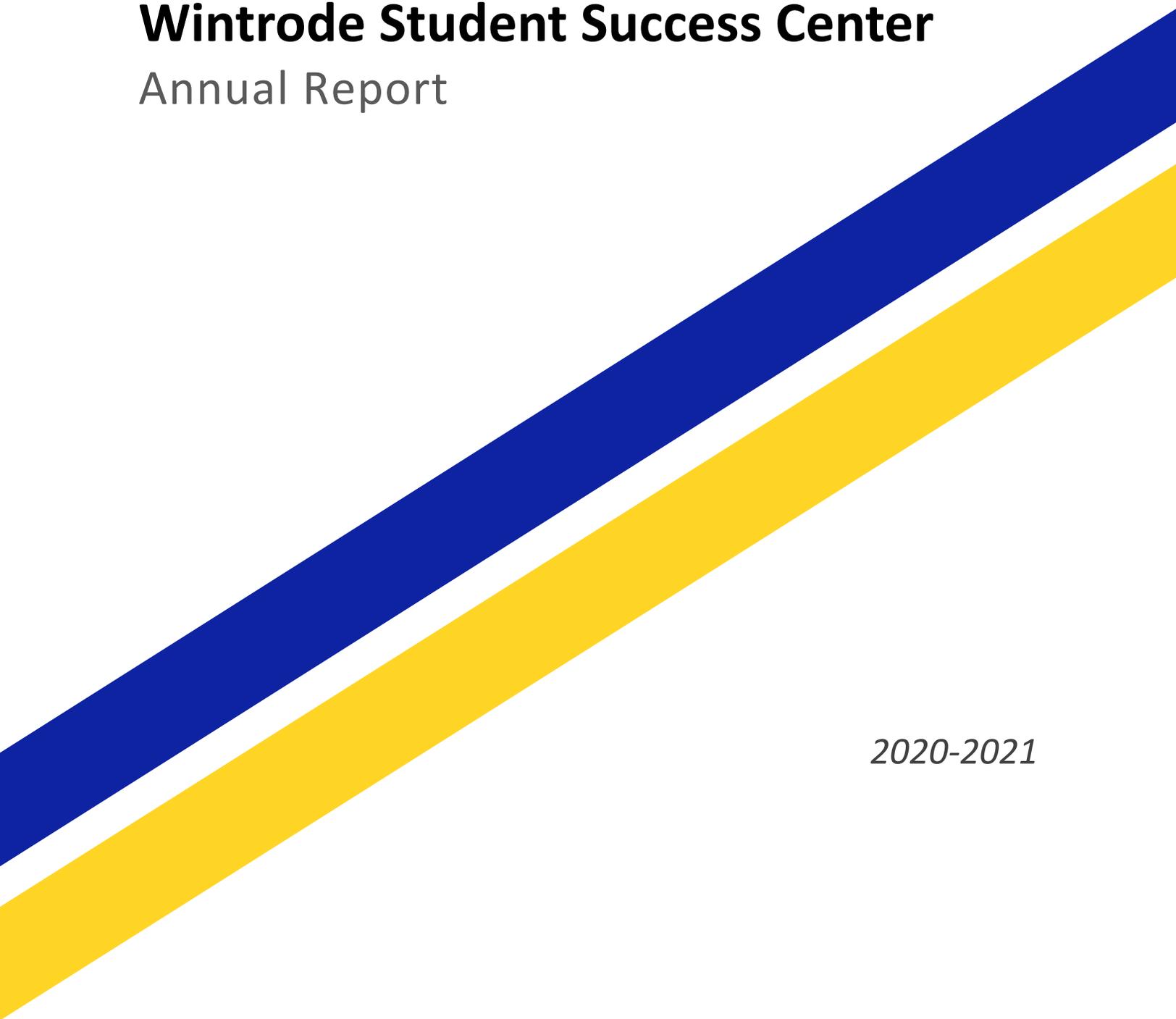


Wintrode Student Success Center

Annual Report



2020-2021

Wintrode Student Success Center

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Impact of the Coronavirus Pandemic: During the 2020-21 academic year, Wintrode Student Success Center staff made multiple adjustments in response to the Coronavirus pandemic. Staff delivered programs and services primarily through virtual means, purchased technology and equipment to support virtual service delivery, and provided peer educators space through which they could deliver virtual tutoring, SI, and peer mentoring. Staff offered workshops at the start of the fall semester to help students navigate a mixed model of course delivery, which included in-person, virtual, and hybrid formats. Academic progression was not run Spring 2020, Summer 2020, or Fall 2020, prompting a change in communication with and service delivery to students who typically would have been placed on academic probation or suspension status. This population received communication from the Academic Success & Recovery Program, and students were encouraged rather than required to participate. Additionally, Upward Bound offered an abbreviated 3 ½ week Summer Academy.

Students who participated in surveys at the end of the academic year indicated that they appreciated the convenience of virtual services, particularly for advising drop-in hours, and that screen sharing features were helpful. They also expressed that in-person interactions would likely have increased the depth of relationships and enhanced learning during advising and peer education meetings.

2020-2021 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 2020-2021 academic year focus on Practical Competence, which emphasizes how students employ important life skills that help them succeed personally and professionally, and are reported with program outcomes in this report.

Student Participation

- Nearly 4,300 unique students participated in at least one Wintrode Center program.
- 43.3% of the undergraduate student population accessed at least one Wintrode Center service.
- 56.2% of participants were female and 43.8% were male.
- 11.0% of participants were first generation.
- 9.9% of participants were transfer students.

Participation by Race

- 86.9% White
- 3.3% Hispanic Latino
- 3.1% Black/African American
- 2.5% Multiracial
- 2.3% Asian
- 1.0% Race and Ethnicity Unknown
- 0.9% 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 nearly 400% increase in the number of students served in 14 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 2021 graduates have been accepted to and plan to attend college.
- 100% of Jump into State participants engaged in advising and student success meetings during the four weeks of the program for a total of 22 visits, an average of 2.2 visits per student.
- 93.5% of the 2020-2021 Student Support Services participants were retained from Fall 2020 to Fall 2021.
- 98.0% of high-risk students who participated in an intensive goal setting and monitoring program with the First Year Advising Center made progress on their goals.
- 93.0% of students surveyed who received an alert reported taking steps to resolve a performance notification or improve class performance.
- 91.4% of students who utilized the Wintrode Tutoring Program implemented learning strategies suggested by their tutor.
- 90.0% of students who participated in SI indicated they have greater knowledge of learning strategies.
- 77.6% of students who successfully completed the Academic Success & Recovery Program in the Spring 2021 semester persisted to the fall semester, compared with 47.2% of students who failed to complete the program.

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 61 students from Washington High School, Roosevelt High School, Flandreau Indian School, and Flandreau High School.
- Hosted 31 virtual Academy sessions, which included social-emotional learning activities, team-building activities, and college exploration activities. Additionally, staff offered 8-12 hours of tutoring each week.
- 35 students participated in the 2021 Summer Academy, which included ACT prep, career research, robotics, entrepreneurship, and Senior Seminar. Student projects focused on how to start a business, coding, choosing a career, and selecting a college.

Student Outcomes:

- 12/14 students (85.7%) from the Class of 2021 graduated on time.
- 12 2021 graduates (100%) have been accepted and plan to attend college.
- One (1) participant received the Questbridge Scholarship, four (4) students received the Cobell Scholarship, one (1) received the Denny Sanford Horatio Alger Scholarship, and one (1) earned a full ride to Regis University.
- Three (3) participants attended the Crazy Horse University Summer Program.
- 100% of students who attended the Summer Academy stated that the time spent at Upward Bound was beneficial to their growth and understanding of becoming a successful college student.

Quotes:

- *“Upward Bound is a great program that helps student in academic places and helps push them to realize that not everyone is going to push you every single time. You have to push yourself.”*
- *“[Upward Bound] helps students with college and careers. They don't just help students with college, but they also help us gain amazing experiences and be open minded.”*

Jump into State

Jump into State is an early orientation program for incoming freshmen, with communication focused toward provisionally admitted 2-year Associate of Arts in General Studies students and Exploratory Studies students. The program strives 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 10 students during the Summer 2020 term.
- 100% of participants (10 of 10) engaged in a total of 22 advising and student success meetings during the four weeks of the program, an average of 2.2 visits per student.
- 90.0% of participants engaged in an additional 23 advising and student success meetings during the fall semester, an average of 2.6 visits per student.
- 60.0% of participants earned college credits during the Summer 2020 term.
- 90.0% of students persisted from Summer 2020 to Fall 2020.
- 70.0% of students were retained from Fall 2020 to Fall 2021.

Quotes:

- *“Summer Bridge was one of the greatest experiences I had in college. I made lifelong friends during it and I also got to start taking classes early, which prepared me for the upcoming semester.”*
- *“It has given me a chance to meet my peers and to grow as a person.”*
- *“I felt like I was super prepared for fall semester because I know what a college class is like. I feel like I fit in, I know what I’m doing, I know where I’m going.”*

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) be a 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 164 students during the 2020-2021 school year.
- Provided 726 hours of individual tutoring to 85 students (a 42% increase in contact hours from 2019-2020) and 150 hours of peer mentoring to 32 students.
- Provided more than \$25,000 in grant funding to SSS students.
- Hosted weekly socials and Wellness Workshops; on average, 20-40 students attended each social and 26 students participated in the Wellness Workshops.
- Piloted “The Happiness Lab,” with 10 participants. The Happiness Lab was a 10-week series based on research by Dr. Laurie Santos, which focused on topics related to happiness and fulfillment.

Student Outcomes:

- 93.5% of SSS participants were retained from Fall 2020 to Fall 2021.
- 88.0% of retained students earned a 2.0 GPA or higher.
- Student feedback from The Happiness Lab indicated that participants felt more connected to TRIO, SDSU, and their peers.
- 44 first-year SSS participants completed an Academic Self-Assessment, which outlines a student’s success plan and goals for the academic year. Advisors and students met a minimum of six (6) times to discuss goals and goal progress. At the end of the academic year, advisors and students determined whether students’ goals were met. 83.9% of students made progress on their goals.

	Student Goal Achievement
Exceeded Goals	20 (45.4%)
Met Goals	5 (11.3%)
Somewhat Met Goals	12 (27.2%)
Didn't Meet Goals	7 (15.9%)

Quotes:

- *“TRIO is my safe space.”*
- *“Thank you so, so, so much for helping me; I could not get through any of this without your help.”*
- *“The TRIO scholarship was so appreciated; and helped me feel recommitted to my education because someone else believes in me.”*

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. FYAC advisors take a holistic approach to student development, working with students on course registration, campus and career engagement, financial well-being, and academic performance. 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 8,435 advising contacts with 2,213 unique students; 3.8 visits per student
- 147 students met with advisors to complete a growth mindset activity and set goals to improve their likelihood for success. Of the 99 students who completed the program, 97 (98.0%) made progress on their goals. Self-report data and advisor-scored data are included below.

	Student Self-Reported Outcomes	Advisor-Reported Outcomes
Exceeded Goals	29 (29.3%)	28 (28.3%)
Met Goals	50 (50.5%)	48 (48.5%)
Somewhat Met Goals	20 (20.2%)	21 (21.2%)
Didn't Meet Goals	0 (0.0%)	2 (2.0%)

- **Probation Student Support:** Graduate students in the Wintrode Center met frequently with 17 students on academic probation during the Spring 2021 semester. Results for probation students referred to the program are included below.

	7 Students Completed the Program	10 Students Participated in the Program but didn't Complete	62 Students Didn't Participate in the Program
Retained to FA21	5 (71.4%)	6 (60.0%)	34 (54.8%)
Good Standing	1 (14.3%)	4 (40.0%)	10 (16.1%)
Continued Probation	6 (85.7%)	5 (50.0%)	43 (69.4%)
Academic Suspension	0 (0.0%)	1 (10.0%)	5 (8.1%)

Quotes:

- *"My advisor had a positive attitude and was very welcoming."*
- *"I appreciate you checking in on me! ...I'm really grateful to have you as part of my college experience. I just got my scores back from our last quiz and practically aced it. Those study skills we went over in our zoom meeting worked really well, and I'm setting aside more time for studying than I ever have."*

Early Alert

Early Alert is an early intervention that allows instructors to inform students about their performance in courses. The program sends students, advisors, and key 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
- 9,548 performance notifications were issued for 3,168 students.
- 1,840 students who received performance notifications communicated with faculty and staff about their performance.

Student Outcomes: 936 students responded to a survey about their experience with early alert. Results are included below.

- 57.6% of students (539 of 936) reported utilizing resources as a result of receiving a performance notification.
- 35.4% of students who received alerts earned a final grade of C or better in the flagged course in Fall 2020.
- Of the students surveyed who received a performance notification:
 - 75.0% (259 of 345) reported that taking action helped them improve their class grade.
 - 93.0% (371 of 399) reported taking steps to resolve a performance notification or improve class performance. Of those who received an alert:
 - 55.6% increased their study hours.
 - 52.1% contacted their instructor.
 - 50.4% improved their study skills.
 - 39.3% contacted their advisor.
 - 29.3% improved class attendance.

Quotes:

- *“It made me realize that I need to set my priorities straight and dig deep into my work. I started planning days ahead of time and figuring out which days I would spend doing a lot of my homework for the week.”*
- *“My professor left positive feedback performance notifications and it pushed me to continue doing excellent work.”*

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. Study Stop tutoring is coordinated through the Wintrade Tutoring Program and provides drop-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 2020-2021 academic year, 886 students utilized the Wintrade Tutoring Program and Study Stop with a total of 7,837 visits.
- Of the 280 students who completed a tutoring survey:
 - 87.5% (245 of 280) indicated their tutor helped them set academic goals and followed up on progress throughout the semester.
 - 91.8% (257 of 280) indicated they have greater knowledge of learning strategies.
 - 91.4% (256 of 280) indicated they tried learning strategies suggested by their tutor.

Quotes:

- *"[My tutor] did a really great job making physiology seem less intimidating. She didn't make it sound super easy, but instead, she reassured us how it's a difficult class for everyone and she incorporated her own experiences into it too, which I appreciated... she was happy to spend as much time as necessary to make sure I understood the material. She was super personable too... Incorporating things outside of physiology into her sessions."*
- *"She helped me better understand the concepts, instead of just memorizing information to repeat onto the test. She helps better my ability to do application type questions."*
- *"After the first lecture exam I was extremely discouraged about the course and my ability to proceed in it... After his tutoring sessions, I felt substantially more knowledgeable and confident with the content. I really appreciated his patience and versatility. [My tutor] also works to build a rapport with his students, which results in a comfortable learning environment. I never felt judged or any form of criticism in correspondence with my lack of knowledge on a topic."*
- *"After seeing [tutor], my exam scores went from a 60 to a 92. He is patient and able to explain things in a very helpful way. He knows the material inside and out."*

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, 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 2020-2021 academic year, 1,092 unique students attended SI sessions a total of 8,810 times.
- Of the 362 students who completed a SI survey:
 - 90.1% (326 of 362) indicated they have greater knowledge of learning strategies.
 - 88.7% (321 of 362) 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 course SI was offered in during the Fall 2020 semester are included below.

- Biology 101: SI students earned a grade of 2.9 versus 1.9 for non-SI students.
- Biology 151: SI students earned a grade of 2.9 versus 2.1 for non-SI students.
- Biology 221: SI students earned a grade of 2.9 versus 2.0 for non-SI students.
- Biology 325: SI students earned a grade of 3.0 versus 2.7 for non-SI students.
- Chemistry 106: SI students earned a grade of 2.7 versus 2.3 for non-SI students.
- Chemistry 108: SI students earned a grade of 3.3 versus 2.7 for non-SI students.
- Chemistry 112: SI students earned a grade of 3.6 versus 2.7 for non-SI students.
- Chemistry 114: SI students earned a grade of 3.5 versus 2.9 for non-SI students.
- Chemistry 326: SI students earned a grade of 3.3 versus 2.8 for non-SI students.
- Microbiology 231: SI students earned a grade of 3.5 versus 3.1 for non-SI students.

Quotes:

- *"I enjoy going to SI because he goes more in depth and truly makes sure you are understanding the content. I really like using interactive tools like Poll Everywhere, Kahoots, and Quizizz. [The SI Leader] is very patient and will stay and help anyone for as long as they need."*
- *"[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 learned a lot of new ways to study the material and will use in the future."*

Academic Success & Recovery Program

The Academic Success & Recovery Program (ASRP) works with students who are on academic probation or are returning after academic suspension. Students enroll in success courses including ACS 111 for students readmitted following an academic suspension and ACS 140 for students on academic probation. Additional supports include success advising, peer mentoring, and small group counseling offered in conjunction with success course participation.

Student Usage and Outcomes:

- During the 2020-2021 academic year, 244 students utilized the ASRP. Data below represent students who participated Spring 2021.
- Overall persistence and cumulative GPA (CGPA):
 - 64.0% persisted to the following semester.
 - Average CGPA improved by 0.20 points.
- 85 students (70.2%) successfully completed ACS 111 or ACS 140:
 - 77.6% persisted to the following semester.
 - Average CGPA improved by 0.31 points.
- 37 students (29.8%) failed to successfully complete ACS 111 or ACS 140:
 - 47.2% persisted to the following semester.
 - Average CGPA decreased by 0.22 total points.

GPA Comparison:

- ACS 111: Average CGPA increased from 1.37 to 1.63 with an average end of term GPA of 1.95.
- ACS 140: Average CGPA increased from 1.45 to 1.78 with an average end of term GPA of 2.09.

Program Survey Results: Average student rating for select questions on a program survey, using a Likert scale of one (Strongly Disagree) to four (Strongly Agree), are included below.

- 3.8 out of 4.0 on the statement: My small group leader(s) helped me set goals for myself.
- 3.7 out of 4.0 on the statement: My small group leader(s) aided me in achieving my goals.

Quotes:

- *"My attitudes have changed for the better. I feel like I belong at SDSU."*
- *"It was beneficial for me to get to talk to other students who are in the same situation as me. I also really liked having activities that got me thinking about my goals and what, who, and how I can get there."*
- *"I found this course to be extremely beneficial to me as a student. I have been trying to better myself and I received so much support and encouragement from all my advisors in this course and it really meant a lot."*

Staff Accomplishments & Highlights

Awards

The Wintrode Student Success Center presented seven (7) awards for outstanding performance. Awards and recipients are listed below.

- Student of the Year Award celebrates students' determination, perseverance, and academic improvement.
 - Marissa Walters, an Animal Science major from Pine Island, MN
- Student Employee of the Semester awards in recognition of their work that supports and furthers the mission, vision, and values of the Center.
 - Brooke Harmer (Fall 2020), a Business Economics and Entrepreneurial Studies double major from Sioux Falls, SD
 - Clara Greenhagen (Spring 2021), a Biology Education major from Maple Lake, MN
- Peer Mentor of the Year Award recognizes high quality work with peer mentoring.
 - Maria Aesoph, a psychology major from Highmore, SD
- SI Leader of the Year Award acknowledges commitment to supporting student learning through SI sessions.
 - Collin Olevson, a Human Biology major from Carver, MN
- Tutor of the Year Award acknowledges commitment to excellence with tutoring.
 - Cole Conard, a Human Biology major from Custer, SD
- Staff Award for Excellence celebrates exceptional performance, leadership, and service for a full-time staff member or graduate student employee.
 - Nicole Gertken, the Academic Success & Recovery Program Coordinator from Albany, MN

Certifications

College Reading and Learning Association (CRLA) Certifications: CRLA offers eligible peer educator training programs the ability to award Level I-III certifications based upon completion of training and contact hours working with students as a mentor or tutor.

- Tutors:
 - 27 students earned Level 1 (Regular) Certification.
 - 27 students earned Level 2 (Advanced) Certification.
 - 19 students earned Level 3 (Master Tutor) Certification.
- Peer Mentors:
 - 6 students earned Level 1 (Regular) Certification.
 - 8 students earned Level 2 (Advanced) Certification.