

Student Success Center Annual Report

2021-2022



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 students' academic advising and support needs. With the growth of the university, the center has expanded to include a variety of programs and services, including the Study Abroad and International Programs Office. The center is home to a team of professionals who work diligently to provide opportunities, resources, and services that support students.



Academic Peer Coaching

The Academic Peer Coaching program, designed by Dr. Elizabeth Cassady, former Associate Dean of Academic Services, 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), previously named 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 BU 100. Although the PCs are assigned to a BU 100 section in the fall, 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 was held by Dr. Dominique Clayton, Assistant Dean of Academic Services. Based on the PC experiences and baseline student interaction data from 2019-2020, PCs were assigned a section of BU 100 for the entire academic year in fall 2020. This was the second year that PCs were connected to a BU 100 section and the engagement continued to grow stronger in the first semester. The framework for the coaching program was embedded in the BU 100 curriculum which provided a backbone for student self-assessments, goal setting, and reflection. The majority of the PCs experienced strong rapport with assigned BU 100 professors and assigned students in the fall 2021 semester.

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 Peer Coach two times per semester to discuss progress on self-assessment.
3. Continuously self-reflect on progress towards goals throughout the semester.

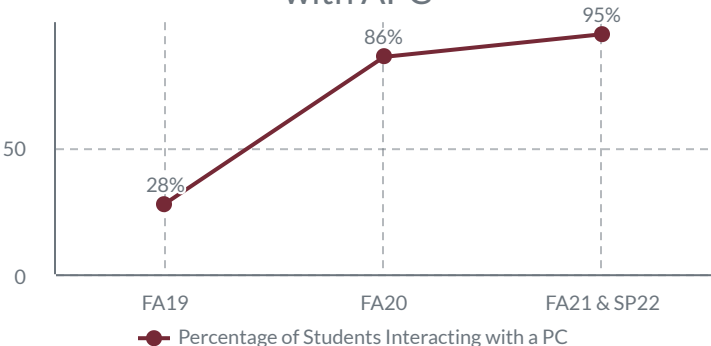
Data

Based on self-reported evaluations completed by Peer Coaches at end of fall 2021 (n=21):

85% The percentage of PCs that indicated they would rate their experience as a PC a 4 or higher on a 5-point Likert scale.

95% The percentage of PCs that rated their ability to support assigned students at a 4 or higher on a 5-point Likert scale.

First-Time, Full-Time Student Interactions with APC



Focused Improvements

- Improve data collection and assessment regarding impact of peer coaches.
- Continue to streamline and standardize processes such as interaction logs and training.
- Continue alignment with BU 100.
- Design a leadership structure for returning APCs to continue strengthening leadership skills and contribution to program design

Academic Advising

Academic Advising in the Student Success Center holistically supports students throughout their time at Bellarmine University. All incoming students are assigned an academic advisor in the SSC and are required to meet with their advisor at least four times during their first year. Academic advisors work with students to integrate their interests, values, and professional goals into their Bellarmine experience. Academic Advising assists students in considering the different major and minor options at BU and can recommend out-of-class opportunities that will enrich their personal interests as well as academic and professional goals. The academic advising team also partners with the Career Development Center to support the major and career exploration process. SSC Academic Advising also works in partnership with faculty advisors across the university to address upper class advising needs.

Snapshot

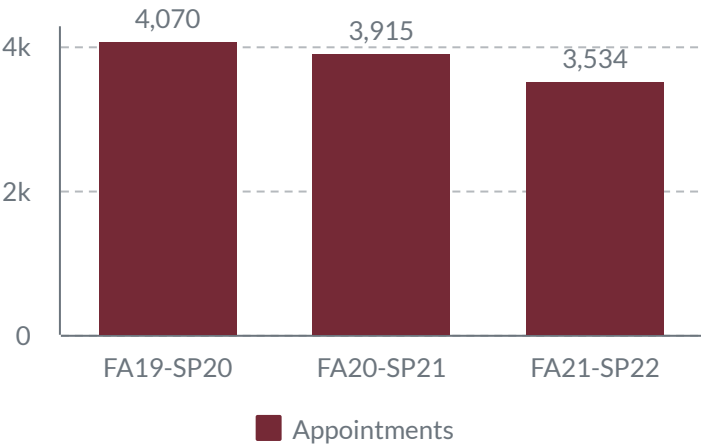
Academic Advising was led by Lory King, Associate Dean of Academic Advising, and supported by 4 Academic Advisors. This year the focus was to transition successfully back to in person appointments. Since the university returned to it's normal in-person class structure, it was extremely crucial to offer advising services to align with the university and the SSC. Our overall goal is that each student has a meaningful and transformative interaction with their academic advisor who acts as a cultural navigator for their advisees. Academic advisors come alongside students to create a collaborative partnership, that assists students with gaining a sense of belonging at the institution. Our advising model is rooted in the umbrella of Advising as Teaching with a focus on Appreciative Advising that is rooted in equity and inclusion. This advising approach assists the advisor in focusing on a student's strengths, while also reflecting on any personal bias.

Student Impact & Learning Outcomes

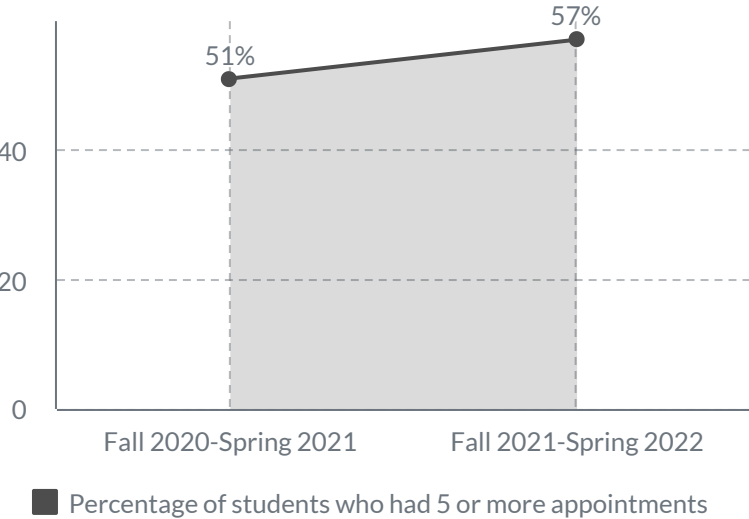
1. Students will be able to articulate their role in the academic advising experience.
2. Students will approach each semester in a holistic way, including academic, personal and professional topics.
3. Students will identify specific degree requirements, including major, minor and general education courses, to progress towards graduation.

Data

Total Advising Appointments



Number of 5 or More Student Appointments



Academic Advising

Focused Improvements

- Work alongside Career Development to provide cross-training and expand and strengthen communication around career and graduate school related conversations.
- Development of Academic Advising Student Workshops (example:, Pre-Registration, Pre-Professional, Academic Success) to center more on the Advising as Teaching approach, This is already done well in a 1:1 environment, but the goal will be to provide more information on program and degree information in a comprehensive way
- Will continue to develop Major Maps and will revise those in accordance with the new core curriculum, as well as make them interactive once they are all completed.
- Transfer Pathways will be another project to be expanded this academic year, working alongside our partners in the Jefferson to Bellarmine an KCTCS program to provide clear transfer pathways to our incoming transfer students.
- Will also provide more opportunities for satellite advising such as in the residence halls, CENTRO, and other locations to meet students where they are to provide additional meaningful interactions. Kentucky Purpose First Initiative. Explore Metamajors, continue to focus on calling and purpose in advising conversations. A greater focus will be on equity as we explore the aspects of this initiative.
- Work alongside Career Development to provide cross-training and expand and strengthen communication around career and graduate school related conversations. -Implement Ongoing Advising Surveys

Academic Advising Advisory Council

The purpose of the Academic Advising Advisory Council (AAAC) is to strengthen communication and collaboration around academic advising service and delivery across the institution. The fundamental goal would be to create an intentional, meaningful and transformational academic advising experience for undergraduate students at Bellarmine University.

Snapshot

The Academic Advising Advisory Council was led by Lory King, Associate Dean of Academic Advising. This year the AAAC developed and presented Faculty and Professional Academic Advising Workshops. The focus of the workshop was to present information regarding Appreciative Advising, but also focused on Calling and Purpose and Trauma Informed Practices. This year it was funded by Faculty Development and the NetVue grant. This is the first year Academic Advising has provided academic advising workshops for faculty advisors. Additionally, there were monthly updates given to Dean's made by the Associate Dean of Academic Advising to keep them abreast of university wide efforts surrounding academic advising. AAAC also launched a new Faculty and Professional Advisor Handbook. This is a resource that was not previously available, but through our Faculty and Professional Advisor Needs Assessment launched last Spring, was highlighted as a need for all who hold an advising role. A page for Parents/Families was also created, with a focused on how they are a part of the academic advising experience

Outcomes

1. Create a university-wide understanding of academic advising.
2. Create best practices across the institution regarding advising delivery in order to provide an inclusive, advising experience for every undergraduate student.
3. Strengthen collaboration across the institution by bridging faculty and professional academic advising.
4. Create assessment around academic advising efforts across the institution

Focused Improvements

- Develop a new plan for AAAC
- Continued professional development
- Rewards for excellence in advising and
- Developing ways to serve our students from an equity based framework

Beacon

Beacon is Bellarmine's student intervention and support system. Beacon provides a platform for individuals across campus to communicate information regarding a student's academic and non-academic experience. Users will be able to provide Updates, Alerts and Encouragements. Beacon utilizes a Student Success Network to support each student. This network has the ability to identify trends inside and outside of the classroom. Please note that the Faculty Experience allows faculty the opportunity to create an easy notification for students within their classroom, but is not for entering grades or absences.

Snapshot

This year we presented to various offices on the Beacon Platform: The Exercise Science Department, The School of Business, School of Nursing and the Faculty Technology committee as well as shared our Kaltura videos of the platform with a variety of stakeholders. We will continue to create presentations to support our campus community around this platform. Our professional academic advisors from the SSC and Athletics are our largest n-users, but we have also had a number of faculty utilize the early alert function.

Chalk & Wire/Anthology Portfolio

The SSC Adopted this system in 2021. Anthology Portfolio provides a platform for the creation of e-Portfolio's which are slated as a high impact for student success. There were pilots with HLTH 810 course, the Honors program (senior thesis), School of Business exploring faculty activity tracking and promotion and tenure, and School of Education used it to replace their previous portfolio platform. School of Education has used this for their cooperative teachers/coordinating instructors, as well as in some graduate level coursework for the Higher Education and Social Change programs respectively.

Snapshot

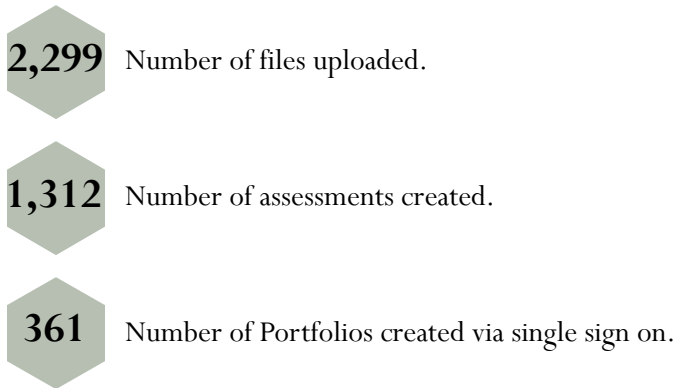
These were the projects for Fall 2021-Spring 2022. Some of these are ongoing and will expand.

- School of Education, Melissa Lankford -ongoing
- Honors Thesis (Jon Blandford)-Fall 2022--ongoing
- Resident Assistant (RA-Portfolio) (Spring 2022 launch)-Jacob Smith
- Degree Completion-Prior Learning Assessment (Summer 2022)
- Rubel School of Business: Faculty Activity Tracking and Promotion and Tenure (Hongwei Song/Ron Newton) on hold for now
- Associate Dean also led a training for Honors Council of the platform.

Outcomes

An e-Portfolio system that will be used to support students to create portfolios for their coursework. In addition this system will be utilized for faculty activity tracking, as well as possible tenure and promotion process.

Data



Focused Improvements

- Academic Programs Outcomes-Jim Breslin, Accreditation; Fall 2022
- Study Abroad-Reflection Piece (Fall 2022)
- Honors & Awards through Faculty Development (tentative Spring 2023)
- School of Nursing- “Clinical Instruction and Quality Committee”; Linda Mefford Spring 2023
- Honors Thesis (Jon Blandford)-ongoing
- Fall 2023-Spring 2024
- LET Core Curriculum-Fall 2023 Launch (tentative)

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. In the 2021-2022 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).

Snapshot

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

- 1. We welcomed our first cohort of Valor LC students, a community for first year and transfer Active Duty, Guard, Reserves, and Veteran students.
- 2. Eureka LC and Terra LC expanded to 4-year initiatives to provide more opportunities for connection, learning, and development beyond the first-year experience.
- 3. Learning Communities supported over 30 co-curricular programs this year, in addition to weekly study groups and ongoing mentoring. Some examples include the "What I wish I knew" Syllabus Party, Drone Flying, Discussion with Dr. Keren Osman, excursion to a Farmer's Market, and more!
- 4. Learning Communities offered 36 sections of LC-specific courses throughout the 2021-2022 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

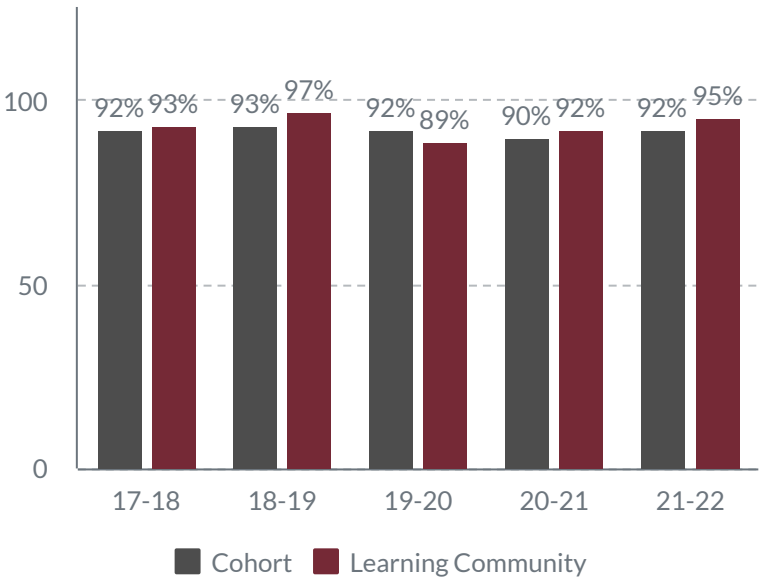
- 1. Students will develop a sense of belonging and support through a positive, inclusive network of faculty, staff, mentors, and students.
- 2. Students will integrate their learning experiences across courses and between their academic, professional, and personal lives.
- 3. Students will understand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

Data

115 Number of first-year cohort students who participated in a LC.

3.2 The average GPA of LC students in SP22.

Fall to Spring Cohort/Learning Community Retention Rate (First Time Full Time)



Learning Communities

STEM Major Average Retention Comparison- Eureka (non-health professions)

	First-Year	Second Year	Third Year	Fourth Year
	Fall-to-Spring	Fall-to-Fall	Fall-to-Fall	Fall-to-Fall
Eureka STEM	96.40%	84.50%	76.70%	74.60%
Non-Eureka STEM	89.80%	72.60%	63.30%	59.50%

Includes Chemistry, Computer Engineering, Computer Info Systems, Computer Science, Data Science, Mathematics, Physics

Health Professions Average Retention Comparison- Galileo

	First-Year	Second Year	Third Year	Fourth Year
	Fall-to-Spring	Fall-to-Fall	Fall-to-Fall	Fall-to-Fall
GLC Health Prof.	95.20%	84.80%	77.20%	74.10%
Non-GLC Health Prof.	90.20%	77.70%	68.50%	64.10%

Includes Aging Studies, Health Services Admin., Exercise Science, Medical Lab Sciences, Nursing, Pre-Clinical Lab Sciences, Radiation Therapy, Respiratory Therapy, Senior Living Leadership

Focused Improvements

- Enhance communication plan for LC students, faculty, and staff that clearly outlines LC experience, expectations, and ways to engage in the program.
- Work with faculty to revise and update faculty roles for each LC and enhance and create new curricular and co-curricular experiences.
- Collaborate with Academic Services to integrate more academic support into the LC experience.
- Increase usage of Kennedy Hall LC space by improving mentor office space, ensuring commuter access, providing additional opportunities and incentives for group and individual academic activities.

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

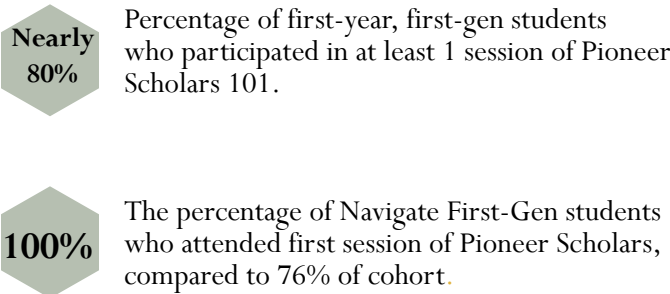
1. Launched Navigate First-Gen, a week-long early arrival program designed to promote the first-generation identity and harvest a welcoming and inclusive environment while preparing students for starting their journey at Bellarmine University. Students participated in sessions focused on hidden curriculum in higher education, Bellarmine lingo and terminology, working with faculty, campus and community engagement, academic success, strengths and assets of being a first-gen student, and social integration.
2. Pioneer Scholars 101, our weekly mentoring program, hosted nearly 30 sessions this academic year. They focused on academic success and exploration, wellbeing and mental health, diversity and inclusion, social and campus integration, community engagement, and career development.
3. The annual First-Gen Week celebration expanded this year to include the formation of the First-Gen Week Committee, a group of first-gen students, faculty, and staff dedicated to support celebratory efforts and recognition of our first-gen community at BU. They also established the following awards, which will be granted annually following a nomination process:
 - 3a. First-Generation Mentorship
 - 3b. Commitment to Campus Inclusivity
 - 3c. Academic Achievement
 - 3d. Dedication to Service
 - 3e. Campus Involvement
 - 3f. Pioneer Scholars Award for Excellence
4. This year also marks the first year of our participation as a

This designation was granted to Bellarmine in recognition of our commitment to first-generation student success and includes several member experiences such as participation in monthly regional calls with fellow First-Gen Forward institutions to discuss trends and best practices, robust professional development opportunities to enhance our knowledge and understanding of the first-gen student experience, and annual goal-setting and support from the Center for First-Generation Student Success (NASPA).

Student Impact & Learning Outcomes

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

Data

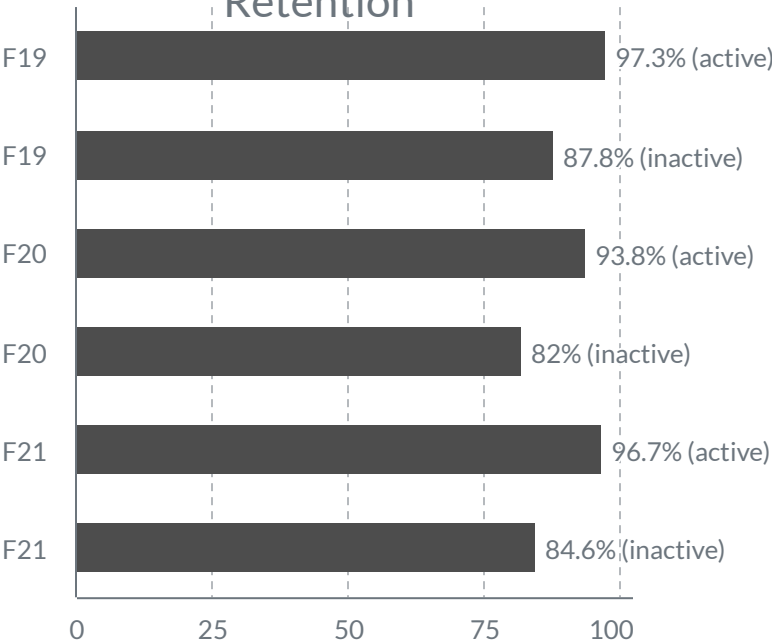


Pioneer Scholars

100%

Percentage of Navigate First-Gen students reported that they are proud to be a first-gen student at BU.

Active/Inactive in Pioneer Scholars Fall to Spring Retention



Focused Improvements

- Review and reimagine the Pioneer Scholars 101 experience, with a specific focus on a new model for the spring semester that includes mentoring but with more options for students to integrate into campus and develop their leadership skills.
- Gain a deeper understanding of current culture and awareness surrounding first-generation students on campus in an effort to strategically address areas of improvement and highlight areas of success.
- Redesign team-building and social activities to create more support and structure for mentoring.
- Expand Navigate First-Gen to support 30 student participants.
- Identify and develop support systems for first-generation graduate students, non-traditional students, and students beyond the first-year.
- Identify opportunities to integrate and support first-generation families.

Fall 2021 Pioneer Scholars Engagement 3+ Retention Comparison				
	# of Students	% of FG Cohort	Fall-Spring Retention	Fall-Fall Retention
0-2 Sessions	114	51%	81.60%	64.9%*
3+ Sessions	109	49%	94.50%	82.6%*

*Data won't be confirmed until census day at beginning of fall 2022 semester

Study Abroad & International Programs

Study Abroad and International Programs (SAIP) supports all educational international programs. 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. The international experience at Bellarmine can last from the prospective student phase all the way to a student’s graduation. Advising and exploration for international opportunities may take 2-3 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 2-3 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 SAIP was provided by lead by Mary Grandinetti, Director.






1. Study Abroad and International Programs (SAIP) continued its focus on rebuilding a sustainable infrastructure, student support, and relaunching and expanding study abroad opportunities for the BU community.

2. SAIP created opportunities and built processes to navigate the unprecedented and unpredictable climate of international education opportunities during a global pandemic. Through the creation and adoption of a travel policy and its appeal process, SAIP was able to approve 13 international programs this year. This also enabled us to implement new safety protocol including updated travel insurance processes, adoption of a travel alert mobile application, creation of new waivers and contracts (COVID-19 Travel Waiver, BU Social Contract), and pre-departure orientation requirements.

3. Welcomed 10 international exchange students, representing six different international partners. With one student arriving in the fall and nine additional students joining her for the spring semester we were able to improve our application process, create and improve an orientation program, and fully support the ten exchange students during their time at Bellarmine. We also established and launched a peer mentor program to support the exchange students, the Global Ambassador program. We provided a series of cultural events for the exchange students to attend. The ten exchange students all reported a positive experience during their exit interviews. Student quote: “This was the best semester of my life, I felt welcomed and learned so much. I wish I could stay longer!”

4. As students were beginning to study abroad, both inbound and outbound, SAIP also was able to spend time exploring and updating our systems, processes, and operations. Through building and strengthening relationships with many campus partners, we were able to make significant progress in establishing an application system (both inbound and outbound), scholarship process, advising process, record keeping process for student and partner interactions, and a course approval process. All these processes were shifted to an online format which is secure, efficient, and institutionalized.

Data

-  213 Number of inquiry form completed.
-  161 Number of study abroad advising sessions.
-  \$95,000 Amount of scholarship funding awarded for international experiences.
-  100% Percentage of study abroad students attended Predeparture Orientation.
-  29 Number of informational sessions hosted.

Study Abroad & International Programs

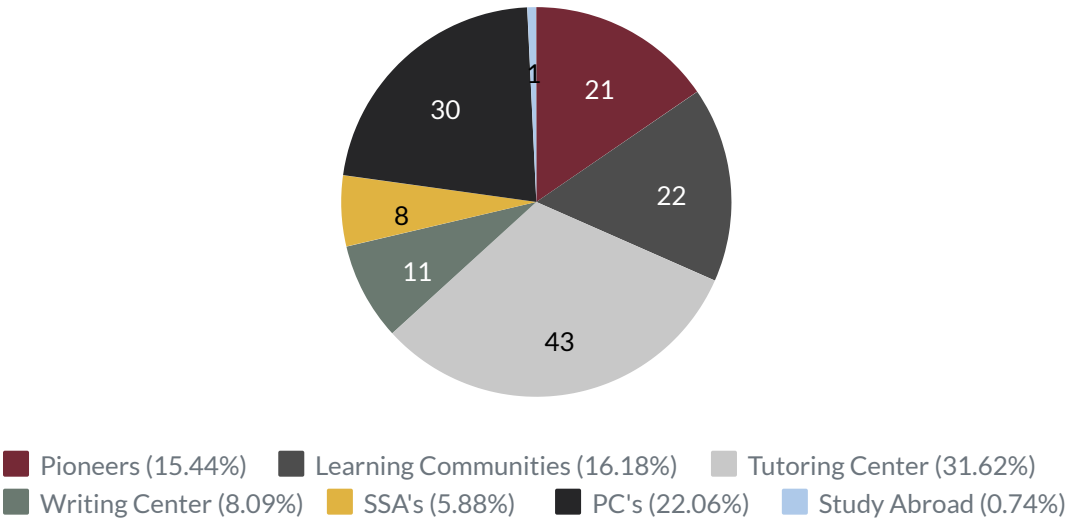
Focused Improvements

- Collaborate with academic departments to review, renew, and update study abroad offerings in alignment with BU degree paths. Use this information to create a portfolio of international programs for students.
- Continue working to establish effective data collection, tracking, and assessment processes.
- Work with SSC and faculty advising to integrate study abroad advising, best practices, and support.
- Create financial planning and support model for study abroad.
- Establish a communication plan to strengthen relationships with international partners.

Student Staff

With over 130 students working in the SSC throughout the 2021-2022 academic year, the Student Success Center is one of the largest employers of students on campus. Student-Staff positions include Pioneer Mentors, Student Success Assistants (SSAs), Peer Coaches, Tutors, LC Mentors, and Writing Coaches and a Study Abroad and International Programs Assistant. SSC student staff have the opportunity to take part in additional leadership and professional development opportunities beyond their position descriptions.

SSC Student-Staff Breakdown by Area



Student Success Coaching & Academic Recovery

Student Success Coaching, designed by Dr. Elizabeth Cassady, was provided for third year in support of academic recovery efforts. Academic Services provided ongoing academic transition and readiness support for any students with an academic standing or returning from an academic dismissal. The student success coaching model is a highly collaborative framework working with SSC advisors and campus partners in Disability Services, Career Development, and the Counseling Center.

Snapshot

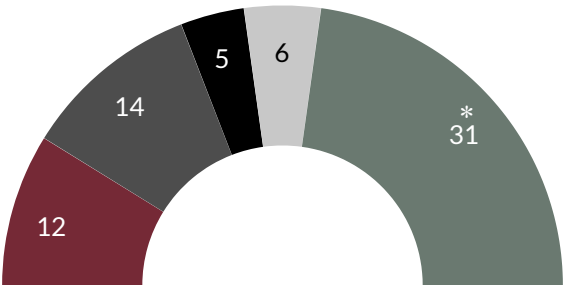
The 2020 revision to the academic standing policy solidified the expectation that any student on academic warning or probation would be expected to participate in academic coaching. Due to the policy, the number of students served increased in the spring 2022. By the end of the academic year, the Academic Services Team served 66 students.

Student Impact & Learning Outcomes

- 1. Moving students from academic standing of warning or probation to GPA above 2.0 and solid standing.

Data

Spring 2022 Final Outcomes



- Returned to good standing (17.65%)
- Academic Warning to Probation (20.59%)
- Continue on Probation (7.35%)
- Withdrew Mid-Semester (8.82%)
- Academic Dismissal (45.59%)

*15 Students Readmitted on Appeal

68

Number of students in academic recovery.

128

Number of academic recovery coaching meetings with the students.

The trends from data:

- 1. Students who had 3+ coaching meetings saw greater improvement in their cumulative GPA compared to students who had fewer meetings.
- 2. A greater proportion of students with 3+ meetings also returned to Academic Good Standing at the end of the semester.
- 3. Student who took part in coaching were dismissed at a lower rate than student who did not.

Focused Improvements

- Establish a consistent set of expectations, goals and outcomes for students who participate in the Academic recovery program.
- Implement a survey assessment to be distributed to students on Academic Warning or Probation at the end of the semester.

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, 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

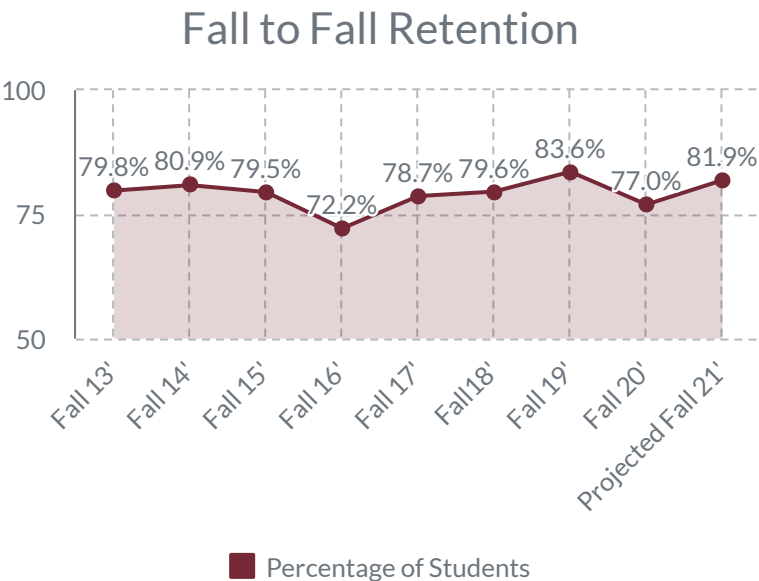
Leadership of SSTF transitioned this year as roles and personnel changed. Jessica Lynch remained a co-chair throughout the academic year and Kim Kerns, Assistant Dean of Academic Enrichment, was named the new co-chair of SSTF in October 2021, as the former SSC representative, Dr. Elizabeth Cassady, transitioned into a new role outside of the SSC. Jessica Lynch left Bellarmine in late spring and Dr. Leslie Maxie, Dean of Students, was appointed co-chair at that time.

SSTF continued to follow the Engagement and Outreach Roadmap throughout the year, while introducing new opportunities for engaging with students. SSTF completed the following retention strategies in the 2021-2022 AY:

1. Use of early alert system (Beacon) to identify and mitigate financial concerns and holds, class attendance, low midterm and final grades, non-engagement (curricular and co-curricular), and more.
2. Student Strengths Inventory (SSI)- an instrument used to provide a retention risk indicator for each student; primarily used by academic advising and BU 100 instructors.
3. Pre and post class registration outreach and support; Engagement and Outreach Subcommittee utilizes student hold data (financial, advising, etc.) to contact students before and after registration.
4. Midterm and final grades outreach; Engagement and Outreach Subcommittee support

5. Non-registered student follow-up and support through interactive texting campaigns, emails, and calling.
6. Use of external/community resources and support, including Family Scholar House, as referrals.

Data



Focused Improvements

- Review and update Engagement and Outreach Roadmap
- Develop and implement data roadmap
- Create reporting structures to ensure all campus stakeholders are receiving updates and information

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 fully staffed with trained student proctors and directed by the Assistant Director of Academic Services. 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 Disability Services office, 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 paper-only testing carrels and three isolated testing rooms. Wi-fi disabled laptops are offered to students who require assistive technology during testing.

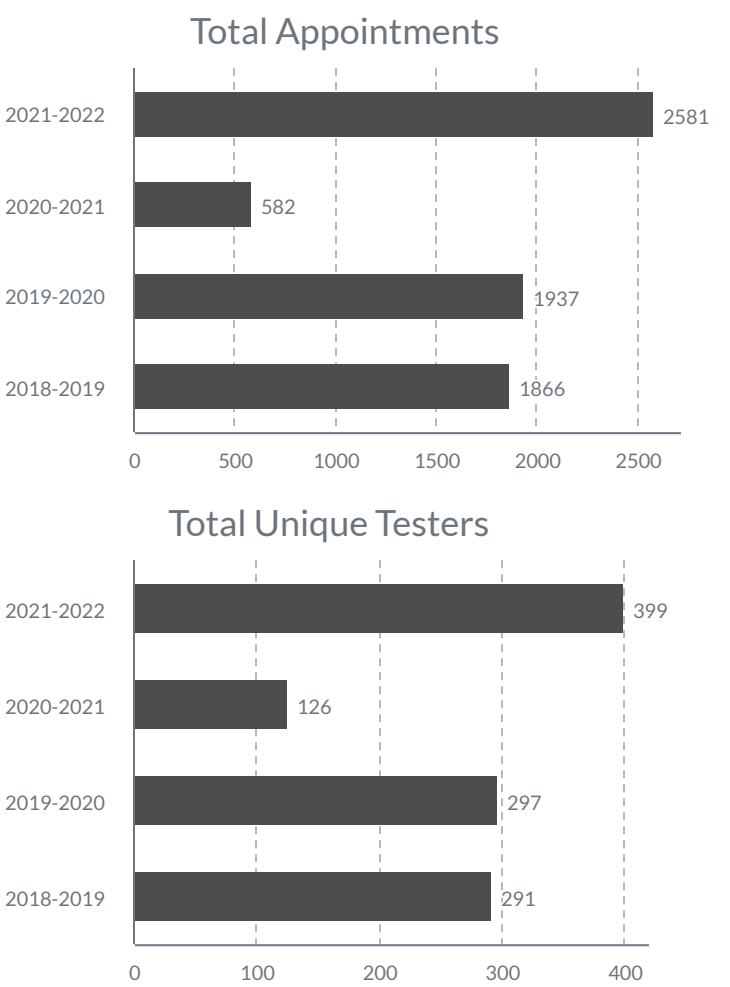
Snapshot

Leadership of the Writing Center was held by Caiti Griffiths, Assistant Director of Academic Services. Oversight was by Dr. Dominique Clayton, Assistant Dean of Academic Services. Over the course of the 2022-2023 school year, the Testing Center used by more than 400 unique students. About 90% of appointments in the Testing Center were made by students with accommodations (most commonly, Distraction-Reduced Testing and Double Time). Although undergraduate students represent the largest proportion of appointments (77% of all appointments this year), the number of students from the Accelerated Nursing Program using the Testing Center has markedly increased, from 258 in the Fall to 326 in the Spring (despite the overall number of testing appointments being lower in the Spring). The number of students using Isolated Testing rooms increased sharply. In the Fall, there were 13 students who used Isolated rooms; in the Spring, there were 34 students who used Isolated rooms.

Student Impact & Learning Outcomes

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



Focused Improvements

- Enhance rapport with students, faculty and Accessibility Resource Center
- Run the Testing Center in accordance with NCTA certification
- Find a solution to accommodate the increase of students who need isolated testing spaces.

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

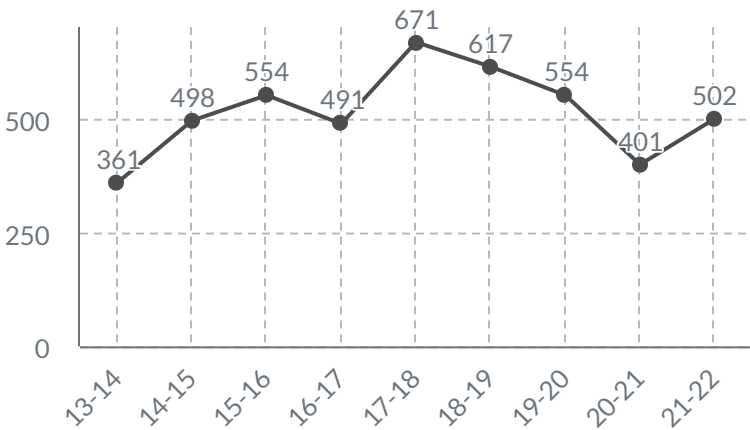
Leadership of the Writing Center was held by Dr. Dominique Clayton, Assistant Dean of Academic Services. This year, the main priority was to engage with students. This required more hands-on communication and outreach about our services and acquiring assessment to inform our practices. We maintained class visits, marketing through social media, events such as tabling and partnering with other offices (i.e. Residence Life, OII, Military and Veteran Services). We returned to in-person training for student staff and focused on establishing relationships. We also worked with both tutors and Writing Coaches to build more content specific resources.

Student Impact & Learning Outcomes

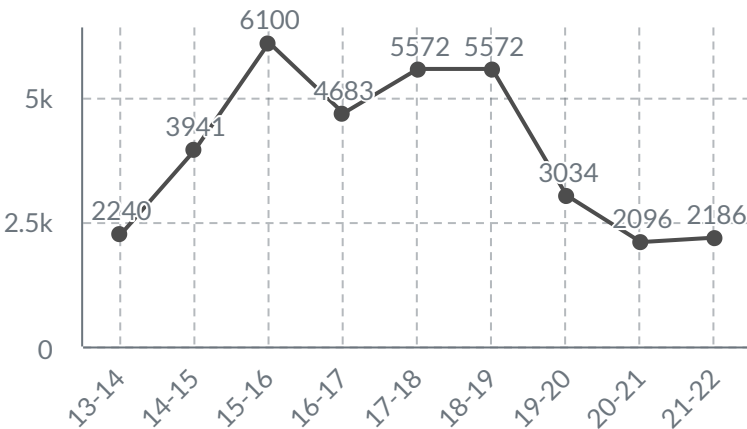
- 1. Students will demonstrate self-regulated learning skills by applying learned study skills to independent course work.
- 2. Students will demonstrate an improved understanding of their course subject matter.
- 3. Students will implement strategies that promote tutee critical thinking.
- 4. Students will implement strategies that promote tutee study skills.
- 5. Students will understand Tutoring Center pedagogical and professional practices.

Data

Total Unique Students



Total Appointments



Survey Data

Fall 2021 (101 responded) and Spring 2022 Survey (52 students responded):

- This tutoring session met my expectations.: 92% agreed
- I feel more confident about the course content after my tutoring session.: 70% agreed
- Have your study habits changed after attending tutoring.: 56% agreed

Tutoring Center

Focused Improvements

- Build and maintain better relationships with offices inside and outside of the SSC.
- Revise tutor education practices for tutors that integrates more holistic training (with a focus on inclusivity and diversity), more content specific, and professional development and leadership opportunities for students.
- Preparation for more student support for STEM courses.
- Assess tutor education and student learning outcomes through research to ensure quality tutoring and make informed recommendations for future services.
- Develop additional tutoring resources by subject to support tutor education.



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. In addition to individual sessions with peer tutors, 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

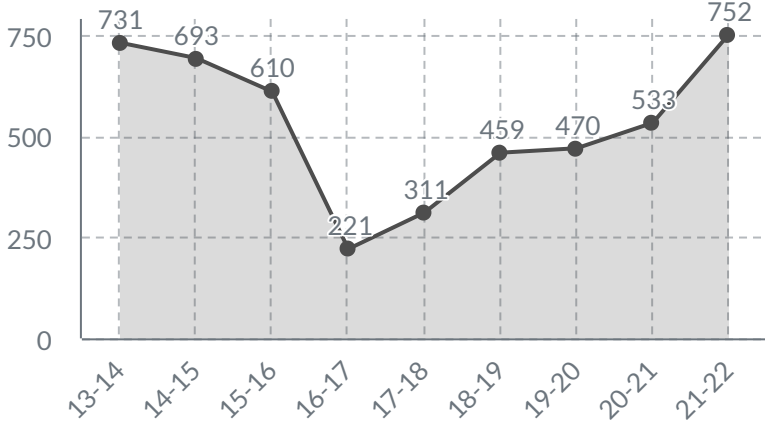
Leadership of the Writing Center was held by Dr. Dominique Clayton, Assistant Dean of Academic Services. Like the Tutoring Center, the Writing Center's main priority was to engage with students. This required more hands-on communication and outreach about our services and acquiring assessment to inform our practices. We maintained class visits, marketing through social media, events such as tabling and partnering with other offices (i.e. Residence Life, OII, Military and Veteran Services). We returned to in-person training for student staff and focused on establishing relationships. We also worked with both Tutors and Writing Coaches to build more content specific resources.

Student Impact & Learning Outcomes

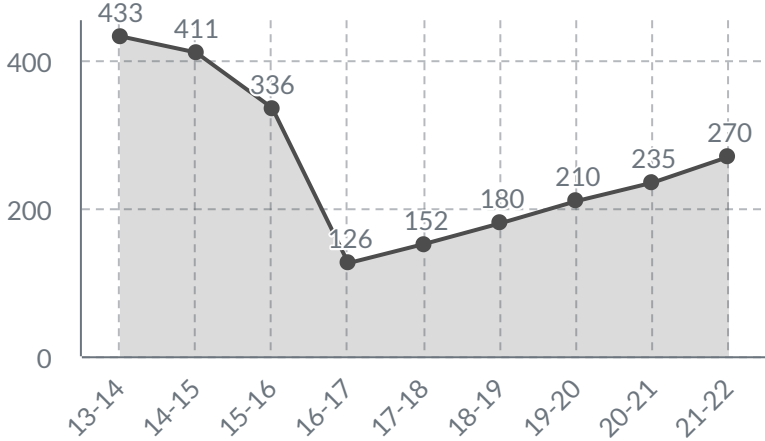
- 1. Students will develop rhetorical knowledge of how to write for different audience, situation, and purposes.
- 2. Students will develop an understanding of both the local and global-level issues involved in writing.
- 3. Students will improve their ability to express their ideas and communicate through writing and speaking.
- 4. Students will learn about the ideologies that inform writing.
- 5. Students will develop an understanding of pedagogical practices.

Data

Total Appointments



Total Unique Students



185

Number of students who responded to the Writing Center Survey.

4.9

The average session rating out of 5.

Writing Center

96%

Percentage of Writing Center Visitors that reported they have better understanding of their writing task/assignment after the session.

97%

Percentage of Writing Center Visitors that reported that the Writing Coaches (student staff) addressed concerns and questions.

Focused Improvements

- 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.
- 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.
- Explore options for sustainable writing support for graduate students that aligns with the pedagogical practices of the SSC.
- Sustain grad student writing groups for students to work on their dissertations and theses.
- Sustain writing resources such as workshops and writing groups geared toward the thesis project that Honors students are required to complete.

Professional Development

Presentations

Chelsea McKendree

McKendree, C. & Kerns, K. (2022, March 6-9). Flip the Script on First-Gen: Exploring Asset-Based First-Gen Support [Conference Presentation]. ACPA 2022 Convention, St. Louis, Missouri, United States.

Kim Kerns

Kerns, K. & McKendree, C. (2022, March 6-9). Flip (2022, March 6-9). Flip the Script on First-Gen: Exploring Asset-Based First-Gen Support [Conference Presentation]. ACPA 2022 Convention, St. Louis, Missouri, United States.

Lory King

Breslin, J., Wallitsch, K. & King, L. (2021). Fostering institutional change in advising in support of student retention. Consortium for Student Retention. NSSR.

Reference

Dominique Clayton, PhD.

Jones, R., Chabert, R. Clayton, D., & Nelson, J. (October 2021). Understanding Critical Race Theory and Education. Collaborative for Anti-Racist Teaching

Carvajal Regidor, M., Conti Maravillas, M., Clayton, D., & Groundwater, E. (October 2021). Re-Imagining support for first-generation writers in writing centers. International Writing Centers Association