

Winnipeg Student Success Centre  
Annual Report

Winnipeg Student Success Centre

2019-2020

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Impact of the Coronavirus Pandemic: Following an extended spring break in March 2020 South Dakota State University (SD State) announced its decision to move to temporary remote learning which was later extended through the Spring 2020 and Summer 2020 terms. This transition prompted all Wintrode Center services and courses to move to a virtual environment. In response to this change, the Wintrode Center reallocated a half-time First Year Advising Center Graduate Intern position to success advising with responsibilities for identifying and supporting students who struggled with the transition to remote learning. A study conducted at SD State

## 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 Goal 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 wide Student Learning Outcomes (SLOs). Outcomes for the ~~2020~~ academic year focus on Intrapersonal Competence which emphasizes how students establish identity, clarify personal values, and make personal choices that promote individual growth and development- and are reported with program outcomes in this report.

## Participation and Impact

More than 4,200 unique students participated at least one Wintrode Center program. 42.2% of the undergraduate student population accessed at least one Wintrode Center service.

81.1% of students who utilized Wintrode Center services during the 2019-20 academic year persisted to Fall 2020.

55.0% of participants were female and 45.0% were male.

11.1% of participants were first generation.

9.8% of participants were transfer students.

## Participation by Race

86.9% White

2.9% Black/African American

2.9% Hispanic Latino

2.7% Asian

2.3% Multiracial

1.3% American Indian/Alaska Native




## Center and Program Certifications

National College Learning Center Association Learning Center Certification, June 2020  
December 2023

College Reading and Learning Association International Tutor Training Program  
Certification, Levels-~~3~~, November 2016 November 2021

College Reading and Learning Association International Peer Educator Training Program  
Certification, Levels-~~2~~, August 2020- December (D)5 (ecei02 792 re (D)5 (ecei02 792 re (D)5 (ec



## 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 summer program.





## Student Support Services

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

### Program Highlights:

Served 154 students during the 2020 school year.

Provided 509 hours of individual tutoring to 87 students (a 100% increase in contact hours from 2018-2019).

Provided 325 hours of peer mentoring to 43 students.

Provided more than \$12,000 in emergency grant funding to SSS students in need during the COVID-19 pandemic.

Secured funding until 2025 through the 2020 grant competition.

Hosted weekly socials from August 2019 to March 2020.

## First Year Advising Center

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

### Program Highlights and Student Outcomes

Accumulated 7,657 advising contacts with 2,200 unique students.

Averaged 3.4 visits per student.

257 (55.0%) students advised in the FYAC registered for Spring 2020 as a result of a November/December registration campaign

292 (43.6%) students advised in the FYAC registered for Fall 2020 as a result of a registration campaign

86.4% of students who accessed success advising to help with the transition to remote learning during the spring semester persisted to Fall 2020.

Of program participants who responded to an advising survey

98.2% were satisfied or very satisfied with their advising experience.



## Early Alert

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

### Program Highlights:

Early Alert supports all undergraduate courses and is required for use in the following courses:

- Pre-general education

- First-year seminar

- High school dual credit

- 100- and 200-level success markers

- 100- and 200-level courses with DFW rates of 30% or higher

8,503 performance notifications were issued for 3,621 students

1,677 students who received performance notifications communicated with faculty and staff about their performance

### Student Outcomes:

76.2% of students reported utilizing resources as a result of receiving a performance notification.

37.1% of students who received alerts earned a final grade of C or better in the flagged course

96.9% of students who responded to a survey indicated that receiving a performance notification prompted them take steps to improve class performance

- 18.8% increased their study hours

- 18.7% contacted their instructor

- 15.2% improved their study skills

- 13.4% contacted their advisor and

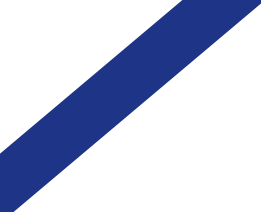
- 8.4% improved class attendance

### Quotes:

*"After receiving a performance notification in one of my first semesters, I made sure to work harder in my class, go to tutoring more often, as well as schedule appointments with my advisor."*

*"Without the notification, I would have been studying/learning the same way which would not improve my class grade."*







## Academic Success & Recovery Program

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

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