We have had a number of personnel changes in the Student Success Center over the course of the summer and first half of the fall semester.

Many on campus are already working with our new staff and our continuing staff in their new roles.

**Chris Brown** is now executive director of the Student Success Center and director of the Higher Education Opportunity Program (HEOP).

In his HEOP role, Chris replaces Bridget Kehrer, who stepped down this summer to take a new job. Chris still oversees the First-Year Experience program and spearheads our new student retention efforts.

**Maggie Young** is now associate director for HEOP.

**Lisanny Manzueta** joined HEOP in August in the academic counselor position.

Lisanny earned a BA from Skidmore College where she was actively involved as a peer mentor in their HEOP.

**Sarah Augostini**, currently working in admissions, will move over as assistant director of student success effective Nov. 5, with responsibilities to both HEOP and the entire new student population.

Sarah, who has an undergraduate degree from Niagara University and her MBA from St. Bonaventure University, was instrumental in supporting our summer orientation programs in 2018.
Mark Phillips, HEOP academic skills specialist, has retired and has been replaced by Adam Colton. Adam has been working with the HEOP summer program since 2007 and has both his BA and MA from St. Bonaventure University and a PhD from Indiana University of Pennsylvania. Adam will work with both HEOP students and the general student population.

Adam Colton, HEOP Academic Skills Specialist

ONLINE AND INTERNATIONAL STUDENT SERVICES

SBU’s online counseling programs held their first of two on-site residency for four days this summer. Over 40 students stayed here on campus or in nearby hotels, and participated in a jam-packed few days of workshops, guest speakers, coursework, and social activities. The residency received positive feedback from the participants, and next summer the same students will return for their second residency. In addition, a huge cohort of over 100 will arrive for their first residency. SBU is also busy gearing up for its charter cohort in the master’s in Cybersecurity program in January.

We welcomed a record number of new international students this fall, with students from Italy, Argentina, South Africa, Ghana, Namibia, China, Japan, and Germany to name just a few of the countries represented by our 32 new freshmen and transfers. Our focus this fall at the International office in the Student Success Center is to guide students as they strive to assimilate into SBU and American culture, and to succeed academically. Outreach for international students, in addition to regular one-on-one meetings, includes communication with academic advisors and the athletic academic support team, so we can detect issues early on and address them with appropriate support and guidance.

SUPPLEMENTAL INSTRUCTION FLOURISHES

St. Bonaventure’s Supplemental Instruction hit the fall-semester ground running: SI is present in 30 fall classes. Supplemental Instruction is a free, peer-facilitated academic assistance program designed to help students succeed in traditionally difficult courses. Our fall 2018 SI-enhanced courses include those with high fall 2017 withdrawal, drop, and failure rates as well as fall 2018 courses engorged by our welcomed flush freshman class. SI is a non-remedial approach that attracts students who benefit from teaching one another, guided by the SI leader’s plan, at regularly scheduled outside-of-class review sessions in which students work collaboratively. Session content is based on the professor’s in-class instruction and out-of-class readings, which capitalizes on student-to-student dialog about challenging course content.

Our SI Leaders are academically successful students endorsed by their respective course professors; it is paramount to SI success for
instructors to have leaders with whom they have good rapport. Both new and veteran leaders engaged in comprehensive pre-semester training to learn and practice review techniques to supplement classroom learning and all are certified by TutorLingo ©. Leaders audit the current course and take explicit class notes, develop weekly lesson plans for their out-of-class SI sessions, then conduct sessions as sages on the side. Leaders are trained to ask open-ended questions to assess students' understanding; entertain uncomfortable wait times until students break awkward silences with ideas or answers; encourage interactive board work learning; and promote learning by fostering speaking-out-loud thought formulation.

A hallmark of St. Bonaventure’s SI mission is attendee anonymity; professors do not want to know which students attend SI sessions nor with what frequency. Professors announce SI session attendance is voluntary and highly encouraged. Students oftentimes report regular session attendance is infectious. Data collected has proven students who habitually attend SI sessions receive, on average, a final course grade one-half to a whole letter grade higher than their classmates who did not frequent SI sessions.

Leaders receive regular electronic communication from the administrator and file weekly electronic copies of their lesson plans and attendance sheets. Two announced observation visits are planned for this fall – one by an administrator and the other by a fellow SI leader – to reinforce the observed leader’s strengths as well as offer improvement suggestions.