic approach to student development, working with students on course registration, campus and career engagement, financial well-being, and academic performance. FYAC advisors maintain regular contact with students throughout the year to help them make informed decisions as they pursue academic, career, and personal goals.

Program Highlights and Student Outcomes:

- Accumulated 7,657 advising contacts with 2,230 unique students.
- Averaged 3.4 visits per student.
- 257 (55.0%) students advised in the FYAC registered for Spring 2020 as a result of a November/December registration campaign.
- 292 (43.6%) students advised in the FYAC registered for Fall 2020 as a result of a May registration campaign.
- 86.4% of students who accessed success advising to help with the transition to remote learning during the spring semester persisted to Fall 2020.
- Of program participants who responded to an advising survey:
 - 98.2% were satisfied or very satisfied with their advising experience.
 - 96.1% agreed or strongly agreed that they understand their degree requirements.
 - 94.7% of respondents agreed or strongly agreed that they have reflected on personal opportunities for growth.
 - 94.7% of respondents agreed or strongly agreed that they have created a plan to help them improve.

Quotes:

- *"I do not think that I would be on as positive of a path as I am right now without [my advisor]. She was always available to answer any of my questions and was more than supportive. She is an amazing advisor and I wish I could keep her throughout my entire college career! I owe figuring out my educational path to [her] and couldn't have asked for a better advisor."*
- *I am very pleased with how I was treated through the advising. [She] is a great advisor and helps me with any questions or concerns I may have.*
- *"[My advisor] has been amazing! I have felt really comfortable talking to [her] about anything and she is very knowledgeable with all the questions I have asked her."*

Early Alert

Early Alert is an early intervention that allows instructors to inform advisors and other key staff about student performance in courses. The program sends students, advisors, and staff notifications about student progress beginning the first week of the semester and continuing throughout the term.

Program Highlights:

- Early Alert supports all undergraduate courses and is required for use in the following courses:
 - Pre-general education
 - First-year seminar
 - High school dual credit
 - 100- and 200-level success markers
 - 100- and 200-level courses with DFW rates of 30% or higher
- 8,503 performance notifications were issued for 3,621 students.
- 1,677 students who received performance notifications communicated with faculty and staff about their performance.

Student Outcomes:

- 76.2% of students reported utilizing resources as a result of receiving a performance notification.
- 37.1% of students who received alerts earned a final grade of C or better in the flagged course.
- 96.9% of students who responded to a survey indicated that receiving a performance notification prompted them take steps to improve class performance:
 - 18.8% increased their study hours,
 - 18.7% contacted their instructor,
 - 15.2% improved their study skills,
 - 13.4% contacted their advisor, and
 - 8.4% improved class attendance.

Quotes:

- *“After receiving a performance notification in one of my first semesters, I made sure to work harder in my class, go to tutoring more often, as well as schedule appointments with my advisor.”*
- *“Without the notification, I would have been studying/learning the same way which would not improve my class grade.”*

Wintrade Tutoring Program

The Wintrade Tutoring Program provides free tutoring to students enrolled in select courses. Tutoring sessions through the Wintrade Tutoring Program are held in small groups and led by a peer tutor. The Wintrade Tutoring Program collaborates with Briggs Library to offer Study Stop, which provides walk-in tutoring in high-demand courses during the evenings. Tutoring sessions focus on increasing students' understanding of course material, improving study strategies, and increasing student confidence in relation to course material.

Student Usage and Outcomes:

- During the 2019-2020 academic year, 1,068 students utilized the Wintrade Tutoring Program and Study Stop with a total of 10,314 visits.
- Of students who completed a tutoring survey:
 - 95.5% indicated they have a better understanding of how they learn.
 - 91.7% indicated they have greater knowledge of learning strategies.
 - 91.3% indicated they tried learning strategies suggested by their tutor.

Student Goals and Learning From Experience:

- 57% of students reflected on progress with evidence of action taken to create change.
- 29% of students reflected on progress with awareness of changes to make, but minimal to no evidence of action taken to create change.
- 14% of students made minimal or no reflection on progress or change made.

Quotes:

- *"[My tutor] dedicates her time to tutoring students. She spends so much time outside of tutoring sessions in order to ensure that we understand the material. If it wasn't for her, I would not be doing well in the class, and because of her tutoring, I have a 97 in the class."*
- *"I can ask "dumb" questions without feeling ridiculed or judged."*
- *"She has given me lots of studying strategies and tips. She has also encouraged me a lot and helped me figure out what I didn't understand and how to learn it better."*
- *"[My tutor] is AWESOME! I typically come in after long days and my brain has a hard time thinking but he never gets upset and often laughs with me. He is very knowledgeable and has helped me a lot."*

Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly walk-in review sessions for students who are enrolled in historically difficult courses. SI sessions are led by SI Leaders; SI Leaders are undergraduate students who have taken the course, performed well, and were recommended by the professor who teaches the course. SI Leaders attend lecture for the course they lead SI in, meet regularly with the professor who teaches the course, and plan and conduct SI sessions each week. SI sessions focus on integrating what to learn with how to learn it.

Student Usage and Outcomes:

- During the 2019-2020 academic year, 1,803 unique students attended SI sessions a total of 14,538 times.
- Of students who completed a SI survey:
 - 90.2% indicated they have a better understanding of how they learn.
 - 90.0% indicated they have greater knowledge of learning strategies.
 - 90.3% indicated they tried learning strategies suggested by their SI Leader.

Grade Comparison: On average, students who attend SI perform better in their courses compared to students who did not attend SI. Grade comparisons for each of the courses SI was offered in during the Fall 2019 semester is included below.

- Biology 101: SI students earned a grade of 2.5 versus 1.6 for non-SI students.
- Biology 151: SI students earned a grade of 2.6 versus 1.7 for non-SI students.
- Biology 221: SI students earned a grade of 2.8 versus 1.9 for non-SI students.
- Biology 325: SI students earned a grade of 3.0 versus 2.9 for non-SI students.
- Chemistry 106: SI students earned a grade of 2.9 versus 1.2 for non-SI students.
- Chemistry 108: SI students earned a grade of 2.6 versus 1.8 for non-SI students.
- Chemistry 112: SI students earned a grade of 2.7 versus 1.9 for non-SI students.
- Chemistry 114: SI students earned a grade of 2.9 versus 2.1 for non-SI students.
- Chemistry 326: SI students earned a grade of 3.0 versus 2.0 for non-SI students.
- Microbiology 231: SI students earned a grade of 3.2 versus 2.9 for non-SI students.

Quotes:

- *"I really enjoyed the engaging format of the SI sessions. The polls, Kahoot, and "truth and a lie" were super helpful and creative. [The SI Leader] does a great job connecting with the students, too, and asks students questions without pressuring them or making them feel bad if they do not know the answer. The environment at her review sessions was very open and safe."*
- *"[The SI Leader] has been extremely helpful this semester in aiding my understanding for this course. I believe that if it was not for her I would have struggled in this course. SI is such an awesome resource to have and be a part of. Through this I have learned my best study skills as well as made connections with others."*
- *"I think [the SI Leader's] firsthand experience as a student helps the best. She is really able to relate to us and explain in a way we would understand."*

Academic Success & Recovery Program

The Academic Success & Recovery Program (ASRP) works with under-performing students who are in their first semester of academic probation or are returning after academic suspension. Support options include success courses, success coaching, and peer mentoring offered in conjunction with success course participation. Success courses include ACS 111 for students readmitted following an academic suspension and ACS 140 for students on academic probation.

Student Usage and Outcomes:

- 272 Total students served:
 - 68% persisted to the following semester.
 - Average CGPA improved by 0.22 points.
- 154 (57%) Students successfully completed ASRP success course:
 - 86.6% persisted to the following semester.
 - Average CGPA improved by 0.32 points.
- 118 (43%) Students failed to successfully complete ASRP success course:
 - 43.7% persisted to the following semester.
 - Average CGPA improved by 0.09 total points.

GPA Comparison:

- ACS 111: Average increase in cumulative GPA from 1.40 to 1.72 with an average end of term GPA of 2.22.
- ACS 140: Average increase in cumulative GPA from 1.51 to 1.83 with an average end of term GPA of 2.21.

Program Survey Results: Average student rating for select question on a program survey, using a Likert scale of one to four, are included below.

- 3.7 out of 4.0 on the statement: I have accepted greater personal responsibility for academic success.
- 3.6 out of 4.0 on the statement: I have increased my self-motivation.

Quotes:

- *"I loved this class. There were great topics covered and it helped me get on track to be the most successful student I can be. The professor was a great instructor and wanted to see [his] students succeed which made you want to come to class each week."*
- *"Taking this course really helped me find myself again. It made me want to get back on track and graduate college."*

Staff Accomplishments & Highlights

Presentations & Publications

- One (1) journal article was published in *About Campus*.
- One (1) blog post was published through the National Academic Advising Association (NACADA).
- Three (3) regional conference presentations were facilitated through the South Dakota Higher Education (SDHEA).
- One (1) pre-conference workshop and four (4) breakout sessions accepted for presentation at a NACADA regional conference were cancelled due to the Coronavirus pandemic.

Awards & Certifications

- Three (3) staff members received regional awards through NACADA.
- One (1) staff member received an institution-level award at SDState.
- The Wintrode Student Success Center presented 7 awards for outstanding performance:
 - One (1) Student of the Year
 - One (1) Peer Mentor of the Year
 - One (1) SI Leader of the Year
 - One (1) Tutor of the Year
 - Two (2) Student Employee of the Semester (1 each semester)
 - One (1) Staff Member of the Year
- College Reading and Learning Association (CRLA) Certifications:
CRLA offers eligible peer educator training programs the ability to award Level I-III certifications based upon training and contact hours.
 - Tutors:
 - 42 students earned Level 1 (Regular) Certification.
 - 29 students earned Level 2 (Advanced) Certification.
 - 22 students earned Level 3 (Master Tutor) Certification.
 - Peer Mentors:
 - Seven (7) students earned Level 1 (Regular) Certification.
 - Four (4) students earned Level 2 (Advanced) Certification.