

Student Success Center

Annual Report

2022 - 2023



**STUDENT
SUCCESS**
CENTER



BELLARMINE
UNIVERSITY

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Student Success Center

MISSION

The Student Success Center is dedicated to empowering students to take ownership of their learning and development in order to become critical, engaged lifelong learners.

OVERVIEW

The Student Success Center was created in 1998 as a "one-stop shop" for all Bellarmine's students' academic advising and support needs. With the growth of the university, the center has expanded to include a variety of programs and services. The center is home to a team of professionals who work diligently to provide opportunities, resources, and services that support students, including Study Abroad, First-Generation Support, Tutoring, Writing Support, Mentoring, Testing Center, Learning Communities, Success Coaching, and Academic Advising.



Executive Summary

Across all of our services and programs in the 2022-2023 academic year, the SSC documented 28,300 appointments, interactions, and communications to support students including 3831 advising appointments, 3354 tutoring appointments, 607 writing appointments, 11,190 Beacon interactions, over 9000 communications with Pioneer Scholars and Pioneer Mentors, and 318 study abroad information and advising sessions. In addition, the SSC documented 4183 hours of Peer Coach interventions, served 541 unique students in tutoring, 270 unique students in writing, sent 120 students abroad, and dispersed over \$78,000 of institutional scholarships for study abroad experiences.

In the 2022-2023, the SSC established and accomplished these six annual goals that were prioritized across all areas:

Goal 1: Develop and implement a robust plan for Academic Coaching and Academic Recovery

Goal 2: Implement a new strategic plan for Pioneer Scholars

Goal 3: Implement a new strategic plan for Learning Communities

Goal 4: Academic Advising will support student holistic development, belonging, and persistence

Goal 5: The Student Success Center will work to increase student persistence and retention

Goal 6: Implement Bellarmine's New Strategic Plan Retention Strategy (new goal added in the Spring Semester)

For academic year 2023-2024, we have prioritized the following goals:

Goal 1: Develop an academic support plan for students on warning or probation

Goal 2: Implement retention strategies that are data informed

Goal 3: Develop and Implement new strategic plan for study abroad

Goal 5: Support Diverse Student Populations

Goal 6: Identify Strengths and Skill Sets and Provide Support for Professional Staff

In the following pages, you will find an overview of each of the SSC units and initiatives. Each section includes a description of the unit or initiative, activities specific to the 22-23 academic year, data, and impact, and how that data will be used to increase student impact in the upcoming 2023-2024 academic year. The SSC is committed to data driven goals and assessment mechanisms for continuous improvements to ensure that we are meeting our students where they are, developing structures to ensure success, and creating spaces where students feel a sense of belonging that allows them to reach their fullest potential.



Kristen N. Wallitsch, PhD
Dean of Student Success & International Programs

Academic Peer Coaching

The Academic Peer Coaching program is a grant-connected program through Kentucky Campus Compact and AmeriCorps. All incoming first-time full-time students enrolled in BU 100 are assigned a Peer Coach (PC) trained in supporting transitions to college. PCs are assigned to a BU 100 section in the fall, and the student coaches continue outreach and support of first-year students through the entire academic year. The theoretical framework for the APC program includes a self-assessment, goal setting, and self-reflection that the first-year students are guided through in BU 100. Each first-year student meets with the assigned PC twice in the fall semester and as needed in the spring.

Snapshot

Leadership of the Academic Peer Coaching Program is held by Denise Hall, Assistant Director of Academic Services. Oversight is by Dr. Dominique Clayton, Assistant Dean of Academic Services. This was the third year that PCs were connected to a BU 100 section and the engagement remained steady in the first semester as 93.5% of students in the FA22 cohort met with their peer coach. The majority of the PCs experienced strong rapport with assigned BU 100 instructors and students in the fall 2022 semester, completing 4183 hours of service supporting first-year students.

Student Impact & Learning Outcomes

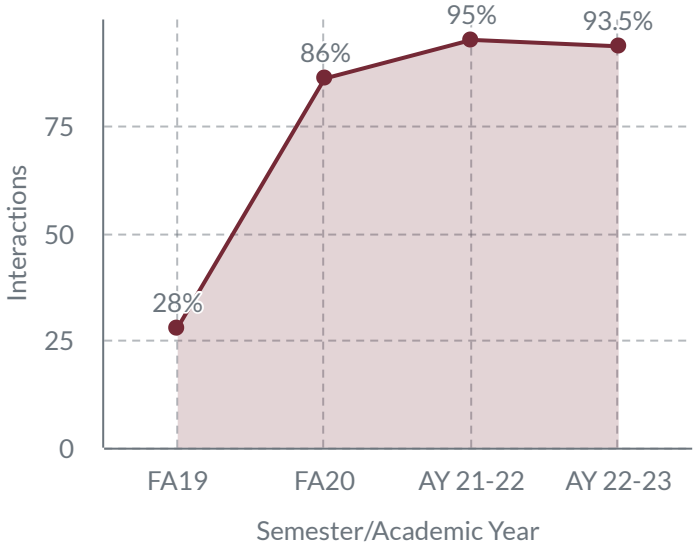
Students participating in Academic Peer Coaching will:

- 1. Complete self-assessments and identify goals for strengthening academic skills.
- 2. Continuously self-reflect on progress towards goals throughout the semester.

Data

- 85%** of peer coaches indicated they would rate their experience as a Peer Coach a 4 or higher on a 5-point Likert scale.
- 87%** of peer coaches rated their ability to support assigned students a 4 or higher on a 5-point Likert scale.

First Time, Full-Time Student Interactions with APC



Focused Improvements

- 1. Create a more defined role for peer coaches in the spring semester.
- 2. Develop assessment tools to better gauge peer coach impact on first-year students.
- 3. Implement more structure (i.e. handbook, tools and resources, performance expectations etc.) to empower peer coaches to further support students.



Hours Supporting First Year Students
4,183



First year students who met with their coach
93.5%

Academic Advising

All incoming FTFT non-athlete, transfer, international exchange, and some second year majors are assigned an academic advisor in the SSC and are required to meet with their advisor at least five times during their first year. Academic advisors work with students to integrate their interests, values, and professional goals into their Bellarmine experience, assist students in considering the different major and minor pathways at Bellarmine, and recommend out-of-class educational experiences. The Academic Advising Center is central to retention of first year students and works collaboratively through intentional partnerships across the institution, supporting all academic schools to support upper class advising needs.

Snapshot

Leadership of the Academic Advising Center is held by Lory King, Associate Dean of Academic Advising. Three advisors were on the advising team for the 2022-2023 academic year: Amy Siegel, Shelby Bosi-Linton, and Kiana Pashmforosh. During the academic year 2023, the advising team was down a team member. The Advising Team had a total of 3,831 documented advising interactions for an increase of 8% in advising interactions.

Student Impact & Learning Outcomes

Students participating in Academic Advising will:

1. Articulate their role in the academic advising experience.
2. Understand how to approach each semester in a holistic way, including academic, personal and professional topics.
3. Understand specific degree requirements, including major, minor and general education courses, to progress toward graduation.

Data

First Year Cohort Level Data: for the 22-23 academic year, there were 2,106 Advising Interactions versus the 21-22 academic with 2,315 interactions. Please note that the 22-23 academic year cohort was smaller.*

This highlights the increased support needs of Bellarmine's ever-changing demographics.

In the 22-23 academic year, 391 students had 5 or more appointments. 349 students had 5 or more appointments with their academic advisor in the 21-22 academic year.

The Advising team also met with 56 Transfers for the 22-23 academic year versus 64 in the 21-22 academic year.



Number of appointments for AY 2022
3,534



Number of appointments for 2023
3,831



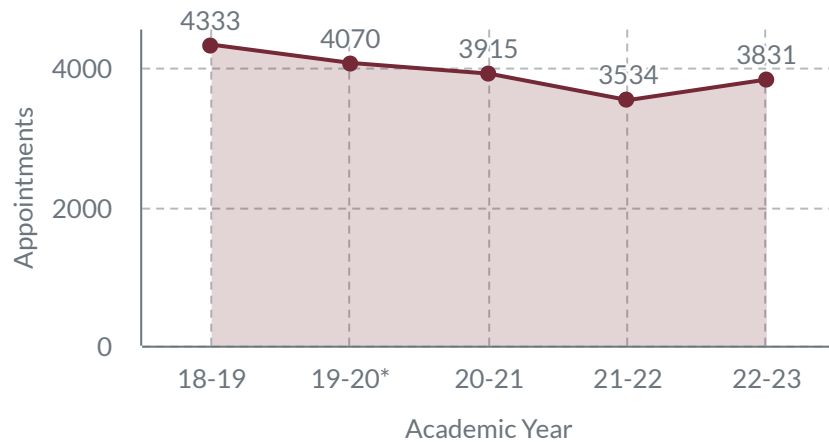
Increase between '22 and '23*
8%

Academic Advising

SSC Professional Advising Caseloads AY23

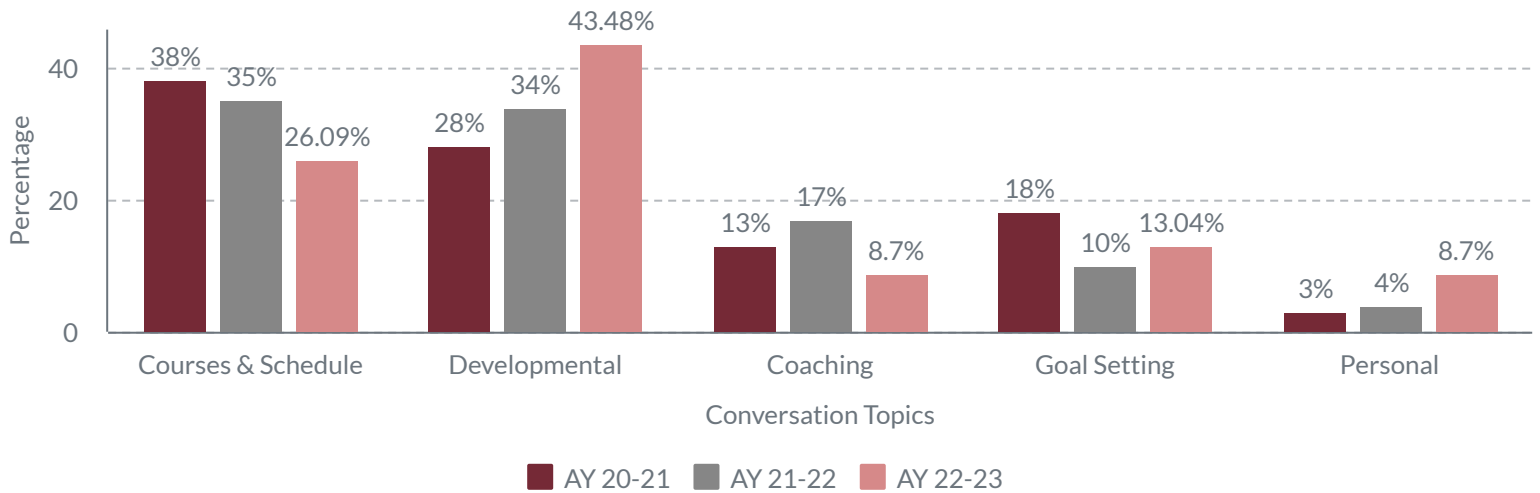
Professional Academic Advisor	Caseload
Shelby Bosi-Linton	238
Kiana Pashmforosh	230
Amy Siegel	213
Total	681

Academic Advising Appointments



*The number of appointments is lower due to the fact that all student-athletes were removed and from this point forward, are now being advised by the Academic Support for Student Athletes division.

Advising Conversation Types



Focused Improvements

1. Develop an equity plan to ensure the Academic Advising Center is student ready.
2. Assess the Undergraduate Advising experience through comparative survey data to measure academic advising's impact on student learning.
3. Create an Academic Advising Handbook for Bellarmine students.
4. Provide ongoing professional development for academic advisors about the new core.
5. Support an increased number of students on the margins, such as Pell-Eligible and first generation, who may have not had the same level of access to educational materials, as well as students who experienced unfinished learning due to COVID-19 and may need more face-to-face support.

Academic Advising Advisory Council (AAAC)

The AAAC's objective is to enhance the academic advising experience across the university and provide meaningful, high impact, and transformational advising rooted in equity. The AAAC reviews potential structural barriers to student success such as policies, procedures and issues that could impact the student experience. The AAAC makes recommendations for policy enhancements, and communicates that with their respective departments, Academic Policy Review Committee, the Provost, and members of the President’s Cabinet. (This group has met since the 2020-2021 academic year.)

Snapshot

Lory King, Associate Dean of Academic Advising, chairs the AAAC. In its third year, the main activities of the AAAC have focused on professional development for faculty and professional advisors. Two professional development activities were held - one in Spring 2022 and one in Spring 2023. All faculty who attended these workshops received a \$100 stipend.

Committee members include Amy Siegel, Patrick Fawcett, Lauren Jones, Ali Taylor, Lindsay Gargotto, Jon Blindfold, Patricia Carver, Krista Schutz-Hampton, Emily Howard, Amanda Kryzsiak, Jim Breslin, Mary Grandinetti, Joy Jacobs-Lawson, April Trotter, Kristen Wallitsch, Laura Hartford, Leslie Maxie, Shawn Apostle, Andrew Schroeder, Myra Stockdale, Justin Klassen, Jen Miller, Jacqueline McNatt, and Tim Sturgeon.

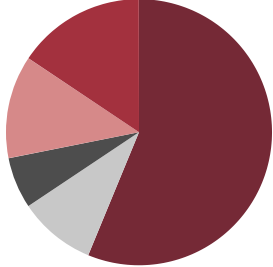
Outcomes

The AAAC will:

1. Promote an institutional culture of being student-ready.
2. Promote continuous improvement and advising excellence.
3. Invest in those who hold the role of faculty or professional advisor by supporting the advising experience through professional development.

Data

Spring 2023 Professional Development Attendees



Focused Improvements

1. Develop the change of Faculty or Professional Advisor process, which will be unique to the Change of Major Process. This would be put in place to address any student concerns with their advisor(s).
2. Create a subcommittee to review policies and procedures and share with the Academic Policy Review Committee - a salient concern has been the amount of *Allowable Course Repeats*.
3. Work with IRE to analyze and disseminate Undergraduate Academic Advising Survey results.
4. Develop a *Celebration of Advising Excellence* ceremony for Spring 2024. This ceremony would honor those who hold the role of advisor. Both Faculty and Professional Advisors would be recognized for exemplary service.

Beacon

Beacon is an early alert system and individual student dashboard that provides a platform for faculty and staff across campus to communicate information regarding a student’s academic and non-academic experience. Beacon supports the IMPACT Advising Student Success Network. This network is used for student case management and has the ability to identify trends inside and outside of the classroom in order to create individual student interventions for support.

Snapshot

Lory King is responsible for oversight on the Beacon platform. The Student Success Inventory (SSI) is integrated into the Beacon system, which measures noncognitive factors for the incoming cohort.

The SSI measures 6 noncognitive factors:

- Academic Achievement
- Academic Self-Efficacy
- Campus Engagement
- Educational Commitment
- Resiliency
- Social Comfort

Students complete the SSI in the summer through Knights Essentials and review results in BU100.

Currently, all new staff members who begin at Bellarmine are required to view the Beacon training materials and meet with the Associate Dean of Advising for follow-up. New faculty are trained annually.

Data

During the 21-22 academic year, there were a total of 2,560 Alerts created compared to 2,216 created during the 22-23 academic year.

During the 22-23 academic year, there was an increase in Updates, from 8,994 (21-22 academic year) to 11,190, a result of more proactive conversations by professional staff and faculty members alike.

There was also an increase in Encouragements from 189 (21-22 academic year) to 608, which is so supportive of Bellarmine's holistic advising model and was 228%.

Focused Improvements

1. Measure the student impact of Beacon on student success.
2. Ensure faculty members receive Beacon training.
3. Utilize Beacon data in the future for analysis and to create more focused and intentional support interventions to assist students in their success, and create more predictive alerts in the system through partnering with Bellarmine's Information Technology department.



Amount of Beacon Alerts for AY 22

2,560



Amount of Encouragements for AY22

608



Increase in amount of encouragement AY23 vs AY22

228%

Anthology e-Portfolio

Snapshot

Lory King is responsible for oversight with Anthology e-Portfolio.

This is the second year the Honors Program utilized Anthology Portfolio for the Honors Senior Thesis. This pilot will help the university scale up the process in the future for the new Core Curriculum that was recently passed.

The Honors and Awards Committee scored students nominated for the annual awards using the Anthology e-Portfolio.

Residence Life conducted a pilot for RA portfolios in the system, which may be helpful for future endeavors such as implementing community engagement portfolios that are nonacademic in nature.

Additionally, the School of Education utilized this platform for their cooperating teaching processes/student teaching.

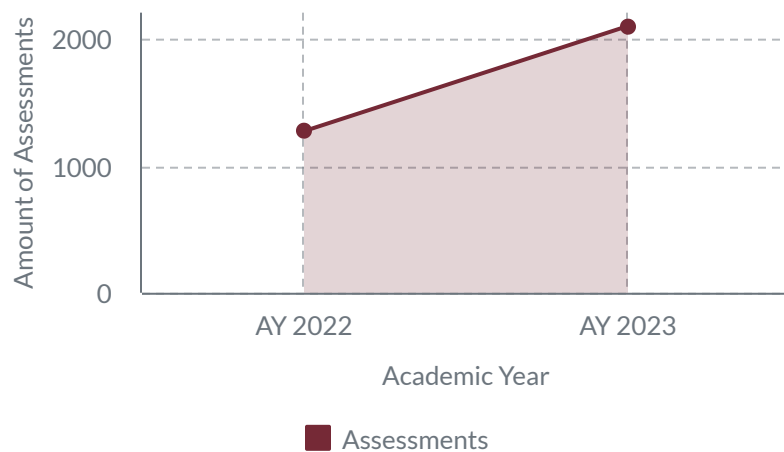
Focused Improvements

1. Explore best practices with the Anthology consultant, as they work to develop the ePortfolios related to the Core, in tandem with the Core Implementation committee.
2. Pilot e-Portfolio for the new Core Curriculum.
3. Assist the School of Nursing in creating a process of student evaluation, activity tracking and tenure/promotion for the 23-24 academic year.

Data

65% increase in uploaded assessments between the 21-22 and 22-23 academic year.

Uploaded Assessments



This will increase with the advent of the new Core Curriculum in FA24, when all incoming students will be submitting an academic portfolio.

Tutoring Center

The Tutoring Center aids students in becoming independent learners by offering assistance in understanding and interpreting course content, developing general study skills and providing support tailored to each student's needs. The Bellarmine Tutoring Center provides peer tutoring to all Bellarmine undergraduate students in many 100- and 200-level courses during the fall, spring and summer semesters. Tutoring takes the form of individual and small group scheduled sessions (by appointment). The tutoring services are meant to not only further students' knowledge in a particular class, but to help students develop the skills they need to be successful at Bellarmine. The Tutoring Center at Bellarmine University is CRLA Level 1 and 2 certified.

Snapshot

Leadership of the Tutoring Center is held by Denise Hall, Assistant Director of Academic Services. Oversight is by Dr. Dominique Clayton, Assistant Dean of Academic Services.

The 22-23 academic year continued an upward trend across several dimensions of our operations. The Tutoring Center started the year fully staffed with 45 Peer Tutors and 4 Student Program Coordinators, with full coverage across subject areas. Only 22 of the 49 were returning staff members. However, staff retention proved challenging, especially for pre-nursing and nursing courses.

The Tutoring Center ended the year with 37 staff members and conducted a successful spring semester hiring process that will bring our staffing levels up to replace the staff members who were not retained and who graduated.

Student Impact & Learning Outcomes

Students participating in the Tutoring Center will:

1. Demonstrate self-regulated learning skills by applying learned study skills to independent course work.
2. Demonstrate an improved understanding of their course subject matter.

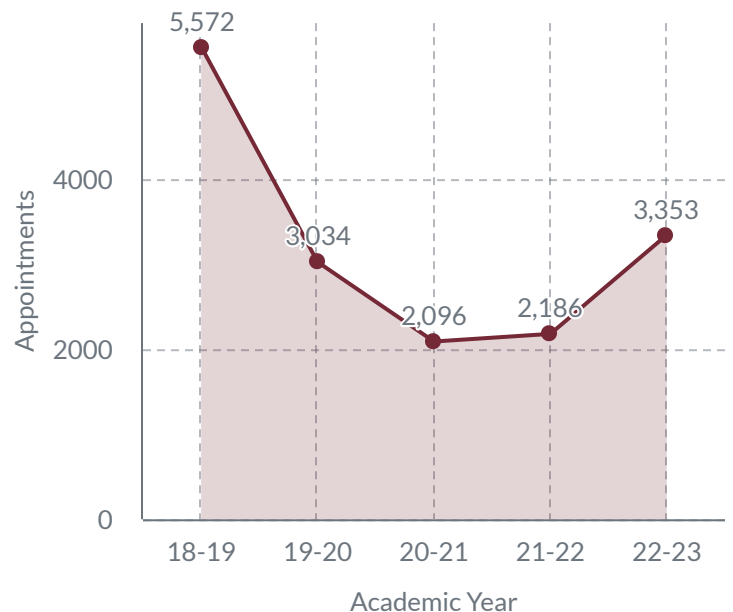
3. Implement strategies that promote tutee critical thinking.

Student staff in the Tutoring Center will:

1. Implement strategies that promote tutee study skills.
2. Understand Tutoring Center pedagogical and professional practices.

Data

Total Tutoring Center Appointments



Total Appointments
3,353



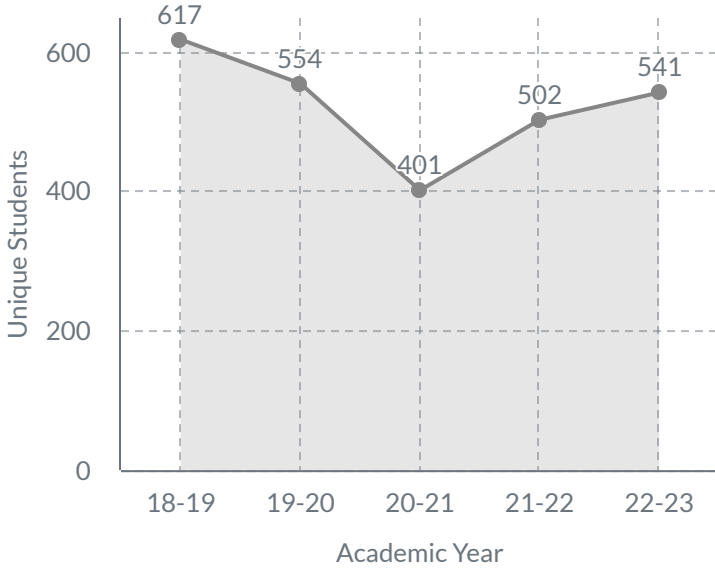
Unique Students
541



Changed their study habits after tutoring
77.8%

Tutoring Center

Total Tutoring Center Unique Students



- 1) CHEM 103
- 2) ACCT 101
- 3) MATH 117
- 4) MATH 205
- 5) CHEM 104

Top Tutored Courses



1 (Highly Unsatisfied)

5 (Highly Satisfied)

4.44

Fall semester attendees felt more comfortable about their course after their tutoring session (110 students surveyed, using likert scale)

4.43

Spring semester attendees felt more comfortable about their course after their tutoring session (51 students surveyed, using likert scale)

77.8%

Of students said that their study habits changed after attending tutoring.

Focused Improvements

1. Institute more frequent individual meetings with tutors, both between tutors and their assigned SPCs and between tutors and Denise Hall as their supervisor (at least one per semester each).
2. Implement two new Student Program Coordinator positions, one working with Nursing and the other working with Mathematics.
3. Review Tutoring Center practices and procedures in the coming year so that we can ensure compliance with CRLA standards and provide necessary information and documentation.
4. Explore additional means of compensating/rewarding tutors and help them translate the benefits they'll gain by being a tutor to their goals and pursuits.

Writing Center

The Writing Center contributes to the academic, intellectual and creative climate of Bellarmine University by providing support for all writers of the campus community, which includes undergraduate and graduate students, faculty, and staff. Writing coaches work with writers at any stage of the writing process and on an array of multi-modal forms of communication including presentations, speeches, and any genre of writing. The Writing Center offers peer one-on-one coaching services to the campus community in an inclusive environment. The Writing Center hosts workshops throughout the academic year on various topics such as thesis development, graduate school prep, literature reviews, effective class presentations, APA style, and academic writing for English Language Learners and multilingual writers.

Snapshot

Leadership of the Writing Center is held by Dr. Dominique Clayton, Assistant Dean of Academic Services.

The main priority in the 22-23 academic year was to make the Bellarmine community aware of the services offered and the impact of the Writing Center. This required more hands-on communication and outreach about our services and acquiring assessment to inform practices.

The Writing Center maintained class visits, marketing through social media, events such as tabling and partnering with other offices (i.e. Residence Life, OII, Military and Veteran Services) and developed genre specific resources.

Student Impact & Learning Outcomes

Students participating in the Writing Center will:

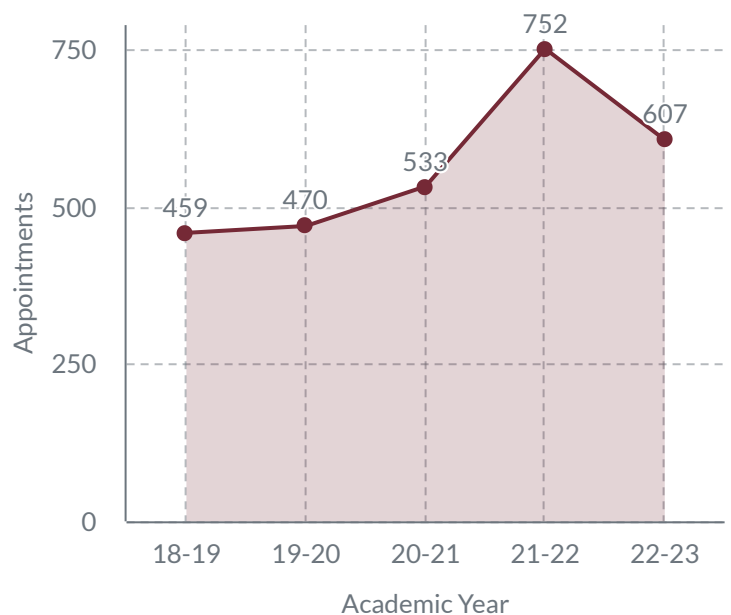
1. Develop rhetorical knowledge of how to write for different audience, situation, and purposes.
2. Develop an understanding of both the local and global-level issues involved in writing.
3. Improve their ability to express their ideas and communicate through writing and speaking.

Student staff in the Writing Center will:

1. Learn about the ideologies that inform writing.
2. Develop an understanding of pedagogical practices.

Data

Total Writing Center Appointments



Percentage of First Year Students
50%



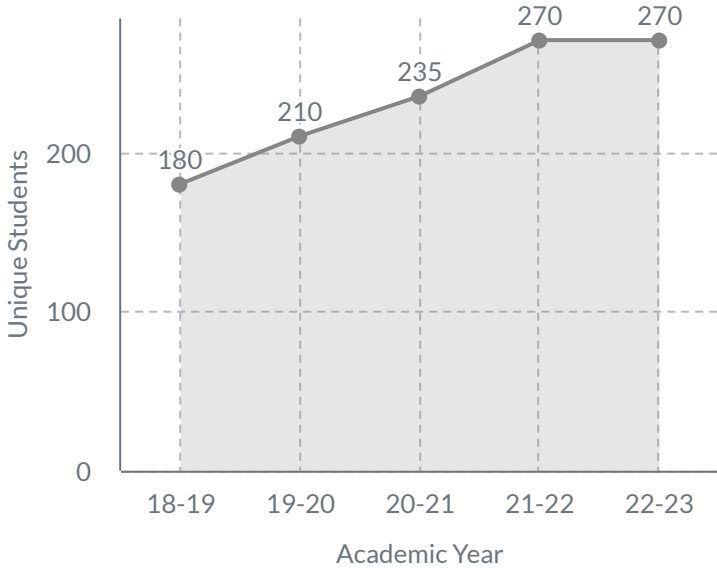
Average Session Rating
4.8 out of 5



Overall visitors
607

Writing Center

Total Writing Center Unique Students



Focused Improvements

- 1) Maintain faculty and classroom outreach by taking targeted marketing approaches through classroom visits to writing intensive courses, which in turn will increase the traffic of the writing center.
- 2) Implement events that allow the Bellarmine community to show appreciation of writing through creative endeavors that align with critical thinking and reflection practices.
- 3) Conduct research projects that will investigate the climate of students' writing practices and assess the impact of the writing center service while giving student staff the opportunity to develop their scholarly inquiry.
- 4) Explore options for sustainable writing support for graduate students that aligns with the pedagogical practices of the SSC.

50% Of appointments were first-year students.



1 (Highly Unsatisfied) 5 (Highly Satisfied)

4.8 Average session rating

94% of visitors reported they had better understanding of their writing task/assignment after the session

98% of visitors reported that the Writing Coaches (student staff) addressed concerns and questions.

Testing Center

The Testing Center provides a comfortable, secure, and accessible testing environment for Bellarmine University students to help them perform to the best of their academic abilities. The Testing Center is staffed with trained student proctors and managed by the Testing Center Coordinator. The Testing Center staff is committed to upholding Bellarmine University's and NCTA's standards of academic integrity. Exams are monitored via audio and video surveillance at all times. Test proctoring services are provided for Bellarmine University students who receive accommodations via the Accessibility Resource Center, students who miss exams due to a university sponsored event, and students who need to make up an exam due to military service. The Testing Center currently has 17 testing carrels and three isolated testing rooms.

Student Impact & Learning Outcomes

The Testing Center will:

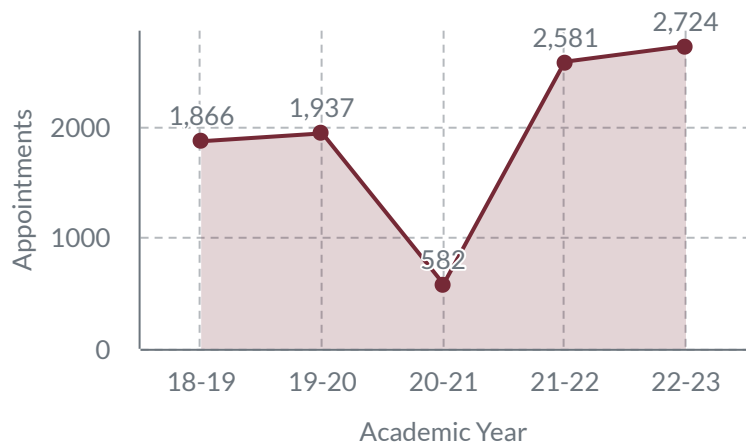
1. Provide a space for students to take tests in a reduced distraction environment and/or extended time.
2. Provide faculty support for make-up tests when students miss class due to university sanctioned events.

Data

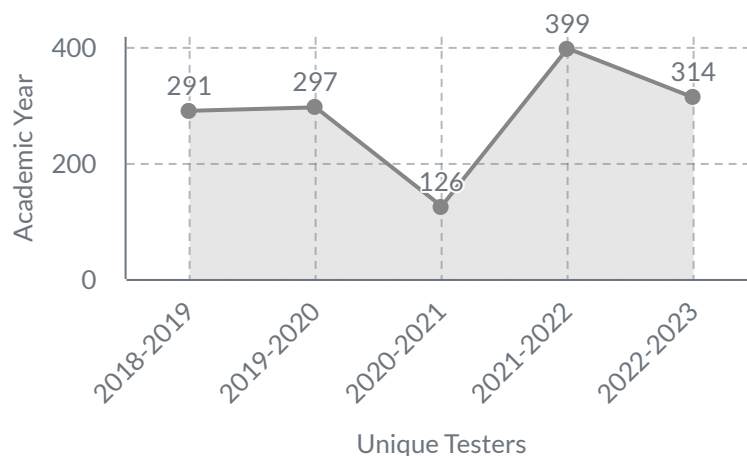
Over the course of the 22-23 academic year, 300 unique students used the Testing Center. 92% of appointments in the Testing Center were made by students with accommodations (most commonly, Distraction- Reduced Testing and Double Time.)

The number of students using Isolated Testing rooms steadily increased.

Total Testing Center Appointments



Unique Testers



Focused Improvements

1. Find a solution to accommodate the increase of students who need isolated testing spaces.
2. Build relationships with students, faculty, Accessibility Resource Center and other campus partners.



Percentage of appointments made by students with accommodations

92%

Student Success Coaching & Academic Recovery

Student Success Coaching was provided for the fourth year in support of academic recovery efforts. Academic Recovery is used to support students who are not in good academic standing. The student success coaching is more structured to address the issues that students who are not in good standing face and continues to be a highly collaborative framework working with SSC advisors and campus partners in the Dean of Students Office, Accessibility Resource Center, Career Development, and the Counseling Center.

Snapshot

Leadership of Student Success Coaching and Academic Recovery is held by Chelsey Brown, Student Success Retention Specialist and Denise Hall, Assistant Director of Academic Services. Oversight is by Dr. Dominique Clayton.

This year, the team restructured the program to increase support for students on academic warning, probation, or returning from dismissal.

Through the academic policy shift in 2020 and the establishment of a consistent set of expectations, goals and outcomes for students who participate in the academic recovery program, we were able to support more students in the academic recovery process. By the end of the academic year, the Academic Services Team served 78 students.

Student Impact & Learning Outcomes

Students participating in Student Success Coaching will:

1. Apply strategies for time-management, critical thinking, textbook reading, note-taking, studying, test-taking, and applying feedback with success measured by an improved letter grade in a course or by improved semester or cumulative GPA.

Students participating in Academic Recovery will:

1. Apply Strategies for time management, critical thinking, textbook reading, note-taking, studying, test-taking, and applying feedback, with success measured by an increase in cumulative GPA to at least a 2.0 and return to Good Standing Academic status.

Data

97%

of students who consistently participated in the AR process made a positive progression by either advancing to Good Standing or progressing to Probation, but with an overall increase in cumulative GPA.

81%

of students who did not consistently participate in the Academic Recovery process made a negative progression by either being Dismissed or progressing to Probation with an overall decrease in cumulative GPA.

Academic Status at the End of a Semester of Academic Coaching

Semester	Academic Recovery	In Good Standing	Dean's List
Fall 2022	0	6	0
Spring 2023	0	17	2
Academic Year 22-23	0	23	2

Focused Improvements

1. Develop self-assessment so that students can identify what specific academic skills they have either not learned at all or have learned to do but not implement to the degree that is necessary for their success.
2. Streamline the process by which the Student Success Coaching and Academic Recovery team records and tracks Academic Recovery and Dismissal data.
3. Implement accountability measures for student participation by requiring students to enroll in 1-credit academic recovery course.

Learning Communities

Learning Communities (LC) are groups of students brought together around a common theme or major in order to seamlessly connect curricular and co-curricular initiatives. As a member of a learning community, students take a cluster of courses together during their first year of college. There is also a mentor assigned to all students. The cornerstone of the integrated experience is course co-enrollment and co-curricular activities. Students also have the option to live in Kennedy Hall, which houses students in the various learning communities.

Snapshot

Leadership of Learning Communities is provided by Chelsea McKendree, Director of Academic Enrichment and Kim Kerns, Assistant Dean of Academic Enrichment.

In the 22-23 academic year, six learning communities were offered at Bellarmine University, which are Compassio Learning Community (CLC), Terra Learning Community (TLC), Eureka Learning Community (EULC), Galileo Learning Community (GLC), Explore Learning Community (EXPLC), and Valor Learning Community (VLC).

This year, they have worked to ensure Learning Communities (LCs) are front-of-mind on BU's campus when discussing student leadership, engagement, and academic success. To achieve this goal, LCs created a robust, strategic communication plan to attract students, promoted participation in programming, enhanced collaboration between campus partners, and highlighted LCs to campus stakeholders and leadership. Academic services was integrated into Learning Community programming, and through partnerships with Residence Life staff, the LC classroom space in Kennedy Hall was enhanced. To promote communication and collaboration between communities, faculty were engaged in regular meetings.

Learning Communities supported nearly 30 co-curricular programs this year, in addition to weekly study groups and ongoing mentoring. Some examples include the Healthcare Major Workshop, Joe Creason Park Clean-Up, 3D Printing Workshop, Learning to Suture Workshop, and the Compassio LC Documentary Series.

Learning Communities offered 33 sections of LC-specific courses throughout the 22-23 academic year, including but not limited to, courses in:

- English
- Biology
- Math
- Computer Science
- Philosophy
- Environmental Science
- Multiple sections of BU 100 First-Year Focus, IDC 101 First Year Seminar, and BU 199 Career Pathways Exploration.

Student Impact & Learning Outcomes

Students participating in Learning Communities will:

1. Develop a sense of belonging and support through a positive, inclusive network of faculty, staff, mentors, and students.
2. Integrate their learning experiences across courses and between their academic, professional, and personal lives.
3. Understand how a person's actions, identities, and perspectives influence and impact the world around them.

Learning Communities

Data

Over 50% of LC students participated in LC activities outside the classroom in the fall semester.

Learning Communities Retention

LC Cohort	Fall Enrollment	% of cohort	Spring Enrollment	Retention (FA-SP)	Cohort Retention (FA-SP)
F22	98	18%	95	96.9%	91.6%
F21	115	19%	109	94.8%	92.2%
F20	128	22%	118	92.2%	90.2%
F19	140	23%	124	88.6%	91.7%

3.1 is the average cum GPA (on a 4.0 scale) of Learning Community students after their first year

Focused Improvements

1. Integrate Learning Communities into Week of Welcome experience to encourage earlier and more robust connections before classes begin.
2. Increase and enhance faculty engagement in Learning Communities, including implementing creative ways to incentivize varying levels of faculty involvement.
3. Explore opportunities for Learning Communities in academic areas and/or student populations we do not currently serve, using institutional data and stakeholder feedback.



Retention Rate for AY 2022
96.9%



Percentage of FA22 students who actively engaged with their mentor
35%

Pioneer Scholars

Pioneer Scholars is a community of first-generation students who participate in various activities throughout their time at BU aimed at helping students successfully transition into college and to be the first in their family to graduate with a four-year degree. It includes a weekly, first-year mentoring program, first-generation celebrations and acknowledgements, leadership development, academic success workshops, and more. Peer mentors provide guidance to first-year students based on their own college experiences and knowledge of the university. With 35-40 percent of Bellarmine's first-year students being first-generation each year, the program aims to connect students with peers, faculty, staff, and resources.

Snapshot

Leadership of Pioneer Scholars is provided by Chelsea McKendree, Director of Academic Enrichment and Kim Kerns, Assistant Dean of Academic Enrichment.

Pioneer Scholars has followed the same format now for around a decade, in which first-year students attend Pioneers 101, a weekly session every Tuesday at 11am to build community and discuss student success strategies, ranging from career development to personal wellness. This format has been successful in that first semester, with about half of the first-generation cohort attending at least 3 sessions.

However, beyond the first semester there has been very little engagement of first-generation students at BU. Based on student participation data, first-generation focus groups, and student staff feedback, this year the team reimagined Pioneer Scholars and first-generation support at Bellarmine. The team recognizes that the first-generation status does not stop impacting students after their first year, and are working to expand the term "Pioneer Scholar" to include all first-generation students, including upperclassmen, graduate students, nontraditional students, transfer students, and those who are unable to fully participate in Pioneer Scholars programming in their first year.

Pioneer Scholars includes the following:

- Pioneer Scholars 101**, which includes peer mentoring and weekly sessions open to all first-year, first-generation students at BU, **Navigate First-Gen Early Arrival Program**, (moving forward will be Pioneer Scholars Early Arrival Program), **Pioneer Scholars Leadership Retreat**,
- "I'm First" Community of BU first-gen faculty and staff, **First-Gen Week celebration**, Enrichment programming, which includes first-gen programming aimed at all first-gen students (including and beyond first year students), **Alpha Alpha Alpha (Tri-Alpha)**, First-Generation Student Honor Society (Summer 2023), and **Dedicated first-generation space on campus**.

Student Impact & Learning Outcomes

Students participating in Pioneer Scholars will:

1. Develop a sense of belonging and support through a positive, inclusive network of first-generation faculty, staff, mentors, and students.
2. Identify and effectively utilize resources, policies, and opportunities designed to support their individualized needs throughout their college transition.
3. Understand how a person's actions, identities, and perspectives influence and impact the world around them.

Data

47% of first year, first generation students actively participated in Pioneer Scholars 101



over 9,000 points of communication (texts, emails, meeting) between Pioneer Scholars mentors and their mentees

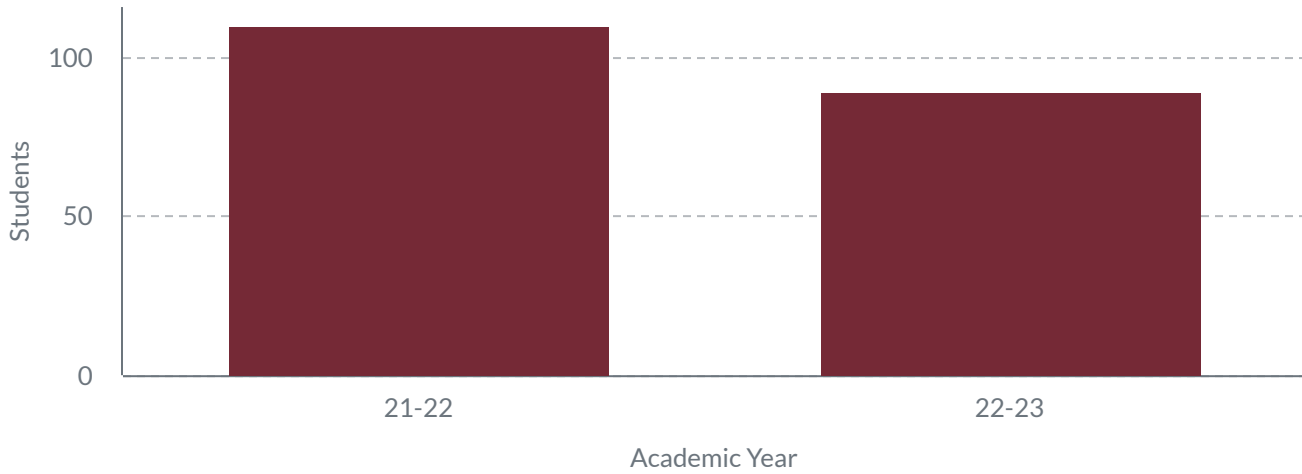
100% Fall-to Spring retention of Navigate First-Gen Participants



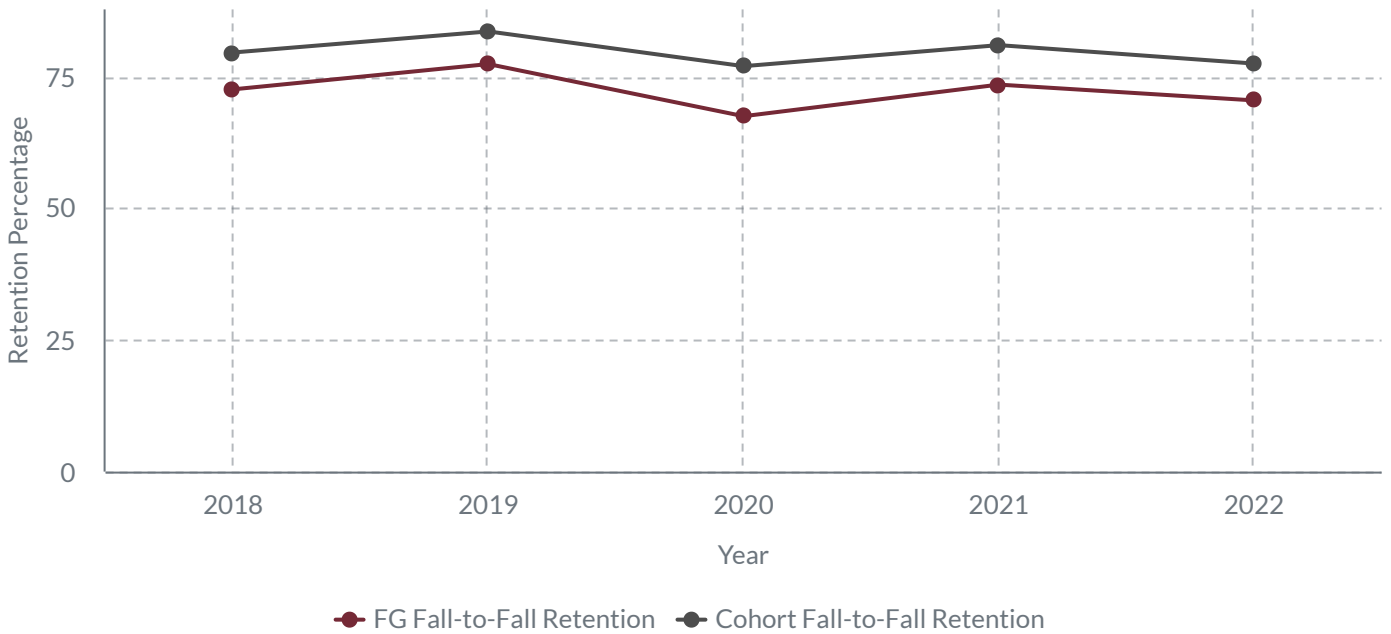
Most engagement in First-Gen Week ever with **nearly 200** student participants

Pioneer Scholars

Students who Attended 3+ BU022 Sessions



Cohort & First-Gen Retention Comparison



*2022 cohort retention data won't be confirmed until census day at the beginning of the Fall 2023 semester

Focused Improvements

1. Continue expansion of Enrichment programming for first-gen students beyond the first year, and for non-traditional students, graduate students, and first-gen families.
2. Review and revise the peer mentoring model, allowing for more engagement and choice for mentees.
3. Ensure and improve upon dedicated space for Pioneer Scholars.
4. Implement new incentive strategies to ensure Pioneer Scholars engagement in the first-year and beyond.

Student Success Task Force

The Student Success Task Force (SSTF) is a collaborative committee focused on mitigating barriers to persistence for all students from pre-matriculation to career placement. The committee is comprised of staff and faculty from academic affairs, enrollment management, and student affairs. Areas of representation include the Student Success Center, Student Activities, Career Development, Admissions, Financial Aid, the Bursar’s Office, the Office of Identity and Inclusion, Institutional Research and Effectiveness, Residence Life, the Dean of Students Office, and various faculty members representing most schools at the University. The work of the group follows a strategic communication plan each academic year that utilizes data analytics, key transition points, and student engagement tracking to guide support for all first-year students.

Snapshot

Student Success Task Force (SSTF) is co-chaired by Kim Kerns, Assistant Dean of Academic Enrichment and Dr. Leslie Maxie, Dean of Students.

SSTF focused on three primary goals this year:

Review, update, and implement the SSTF Engagement and Outreach Roadmap.

Develop and implement a data roadmap that outlines key datapoints, along with timelines for collecting and analyzing data.

Create new structures to improve information sharing across campus, both highlighting the work of SSTF while also creating space for the BU community to share and engage in meaningful student success initiatives.

The SSTF Engagement and Outreach Subcommittee continued to support the ongoing strategic outreach and support of students in a variety of ways, with nearly 60 different checkpoints on the map throughout the year. Some key initiatives includes the use of Beacon (early alert system) to identify and mitigate financial concerns, class attendance, low midterm and final grades, non-engagement (curricular and co-curricular), pre and post registration outreach and support, and the use of external and community resources to support students with additional needs.

The Data Roadmap Subcommittee completed a Data Roadmap Audit in an effort to gain a deeper understanding of how and when data is collected and how it is analyzed and reported on.

: This audit has been instrumental in the development of
 : other initiatives and will be transformed into a Data
 : Roadmap in the upcoming academic year.

: The Data Roadmap Subcommittee has also taken part in
 : various discussions and projects related to
 : data initiative on campus, including the Retention
 : Performance Management (RPM) initiative, the hiring of
 : the Student Success Research Specialist, and other data-
 : driven projects.

: The Faculty and Staff Communication and Development
 : Subcommittee proposed and was approved to move
 : forward with the development of the Student Success
 : Summit (August 2023). The summit is a professional
 : development opportunity for all BU faculty and staff,
 : centered on student success and institutional mission.

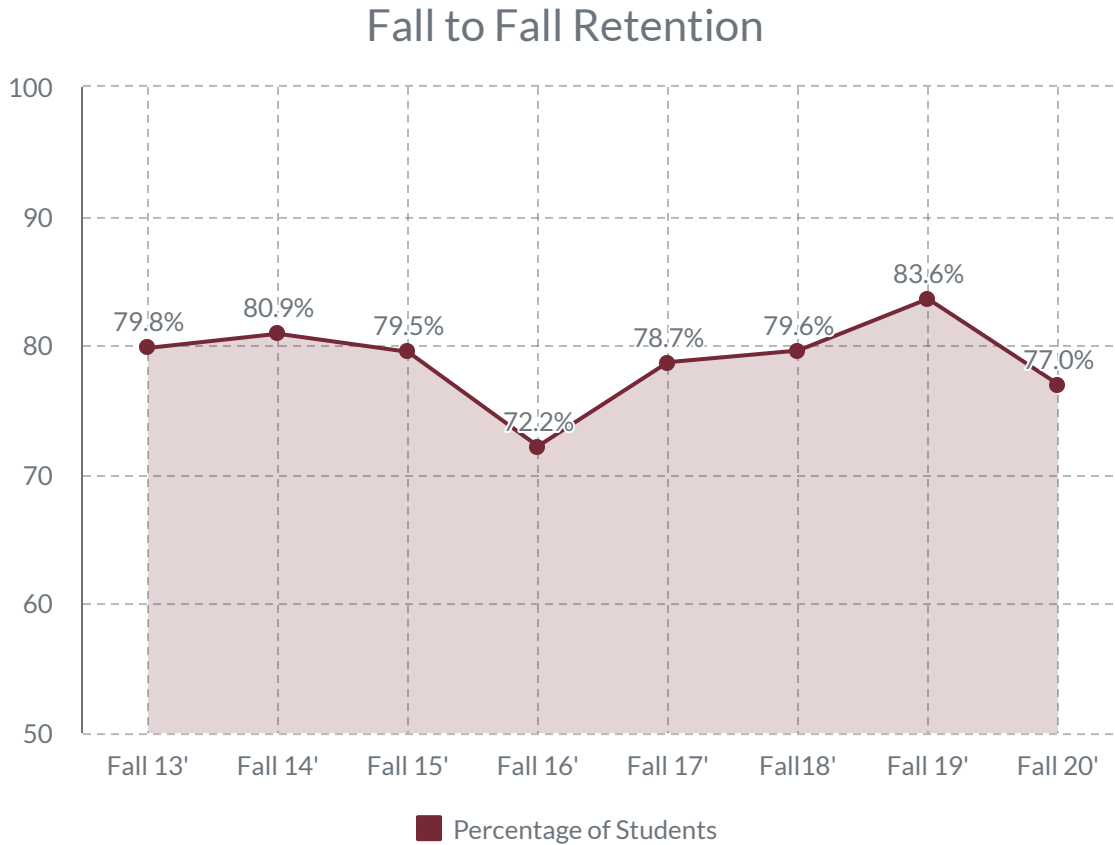
Student Impact & Learning Outcomes

The Student Success Task Force will:

1. Strengthen ongoing communication and collaboration between faculty, academic and student affairs in support of student retention and persistence to graduation.
2. Mitigate barriers to student persistence utilizing evidence-informed decision making.
3. Works to mitigate barriers for underrepresented student populations.

Student Success Task Force

Data



Focused Improvements

1. Work with campus partners to create and implement retention strategic plan for historically underrepresented students.
2. Create Data Roadmap with streamlined reporting tools and structures to promote consistency and accessibility.
3. Develop robust support plan for most diverse incoming cohort in BU history.

Study Abroad and International Programs

Study Abroad and International Programs (SAIP) supports all educational international programs on campus. This includes semester exchange and study abroad, faculty-led programs, and summer, spring break and winter break study abroad opportunities, as well as on-campus or virtual international programs. Advising and exploration for international opportunities may take 2-3 years before the actual experience including academic, personal, financial, and logistical preparation. Students receive support while traveling and upon their return as they navigate reverse culture shock, transfer credit, and understanding how to share and continue their international learning experience. Many students participate in multiple international experiences during their time at Bellarmine. SAIP also supports BU faculty in their internationalization efforts. Faculty-led programs take 1-2 years to develop and plan, and faculty will get support for the planning process, logistical preparation, program and course content implementation, and upon their return.

Snapshot

Leadership of Study Abroad and International Programs (SAIP) is provided by Mary Grandinetti, Director. The study abroad team has continued to provide high-impact international experiences for the Bellarmine community this year, including 13 inbound international exchange students, and providing support for 120 outbound study abroad students.

SAIP also accomplished the following:

Successfully supported six faculty led programs that travelled within the fiscal year and support the pre-planning of six faculty led programs that will travel during the 23-24 fiscal year.

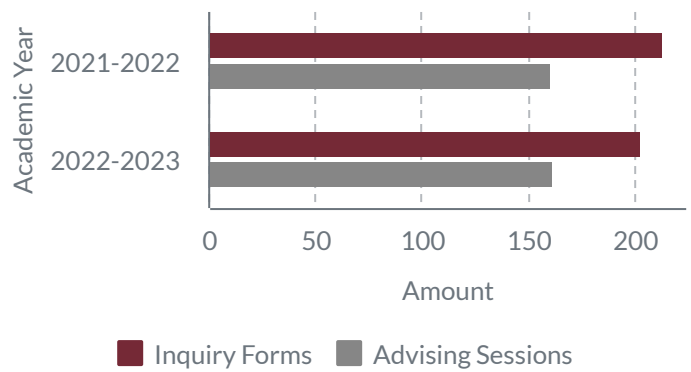
Created, recruited for, and prepared for the first ever BU Global Access program designed to encourage or empower underrepresented populations of students participate in international experiences. This program will be implemented in August of 2023.

Hosted SAIP's first ever international education week activities and improved SAIP's marketing on campus and to external partners.

Awarded 10 faculty international grants supporting a variety of international courses and initiatives.

Data

Inquiry Forms and Advising Sessions



~\$80,000 awarded in scholarships to students

120 students had international experiences

\$112,800 total amount of external and internal scholarships processed



Students that had International Experiences

120



students that attended Information Sessions

156



Study Abroad Advising Sessions

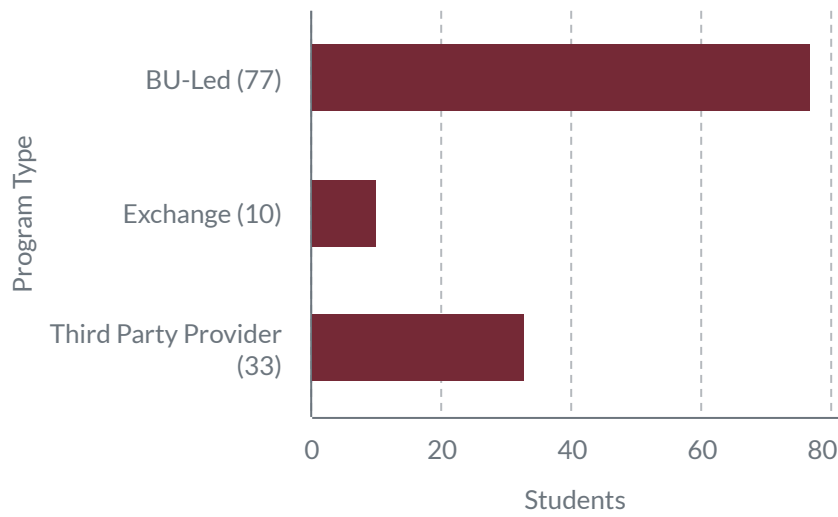
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Study Abroad and International Programs

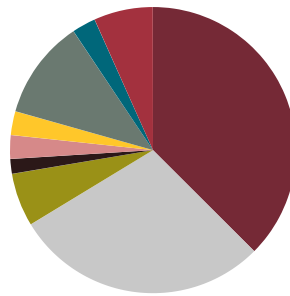
Student Participation in Study Abroad by Program Length

Program Length	Number of Programs	Number of Students	Number of Faculty
Short Term (< 2 weeks)	12	84	23
Medium Term (3-10 weeks)	7	25	4
Long Term (10+ weeks)	8	11	0
Total	27	120	27

Student Participation in Study Abroad by Program Type



SAIP Scholarships



- Education Award
- Access Award
- Foreign Language Education
- Foreign Language Access
- Kasden
- Pioneer Scholars
- Christopher Bosley
- Thomas Merton
- Schmidt

Focused Improvements

1. Seek out opportunities to build capacity and fully support all inbound and outbound study abroad students effectively and holistically.
2. Work with academic departments to review and enhance our study abroad portfolio, including the development of study abroad course/major mapping.
3. Enhance data structures within Slate and Colleague to streamline data collection and analysis.
4. Expand upon last year's efforts to increase the scale of International Education Week.

Professional Development

Amy Siegel - Senior Academic Advisor - joined the American Nursing Association, continues review of the *American Nurse* official journal for ANA, and participated in a "College Readiness" Panell at Sacred Heart Academy.

Chelsea McKendree - Director of Academic Enrichment - joined the Student Success Task Force and became a member of the Engagement and Outreach Subcommittee, and attended monthly First-Gen Forward virtual sessions, connecting with other universities.

Denise Hall - Assistant Director of Academic Services - led Bellarmine's Alpha Lambda Delta chapter.

Dominique Clayton - Assistant Dean of Academic Services - submitted her book chapter in October 2022 and is in the process of revisions, received a Bellie Award and an Honors Program Award.

Kiana Pashmforosh - Academic Advisor - served on two committees, the Diversity Access Committee and the Academic Integrity Self-Study committee. She also attended the Student Success Summit.

Kim Kerns - Assistant Dean of Academic Enrichment - developed a new study abroad course, served on the President's Taskforce for Community Engagement as a member of the Teaching and Scholarship Subcommittee, worked as the chair of the Academic Policy Review Committee, and was a member of the Retention Strategy Working Group. She also attended the annual NAFSA conference in D.C.

Lory King - Associate Dean of Academic Advising - served as part of Bellarmine's Transfer Initiatives Committee and the Academic Advising Transformative Student Experience (SPI and IMPACT) committee. She also gave a presentation on Fostering Institutional Change in Advising in Support of Student Retention a the Consortium for Student Retention (NSSR) with Kristen Wallitsch and Jim Breslin.

Mary Grandinetti - Director of Study Abroad & International Programs - attended the NAFSA annual conference where she was able to meet with international partners and attend a variety of professional development sessions. She also attended over 15 virtual trainings offered by NAFSA, SIT, AARCO, and ISEP. Additionally, she completed the Mental Health First Aid Training at Bellarmine. She served as a board member for KIIS (Kentucky Institute for International Studies) and CCSA (The Cooperative Center for Study Abroad) and served on the KIIS scholarship committee as well as the CCSA Executive Board Committee.

Shelby Bosi-Linton - Academic Advisor - attended NACADA program reviews, award committee nominations online, participated in DEI Endorsement, Title IX Advisor, Hearing Officer and Investigator Training, Gender and Sexuality Ally training, Mental Health First Aid Training. She also served as the Staff Council President and attended the NetVue Advising Workshop.