

Student Success Center Annual Report

2023-2024



**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 2023-24 academic year, the Student Success Center documented 40,573 appointments, interactions, and communications to support students including 4,284 advising interactions, 2,519 tutoring appointments, 582 writing appointments, 10,472 Beacon alerts, 10,488 communications with Pioneer Scholars and Pioneer Mentors, and 413 study abroad information and advising sessions. In addition, the SSC documented 4,647 hours of Academic Peer Coach interventions, served 502 unique students in tutoring, 109 unique students in BU101 Success Skills course, advised 722 unique students, administered placement testing for 562 students, sent 180 students on study abroad programs, and dispersed over \$120,000 of institutional scholarships for study abroad experiences.

In the 2023-24 academic year, the SSC established and accomplished these five annual goals:

Goal 1: Developed an academic support plan for students on warning or probation and launched a credit bearing course, BU101 Success Skills, for students who are not in academic good standing

Goal 2: Implemented retention strategies that are data informed including supplemental instruction, the learning assistants program, and efforts in high DFW courses

Goal 3: Developed and implemented new strategic plan for study abroad

Goal 4: Support diverse student populations including a new, dedicated space for first generation students, expanded early arrival programs, and BU Global Access Program.

Goal 5: Identify strengths and skills sets and provide support for professional staff by completing individual goal setting and increased communication and collaboration with campus partners.

For academic year 2024-25, we have prioritized the following goals:

Goal 1: Identify students who experience academic challenges, connect students to the appropriate academic and support structures, provide appropriate academic interventions, and ensure students' access to these services.

Goal 2: Develop campus wide structure, organization, and communication for strategic plan initiatives

Goal 3: Launch new study abroad strategic plan

Goal 4: Integrate the Office of Military and Veteran Services (OMVS) into the Student Success Center

Goal 5: Ensure continuous improvement and robust assessment practices in the Student Success Center

Goal 6: Analyze and assess academic advising services to maximize student impact

In the following pages, you will find an overview of each SSC unit and initiative. Each section includes a description, data, student impact, and how the data will be used to increase student learning in the upcoming 2024-25 academic year. The SSC is committed to data driven goals and assessment mechanisms for continuous improvement 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 (APC)

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 Knight 101 are assigned an Academic Peer Coach (APC) trained in supporting transitions to college. The program began as a pilot in the spring of 2019 and has evolved to the implementation model currently aligned with Knight 101. APCs are assigned to a Knight 101 section in the fall and 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. Each first-year student meets with the assigned APC twice in the fall semester and connecting peer coaches to IDC 101 was piloted in the spring.

Snapshot

Leadership of the Academic Peer Coaching Program was held by Denise Hall, Assistant Director of Academic Services. Oversight was by Dr. Dominique Clayton, Assistant Dean of Academic Services.

The 2023-24 APC cohort consisted of 21 students. Of the 21 APC's, 17 were enrolled as AmeriCorps service members through the Kentucky Campus Compact program, Kentucky College Coaches.

This year marked more variation in the contract hours APC's signed on for, with some limiting themselves to 100 hours, others opting for our traditional 300 hours, and others attaining 450 hours (the maximum offered by the program).

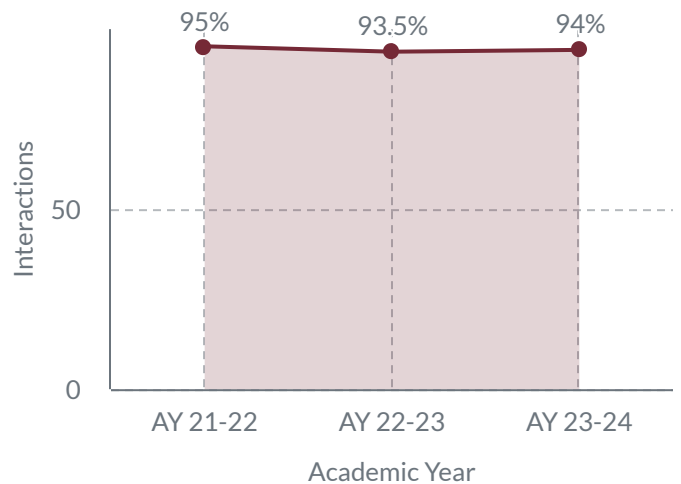
Student Impact & Learning Outcomes

Students participating in Academic Peer Coaching will:

1. Complete self-assessments and identify goals for strengthening academic skills.
2. Meet with assigned APC two times per semester to discuss progress on self-assessment.
3. Continuously self-reflect on progress towards goals throughout the semester.

Data

Percent of First-Year Students who had 1:1 appointments with APC



4,647 Hours of service APC's completed supporting first year students.

4.1 Average rating (on a scale of 1-5) for how well the APCs felt they were able to support the students assigned to them.

666 Total APC interactions recorded in Beacon

Focused Improvements

1. Prepare KNGT 101 and KNGT 102 for APC contributions and make their presence purposeful.
2. Improve data collection for impact of peer coaching program on first-year students.

Academic Advising

Academic Advising in the Student Success Center supports students in their academic, personal, and professional journey through an appreciative advising framework. The SSC advising team serves all non-athlete first-year students, select second-year majors (nursing, education, criminal justice, exercise science, respiratory therapy, and communication), exchange, and transfer students. Academic Advisors act as cultural navigators to help students engage with the campus in curricular and co-curricular ways to ensure timely progression towards graduation. The overarching goal is that every student experiences a sense of belonging to the university as a part of the advising experience.

Snapshot

Leadership of Academic Advising Advising Center was held by Lory King, Associate Dean of Academic Advising. Four advisors were on the advising team for the 2023-24 academic year: Amy Siegel, Shelby Bosi-Linton, Kiana Pashmforosh, and Elizabeth Megibben.

In 2023-24, the SSC Advising Team had a total of 4,284 documented advising interactions, an increase of 11.8% over last year (3,831). Of the total interactions, 3,004 were first year students for an increase of 42.6% over last year.

First-year retention is largely attributable to the work of professional academic advisors who make sure that they impact as many students as possible.

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

In 2023-24, 536 students had 5 or more interactions, leading to a 37% increase in students with 5 or more appointments.

This data shows that incoming students need to meet with advisors early and often. This trend is expected to continue as the university's student demographics shift to serve an increased number of diverse students.

- 722** Total unique advisees supported by academic advisors.
- 42%** Increase in advising interactions for the Fall 2023 cohort.
- 96%** Of students surveyed have a general understanding of academic policies and procedures.
- 98%** Of students surveyed have an understanding of their degree program requirements.
- 94%** Of students surveyed understand how their general education requirements fit with their degree.



Documented
Advising Interactions
4,284

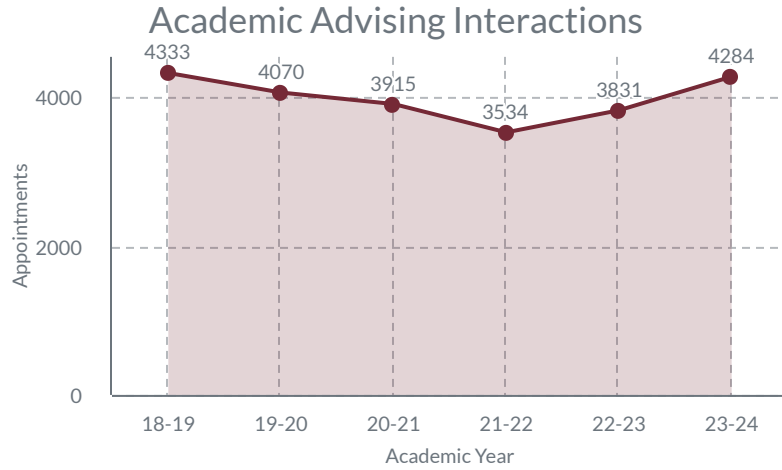


Students who had 5+ interactions
with an advisor
536

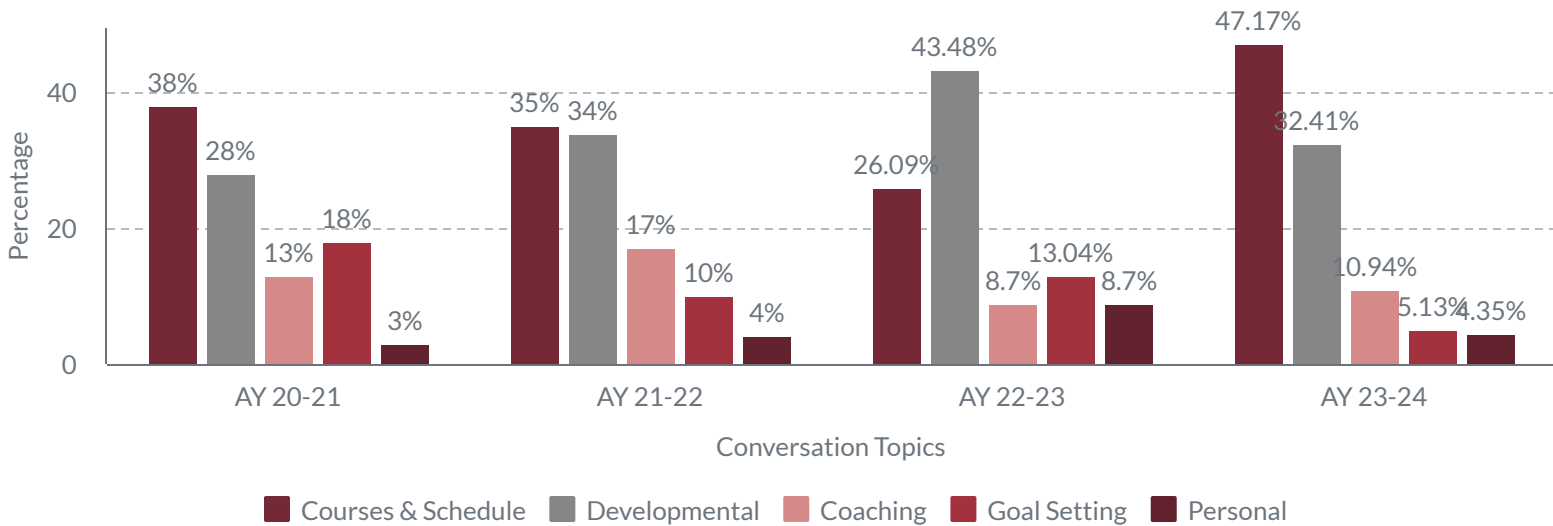
Academic Advising

SSC Professional Advising Caseloads AY24

Professional Academic Advisor	Caseload
Shelby Bosi-Linton	195
Kiana Pashmforosh	171
Amy Siegel	224
Elizabeth Megibben	132
Total	722



Advising Conversation Types by Year



Focused Improvements

1. Enhance communication to meet changing demographics.
2. Assess the undergraduate advising experience through survey data to measure academic advising's impact on student learning and persistence.
3. Provide ongoing professional development so professional advisors and faculty advisors can continue to thrive in their roles and impact persistence, retention and student success.

Academic Advising Advisory Council (AAAC)

The AAAC exists as a forum for discussion around academic advising topics of interest at Bellarmine University. The AAAC's objective is to enhance the academic advising experience and remove structural barriers for undergraduate students at Bellarmine University. These barriers include policies, procedures and issues that could impact the student experience. AAAC recommends improvements, communicates them with their academic departments, the Policy Review Committee, and other campus stakeholders.

Snapshot

Lory King, Associate Dean of Academic Advising, chairs the AAAC. In its fourth year, the main activities of the AAAC were professional development opportunities for faculty and professional advisors.

The AAAC held a Celebration of Advising Excellence Award Ceremony for the first time, recognizing excellence in advising, supported by the James Graham Brown Foundation. Each awardee was recognized with a certificate and a \$200 award.

The following advisors were awarded:

Outstanding Faculty Advisor: Dr. Dan Bauer

Outstanding Professional Advisor: Shelby Bosi-Linton

Outstanding Career Advisor: Audrey Alvey

Advising Champion: Julie Armstrong Binnix

The AAAC also hosted an Inclusive Advising Webinar in collaboration with the Chief Diversity Equity and Inclusion Office. 15 attended including deans, faculty, and professional staff members. This was directly in support of the equity focus in AAAC and the SSC's Advising model. In addition to the Academic Advising Moodle page and Advising Syllabus, they also launched a Student Advising Handbook in Fall 2024.

Also during the 2023-24 academic year, the AAAC worked to revise the Change of Major/Change of Advisor process, so the professional advisor process aligned with the faculty advisor change of advisor process to create consistency in processes for advising excellence.

Outcomes

The AAAC will:

1. Voice advising concerns from students.
2. Invest in those who hold the role of faculty or professional advisor, supporting the advising experience through professional development.
3. Work to create a culture of collaboration and continuous improvement in academic advising.

Focused Improvements

1. Identify systemic and structural barriers to persistence.
2. Review academic advising processes and policies for any curriculum barriers.
3. Focus on transformative advising by continuing to provide professional development and cross training to faculty, career, and professional advisors.

Beacon

Beacon is Bellarmine's early alert and student case management system and provides a platform for faculty and staff across campus to communicate information regarding a student's academic and non-academic experience. There are three notification types: Updates, Alerts, and Encouragements. Beacon provides the IMPACT Advising Student Success Network to support students holistically. This network has the ability to identify student needs inside and outside of the classroom and create interventions for support and impact.

Snapshot

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

The SSI measures 6 noncognitive factors:

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

This academic year, a 4-Week Check In initiative was launched to provide earlier than usual support and intervention. The Associate Dean of Academic Advising worked in collaboration with faculty who taught high DFW courses and launched alerts in Beacon for students whose performance was lower to create earlier intervention. This resulted in students withdrawing earlier in order to focus on success in their other courses.

Data

In 2023-24 there were 3,105 alerts created in Beacon, a 40% increase over 2022-23 (2,216 alerts). This increase was impacted by the early 4-Week Check In Initiative.

However, there was a decrease in Updates. Last year there were 11,190 updates, which decreased to 10,472 this year, resulting in a 6.42% decrease.

Encouragements increased to 636 in 2023-24, resulting in a 4.6% increase. Encouragements support the holistic advising framework.

The goal is to utilize Beacon data in the future for analysis and to create more focused and intentional support interventions to assist students in their success. An additional goal is to create more predictive alerts in the Beacon system through partnering with IT.

Focused Improvements

The 2024-25 academic year will be the last year that Bellarmine will utilize Beacon because it will no longer be available. The next step will be to review other platforms that can fulfill the needs of the university.

1. Collaborate with Information Technology and other campus stakeholders to review, select, and launch a new early-alert system.
2. Enhance the use of data insights from Beacon.



Amount of Beacon Alerts
3,105



Amount of Encouragements
636



Amount of Updates
10,472

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. 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 uses a peer tutoring model to deliver content area academic support for select university courses during the fall, spring, and summer semesters. The Tutoring Center at Bellarmine University is CRLA Level 1 and 2 certified.

Snapshot

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

The Tutoring Center started the year fully staffed with 40 Peer Tutors and 4 Student Program Coordinators. Going into the academic year, there was a gap in coverage for MATH 125 (Business Calculus) which was resolved mid-spring semester with a new hire.

This was a record year for mid-year hiring, with 11 new tutors added across the Fall and Spring semesters. This can somewhat be attributed to the pilot of the Learning Assistant role in Spring 2024.

Student Impact & Learning Outcomes

Students participating in tutoring will:

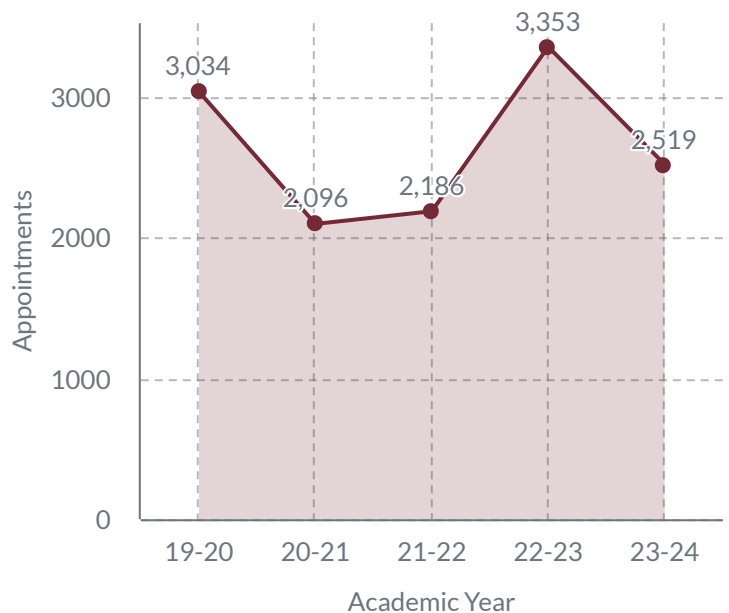
1. Demonstrate self-regulated learning skills by applying learned study skills to independent course work.
2. Demonstrate an improved understanding of their course subject matter.
3. Implement strategies that promote tutee critical thinking.

Tutors participating in tutoring will:

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

Data

Total Tutoring Center Appointments



Total Appointments

2,519



Unique Students

502

10

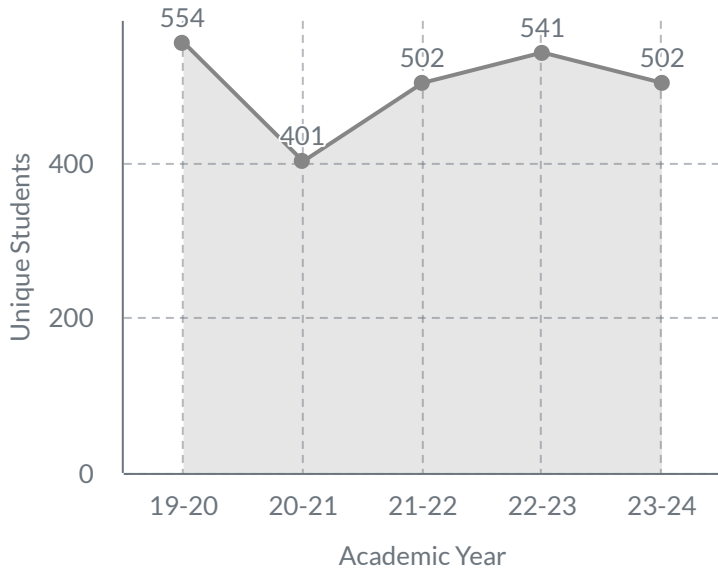


Changed their study habits after tutoring

74%

Tutoring Center

Total Tutoring Center Unique Students



Top Tutored Courses



- 1) CHEM 103
- 2) CHEM 206
- 3) BIOL 130
- 4) BIOL 300
- 5) MATH 205



1 (Highly Unsatisfied) 5 (Highly Satisfied)

4.35 Fall semester attendees felt more confident about their course content after their tutoring session. (On Likert scale)

4.32 Spring semester attendees felt more confident about their course content after their tutoring session. (On Likert scale)

74% Of students said that their study habits changed after attending tutoring.

Focused Improvements

1. Define more clearly Student Peer Coach roles and delegate tasks that align with their capacity and skillsets.
2. Recertify CRLA Certification.
3. Increase student usage of the Tutoring Center.

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. 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.

Snapshot

Leadership of the Writing Center was held by Dr. Dominique Clayton, Assistant Dean of Academic Services. The main priority 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 our practices. We maintained class visits, marketing through social media, course specific workshops and partnering with other offices (i.e. OII, Military and Veteran Services) and developed genre specific resources.

Student Impact & Learning Outcomes

Students participating in the Writing Center will:

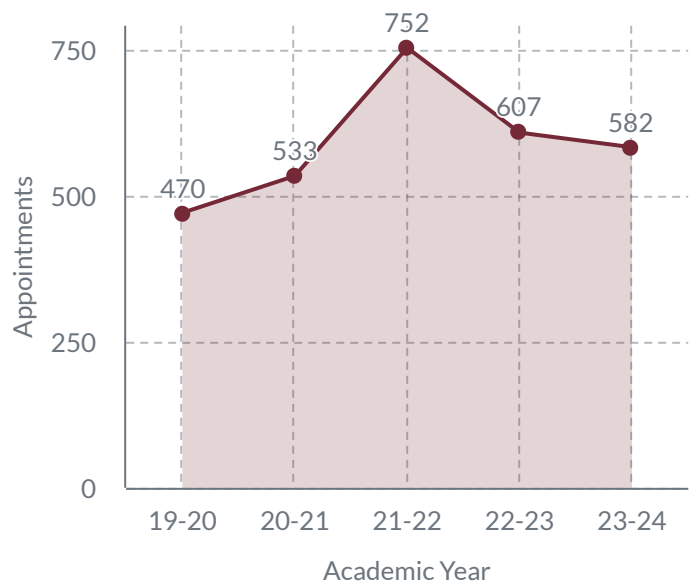
1. Develop rhetorical knowledge of how to write for different audience, situation, and purposes.
2. Develop an understanding of both the local and global-level issues involved in writing.
3. Improve their ability to express their ideas and communicate through writing and speaking.

Writing Center Writing Coaches will:

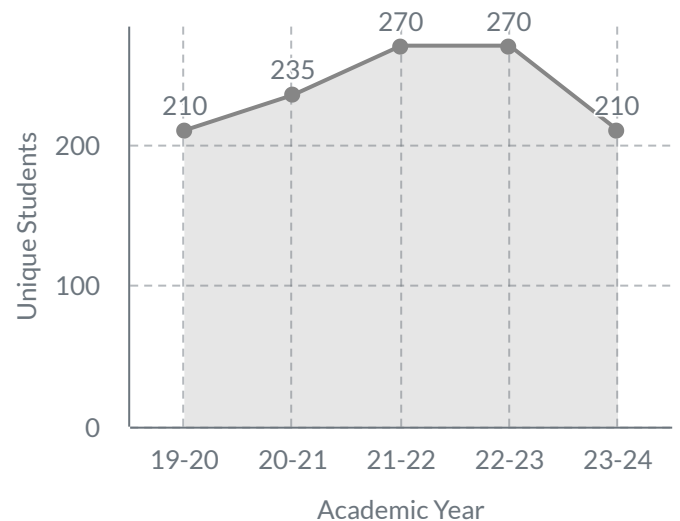
4. Learn about the ideologies that inform writing.
5. Develop an understanding of pedagogical practices.

Data

Total Writing Center Appointments



Total Writing Center Unique Students



Percentage of First Year Students
43%



Average Session Rating
4.93 out of 5



Overall visitors
582

Writing Center

43% Of appointments were first-year students.



1 (Highly Unsatisfied)

5 (Highly Satisfied)

4.93 Average session rating

92% Of visitors reported they had better understanding of their writing task/assignment after the session

99% Of visitors reported that the Writing Coaches (student staff) addressed concerns and questions.

Focused Improvements

1. Enhance understanding of university and instructor goals of academic writing for students.
2. Develop initiatives to support first-year writing using pre-matriculation writing assessment.

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.

Snapshot

Leadership of the Testing Center was held by Katie Recktenwald. Oversight was provided by Dr. Dominique Clayton, Assistant Dean of Academic Services.

Over the course of the 2023-24 school year, the Testing Center was used by more than 384 unique undergraduate and Accelerated Nursing students. Approximately 94% of appointments in the Testing Center were made by students with accommodations. 91% of the appointments made were made by traditional undergraduate students, while 9% of the appointments were created by Accelerated Nursing students.

This academic year, there was an increase in the amount of isolated rooms needed for students with accommodations. Last year, there were 34 students who needed isolated rooms. This year, 46 students needed isolated testing rooms (+12). On average, once a week, to account for overflow, the Testing Center had to place students in study rooms or offices in order to accommodate students needing this particular accommodation.

The largest amount of overflow was seen during Fall and Spring finals. Overall, the Testing Center saw an increase in approved appointments this academic year in comparison with the previous academic year amongst all populations of students.

The Testing Center only saw a 13% decrease in the amount of Finals Week Appointments that were approved. The anecdotal data received from multiple students reporting was that their instructors switched from an actual final to final papers and/or presentations.

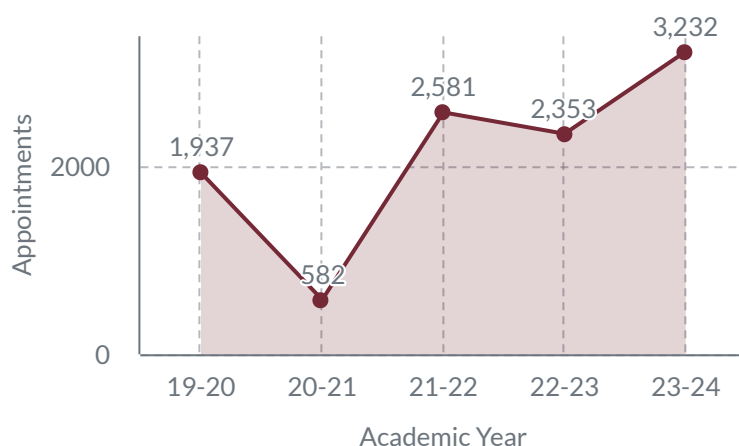
Student Impact & Learning Outcomes

The Testing Center will:

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

Data

Total Testing Center Appointments



Percentage of appointments made by students with accommodations

94%

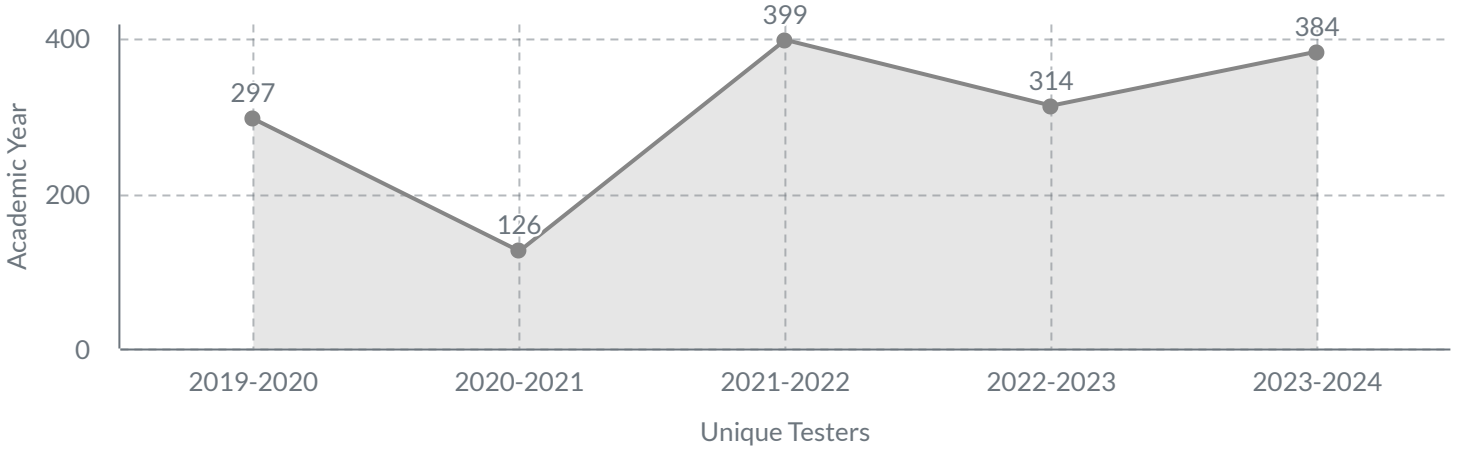


Unique Students

384

Testing Center

Unique Testers



94% Of appointments were created by students with accommodations.

91% Of appointments were created by traditional undergraduate students.

9% Of appointments were created by Accelerated Nursing students.

6% Of appointments were created by student athletes.

Focused Improvements

1. Improve the reader and scribe process to reduce the number of readers needed.
2. Create a calming and stress-reduced testing environment.
3. Work with the Student Success Assistants (SSAs) on professional development.

Student Success Coaching & Academic Recovery

Student Success Coaching was provided for the fifth year in support of academic recovery efforts. Chelsey Brown restructured the program by developing and implementing an academic skills course, BU 101, to increase support for students on academic warning, probation, or returning from dismissal. 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, faculty and campus partners in the Dean of Students Office, Accessibility Resource Center, Career Development, and the Counseling Center.

Snapshot

Chelsey Brown led the the efforts of Academic Recovery. Oversight was by Dr. Dominique Clayton.

Through the introduction of the recovery course, BU 101, and the establishment of a consistent set of expectations, goals and outcomes for students who participate in the academic recovery program, more students were able to be supported in the academic recovery process.

This year, faculty governance approved the course and it is now credit bearing.

Focused Improvements

1. Enhance self-assessments 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 Academic Recovery and Dismissal data is tracked.
3. Implement more accountability measures for student participation.

Student Impact & Learning Outcomes

Student Success Coaching and Academic Recovery will:

1. Move students from Academic Warning or Probation to a GPA above 2.0 and solid standing.

Data

611 Total student meetings in the inaugural semester (SP 24) of BU 101

109 Total number of students in BU 101 during the SP 24 semester.

88% Percentage of students who progressed to Academic Probation with an overall increase in cumulative GPA.

52% Percentage of students in BU 101 who returned to Good Academic Standing

First Year Math & Writing Assessments

All incoming students were required to complete a writing assessment. This diagnostic is designed to understand students' reading and writing proficiency to ensure preparation for and success in writing at the college level. Students wrote a short essay in response to a prompt and completed a self-assessment.

Accurate placement into college math courses is vital to student success. With a unique combination of adaptive assessment and personalized learning, ALEKS Placement, Preparation and Learning (PPL) measures each student's math foundation to accurately place students in appropriate math courses.

The following students are required to complete ALEKS to determine their initial placement in a math class:

- Any student who is test optional and whose major requires Math 116 (Pre-calculus), 117 (calculus), or 125 (Business calculus).
- Any student whose major requires MATH 116, 117, or 125 and whose ACT math subscore does not meet the Math Department's guidelines for placement in the required course.

Snapshot

Academic year 2023-24 was the inaugural implementation of the first-year math and writing assessments. This initiative was led by Dr. Dominique Clayton in collaboration with Math and English faculty, the SSC Academic Advising Center, and Enrollment Management.

Student Impact & Learning Outcomes

First Year Math and Writing Assessments will:

1. Understand incoming first-year students' math, reading, and writing proficiency.

Data

89% Of first-year students completed their writing assessment. The average score was 11/15 (73%)

88% Of the 193 first-year students designated to complete the math assessment completed it. The average score was 52%.

Focused Improvements

1. Develop assessment informed academic interventions to enhance student success in math and writing.

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 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. In the 2023-24 academic year, five learning communities were offered at Bellarmine University: Compassio Learning Community (CLC), Terra Learning Community (TLC), Eureka Learning Community (EULC), Galileo Learning Community (GLC), and Explore Learning Community (EXPLC).

Snapshot

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

Learning Communities continued to provide high-quality curricular and co-curricular experiences for students during their first-year. This year, 140 students (22% of first-year cohort) participated in Learning Communities, which resulted from a record number of applicants. Participants were able to experience courses taught by Learning Community faculty, peer mentoring, co-curricular experiences, and the option to live in the designated Learning Community residence hall.

Learning Communities facilitated over 40 co-curricular programs this year, in addition to weekly study groups and ongoing mentoring. Some examples include the Healthcare Major Panel, Environmental Justice Tour, STEM Career Pathways Seminar Series, Compassio LC Documentary Series, and many more.

Learning Communities offered 37 sections of LC-specific courses throughout the 2023-24 academic year, including but not limited to, courses in English, Biology, Math, Computer Science, Philosophy, and Environmental Science and 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.

Data

66% Of Learning Community students lived in a Learning Community residence hall

3,000+ Communications between peer mentors and mentees during Fall 2023.



Learning Communities

Learning Communities Retention

LC Cohort	Fall Enrollment	% of cohort	Spring Enrollment	Retention (FA-SP)	Cohort Retention (FA-SP)
F23	140	22%	130	92.9%	92.6%
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%

Focused Improvements

1. Implement new faculty compensation model based on varying levels of involvement with Learning Communities, with the intention of increasing faculty engagement.
2. Create structures to support Learning Community faculty and staff, including training materials, communication enhancements, and review of job descriptions.
3. Continue discussions and development of a new Business Learning Community, in partnership with the Rubel School of Business, as well as exploration and review of Learning Communities.
4. Continue and enhance partnership with the Career Development Center in the development and implementation of the Explore Learning Community and the Rubel School Learning Community pilot.

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 over 40% 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 was provided by Chelsea McKendree, Director of Academic Enrichment and Kim Kerns, Assistant Dean of Academic Enrichment.

The 2023-24 academic year included the largest first-generation cohort in BU history with 280 students (44% of cohort) in the first year class. Over half of these students (51%) actively engaged in Pioneer Scholars 101 throughout the fall semester. Students participated in weekly programming and engaged with their Peer Mentor regularly as well. In addition to Pioneer Scholars 101, students also participated in the National First-Generation Week celebration, which included tabling events, a Financial Aid Q&A session, a community engagement panel, an "I'm First" community dinner, and an awards reception.

This was also the third year of the Pioneer Scholars Early Arrival Program (formally Navigate First-Gen) and the engagement in that program was also high with 28 students (+180%). Student participants were able to experience a variety of activities including sessions focusing on academic skill-building, resilience, campus resources, personal financing and budgeting, and much more.

After the Early Arrival Program (EAP) ended, students were able to seamlessly transition into the year-long Pioneer Scholars 101 programming for all first year, first-gen students. In fact, EAP students were more active in Pioneer Scholars 101, with 70% of them continuing their engagement throughout the year, compared to 51% of the full first-gen cohort.

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

68% Of Pioneer Scholars 101 participants said the program connected them with a supportive network of first-generation faculty, staff, and students.

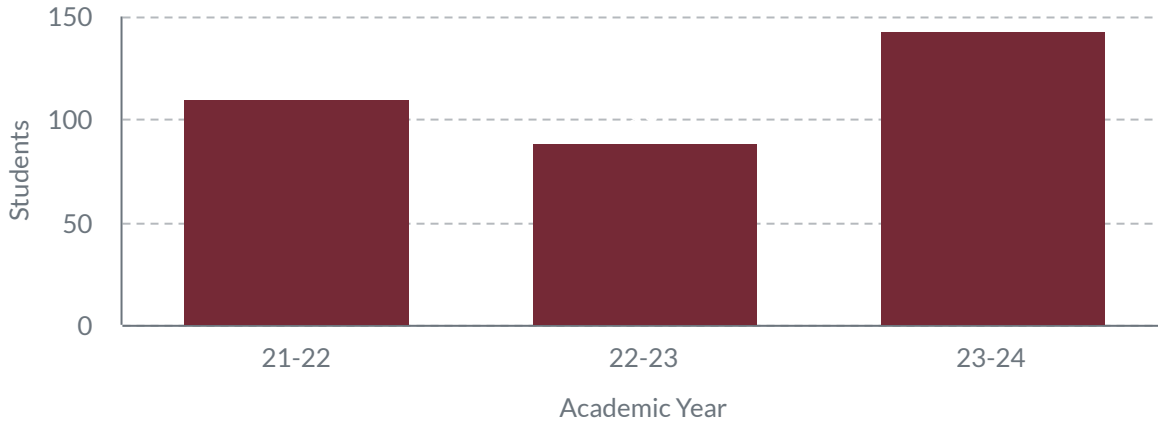


This course [Pioneer Scholars 101] provided us with many resources as well as instilling confidence as a first-generation student. I felt very alone at first, but Pioneer Scholars helped me realize that there are MANY other first-generation students who have the same feelings I do about college and that there are always people to reach out to."

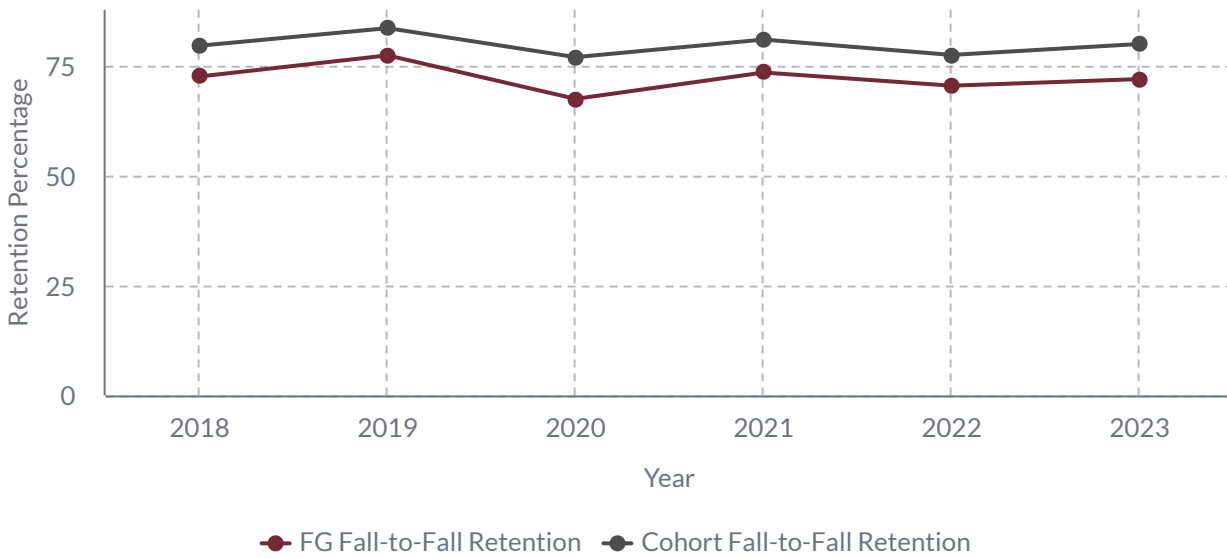
-Student Participant, FA 23

Pioneer Scholars

Students who Attended 3+ BU022 Sessions



Cohort & First-Gen Retention Comparison



Focused Improvements

1. Reengage Bellarmine's "I'm First" community of first-generation faculty and staff and integrate into Pioneer Scholars 101.
2. Update and develop new content for Pioneer Scholars website to include resources for first-generation students and their families.
3. Review and redesign spring semester experience of Pioneer Scholars 101 to encourage more engagement and improve transition into second-year experience.



Percentage of first-generation students engaged in Pioneer Scholars 101 (6+ events) are enrolled in Fall 2024

94%

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 both staff and faculty from academic affairs, enrollment management, student affairs, and business 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 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) was co-chaired by Kim Kerns, Assistant Dean of Academic Enrichment and Dr. Leslie Maxie, Dean of Students.

The primary focus of SSTF during the 2023-24 academic year was to support the efforts of the Retention Performance Management (RPM) project, led by Dr. Tomarra Adams and Dr. Kristen Wallitsch and facilitated by the Gardner Institute. The project was able to capitalize on the expertise and knowledge of the task force membership and therefore, shifted the structure to incorporate RPM activities.

This work included multiple working meetings to facilitate discussion as SSTF completed the Academic and Social Domain tasks. Each domain worked to reflect, discuss, and provide evidence on eight different principles, all related to and/or supporting retention efforts across campus. This work culminated at a full day retreat with both domains, additional faculty and staff, and representatives from the Gardner Institute, and ultimately led to the development of nine institutional retention priorities.

Student Impact & Learning Outcomes

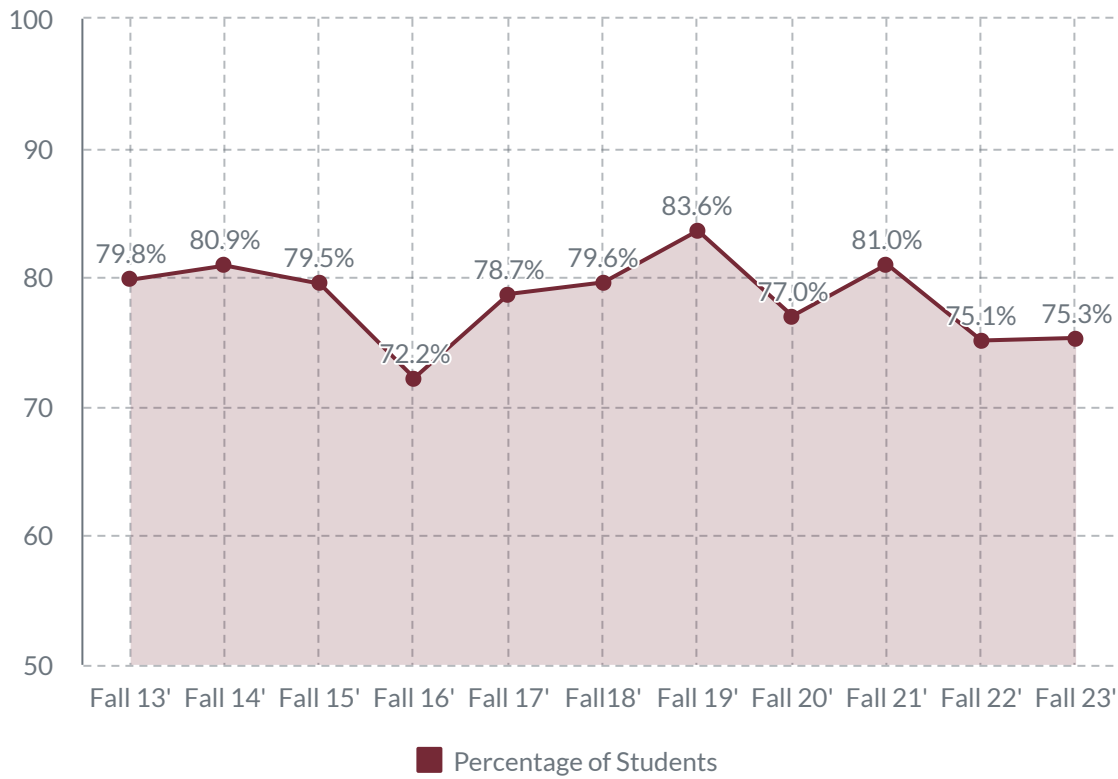
The Student Success Task Force will:

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. Support key performance indicators of strategic plan priority one. By extension, the SSTF works to mitigate barriers for underrepresented student populations and supports tenets of strategic priority four.

Student Success Task Force

Data

Fall to Fall Retention by Cohort



Focused Improvements

1. Build systemic buy-in/input from campus on retention initiatives.
2. Innovate a university-wide retention and student success statement, including vision and goals.
3. Devise university-wide KPIs (institutional/departmental/programmatic) on academic progress outcomes and strategies to include prescribed metrics.
4. Enhance faculty and staff development opportunities.
5. Develop a strengths/success-based model of retention (vs. deficit model.)
6. Construct an award and reward structure that incentivizes retention efforts.
7. Address capacity and workloads for faculty and staff.
8. Assess curricular, pedagogical, and co-curricular programming and redistribute resources, as needed.
9. Identify and address student success gaps (academic and non-academic skills.)

Study Abroad & International Programs

Study Abroad and International Programs (SAIP) supports all educational international programs on campus. This includes semester exchange (inbound and outbound) 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. The international experience at Bellarmine can begin during the prospective student phase and continue all the way to graduation. Advising and exploration for international opportunities may take 1-3 years before the actual experience including academic, personal, financial, and logistical preparation. Students are then supported 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 may 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 be supported during the planning process, logistical preparation, program and course content implementation, and upon their return.

Snapshot

Leadership of Study Abroad and International Programs (SAIP) was provided by Mary Grandinetti, Director.

The study abroad team has continued to provide high-impact international experiences for the Bellarmine community this year, including 180 outbound study abroad students (50% increase from 2022-23). The team also accomplished the following:

Supported 5 inbound international exchange students, from 4 different countries.

Successfully supported nine BU Faculty-Led programs, traveling to 6 different countries.

Launched the first BU Global Access program designed to support underrepresented students in study abroad with a low-cost, fully supported experience.

Awarded 15 Internationalization Grants to faculty, totaling \$136,000, supporting a variety of international courses, initiatives, and research.

Data

21 Countries were visited by outgoing Bellarmine students and faculty.

50% Increase in students going abroad compared to last year.

~\$120,000 Awarded in student scholarships, a 50% increase from the 22-23 academic year.

International Program Overview (23-24)

Program Type	Number of Programs	Number of Students	Number of Faculty
BU-Led	9	115	22
Exchange	7	7	0
Third Party Provider	23	58	2
Other (Site Visit)	2	0	2
Total	41	180	26



Students that had International Experiences

180



Amount of Bellarmine Faculty-Led Programs

9

24

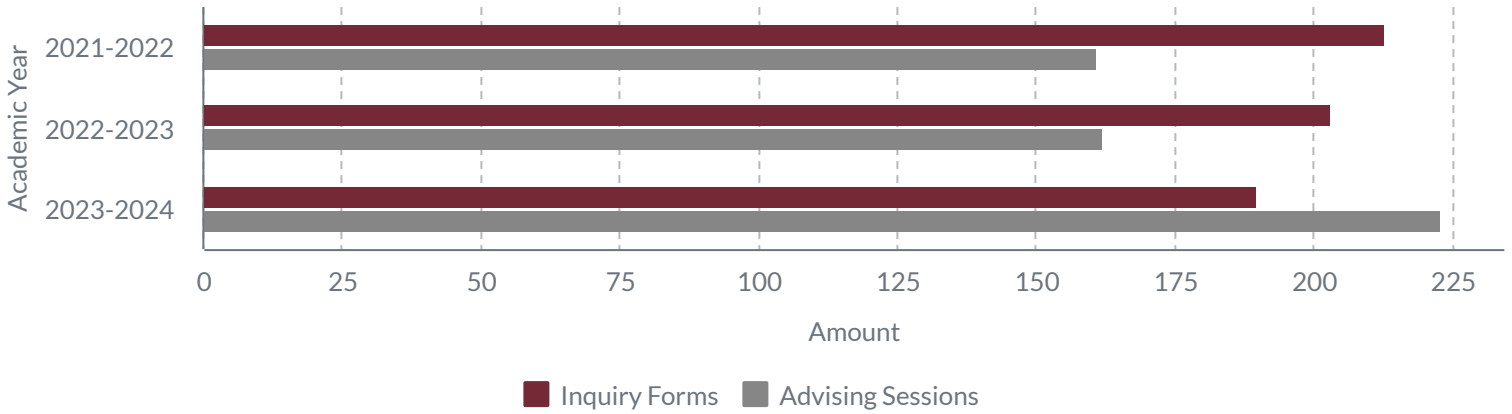


Study Abroad Advising Sessions

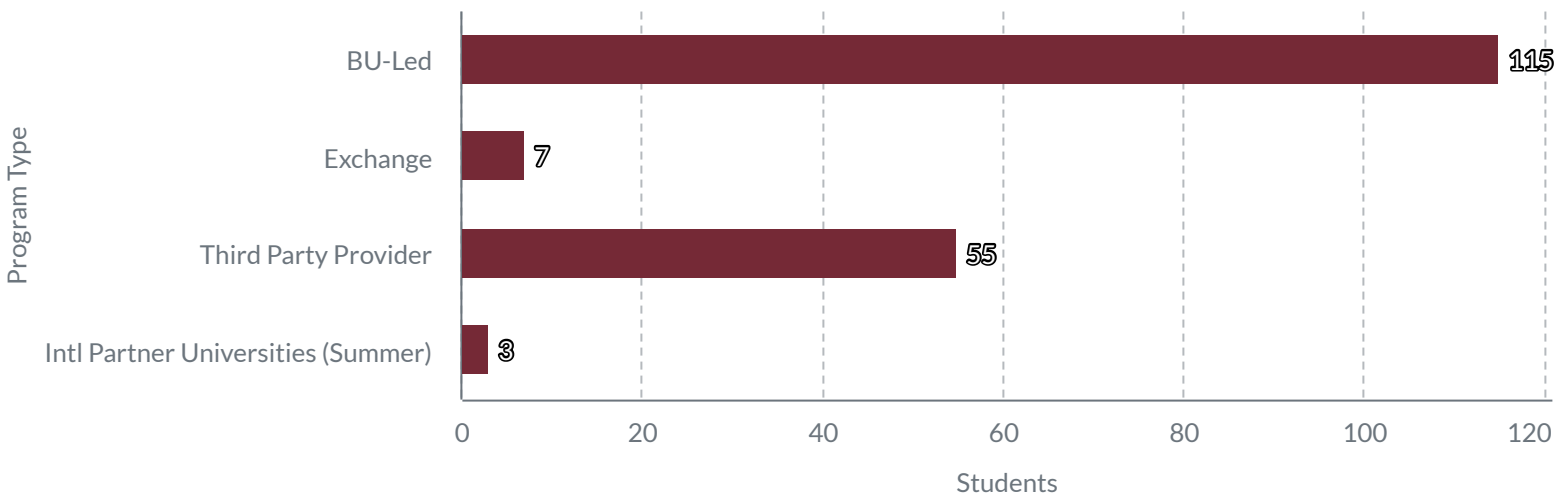
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Study Abroad & International Programs

Inquiry Forms and Advising Sessions



Student Participation in Study Abroad by Program Type



Focused Improvements

1. Work with academic leadership to develop curricular pathways to study abroad for all majors.
2. Redesign and increase support structures for BU faculty-led study abroad programs.
3. Develop and implement outcome and competency assessments for all international programs.
4. Finalize and share new Study Abroad and International Programs 2024-2027 Strategic Plan.

Professional Development

Shelby Bosi-Linton - Senior Academic Advisor - served as the Advising Representative on the Satisfactory Academic Progress Committee and the Student Affairs Deans and Directors meetings. She served as a trained support person for Title IX cases and Student Conduct cases as an investigator/advisor/hearing officer, acted as Staff Council President, and taught BU 100.

Chelsey Brown - Student Success Retention Specialist - served on the Academic Dismissal Appeals Committee, Student Success Task Force (SSTF), and the SSTF Subcommittee, Engagement and Outreach (EO). She also joined the KNGT 101 Planning Committee, and presented at the Student Success Summit, which explained the work she does for academic coaching and academic recovery.

Dominique M. Clayton, PhD - Assistant Dean of Academic Services - served on the Academic Dismissal Committee, Retention Performance Management Steering Committee, School of Education Dissertation Committees, University Awards Committee, Math Center Director Search Committee, and the Business Instructor/Professor search committee. She also taught HRED 820, a PhD course, and IDC 101 in the summer and fall of 2023. She was also a member of the Bellarmine Black Caucus, and worked on the TRIO SSS grant application for Bellarmine.

Mary Grandinetti - Director of Study Abroad and International Learning - attended the 2024 NAFSA Conference in New Orleans, met with numerous partners and initiated several new projects. She also served as a CCSA Board Member, CCSA Campus Representative, KIIS Scholarship Review Committee Member, KIIS Board Member, KIIS Campus Representative, ISEP Campus Coordinator, Academic Advising Advisory Council member, and served on the IDI and CE Core Curriculum Committees.

Kim Kerns - Assistant Dean of Academic Enrichment - participated in and contributed to several initiatives, such as the Student Success Task Force (co-chair), the Academic Policy Review Committee (chair), Student Success Summit Planning Committee (co-chair), the JED Campus Team, the NetVUE Microgrant committee, the Internationalization Grant committee, the Career Pathways Committee, the First-Year Experience Committee, and the First-Gen Week Planning Committee. She also served as the Academic Domain Lead for the Retention Performance Management Group, served on the Retention Strategy Working Group, and celebrated 5 years of service at Bellarmine. She also attended the 2024 NAFSA Annual Conference in New Orleans, and the Kentucky Student Success Summit in Bowling Green, Kentucky.

Lory King - Associate Dean of Academic Advising - presented at the 2023 Student Success Summit on *Becoming student ready: Equity and changing the narrative through academic advising and beyond*. She also gave an invited presentation on *Fostering institutional change in advising in support of student retention* at the Consortium for Student Retention (NSSR).

Kayla Martin - Projects and Operations Coordinator - participated in the Student Success Summit, compiled the 2022-2023 Annual Report, restructured and supervised the Global Ambassador program, and attended a KIIS (Kentucky Institute for International Studies) board meeting in the spring.

Chelsea McKendree - Director of Academic Enrichment - presented on asset-based student support at the Student Success Summit, co-authored a book chapter on first-generation professional support in the workplace, and completed PhD coursework for the Education and Social Change doctoral program at Bellarmine.

Eli Megibben - Transfer Academic Advisor - collaborated with English faculty to teach the inaugural section of ENGL100 through Bridge to BU, participated in the Student Success Summit, became certified as a Mental Health First Aider through the Mental Health First Aid program, and attended the Kentucky Student Success Summit 2024 conference in Bowling Green.

Kiana Pashmforosh - Academic Advisor - served on the Diversity Access Committee, a scholarship committee, the NCAA Self-Study Academic Integrity Committee for Student Athletes, and multiple hiring committees (Testing Center Coordinator, Career Advisor, and Transfer Academic Advisor). She was also certified in Mental Health First Aid Training and attended the Complete College America conference in Las Vegas, and taught BU 100.

Amy Siegel - Senior Academic Advisor - completed ongoing work with NaBita risk assessment rubric with the CARE team (this tool is used in the team's assessment of risk or danger to the Bellarmine community), attended the online Kentucky Nursing Association annual meeting, and worked with SOS (Supplies over Seas) to learn of the inventory of unused medical supplies in the area and how to utilize those resources around the community.

Professional Development

Kristen N. Wallitsch, PhD - Dean of Student Success & International Programs - served on the President's Advisory Board for Equity & Inclusion, IMPACT Working Group, Faculty DFW Committee, Knight 101 & 102 Sub-committees, Core Curriculum Committee, Governing Board for Equity & Student Success, and the PMO Transformational Leadership Committee. She was responsible for leading the Retention Strategy workgroup, Dismissal Appeals Committee, Academic Deans Retention Retreat, co-leading the Gardner Institute's Retention Performance Management Project, and PI for the James Graham Brown Foundation Grant. External commitments included serving on the Board of the World Affairs Council of Kentucky & So. Indiana, and the Assumption High School Board of Trustees Education Sub-committee. She also taught IDC 101 Global Dimensions of Social Justice, HRED 880 Comparative Education as a Study Abroad course in London, and served on one PhD committee in the Higher Education Program. She revised the International Travel Policy Appeals Process, presented as a regular agenda item for the Board of Trustees Student Life & Academic Affairs Sub-committees, presented to the full Board of Trustees on retention, and gave an invited presentation on *Fostering institutional change in advising in support of student retention* at the Consortium for Student Retention (NSSR) and presented at the 2023 Student Success Summit *Becoming student ready: Equity and changing the narrative through academic advising and beyond*.