Wintrode Student Success and Opportunity Center

Annual Report

2022-2023

Table of Contents

2022-2023 Executive Summary

Strategic Plan:

- Vision: The Wintrode Student Success and Opportunity Center supports student growth and success through student-centered interactions that empower all students to be proactive and engaged learners.
- Mission: The Wintrode Student Success and Opportunity Center positively impacts student success, retention, and graduation by prioritizing access, 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 the University's strategic plan.
- 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 2022-2023 academic year focus on Intrapersonal Competence, which emphasizes the development of self-awareness and making choices that promote individual growth and development, and are reported with program outcomes in this report. Student Learning Outcomes have been modified beginning Fall 2023 to align with the Center's new strategic priorities.

Student Participation:

- More than 4,500 unique students participated in at least one Wintrode Center program.
- 46.3% of the undergraduate student population accessed at least one Wintrode Center service.
- 54.1% of participants were female and 45.9% were male.
- 10.9% of participants were first-generation.
- 11.5% of participants were transfer students.
- 3.8% of participants were international students.

Participation by Student Population Compared with SDSU's Undergraduate Population:

- 83.6% White compared with 86.0% of the undergraduate population
- 3.3% Hispanic Latinx compared with 2.9% of the undergraduate population
- 3.1% Black/African American compared with 1.6% of the undergraduate population
- 3.1% Asian compared with 1.2% of the undergraduate population
- 3.1% Race and Ethnicity Unknown compared with 2.2% of the undergraduate population
- 2.3% Multiracial compared with 2.3% 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 (Peer Mentoring), Levels 1-2, August 2020 – December 2025
- ★ College Reading and Learning Association International Peer Educator Training Program Certification (Supplemental Instruction), Level 1, June 2023 – December 2025

Wintrode Center History:
With support from Virgil and Josephine Wintrode, the Wintrode 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 over 16 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 Wintrode Center program outcomes for 2022-23 are included below. More comprehensive data are included on pages 5-14 of this report.
- 100% of students who met with the Coordinator for Student Success & Opportunity reported that the Center helped them experience personal and professional growth.
- 100% of students from the Upward Bound Class of 2023 graduated on time and 87% are attending college.
- 100% of students who responded to a Summer Bridge survey reported that they felt more prepared to start college.
- 88.6% of TRIO Student Support Services participants were retained from Fall 2022 to Fall 2023.
- 99.2% of students who responded to a First Year Advising Center survey indicated that their advisor helped them reflect on opportunities for growth.
- 84.3% of students who responded to an Early Alert survey reported taking steps to resolve a performance notification or improve class performance.
- 94.5% of students who utilized the Wintrode Tutoring Program indicated that they have a greater knowledge of learning strategies after attending tutoring.
- 96.3% of students who participated in Supplemental Instruction (SI) indicated that they have a better understanding of how they learn after attending SI sessions.
- 71.6% of students who successfully completed the Academic Success & Recovery Program persisted to Fall 2023 compared with 27.0% of students who failed to complete the program.

Program Highlights

Opportunity Center

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 connecting them to the appropriate resources to meet their needs. The Opportunity Center embraces SDSU's land-grant mission by supporting educational access for all students.

Program Highlights and Student Outcomes:
- Collaborated with NETwork partners to host events to enhance student success.
  - Common Read Kickoff Event and Student Success Information Fair
  - First Generation College Celebration and Avenue of Opportunity Information Fair
- Hosted student input sessions to gather feedback from students served by NETwork partners about student success needs at SDSU; utilized these input sessions as well as feedback from faculty, staff, and students to identify student success priorities.
- Connected with more than 250 students during the 2022-23 academic year through presentations to student organizations and groups, attendance at student success events, leadership of student input sessions, and one-on-one meetings with students.
- 100% of first-year students received communication from at least one NETwork partner.
- 90% of first-year students scheduled appointments with at least one NETwork partner or campus resource.
- Students who participated in one-on-one meetings with the Coordinator for Student Success and Opportunity reported the following information on an Opportunity Center survey:
  - 100% of students surveyed were satisfied with their experience.
  - 100% of students experienced personal and professional growth in the following categories:
    - Pursuit of personal, academic, and/or professional goals
    - Skill development to facilitate connections with campus resources
    - Utilization of campus or community resources
    - Application of personal values to decision-making
    - Action in taking steps for personal growth

Opportunity Center Student Success NETwork:
Comprised of 15 campus partners, the Opportunity Center Student Success NETwork creates connections to support students' holistic needs, enhancing each student's opportunity for success.

The NETwork includes:
- Academic Success & Recovery Program
- American Indian Student Center
- Continuing and Distance Education
- Disability Services
- First-Year Advising Center
- Graduate School
- Honors College
- Housing & Residential Life

- International Affairs
- Multicultural Affairs & Accessibility
- New Student Orientation
- Professional Academic Advisors
- Student Athlete Advising & Support
- TRIO Student Support Services
- Veterans Affairs

Student Success NETwork Highlights and Outcomes:
- Hosted monthly meetings with Student Success NETwork liaisons.
- Implemented shared communication platforms through email and Box.
- Co-hosted an Advising and Student Success Workshop Series to promote staff development in areas of SDSU's Student Success Priorities.
- Increased use of ConnectState to enhance SDSU's coordinated care approach to student success.
  - Increased the number of staff using the platform by 6.0%.
  - Increased the number of students scheduling appointments by 4.0%.
  - Increased the number of appointments by 8.0%.
  - Increased the number of referrals issued through the platform by 20.0%.
- NETwork partners reported the following information on an Opportunity Center survey:
  - 100% of staff reported enhanced awareness regarding NETwork activities.
  - 100% of staff reported increased opportunity to share information regarding student success initiatives at SDSU.
  - 93.3% of staff reported increased training opportunities for NETwork team members.
  - 93.3% of staff reported satisfaction with shared communication platforms and processes.
  - 86.7% of staff reported increased connection and collaboration between offices.
  - 92.0% of staff reported increased awareness regarding areas of growth and needed support for SDSU undergraduate and graduate students.
  - 92.0% of staff reported increased knowledge of student success initiatives offered by other NETwork partners.
  - 88.0% of staff reported a greater ability to identify resources to meet student needs.
  - 84.0% of staff reported that students served by their programs received an opportunity to share concerns through input sessions hosted by the Wintrode Student Success & Opportunity Center.

Quotes:
- *"I look forward to our monthly meetings and the opportunity to learn more about our campus partners."*
- *"…it would be beneficial to meet for 2 hours monthly, instead of 1… create time needed to further develop ideas and discussions."*

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 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 16 Saturday Academy sessions, which included social-emotional learning, team building, and college exploration activities.
- Offered 24/7 on-demand online tutoring and six hours of in-person tutoring each week.
- 32 students participated in the 2023 Summer Academy, which included Senior Seminar, English, Math, and American Sign Language. The summer program concluded with a trip to Chicago and included trips to museums, college tours, and educational opportunities.

Student Outcomes:
- 15/15 students (100%) from the Class of 2023 graduated on time and 13/15 (86.7%) are attending college.
- Two students earned $5,000 Cobell Scholarships, 2 participants attended the Crazy Horse University Summer Program, and 1 student earned the Build Dakota Scholarship.
- Students attended South Dakota State University (2), Southeast Technical College (3), Augustana University (2), St. Catherine's University (2), Dakota State University (1), St. Olaf University (1), University of Minnesota - Morris (1), and Western Iowa Tech Community College (1).
- 100% of students who attended the 2023 Summer Academy either agreed or strongly agreed that they reflected on their personal opportunities for growth and understand what it takes to attend college because of participating in Upward Bound.

Quotes:
- *"Upward Bound prepares you for the future while creating one big family."*
- *"Upward Bound lets me meet a variety of different people from different cultures and allows me to learn about others."*
- *"I love how every time I'm with UB I feel safe and comfortable. It feels like a family who will never judge and will point out mistakes I make or made without being mean about it."*

Summer Bridge

The Summer Bridge Program supports incoming students by strengthening their academic skills, increasing familiarity with the SDSU campus and resources, and building relationships. Implementing a new model in 2022, Summer Bridge staff partner with several early orientation programs at SDSU, including those offered through the American Indian Student Center, A Next Generation Leader in Engineering Scholars (ANGLES), International Affairs, and TRIO Student Support Services. Participants move to campus one week prior to the start of the fall semester, which allows more time for participants to acclimate to the college environment. The reduced time commitment and decreased cost of the program align with SDSU's access-oriented mission, allowing more students to participate. Additionally, the refreshed model streamlines services, uses resources efficiently, and fosters collaboration between programs.

Program Highlights:

- Held from August 15-19, 2022, Summer Bridge hosted five activities:
  - One Small Step Conversations
  - Campus Resource Tour
  - Time Management and Prioritization Workshop
  - Tech Talk Workshop
  - Participation in Brookings' Downtown at Sundown Event

Student Outcomes:

- 111 students were supported by Summer Bridge during the Summer 2022 program, which is a 1010% increase from the 2021 Summer Bridge program.
- 100% of participants engaged in at least one activity provided through Summer Bridge.
- 100% of students who responded to a Summer Bridge survey indicated that they feel more prepared to start college.
- 100% of students who responded to a Summer Bridge survey indicated that they are more knowledgeable about university resources.

Quotes:

- *"[Summer Bridge helped me by] getting to know campus and meeting new people."*
- *"I was happy I signed up and enjoyed my experience."*
- *"I was able to learn more about the resources available to me at SDSU. I was also able to start learning my way around campus sooner and I felt more prepared when the school year started."*

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 167 students during the 2022-2023 academic year.
- Provided 507 hours of tutoring to 76 students and 160 hours of mentoring to 25 students.
- Provided more than $25,000 in grant funding to SSS participants.
- Hosted weekly socials with 20-40 students per event.

Student Outcomes:

- 88.6% of SSS participants were retained from Fall 2022 to Fall 2023.
- 92.2% of retained students earned a 2.0 GPA or higher.
- Students who responded to an SSS Program survey indicated the following outcomes as a result of their interactions with SSS advisors:
  - 100% agreed or strongly agreed that they reflected on their personal opportunities for growth.
  - 100% agreed or strongly agreed that they have created a plan to help improve their academics.
  - 100% agreed or strongly agreed that they understood the requirements needed to graduate.
  - 100% agreed or strongly agreed that they have registered for courses and are making progress on degree requirements.

Quotes:

- *"TRIO is a steppingstone into a new world of possibilities for me and my family as a first-generation student."*
- *"TRIO helped me realize that there are other students like me and that I am not alone. The community I am a part of now provides me with support and care that I don't get in any other aspect of my life. I now believe that I can graduate and go to graduate school too."*

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 7,609 advising contacts with 2,425 unique students: an average of 3.1 visits per student.
- 99.2% of students (871 of 878) who responded to a survey indicated that their advisor helped them reflect on opportunities for growth.
- 99.4% of students (873 of 878) who responded to a survey indicated that they created a plan to improve based on reflections for growth with their advisors.
- Probation Student Support: Graduate students in the First Year Advising Center met frequently with students on academic probation during the 2022-23 academic year. Three of those students completed the full program, which consisted of 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.

	3 Students Completed the Program	14 Students Participated but didn't Complete the Program	91 Students Didn't Participate in the Program
Persisted to Following Term	100.0%	64.3%	68.1%
Good Standing or Academic Improvement	66.7%	7.1%	16.5%
Academic Probation or Academic Watch	0.0%	42.9%	32.1%
Academic Suspension or Academic Warning	33.3%	52.7%	28.6%

Quotes:

- *"[Advisor] was so, so, so helpful in explaining everything that I needed to accomplish for SGR's and classes for my major. She is such a positive and encouraging person!"*
- *"[Advisor] really helped me in understanding how college works. She gave me a good idea of what the classes would be like and how to better prepare myself for the things that you need to do for college. She really helped me mature as a student and make sure that I got everything I needed so I could go be successful in the classroom."*

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
- 10,004 performance notifications were issued for 4,403 students.

Student Outcomes:

- 36.6% of students who received constructive alerts in the Fall 2022 semester and 34.2% in the Spring 2023 semester earned a final grade of C or better in the flagged course.
- 1,105 students responded to a survey about their experience with early alert.
    - 932 students (84.3%) reported taking steps to resolve a performance notification or improve class performance. Of those who took action
        - 62.8% increased their study hours,
        - 57.3% contacted their instructor,
        - 56.9% improved their study skills, and
        - 40.0% contacted their advisor.
    - 642 students (58.1%) 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.
        - 22.0% used tutoring.
        - 22.0% used Supplemental Instruction (SI).
        - 22.0% used the Wellness Center.
        - Additional resources used by students include the Counseling Center, Math Help Resources, the Speech Center, Student Health, the Writing Center, and Other.

Quotes:

- *"I like [alerts], they make me feel noticed and cared for rather than just another random name/student. It makes me feel more connected with the professor..."*
- *"I like that these notifications help professors connect and communicate with students. Professors can recognize good work and reach out to students who may be struggling in the course."*

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 2022-2023 academic year, 869 students utilized the Wintrode Tutoring Program with a total of 7,629 visits.
- Of the 359 students who completed a tutoring survey
  - 92.5% indicated that they have a better understanding of how they learn,
  - 94.5% indicated that they have a greater knowledge of learning strategies, and
  - 94.9% indicated they tried learning strategies suggested by their tutor.

Student Goals and Learning from Experience:
- Students who regularly attended tutoring completed a goal setting and reflection activity. One hundred goal setting sheets were randomly sampled. The reflection activity required students to set goals for the class they attended tutoring for and, periodically during the semester, reflect on progress toward those goals and identify changes made.
  - 51 students reflected on progress with evidence of action taken to create change.
  - 43 students reflected on progress with awareness of changes to make, but demonstrated minimal to no evidence of taking action to create change.
  - Six students made minimal or no reflection on progress or change made.

Quotes:
- *"She encourages me to reflect on my own personal struggles within the class so I can identify what I need more practice with. She also has a true passion and love of chemistry that made me want to learn more :)"*
- *"He puts together weekly questions to practice which was very helpful. He also is very patient and you can tell he actually wants you to learn and become better. I feel more comfortable with the coursework after my tutoring sessions."*
- *"She is very passionate, understanding, and patient, as well as makes all of her students feel welcome. There are no wrong questions in her eyes, which is very encouraging for everyone to ask even the silliest of questions. She always offers amazing tricks to understand the material better. She has great testing strategies, which helped me in other classes as well."*
- *"Without [tutor] my chemistry II grade would be hurting, probably would've had to drop the course by now."*

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 2022-2023 academic year, 1,508 unique students attended SI sessions a total of 15,530 times.
- Of the 270 students who completed the SI survey
  - 96.3% indicated that they have a better understanding of how they learn,
  - 95.9% indicated that they have a greater knowledge of learning strategies, and
  - 95.6% 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 do not attend SI. Mean final grade comparisons for each SI-supported course during the Fall 2022 semester are included below.
- Biology 101: SI students earned a grade of 2.8 versus 2.0 for non-SI students.
- Biology 151: SI students earned a grade of 2.5 versus 1.6 for non-SI students.
- Biology 221: SI students earned a grade of 2.8 versus 1.1 for non-SI students.
- Biology 325: SI students earned a grade of 2.7 versus 2.6 for non-SI students.
- Chemistry 106: SI students earned a grade of 2.7 versus 2.1 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 2.6 versus 1.8 for non-SI students.
- Chemistry 326: SI students earned a grade of 3.1 versus 1.9 for non-SI students.
- Microbiology 231: SI students earned a grade of 3.4 versus 2.8 for non-SI students.

Quotes:
- *"Our leader was very patient and willing to help everyone that attended, one on one or in a group."*
- *"I like that there is a refresh of material as well as easy ways to remember it. I like that [SI Leader] shows a lot of diagrams to piece together material."*
- *"It's another time to go over the material without having to teach it to myself. This helps it stick into my head. Also the fact that the leaders are students makes it seem like they better understand how to help us."*
- *"[SI Leader] was patient and described things in depth which helped to understand the bigger picture. Without him, I would not be getting an A in the class."*
- *"She helped me learn in a fun and interactive way."*

Academic Success & Recovery Program

The Academic Success & Recovery Program (ASRP) works with students who are on academic probation or who return 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:
- Served 381 students during the 2022-2023 academic year.
- 36 readmitted students graduated from SDSU over Summer 2022, Fall 2022 and Spring 2023.
- 257 students enrolled in ASRP success courses during the 2022-2023 academic year.
  - 183 students (71.2%) successfully completed ACS 111 or ACS 140.
    - 71.6% persisted to Fall 2023.
    - Average cumulative GPA increased by 0.32 points.
  - 74 students (28.8%) failed to successfully complete ACS 111 or ACS 140.
    - 27.0% persisted to the Fall 2023.
    - Average cumulative GPA decreased by 0.09 total points.

GPA Comparison:
- ACS 111: Average cumulative GPA increased from 1.66 to 1.85 with an average end of term GPA of 1.93.
- ACS 140: Average cumulative GPA increased from 1.42 to 1.83 with an average end of term GPA of 2.10.
- 53.5% of students earned a term GPA of 2.0 or higher during the semester enrolled in ACS 111 or ACS 140.

Program Survey Results:
- 97.1% of ASRP participants indicated that their mentor/counselor helped them set goals.
- 97.8% of ASRP participants indicated that their mentor/counselor aided them in goal achievement.

Quotes:
- *"It [approach to college] changed because I started to enjoy college and hanging out with my friends, and I decided that I did not want to transfer."*
- *"[My peer mentor and instructor] helped me make goals and keep me accountable for them."*
- *"I learned new skills that I can apply for the rest of college and my life. I have used more campus resources than last year."*

Staff Accomplishments & Highlights

Presentations:
- Three staff members presented at the South Dakota Higher Education Association (SDHEA) Annual Conference, November 2022.
- Two staff members presented at the National Academic Advising Association (NACADA) Region 6 Conference, May 2023.

Professional Awards and Leadership:
- One staff member received an SDSU Presidential Award of Excellence.
- One staff member received the SDSU Professional Advisor Award for Excellence.
- One staff member received the SDSU Emerging Professional in Advising Award.
- One staff member received the SDSU Students' Association Professional Advisor of the Year Award.

Wintrode Center Awards: The Wintrode Student Success and Opportunity Center presented seven awards for outstanding performance. Awards and recipients are listed below.
- The Student of the Year Award celebrates students' determination, perseverance, and academic improvement.
  - Montana Kack, a Human Development and Family Studies major from Chaska, MN
- The Student Employee of the Semester Award recognizes student employees for work that supports and furthers the mission, vision, and values of the Center.
  - Elizabeth Meuleners (Fall 2022), a Human Development and Family Studies major from Winsted, MN
  - Paige Evans (Spring 2023), a Psychology major from Aberdeen, SD
- The Peer Mentor of the Year Award recognizes high quality work with peer mentoring.
  - Anna Poull, Animal Science and Agricultural Education, Communication and Leadership double major from Port Washington, WI
- The SI Leader of the Year Award acknowledges commitment to supporting student learning through SI sessions.
  - Macy Winslow, a Pharmacy major from Vermillion, SD
- The Tutor of the Year Award acknowledges commitment to excellence with tutoring.
  - Jordan Thompson, a Human Biology major from Pierre, SD
- The Staff Award for Excellence celebrates exceptional performance, leadership, and service for a full-time staff member or graduate student employee.
  - Brenna Rubendall-LaVoy, Professional Academic Advisor
- In partnership with the American Indian Student Center, Wintrode Center staff received a Wokini Challenge Grant to offer support and programs that help students develop a sense of belonging and feel supported in their cultural identity through peer mentoring activities.

Peer Educator Certifications:

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

- Tutors:
    - 29 students earned Level 1 (Regular) Certification.
    - 16 students earned Level 2 (Advanced) Certification.
    - Four students earned Level 3 (Master Tutor) Certification.

- SI Leaders:
    - Eight students earned Level 1 (Regular) Certification.

- Peer Mentors:
    - 18 students earned Level 1 (Regular) Certification.
    - Six students earned Level 2 (Advanced) Certification.