

Wintrode Student Success and Opportunity Center

Annual Report

2021-2022

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Opportunity Center Introduction: At the request of the South Dakota Board of Regents, the Opportunity Center was created at South Dakota State University in 2022 under the Wintrode Center umbrella. Beginning January 1, 2022, the Opportunity Center had a physical and virtual presence at SDSU. With guidance from the Opportunity Center Implementation Team, Wintrode Center staff offered grand opening events, a Student Success Priorities activity for SDSU faculty, staff, and administrators, and campus and community communication through email, podcasts, presentations, and press releases during the Spring 2022 semester. Summer and Fall 2022 activities include:

- New Student Orientation presentations
- Book discussion with student success NETwork leaders
- Addition of a Coordinator for Student Success and Opportunity
- Common Read kickoff event and information fair
- Student Success Priorities conversations with students
- First-generation college celebration event

The purpose of SDSU’s Opportunity Center is to strengthen connections between SDSU student success offices, support and enhance student success activities, and serve students seeking support by finding the appropriate resources to meet their needs. Activities and outcomes from Summer 2022 through Spring 2023 will be reported in the 2022-23 Wintrode Center Annual Report.

2020-2021 Executive Summary

Strategic Plan

- Vision: The Wintrode Student Success and Opportunity Center impacts student growth and success through student-centered interactions that empower students to be proactive and engaged learners.
- Mission: The Wintrode Student Success and Opportunity 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 and Opportunity Center measures student learning through a comprehensive assessment plan that includes center-wide Student Learning Outcomes (SLOs). Outcomes for the 2021-2022 academic year focus on Interpersonal Competence, which emphasizes the development of mutually beneficial relationships with others, and are reported with program outcomes in this report.

Student Participation

- More than 4,600 unique students participated in at least one Wintrode Center program.
- 47.4% of the undergraduate student population accessed at least one Wintrode Center service.
- 53.5% of participants were female and 46.5% were male.
- 11.7% of participants were first-generation.
- 11.0% of participants were transfer students.
- 3.1% of participants were international students.

Participation by Race Compared with SDSU's Undergraduate Population

- 85.4% White compared with 86.8% of the undergraduate population
- 3.5% Hispanic Latinx compared with 2.6% of the undergraduate population
- 3.3% Black/African American compared with 1.9% of the undergraduate population
- 2.8% Asian compared with 1.1% of the undergraduate population
- 2.2% Multiracial compared with 2.1% of the undergraduate population
- 1.5% Race and Ethnicity Unknown compared with 1.6% of the undergraduate population
- 1.3% American Indian/Alaska Native compared with 1.2% of the undergraduate population

Center and Program Highlights

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 2021 – November 2025
- ★ College Reading and Learning Association International Peer Educator Training Program Certification, Levels 1-2, August 2020 – December 2025

Wintrade Center History

With support from Virgil and Josephine Wintrade, the Wintrade Student Success and Opportunity Center opened its doors in 2007 and has enhanced service to students as evidenced by a more than 400% increase in the number of students served in 15 years of service. Wintrade Center programs demonstrate the efforts of Virgil and Josephine Wintrade to help students overcome obstacles and gain the skills they need to move forward with confidence.

Impact of Programs

Key Wintrade Center program outcomes for 2021-22 are included below. More comprehensive data are included on pages 5-12 of this report.

- 100% of Upward Bound students from the class of 2022 graduated on time.
- 100% of Summer Bridge participants engaged in advising and student success meetings during the program for a total of 24 visits, an average of 2.0 visits per student.
- 87.2% of Student Support Services participants were retained from Fall 2021 to Fall 2022.
- 95.0% of students indicated that their first-year advisor helped them connect with resources and services that support their success.
- 82.7% of students surveyed who contacted a faculty or staff member after receiving an early alert notification indicated that the individual was helpful with the creation of a success plan.
- 91.0% of students who utilized the Wintrade Tutoring Program indicated that the Wintrade Center staff helped connect them with other campus resources.
- 96.0% of students who participated in SI indicated that discussing course materials with others benefited their learning.
- 71.3% of students who successfully completed the Academic Success & Recovery Program persisted to Fall 2022 compared with 35.1% 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 60 students from Washington High School, Roosevelt High School, Flandreau Indian School, and Flandreau High School.
- Hosted 18 Saturday Academy sessions, which included social-emotional learning, team-building, and college exploration activities.
- Offered online tutoring 24 hours per day, seven days per week and in-person tutoring six hours per week.
- Twenty-nine students participated in the 2022 Summer Academy, which included ACT prep, Senior Seminar, Finance and Real Estate workshops, and three weeklong camps focusing on Health, Communication and Journalism, and Construction Management. The summer program concluded with a trip that included science lessons, high ropes courses, team building, and college tours.

Student Outcomes:

- 18/18 students (100%) from the Class of 2022 graduated on time.
- 16 of the 2022 graduates (89.0%) have been accepted and plan to attend college.
- Two students earned \$5,000 Cobell Scholarships.
- One student received the \$10,000 Horatio Alger-Denny Sanford Scholarship.
- Two participants attended the Crazy Horse University Summer Program.
- 92.3% of students who attended the Summer Academy stated that Upward Bound helped them understand the relationships needed to achieve success in school and life.

Quotes:

- “Upward Bound helps me learn valuable information about colleges and life in general. Upward Bound has taught me about how to pay for college through scholarships, federal programs, and by saving money and by doing this it makes me think of better ways I can spend and save my money.”
- “Upward Bound is a great program and a great opportunity for students who want to go to college.”



Summer Bridge

Summer Bridge is an early orientation program for incoming freshmen, with an emphasis on supporting 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:

- Summer Bridge served 12 students during the Summer 2021 term.
- 100% of participants (12 of 12) engaged in a total of 24 advising and student success meetings during the four-week program, an average of 2.0 visits per student.
- 83.3% of participants engaged in an additional 35 advising and student success meetings during the fall semester, an average of 3.5 visits per student.
- 100.0% of participants earned college credits during the Summer 2021 term.
- 100.0% of students persisted from Summer 2021 to Fall 2021.
- 50.0% of students were retained from Fall 2021 to Fall 2022.

Quotes:

- “[Summer Bridge] helped me get ahead and learn more about school [SDSU] and make friends.”
- “It is a great program to help get used to campus and life away from home.”
- “Summer Bridge has effectively taught me life-long skills as well as skills to help me through college.”

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 169 students during the 2021-2022 academic year.
- Provided 541 hours of individual tutoring to 85 students and 160 hours of peer mentoring to 30 students.
- Provided more than \$25,000 in grant funding to SSS students.
- Hosted weekly socials with 20-40 students per event.
- Launched the *TRIO Transition Team*, a leadership and community development approach to peer mentoring.

Student Outcomes:

- 83.3% of participants stated that SSS helped them understand what relationships needed to be built to be successful at SDSU.
- 87.5% of participants stated that they have received support in navigating issues and concerns regarding key components of their success at SDSU (financial aid, relationships, disability services, etc.).
- 87.2% of SSS participants were retained from Fall 2021 to Fall 2022.
- 95.1% of retained students earned a 2.0 GPA or higher.

Quotes:

- “I applied because I knew as a first gen and first year student that I would need someplace to help me out as well as a place to help meet new people. TRIO has help me adjust.”
- “Through these last 3 years, TRIO has provided me with so many resources that have benefited me academically, socially, emotionally, and financially. My college career has been greatly impacted by the individuals who work in this office, as they actively demonstrate their continuous support in me. Becoming part of the TRIO program has been a decision I have been extremely grateful for and could not imagine what college would have been like without it.”
- “TRIO has provided me with the resources to thrive at college... such as tutoring, mentoring, & job opportunities. Most important the chance to meet students and create friendships with them.”

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 8,200 advising contacts with 2,364 unique students, an average of 3.5 visits per student.
- 95.0% of students (379 of 399) students who responded to a survey indicated that their advisor helped them connect with resources and services that support their success.
- Probation Student Support: Graduate students in the Wintrade Center met frequently with students on academic probation during the 2021-22 academic year. Nine of those students completed the full program, with an initial intake, 3+ meetings during their semester of participation, and a final review. Results for probation students referred to the program are included below.

	9 Students Completed the Program	34 Students Participated in the Program but didn't Complete	28 Students Didn't Participate in the Program
Retained to FA22	77.8%	52.9%	60.7%
Good Standing or Academic Improvement	11.1%	29.4%	25.0%
Academic Probation or Academic Watch	55.6%	41.2%	32.1%
Academic Suspension or Academic Warning	33.3%	29.4%	42.9%

Quotes:

- “The First Year Advising Center played a big role in my transition to SDSU such as helping me with certain classes, studying for exams, how to manage my time, how to stay organized, and how to become a better student myself.”
- “The First Year Advising Center helped me understand what resources are available to me on campus, what classes I need to take to achieve my degree, and what other activities there are on campus.”
- “The first year advising center provided me with numerous resources to help me transition smoothly to SDSU and to find resources to help me be successful in my courses.”

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
- 9,936 performance notifications were issued for 3,056 students.

Student Outcomes:

- 37.9% of students who received constructive alerts FA21 and 35.4% SP22 earned a final grade of C or better in the flagged course.
- 885 students responded to a survey about their experience with early alert.
 - 82.7% of students who contacted a faculty or staff member after receiving a notification indicated that the individual was helpful in assisting with the creation of a success plan.
 - 516 students reported utilizing resources as a result of receiving a performance notification.
 - The most common services used by students due to receiving an early alert are listed below:
 - 23.0% used Supplemental Instruction
 - 21.0% used the Wellness Center
 - 20.0% used tutoring
 - Additional resources used by students include the Writing Center, Math help resources, Student Health, the Counseling Center, the Speech Center, the Chemistry Help Center, and Other.

Quotes:

- “I got a positive performance notification and it made me keep putting forth the same or greater effort the rest of the semester knowing that my effort doesn't go unnoticed.”
- “The notifications showed me that I needed to get going! In order for me to pass, I need to ask for help and keep up.”
- “It helped to keep me motivated!”
- “If I had not received a notification, I might not have known that I needed to improve something. the notifications are really important!”

Wintrode Tutoring Program

The Wintrode Tutoring Program provides free tutoring to students enrolled in select courses. Tutoring sessions through the Wintrode Tutoring Program are held in small groups and led by a peer tutor. 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 2021-2022 academic year, 927 students utilized the Wintrode Tutoring Program with a total of 6,985 visits.
- Of the 390 students who completed a tutoring survey:
 - 97.0% indicated that discussing material with their tutor and other students benefited their learning;
 - 78.0% indicated that they met other students in their classes as a result of attending tutoring; and
 - 91.0% indicated that the Wintrode Center staff helped connect them with other campus resources.

Quotes:

- “The tutor has completely changed my study habits and has clearly laid out material that I was unsure about. She turned my exam grades around completely and it is apparent from my first exam (I didn’t go to tutoring until after my first exam) to my second exam.”
- “I currently have an A in a class that is usually my worst class. I can go from not understanding any of the lecture to knowing what I am doing the second I am done with my tutoring session.”
- “I was really having trouble with the course. I found it hard to pick up information in class and tutoring helps me understand.”

Supplemental Instruction

Supplemental Instruction (SI) is a series of 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 lectures, 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 2021-2022 academic year, 1,377 unique students attended SI sessions a total of 14,514 times.
- Of the 429 students who completed the SI survey:
 - 96.0% indicated that discussing course material with others benefits their learning;
 - 73.0% indicated that they met other students because of attending SI sessions; and
 - 84.0% indicated that the Wintrode Center staff connected them with other campus resources.

Grade Comparison: On average, students who attend SI perform better in their courses compared to students who do not attend SI. Mean final grade comparisons for each SI-supported course during the Fall 2021 semester are included below.

- Biology 101: SI students earned a grade of 3.4 versus 2.7 for non-SI students.
- Biology 151: SI students earned a grade of 2.5 versus 1.2 for non-SI students.
- Biology 221: SI students earned a grade of 3.0 versus 2.0 for non-SI students.
- Biology 325: SI students earned a grade of 2.8 versus 2.6 for non-SI students.
- Chemistry 112: SI students earned a grade of 2.5 versus 1.7 for non-SI students.
- Chemistry 114: SI students earned a grade of 1.6 versus 1.5 for non-SI students.
- Chemistry 326: SI students earned a grade of 2.8 versus 1.9 for non-SI students.
- Microbiology 231: SI students earned a grade of 3.4 versus 3.2 for non-SI students.
- Physics 111: SI students earned a grade of 3.1 versus 2.1 for non-SI students.

Quotes:

- “My SI leader has made a significant difference in the content that I am learning. Before attending the sessions I have struggled a lot in this class, but as i continue to go twice a week I am learning more and better understanding the content.”
- “The first time I took anatomy I never went to SI, nevertheless I had to withdraw. Now I’m taking anatomy for the second time and I go to SI at least 4 times a week. They have helped me tremendously understand the material.”

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 individual counseling offered in conjunction with success course participation.

Student Usage and Outcomes:

- During the 2021-2022 academic year, 277 students enrolled in ASRP success courses. Data below represent students who participated Fall 2021 and Spring 2022.
- Overall persistence and cumulative GPA (CGPA):
 - 60.3% persisted to Fall 2022
 - Three students increased their CGPA, allowing them to graduate Spring 2022
 - Average CGPA improved by 0.12 points
- Of the 198 students (71.5%) who successfully completed ACS 111 or ACS 140:
 - 71.3% persisted to Fall 2022
 - Average CGPA improved by 0.17 points
- Of the 79 students (28.5%) who failed to successfully complete ACS 111 or ACS 140:
 - 35.1% persisted to the Fall 2022
 - Average CGPA decreased by 0.30 total points

GPA Comparison:

- ACS 111: Average CGPA increased from 1.54 to 1.79 with an average end of term GPA of 1.96
- ACS 140: Average CGPA increased from 1.62 to 1.75 with an average end of term GPA of 1.94
- Half of the participants (50.5%) earned a term GPA of 2.0 or higher during the semester enrolled in ACS 111 or ACS 140.

Program Survey Results: The 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.

- I trust my peer mentor: 3.8 out of 4.0
- I have made an effort to get to know my peer mentor: 3.5 out of 4.0

Quotes:

- “[My peer mentor and instructor] helped me be comfortable with asking for help.”
- “My peer mentor encouraged me throughout the semester and gave me the confidence that I can be successful in college.”
- “[My student counselor and instructor] helped me feel more supported and motivated.”

Staff Accomplishments & Highlights

Presentations

- One staff member presented at the National Academic Advising Association (NACADA) national conference, Fall 2021.
- Four staff members presented at the National Academic Advising Association (NACADA) Region 6 Conference, May 2022.
- One staff member presented at the South Dakota Higher Education Association Annual Conference, November 2021.
- One staff member presented a NACADA Region 6 web event, Spring 2022.

Professional Awards and Leadership

- One staff member received the NACADA Region 6 Graduate Student Scholarship.
- One staff member received an SDSU Early Alert Award for Excellence.
- One staff member served as a mentor for the NACADA Region 6 Mentoring Program.

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

- The Student of the Year Award celebrates students' determination, perseverance, and academic improvement.
 - Alisha McMartin, an Animal Science major from Hartford, SD
- The Student Employee of the Semester Award recognizes student employees for work that supports and furthers the mission, vision, and values of the Center.
 - Taylor Winterton (Fall 2021), a Pharmaceutical Sciences major from Sparta, WI
 - Madison Hodgdon (Spring 2022), a Human Biology major from Cherokee, IA
- The Peer Mentor of the Year Award recognizes high quality work with peer mentoring.
 - Madison Hodgdon, a Human Biology major from Cherokee, IA
- The SI Leader of the Year Award acknowledges commitment to supporting student learning through SI sessions.
 - Ellie Balken, a Pharmacy major from Dilworth, MN
- The Tutor of the Year Award acknowledges commitment to excellence with tutoring.
 - Tana Lick, a Human Biology major from Rosholt, SD
- The Staff Award for Excellence celebrates exceptional performance, leadership, and service for a full-time staff member or graduate student employee.
 - Omar Rodriguez, FYAC Graduate Assistant from Plankinton, SD



Peer Educator 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 peer educator.

- Tutors:
 - 24 students earned Level 1 (Regular) Certification.
 - 6 students earned Level 2 (Advanced) Certification.
 - 20 students earned Level 3 (Master Tutor) Certification.

- Peer Mentors:
 - 13 students earned Level 1 (Regular) Certification.
 - 15 students earned Level 2 (Advanced) Certification.