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### Wintrode Student Success and Opportunity Center Annual Report 2023 - 2024

Wintrode Student Success and Opportunity Center

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# Wintrode Student Success and Opportunity Center

## Annual Report

2023-2024



Wintrode Student Success and Opportunity Center

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## Table of Contents

2023-2024 Executive Summary	
• Strategic Plan .....	3
• Student Participation .....	3
• Center and Program Highlights.....	4
○ Center and Program Certifications .....	4
○ Wintrade Center History.....	4
○ Impact of Programs.....	4
 Program Highlights	
• Opportunity Center.....	5
• Upward Bound .....	6
• Summer Bridge .....	7
• Student Support Services.....	8
• First Year Advising Center .....	9
• Early Alert.....	10
• Wintrade Tutoring Program .....	11
• Supplemental Instruction .....	12
• Academic Success & Recovery Program .....	13
 Staff Accomplishments & Highlights	
• Presentations and Awards .....	14
• Peer Educator Certifications .....	15

**Accountability Groups Introduction:** The Wintrade Student Success and Opportunity Center ran a pilot program for Accountability Groups Spring 2024. Based on the concept of [body doubling](#), Accountability Groups provide support to undergraduate students by offering structured work time in a small-group environment. Accountability Groups meet once per week for 90 minutes throughout each semester. During each meeting, students begin by setting their work goal for the session, followed by 60 minutes of dedicated work time. Meetings conclude with a reflection of work accomplished, and the Accountability Group facilitator sharing information about effective learning strategies and campus resources.

Thirty-eight (**38**) students were assigned to an Accountability Group during the spring semester, with at least one student from each academic college participating. One hundred percent (**100%**) of participants who responded to a survey agreed or strongly agreed with the following statements:

- I was productive during my Accountability Group meeting work time.
- Accountability Groups helped me stay motivated to study throughout the week.
- I used study strategies and/or campus resources that I learned about during Accountability Group meetings.
- I learned how to set realistic goals during Accountability Group meetings.

# 2023-2024 Executive Summary



**Vision:** The Wintrade 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 Wintrade 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 Wintrade Center’s strategic goals align with institutional goals and priorities identified in the University’s strategic plan.

**Student Learning Outcomes:** The Wintrade Student Success and Opportunity Center measures student learning through a comprehensive assessment plan that includes center-wide Student Learning Outcomes (SLOs). Outcomes for the 2023-2024 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

- **4,500+** unique students participated in at least one Wintrade Center program with a total of **40,000+** visits.
- **44.7%** of undergraduate students utilized at least one Wintrade Center service.
- **85.5%** of participants persisted to or graduated prior to Fall 2024.
- **55.7%** of participants were female and **44.4%** were male.
- **9.8%** of participants were first-generation.
- **7%** of participants were transfer students.
- **5.1%** of participants were international students.

## Participation by Student Population

Race/Ethnicity	Wintrade Participants	SDSU's Undergraduate Population
White	83.1%	85.6%
Asian	3.7%	1.2%
Hispanic/Latinx	3.7%	2.9%
Race/Ethnicity Unknown	3.5%	2.2%
Black/African American	2.9%	1.2%
Multiracial	2.2%	2.2%
American Indian/Alaska Native	1.1%	1.1%
Hawaiian/Pacific Islander	0%	0.1%

## Center and Program Highlights

### Center and Program Certifications

- ★ International College Learning Center Association Learning Center Certification, 2020-2029
- ★ 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 17 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 2023-24 are included below. More comprehensive data are included on pages 5-13 of this report.

- **100%** of students who met with the Coordinator for Student Success & Opportunity reported that they pursued personal, academic, and/or professional goals.
- **100%** of Upward Bound students from the class of 2024 graduated on time.
- **100%** of Summer Bridge participants reported gaining knowledge and information to enhance academic skills.
- **85.7%** of Student Support Services participants persisted from Fall 2023 to Fall 2024.
- **97.5%** of students indicated that their FYAC advisor helped them feel confident in their ability to achieve their goals.
- **83.6%** of students reported taking steps to resolve a performance notification or improve class performance due to the Early Alert program.
- **98.5%** of students who utilized the Wintrode Tutoring Program indicated feeling more confident about course material after attending tutoring.
- **97.4%** of students who participated in SI indicated having a greater knowledge of learning strategies after attending SI.
- **100%** of students reported setting goals because of their participation in the Academic Success & Recovery 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. 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.

### Student Success NETWORK Highlights and Outcomes:

- Hosted monthly meetings with Student Success NETWORK liaisons.
- Collaborated with NETWORK partners to host events to enhance student success.
  - ★ Presentations at SDSU's Fall Faculty and Staff Conference
  - ★ Common Read Kickoff Event and Student Success Information Fair
  - ★ First Generation College Celebration and Avenue of Opportunity Information Fair
- Developed and distributed student success resources for SDSU faculty and staff.
- Increased use of ConnectState to enhance SDSU's coordinated care approach to student success.
  - ★ Increased the number of staff using the platform by **13.9%**.
  - ★ Increased the number of students scheduling appointments by **6.7%**.
  - ★ Increased the number of referrals issued through the platform by **10.3%**.
- NETWORK partners reported the following information on an Opportunity Center survey:
  - ★ **100%** reported increased communication between NETWORK partners,
  - ★ **100%** reported increased training opportunities for NETWORK staff, and
  - ★ **83%** reported increased connections and collaboration between offices.

### Program Highlights and Student Outcomes:

- Connected with more than 500 students through presentations, student success events, one-on-one meetings, and targeted outreach campaigns.
- **100%** of first-year students received communication from at least one NETWORK partner.
- **96%** 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 were satisfied with their experience,
  - **100%** of students pursued personal, academic, and/or professional goals, and
  - **100%** of students developed skills to facilitate connections with campus resources.

### Quotes:

- *"[The Coordinator] was a great asset to my academic success. She helped me get to graduation and set goals for myself, as well as offered emotional support and help finding resources."*
- *"[The Coordinator] did a lot with helping me when it came to career goals and pursuing opportunities to help me succeed and I am grateful that I had gotten the chance to meet her ..."*

## 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 57 students from:

- Washington High School
- Flandreau Indian School
- Flandreau High School
- Hosted 21 Saturday Academy sessions, which included social-emotional learning, team-building, and college exploration activities.
- Offered 24/7 on-demand online tutoring and six (6) hours in person each week.

Twenty-nine (29) students participated in the 2024 Summer Academy, which offered a Senior Seminar, and courses in English, math, and science. The summer program concluded with a trip to Kansas City, MO and included trips to museums, college tours, and other educational opportunities.

### Student Outcomes:

- ★ 12 of 12 students (100%) from the Class of 2024 graduated on time.
- ★ 8 of 12 of the 2024 graduates (66.6%) are attending college.
- ★ One (1) student earned a full tuition Questbridge Scholarship to Boston University.
- ★ One (1) student earned a full tuition scholarship to the University of Montana.
- ★ One (1) student earned a full tuition scholarship to Augustana University.
- ★ One (1) student earned a \$5,000 Cobell Scholarship and the Wokini Scholarship.
- ★ Of 29 students who completed a survey:
  - 100% agreed or strongly agreed that Upward Bound helped them develop academic and personal goals and
  - 100% agreed or strongly agreed that participating in Upward Bound helped them become more confident in their future.

### Quotes:

- *“Upward Bound is a safe space that brings a lot of different people together.”*
- *“Upward Bound is fun while also educational. I have learned so many things I had never thought about before.”*
- *“My favorite part about Upward Bound is the mix of academic and fun activities we do. The balance of both makes the program both fun and helpful.”*



## Summer Bridge

The Summer Bridge Program partners with several early start programs at SDSU to offer shared experiences for all early start students. These experiences are designed to strengthen academic skills, increase familiarity with the SDSU campus and resources, and build relationships. Participating early start programs include those offered through the American Indian Student Center (AISC), A Next Generation Leader in Engineering Scholars (ANGLES), Office of International Affairs (OIA), and TRIO Student Support Services (SSS). Through these programs, incoming first-year students move to campus one week prior to the start of the fall semester, which allows time for them to acclimate to the college environment.

### Program Highlights:

- Held from August 14-17, 2023, Summer Bridge experiences included:
  - ★ Campus Resource Tour
  - ★ Participation in the International Ice Cream Social
  - ★ Time Management and Prioritization Workshop
  - ★ Tech Talk Workshop
  - ★ Participation in a Brookings Downtown at Sundown Event



### Student Outcomes:

- Served **99** students during Summer 2023.
- **100%** of participants engaged in at least one of the five Summer Bridge experiences in addition to activities offered through their designated early start program.
- Of **94** students who completed program surveys:
  - ★ **100%** indicated they were more familiar with SDSU's campus and resources because of their participation in Summer Bridge, and
  - ★ **100%** indicated they gained knowledge and information to enhance their academic skills during Summer Bridge.

### Quotes:

- *"[Summer Bridge taught me]...how things work [and to] use the resources."*
- *"There are people that I can reach out to if I have a problem."*
- *"I will use the knowledge [learned during Summer Bridge] to access more resources."*
- *"[Summer Bridge helped me learn] that [the Wintrade Center] is willing to help students to achieve their academic goals for free. I will use the resources when needed."*



## 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 **161** students during the 2023-2024 academic year.
- Provided **726** hours of individual tutoring to **55** students and **160** hours of peer mentoring to **25** students.
- Provided **\$24,000** in grant funding to SSS participants.
- Hosted weekly socials with **20-40** students per event.

### Student Outcomes:

- **85.7% (138 of 161)** of participants persisted from Fall 2023 to Fall 2024.
- **95.7% (132 of 138)** of retained students earned a 2.0 GPA or higher.
- Of **63** students who completed a program survey:
  - ★ **94.4%** agreed or strongly agreed that their advisor helped them develop personal goals,
  - ★ **98.1%** stated that their advisor helped them develop academic goals,
  - ★ **84.9%** stated that their advisor helped them develop professional goals, and
  - ★ **88.6%** stated that interactions with their advisor helped them feel confident in their ability to achieve their goals.



### Quotes:

- *"The best part about TRIO is making new friends because of all the awesome people you will meet."*
- *"TRIO has an amazing community; you will instantly feel at home, the vibes are so welcoming."*
- *"My favorite thing about TRIO is the connections, the resources, and being able to come here and use it as a stress relieving place on campus."*

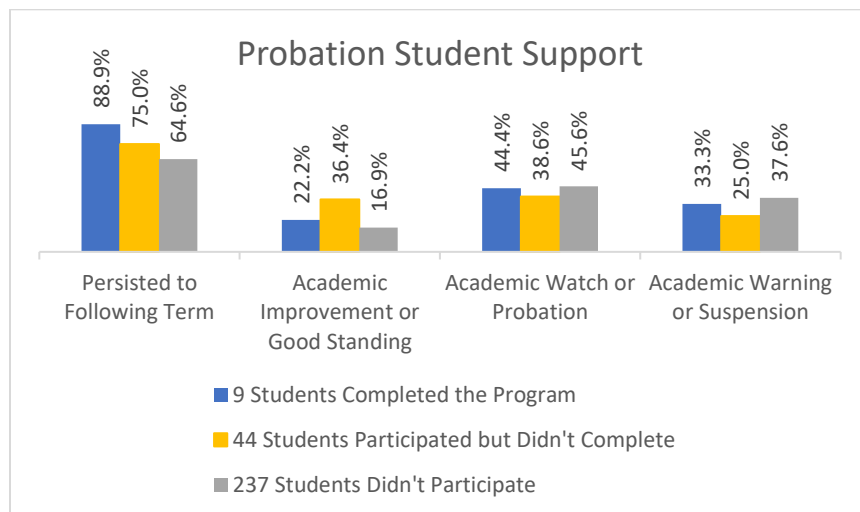
## First Year Advising Center

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 **8,033** advising contacts with **2,203** unique students, an average of **3.6** visits per student.
- Of the **697** students who completed a survey about their advising experience:
  - ★ **99%** (**687 of 694**) indicated they were very satisfied or satisfied with their advising experience,
  - ★ **98.3%** (**682 of 694**) strongly agreed or agreed that they understand their degree requirements,
  - ★ **97.5%** (**676 of 693**) strongly agreed or agreed that they feel confident in their ability to achieve their goals, and
  - ★ **96.4%** (**667 of 692**) strongly agreed or agreed that they applied strategies to enhance their learning.

**Probation Student Support:** Graduate students in the Wintrode Center met frequently with students on academic probation during the 2023-24 academic year. Nine (**9**) 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.



### Quotes:

- *“My advising experiences were great, and they helped me understand my resources that I have on campus. My advisor helped me understand my requirements for my major and more.”*
- *“My advising experience was very positive as I changed my major different times and felt very conflicted at times. [Advisor] and the advising center helped me make decisions that I felt comfortable with and helped me explore all my options to find the best fit for me. Having the ability to have in-person meetings and access program plans and requirements online helped me to understand all aspects of my options before making a decision.”*

## Early Alert

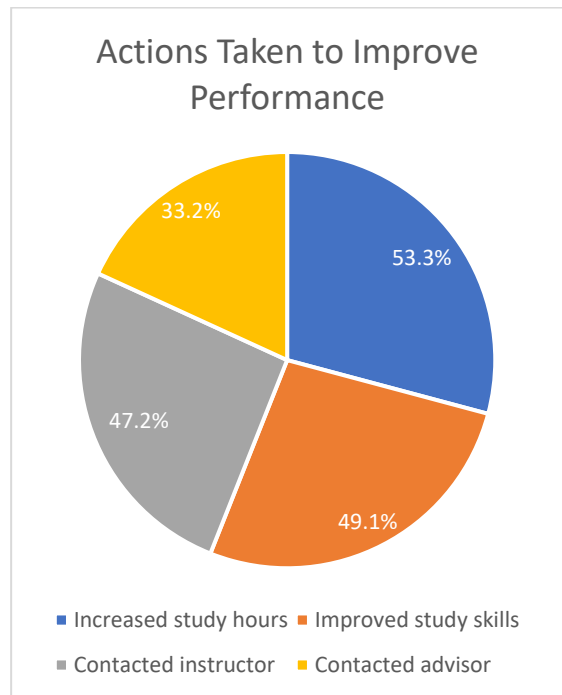
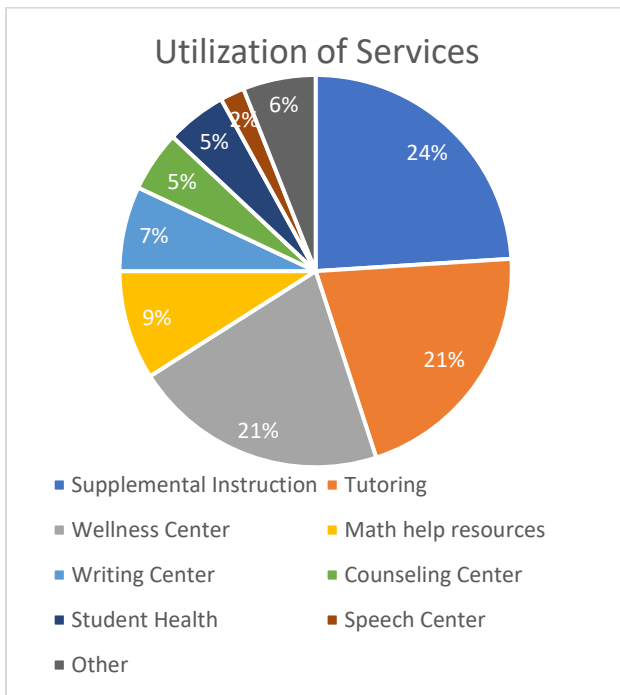
Early Alert is an early intervention that allows instructors to inform students about their performance in courses. The program sends students, advisors, and key staff notifications about student progress beginning the first week of the semester and continuing throughout the term.

### Program Highlights:

- Early Alert supports all undergraduate courses and is required for use in the following courses:
  - Pre-general education
  - 100- and 200-level success markers
  - First-year seminar
  - 100- and 200-level courses with DFW rates of 30% or higher
  - High School Dual Credit
- **10,619** performance notifications were issued for **4,890** students.

### Student Outcomes:

- **35.4%** of students who received constructive alerts FA23 and **37.3%** SP24 earned a final grade of C or better in the flagged course.
- **797** students responded to a survey about their experience with early alert.
  - **83.6% (358 of 428)** of students who received an alert reported taking steps to resolve a performance notification or improve class performance.
  - **58.7% (468 of 797)** reported utilizing resources as a result of receiving a performance notification.



### Quotes:

- *“Because of the email, it helped me work with my advisor on making a plan to help me improve my grade by using resources I didn't know too much about.”*
- *“It helped me realize that professors were noticing I was gone from class (accountability).”*
- *“I received a positive performance notification and it motivated me to continue working towards improving my grade to show my professor I actually care about their class.”*

## 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. Tutoring sessions focus on increasing students' understanding of course material, improving study strategies, and increasing student confidence in relation to course material.

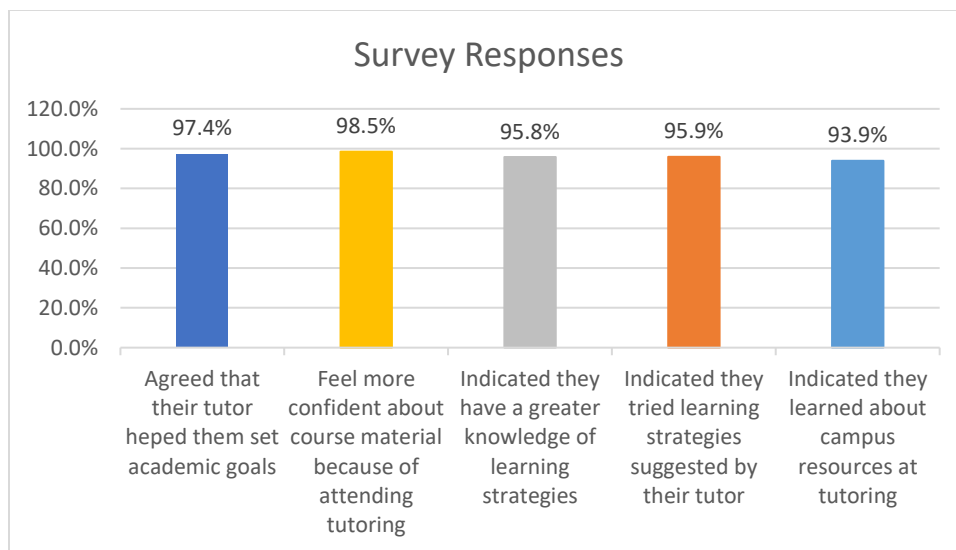
### Program Highlights and Student Outcomes:

- During the 2023-2024 academic year, **974** students utilized the Wintrade Tutoring Program with a total of **8,662** visits.

- Tutoring was offered in:

<b>ACCT 210, 211</b>	<b>EM 214, 215</b>
<b>BIOL 101, 151, 153, 202, 204, 221, 325</b>	<b>MICR 231</b>
<b>CHEM 106, 108, 112, 114, 326, 328</b>	<b>NURS 323</b>
<b>CSC 150, 250</b>	<b>NUTR 315</b>
<b>ECON 204</b>	

- Of the **389** students who completed a tutoring survey:



### Quotes:

- “[Tutor] is the reason I am doing well in Ochem. She helps break down the course material in a much simpler way. She provides organizational strategies that have helped me in my studying and with other classes.”
- “[Tutor] was very nice and took time to answer any questions I had. He really set me up for success in the course. My letter grade would be a lot worse if I hadn’t gone to [tutoring]...”
- “[Tutor] creates fun ways to remember things and makes sure to thoroughly explain any material that I might be confused on! The tutoring sections are a safe space which helps me feel more comfortable asking questions and I don’t feel bad for not knowing the material!”
- “My tutor helped me know how to study and feel way, way, way more confident about the material. She also helped me not to freak out because this is a hard course and my stress can get pretty huge pretty quick. She is so helpful.”

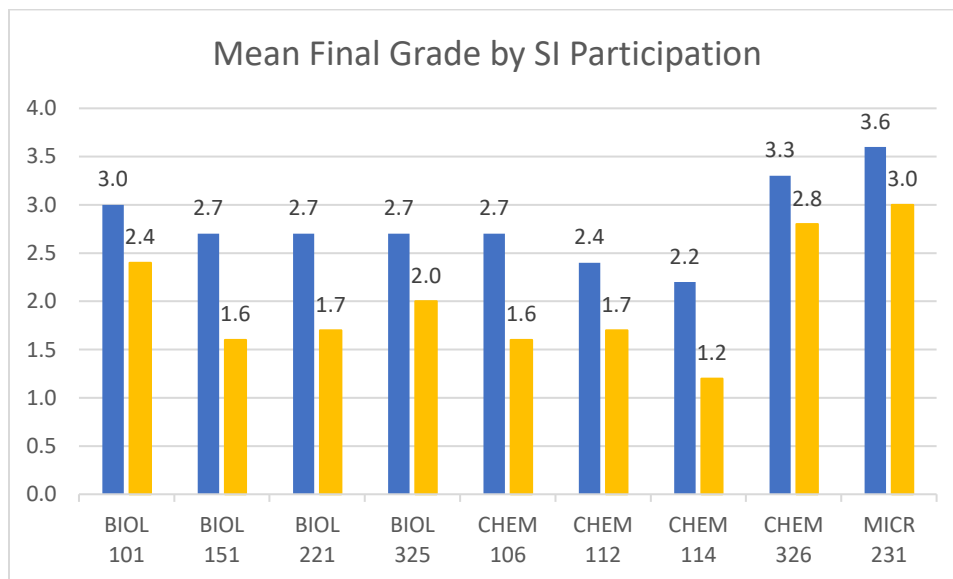
## Supplemental Instruction

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 2023-2024 academic year, **1,719** unique students attended SI sessions a total of **16,104** times.
- Of the **114** students who completed the SI survey
  - ★ **98.2%** feel more confident about course material after attending SI,
  - ★ **97.4%** indicated that they have a greater knowledge of learning strategies,
  - ★ **93%** indicated they tried learning strategies suggested by their SI Leader, and
  - ★ **97.3%** indicated they learned about other campus resources at SI.

**Grade Comparison:** 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 2023 semester are included below.



### Quotes:

- *“Helped me go from not knowing anything to knowing a lot and not failing exams”*
- *“The encouragement that she gives us throughout the session is so helpful. It makes you want to keep attending and get better.”*
- *“I think the most helpful thing about SI is just how relaxed it is. It’s not a “get it all in” sort of session, but a great in-depth session and conversation about topics that people struggle with.”*
- *“SI helped me review the content daily. This made studying for the exam easier because I was continuously learning the material throughout the semester.”*

## 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 **297** students during the 2023-2024 academic year, with a total of **1,265** visits, including **632** peer mentoring appointments, **550** success advising appointments, and **83** workshop visits.
- **17** previously readmitted students graduated from SDSU over Summer 2023 (**1**), Fall 2023 (**14**), and Spring 2024 (**2**).
- **237** students enrolled in ASRP success courses during the 2023-2024 academic year.
- The **171** students (**72.2%**) who successfully completed ACS 111 or ACS 140 achieved higher outcomes than the **66** students (**27.8%**) who failed to successfully complete ACS 111 or ACS 140, as indicated by persistence rates and average cumulative GPA (CGPA) changes shown below.

	Persisted to Following Semester	Average Change in Cumulative GPA
Students who successfully completed ACS 111 or ACS 140	<b>82.5%</b>	<b>+0.33</b>
Students who failed to complete ACS 111 or ACS 140	<b>42.4%</b>	<b>-0.08</b>

### GPA Comparison:

- ACS 111: Average CGPA increased from **1.48** to **1.66** with an average end-of-term GPA of **1.90**.
- ACS 140: Average CGPA increased from **1.33** to **1.73** with an average end-of-term GPA of **1.92**.
- **48.5%** earned a term GPA of 2.0 or higher during the semester enrolled in ACS 111 or ACS 140.

### Program Survey Results: Of 128 students who completed a survey:

- **100%** reported setting goals because of their participation in ASRP.
- **97.7%** reported being more knowledgeable about university and community resources because of their participation in ASRP.

### Quotes:

- *"[My peer mentor] helped me set goals and change my perspective on school."*
- *"[My instructor and peer mentor] really showed me the importance of goals and that you can do anything as long as you have [the] right mindset."*
- *"[My peer mentor] provided me with information on campus resources and helped me set realistic goals."*
- *"Having a peer mentor made it possible for me to evaluate my academic performance and improve by setting goals and working efficiently to achieve them."*



# Staff Accomplishments & Highlights

## Presentations & Awards

### Professional Development and Scholarship

- Three (3) staff members presented at the South Dakota Higher Education Association (SDHEA) Annual Conference, September 2023.
- One (1) staff member presented at the National Academic Advising Association (NACADA) Region 6 Conference, March 2024.
- One (1) staff member had a blog post published by the National Academic Advising Association, Region 6.

### Professional Awards and Leadership

- One (1) staff member received the Friend of the Counseling and Human Resource Development (CHRD) Program award.
- The Academic Success & Recovery Program received the Department Early Alert Award for Excellence.
- Eight (8) staff members received an Opportunity Center Student Success Certificate.
- In partnership with the American Indian Student Center, Wintrode Center staff secured 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.

**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.
  - ★ Jakob Burckhard, a Concrete Industry Management major from Brookings, 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.
  - ★ Hayley Van Nurden (Fall 2023), an Agricultural Business major from Sunburg, MN
  - ★ Olivia Husman (Spring 2024), a Nutrition and Dietetics major from Mitchell, SD
- The **Peer Mentor of the Year Award** recognizes high-quality work with peer mentoring.
  - ★ Haley Van Nurden, an Agricultural Business major from Sunburg, MN
- The **SI Leader of the Year Award** acknowledges commitment to supporting student learning through SI sessions.
  - ★ Rylee Honomichl, a Human Biology major from Volga, SD
- The **Tutor of the Year Award** acknowledges commitment to excellence with tutoring.
  - ★ Abby Rost, a Human Biology major from Ivanhoe, MN
- The **Staff Award for Excellence** celebrates exceptional performance, leadership, and service for a full-time staff member or graduate student employee.
  - ★ Traci Johnson, Program Assistant



## 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. Wintrose Center peer educator programs awarded **81** certifications during the 2023-2024 academic year.

- Tutors:
  - ★ **24** students earned Level 1 (Regular) Certification
  - ★ **10** students earned Level 2 (Advanced) Certification
  - ★ **15** students earned Level 3 (Master Tutor) Certification
- Peer Mentors:
  - ★ Five (**5**) students earned Level 1 (Regular) Certification
  - ★ Nine (**9**) students earned Level 2 (Advanced) Certification
- SI Leaders
  - ★ Nine (**9**) students earned Level 1 (Regular) Certification

