

**2024-2025**  
**Unit Annual Report**  
**Division of Academic Affairs**  
**Unit: Student Success**

*Please submit by June 1<sup>st</sup> to the AVP for Institutional Research & Planning*

**I Mission and Goal/Outcomes Statement:**

*Provide overall Mission/Goal Statement for your unit.*

The student success unit and its associated academic support centers, Academic Coaching and Tutoring and Career Services & Advising, seek to assist and support all current students, to improve their learning, hone their critical thinking and executive function skills, and prepare them to be lifelong learners. Supporting this work is the foundational goal to improve overall retention, persistence, progression, and graduation rates, particularly of our undergraduate Day students. A key part of our mission is the regular reexamination of existing University policies and the creation of new policies to improve institutional effectiveness.

**II Personnel:**

*List all staff and note all personnel changes that occurred during 23-24.*

<u>Name</u>	<u>Position</u>
<b>Academic Coaching &amp; Tutoring</b>	
Andy Linscott	Academic Coach
CJ Kalley	Placement Testing Coordinator (PT)
Courtney Neforas	Administrative Assistant II
Jarrod Abbott	Academic Support Specialist (PT)
Jen Abbott	Assistant Director
Kat McLellan	Director
Morgan Horan	Academic Coach

**Career Services & Advising**

Lindsay Carpenter-Connors Director  
Susan Beddes Associate Director, Internship Coordination & Employer Relations  
Danibel Peralta Academic and Career Advisor  
Michelle Giordano Academic and Career Advisor (July 1-Dec 20, 2024)  
Eriberto Mora Carrera Academic and Career Advisor (April 14-June 30, 2025)  
Diane Maynard Administrative Assistant

**Student Success**

Nancy Robillard	Administrative Assistant
Grace Soultanian	Administrative Assistant (start date of October 28th)
Jason Smith	Assistant Dean

### III Facilities/Equipment:

*List any new facilities/equipment/software etc. acquired during 24-25.*

No new equipment was acquired for the student success office during AY25.

### IV Budget Expenditure Analysis:

*Was the budget expended as planned? Were additions/changes made, and if so, explain.*

Budget expenditures as of May 20, 2024

<b>B00</b>	
• Travel for CONNECTED	1101.60
<b>C00</b>	
• Cover part time salary for contractor during administrative assistant transition	2028.60
<b>D00</b>	
•	32.86
<b>E00</b>	
• Supplies	312.23
<b>J00</b>	
• Lunch for student success retreat	297.07
<b>U00</b>	
• Ipad wireless service	479.88
<b>Total Expenditures</b>	<b>4252.24</b>

The Student Success budget was not allocated as planned. For example, there were a few initiatives that the department engaged in that required compensation for faculty partners and student participants. One of these initiatives was the Inclusive Excellence studies that departments facilitated. Students were compensated for participating in

focus groups. Additionally, student facilitators were compensated for working with faculty to develop the focus group protocol, focus group training, and facilitating the focus groups. This initiative was absorbed by the student success grant from the anonymous donor. In the future, the student success department will continue to engage with faculty and student partners on similar initiatives and will compensate them accordingly. Additionally, the assistant dean will be seeking professional development opportunities to engage in various planned activities, such as a campaign to encourage the return of students who have stopped out.

## **V Programs/Activities:**

*List major campus activities, events etc. that the office participated in/supported; committees served; community outreach; etc. List events provided to current and prospective students. Also, provide professional development of all staff.*

- Committees/Working Groups (Student Success Office)
  - CARE Team
  - Transfer Student Taskforce
  - AUC Student Affairs
  - OER
  - Academic Standing Appeals Review Board
  - Student Success Task Force (Jason, chair; Nancy, member)
  - Academic Integrity working group, Procedures
    - Presentation to SGOCE on the work
  - Orientation Steering Committee
  - Academic Integrity hearing officer
- Committee work (**CSAC**)
  - Transfer Student Taskforce ( Lindsay)
  - Student Success Task Force (Lindsay) 5
  - Corporate and Community Engagement Work Group (Lindsay, Susan-Ended May 2024)
  - Social Media Advisory Committee (Michelle/Danibel)
  - Office of Student Development Search Committee (Danibel)
  - Career Services and Advising Center Search Committee (Susan-chair, Danibel)
- Committee work (**ACT**)
  - Jen Abbott:
    - New England Peer Tutoring Association (NEPTA) Steering Committee
  - Jen Abbot and Morgan Horan:
    - Staff Academy
  - Morgan Horan
    - Search Committee

- Career Services and Advising Center for new advisor
- Kat McLellan:
  - Committees, Tasks Forces, etc.
    - Bias Incident Response Team
    - Diversity, Equity, Inclusion and Belonging Committee
    - JED Campus Task Force
    - Student Success Task Force
      - Served on the Academic Integrity Policy Language subcommittee
      - Coordinated Academic Integrity Focus Group for subcommittee
  - Search Committee:
    - CARE & Case Management for case manager
  - Presentation to CTL Summer Institute
  - Presentation in in Dr. Kisha Tracy's Cultural Heritage class

**Program/Activities (Student Success Office)**

- Facilitated non-registered outreach campaigns
  - Provided tailored reports to functional areas with special relationships with students (i.e., Athletics, TRIO, etc.)
- Coordinated and facilitated Student Support Staff conversations that focused on cross-divisional collaboration
- Coordinated facilitation of CSI during orientation
- Organized continued efforts to expand utilization of SSC Navigate with SGOCE
- Modified the Summer Bridge curriculum to better meet student need and alignment with Gen Ed
- Partnered with ACT to expand embedded tutor program
- Partnered with faculty colleagues to remove the Transfer Student Experience as a requirement for transfer students
- Planned and facilitated Student Success Retreat focusing on AI and mission review
- Presented at New Faculty Orientation around Supporting Our Students
- Facilitated Falcons Supporting Falcons Campaign (data to be reported later)
- FYE - monitored first-year and transfer enrollment to assure requisite number of sections
- Served as volunteer to provide a review for TRIO SSS using CAS standards
- Continue to meet with SSC Faculty Champions, meeting individual department needs
- Served a panel about Academic Affairs for the Student Government Association
- Serve as primary liaison for Academic Affairs in the orientation process
- Collaborated with colleagues to take a closer look at readmission standards, deans probation, credit elimination, and advising
- Facilitated training with Orientation Leaders on the College Student Inventory
- Coordinate Enrollment Census efforts
- Presented to the Cabinet on the Falcons Supporting Falcons initiative
- Facilitated non-registered outreach campaigns
  - Provided tailored reports to functional areas with special relationships with students (i.e., Athletics, TRIO, etc.)
  - Data to be reported later

- Facilitated Falcons Supporting Falcons program
  - 25% reached by phone
  - 86% of contacted students were doing well
  - 10 students were connected with required supports
  - 13 students were referred to another office
  - 3 students were connected for help with advising
- Facilitated Enrollment Census campaign
  - 67% faculty response rate
- Coordinated Deficiency Reporting campaign
  - 61% faculty response rate

**Professional Development (Student Success Office)**

- Title IX/EO Training
- AMCOA Conference
- NaBITA Training for CARE team
- De-escalation training

**Programs/Activities (CSAC)**

- CSA Workshops
- Internship Search Advising Tracking List
- Peer Career Assistants
- Career Fairs
- Internship Fair
- Major Minor Fair
- Graduate Education Fair
- Reverse Career Fair (LE)
- Pop-Up and Passive programming
- Employer Round Tables
- Life Sciences Networking Event
- Alumni and Professional Panels
- Employer Resume Review Events
- Fitchburg Internship Fund
- Career Development Grant
- Admissions Support (Open House, Future Falcon Day, Monthly Transfer Info Sessions, Reverse Open Houses)
- Summer First Year Orientation and Fall Orientation
- Summer Transfer Orientation
- Winter Undergraduate Orientation
- International Orientation (Fall and Spring)
- First Destination Survey
- Internship Tracking (Credit and non-credit)
- Four-Year Plans of Study Coordination
- College Scheduler Support First Year Orientation
- Career Champions
- Semesterly Newsletter and periodic email updates on events (Career Fair, FDS)

- Career Action Plan Development and Utilization
- Alumni and Professional Panels
- Internship/Career Development policy and practice support (AIF project grants, internship coordination, events)
- New Faculty Academy
- CTL Teaching and Learning Hours
- In-Class Presentations and Workshops
- Integration of CSA in-class assignments (virtual interview, resume review etc)
- Employer Introductions and Outreach
- On Campus/Virtual Recruiting (fairs, info tables)
- Internship Initiation and Support
- Semesterly Newsletter
- DEI and Policy Enforcement and Support
- North Central MA Chamber of Commerce Hiring Events
- Nashoba Valley Chamber of Commerce Hiring Events
- Upward Bound
- Future Educators Academy

### **Professional Development**

#### **Lindsay Carpenter Connors**

NCM Chamber of Commerce Community Leadership Institute (ended April 2024)

Eastern ACE conference, June

Intermediate Spanish II (FSU Fall 2024)

Enhancing MBA Student Engagement – How KU School of Business is Building Community Online (Webinar)

Campus Safety Overview (UPD) October 3

Elements of SBH (Through Title IX) January 7

"Coaching Students through a Difficult Job Market," on February 24, virtual

First Destination: Level up Your Outcomes! (Handshake Webinar)

Research Roundtables put on by Institutional Research (Monthly)

Chamber of Commerce Business After Hours February

WCVB-TV Staff & Faculty Connect (Engineering, IT, Production) January

GET UP! Radical Acceptance & Sparkly Everything, October 2024, Fitchburg State

#### **Susan Beddes**

Presented at EACE 2024 Conference, June 2024, Philadelphia, PA

Participated in NACE Management Leadership Institute, July 2024 (and quarterly meetings throughout 2024-2025 academic year), Chicago, IL

GET UP! Radical Acceptance & Sparkly Everything, October 2024, Fitchburg State

Served on EACE Webinar Committee, August 2024-present, including planning virtual panel discussion "Coaching Students through a Difficult Job Market," on February 24, virtual

Participated as a mentee in EACE Mentor Match Program, February 2025-present, virtual Career Forge ERM Cafe event, April 2025, virtual

Career Counselors' Consortium Employer Panel: Best Practices, May 2025, virtual

#### **Danibel Peralta**

ACSN Conference June 2024

Career Counselors Consortium - AI Workshop December

NACE - HSI Group (Monthly)

Career Counselors' Consortium Employer Panel: Best Practices, May 2025, virtual

**Eriberto Mora Carrera**

Career Counselors' Consortium Employer Panel: Best Practices, May 2025, virtual

**All Staff**

Navigating Mass Careers by the Executive Office of Veterans Services (All Staff)

CareerShift Training (All Staff)

### **Programs/Activities (ACT)**

- Study Halls
  - Late-evening (7:30-9:30pm) study halls in the ACT Center supported by Peer Mentors and Peer Tutors
  - Study halls in Russell Towers Glass lounge (7:30-10:30pm) supported by Peer Mentors and Peer Tutors
  - Writing and math Peer Tutor support for Football Study Hall
- Outreach to At-Risk Students
  - Case Referrals and Campaigns:
    - Connected students referred through cases to appropriate Academic Coaching or Tutoring Services
    - Academic Coaching campaigns in SSC to support students identified in Enrollment Census Progress Reports
    - Individualized Tutoring Campaigns in SSC to support students identified in Deficient Midterm Grade Progress Reports
- Outreach Calls
  - Calls, texts, and emails to students on Academic Warning and Probation to facilitate completion of academic standing requirements
  - Calls to students with several attendance or midterm alerts to ascertain their well-being and schedule any desired academic support
- Outreach Collaborations
  - Creation and maintenance of individualized spreadsheets for Athletics, Housing, and TRIO of their students' academic standing concerns
  - Coordination with Athletics, Housing, and TRIO around outreach to these students
  - Individualized midterm email to each academic advisor with single, collated list of all alerts-to-date for all their advisees
  - Collaboration with Dean of Students and Director of Case Management to develop effective CARE referral formula for students with alerts
- Summer Bridge
  - 5-week intensive academic program for conditionally admitted students and students placing into foundational math
  - Free classes (MATH 500, EDUC 1005, FSU 1002), materials, room and

- board, to increase accessibility
- 2 full-time Peer Tutors, and 2 live-in Peer Mentors, to support success
- Employment opportunities Friday-Sunday, with transportation, to enable on-campus weekend residence and increase accessibility, and build sense of place and belonging. This year's community partners included Fitchburg Cultural Alliance, Ginny's Helping Hand, ReStore, The Arc, Admissions, and TRIO
- Housing-led on- and off-campus programming (financially supported by ACT), to build community and increase on-campus Housing in fall 2024

#### Events Provided to Current Students

- Peer-Mentor Discussion Panels and Workshops (at least 6 per semester)
- At least 12 hours of paid CRLA certification training provided to every new ACT peer student staff
- Optional Level 2 and Level 3 CRLA training opportunities available to all ACT peer student staff
- Additional training available for "tutor peer observer" role (asynchronous training based on Motivational Interviewing/ PBIS strategies)

#### Major Student-Serving Campus Activities Supported/ Participated

- Commencement
- Duck Day
- Falcon Experience/ Fall Orientation:
  - "Building Habits of Academic Success" Workshop
- Fitchburg Food Fight
- Future Falcon Day Resource Fair
- International Student Orientation
- Nursing Sophomore Orientation
- Open House Resource Panel
- Orientation Leader training activities
- Rock the Block
- Summer Orientation
  - "Academic Transitions" workshop.
  - Academic Life Panel for Families;
  - CSI administration;
  - Placement Testing;
  - Student Services Panel;
  - Student Success Panel
- Transfer Student events
- Wellness Fair (voted runner-up table by students!)
- Winter Orientation

#### Professional Development for All Staff

- Andy Linscott
  - Completed a 16-week advanced course in Internal Family Systems (December 2024)
- Courtney Neforas



- Completed a certification course for Supplemental Instruction (June 2024)
- Jen Abbott
  - Attended the CRLA Summer Institute (July 2024)
  - Completed two online courses on Reading Apprenticeship (Summer 2024)
  - Completed a certification course for Supplemental Instruction (June 2024)
- Kat McLellan
  - Completed a certification course for Supplemental Instruction with (June 2024)
  - Workshop: Foundations of Data Equity, sponsored by the Massachusetts DHE
- Morgan
  - Attended the CRLA Summer Institute (July 2024)
  - Completed an online course about Motivational Interviewing (Summer 2024)

## VI Action Plan for 2024-25:

*(Insert your 24-25 Action Plan from last year's report)*

Planned Initiatives for 2024-25 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2	Indicate if a DEI initiative
Collaborate with academic departments to support internship completion and tracking	1.2, 2.2, 5.5, 2.5	
Collaborate with Student Development, clubs/organizations, research, and residence life to connect co-curricular experiences to career	1.2, 2.1	x
Work with Deans and Chairs on Career Action Plans for those programs not included in Davis Educational Foundation Grant	1.2, 2.5	
Coordinate Faculty-Led Transfer Advising, training faculty, providing faculty support, and assessing the program	2.2, 2.3, 2.4, 2.6, 4.3, 4.4, 5.1	

Expanding weekend residential support of Summer Bridge students to expand program accessibility	5.1	x
Improve Multilingual Scholars mentoring to include matching mentors to students, as well as connecting mentors with FHS Fitchburg community, building pipeline	3.4	x
Collaborate with campus partners to develop an institutional retention plan	2.2	x
Coordinate efforts to review and implement recommendations from Transformation by Design (formerly Batista Consulting Services)	2.1,	x

## VII Assessment Report for 2024-25

*Were the Action Plan objectives met? Provide in list or table format that parallels item VI above.*

Planned Initiatives for 2024-25 Add more rows as needed	Status
Collaborate with academic departments to support internship completion and tracking	Ongoing
Collaborate with Student Development, clubs/organizations, research, and residence life to connect co-curricular experiences to career	Ongoing
Work with Deans and Chairs on Career Action Plans for those programs not included in Davis Educational Foundation Grant	Completed
Coordinate Faculty-Led Transfer Advising, training faculty, providing faculty support, and assessing the program	Ongoing with faculty stipends
Expanding weekend residential support of Summer Bridge students to expand program accessibility	Completed
Improve Multilingual Scholars mentoring to include matching mentors to students, as well as connecting mentors with FHS Fitchburg community, building pipeline	Ongoing

Collaborate with campus partners to develop an institutional retention plan	Paused
Coordinate efforts to review and implement recommendations from Transformation by Design (formerly Batista Consulting Services)	Ongoing

In AY25, we continued updating the SSC Navigate resources page. This is where Navigate users can find instructions to carry out various functions of the platform. Updating these tools will be ongoing on AY26.

### **VIII Other Accomplishments:**

*List accomplishments not already captured above.*

#### **Tutoring Usage: Disaggregated Data (ACT)**

ACT disaggregates our data to determine whether our services serve the goal of increasing equity at Fitchburg State. In the table below, we indicate what percentage of AY25 day students are in specific demographics (determined using a NAVIGATE search of Day Students enrolled in AY25) and then identify what percentage of students who used tutoring in AY25 are in that demographic group. Key observations include:

- 56.56% of unique students accessing tutoring are White (compared to 65.56% of the overall A25 Day Student population being White).
  - When we further disaggregate by gender, we see that this disparity is caused by underuse by white men, of whom 22.37% used tutoring, while they make up 31.27% of overall Day Students.
- 23.44% of unique students accessing tutoring are Black or African American (compared to 15.34% of the overall A25 Day Student population being Black or African American).
- 4.52% of unique students accessing tutoring are Asian (compared to 4.04% of the overall A25 Day Student population being Asian).
- 20% of unique students accessing tutoring are Hispanic (compared to 19.11% of the overall A25 Day Student population being Hispanic).
  - When we further disaggregated by gender, we see that the percentage of both Hispanic men and women using tutoring (10.75% and 9.25%, respectively) is similar to the percentage of overall Day students who are Hispanic men

#### **Peer Mentoring:**

This academic year, the ACT Center made significant changes to the peer mentoring model, moving peer mentors out of the FYE classroom and instead replacing in-class time with availability for 1:1 appointments. As a result of this change, the peer mentors worked with a more diverse group of mentees than they previously had when

embedded in FYE classrooms; 35.7% were freshmen, 26.8% were sophomores, 25% were juniors, and 12.5% were seniors.

Peer mentors were still assigned groups of first-year students to contact weekly with email outreach, and they were available for in-class presentations to FYE sections upon the faculty's request. In the Fall 2024 semester, peer mentors presented in 13 class sessions across 8 different sections of FYE. In the Spring 2025 semester, only two sections of FYE ran and neither section requested in-class presentations.

Compared with previous years, peer mentors saw a marked increase in mentoring interactions in the spring semester and slightly fewer interactions with mentees in the fall semester. Attendance at co-curriculars continues to decline, especially with peer mentors outside of FYE and relying on email communication to advertise events.

**“How to College” Skills:** a common issue when mentors were still embedded in FYE classrooms was the difficulty in having time to connect with students and provide the needed support in developing “how to college” skills, like organization, setting priorities, maintaining motivation, accessing different resources, and communicating effectively with faculty. The structure of 1:1 appointments allowed for more direct support in these skills.

	Fall 2024		Spring 2025	
Skill	# of appointments	% of appointments	# of appointments	% of appointments
Organization	15	34%	21	16.9%
Prioritizing tasks / time management	11	25%	74	59.7%
Motivation	14	31.8%	27	21.8%
Using course materials	4	9.1%	3	2.4%
Communicating with faculty	4	9.1%	6	4.8%
Transition to college	7	15.9%	5	4%
Balancing responsibilities	3	6.8%	9	7.3%
Social connections	2	4.55%	5	4%
Confidence	1	2.3%	4	3.2%

### Academic Coaching Outcomes for Students on Probation & Warning

#### **Fall 2024 Probation:**

- Students Coaches met with average cumulative GPA: 1.81 (66 students)
- Students Coaches didn't meet with average cumulative GPA: 1.89 (20 students)
- Students Coaches met with average term GPA: 2.05 (66 students)
- Students Coaches didn't meet with average term GPA: 1.83 (20 students)

#### **Fall 2024 Warning:**

- Students Coaches met with average cumulative GPA: 2.16 (62 students)
- Students Coaches didn't meet with average cumulative GPA: 2.14 (18 students)
- Students Coaches met with average term GPA: 2.32 (62 students)
- Students Coaches didn't meet with average term GPA: 1.63 (18 students)

#### **Fall 2024 Other Appointment Data:**

- 820 total appointments scheduled with academic coaches; 529 appointments actually held

#### **Spring 2025 Academic Probation:**

- Students Coaches met with average cumulative GPA: 1.75 (119 students)
- Students Coaches didn't meet with average cumulative GPA: 1.36 (31 students)
- Students Coaches met with average term GPA: 1.97 (119 students)
- Students Coaches didn't meet with average term GPA: 1.19 (31 students)

#### **Spring 2025 Academic Warning:**

- Students Coaches met with average cumulative GPA: 2.20 (69 students)
- Students Coaches didn't meet with average cumulative GPA: 2.08 (32 students)
- Students Coaches met with average term GPA: 2.32 (69 students)
- Students Coaches didn't meet with average term GPA: 1.87 (32 students)

#### **Spring 2025 Other Appointment Data:**

- 1,073 appointments scheduled; 607 appointments actually held.
- We did not include GPA data for any student on Academic Warning or Probation who was missing 2 or more grades (25 students), since those averages seem likely to be misrepresentative.

### **Other Accomplishments (CSA)**

Over 1,559 unduplicated students and alumni interacted with our office through one-on-one advising, workshops, or events. This is up from last year's 1,398 students

## Attendances by Reason

Reason/Student Service Name	Total Attendances	Distinct Students	S
Add/Drop Classes	147	116	
Alumni Career Advising	34	32	
Career Advising	177	141	
Career Assessment	7	7	
Career Development Workshop	774	659	
Career Event	654	526	
Career Exploration	17	16	
Career Panel	51	51	
Drop-In Hours	145	126	
Falcon Internship Program	12	12	
General Academic Advising	111	89	
Graduate School Advising	20	16	
Internship/Job Search	139	116	
Interview Prep	24	18	
LinkedIn Headshot Session	11	11	
Major Change	79	70	
New Transfer Student Advising	159	130	
Premajor Advising	199	84	
Re-admit Advising	36	32	
Resume/Cover Letter Support	475	361	
Sum	3,271	—	

### One-on-One Advising Meetings

CSA held 1,580 Total Academic and Career Advising Meetings with 922 unduplicated students.

(AY24 CSA held 1,519 Total Academic and Career Advising Meetings with 864 unduplicated students.)

### This included:

655 Academic Advising Meetings with 375 unduplicated students (AY 24: 712 Academic Advising Meetings with 407 unduplicated students)

848 Career Advising Meetings were scheduled with 576 Unduplicated students (AY 24:

808 Career Advising Meetings with 499 Unduplicated students)

Of the 499 Students that Attended Career Advising Meetings

132 First Generation Students

51 Hispanic

36.1% Transfer Students 86 Transfer Students

Of the Students that Attended Career Advising Meetings

56.7% were First Generation Students (26.5% AY24)

18.7% Hispanic (10.2% AY24)

36.1% of the undergraduate students were Transfer Students (27.9% AY24)

## IX Action Plan 2025-2026:

Planned Initiatives for 2025-26 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2 Or NECHE Projection	Indicate if a DEI initiative
With 64% of students seeking Peer Mentoring appointments now sophomores and up, expand available Peer Mentoring meeting topics to meet upperclass students' needs	2.1	
Increase co-curricular attendance or create a new model	2.1	
Expand embedded tutoring to a Supplemental Instruction (SI) model, with faculty buy-in	2.2	
Expand Summer Bridge follow-up and support throughout the academic year	5.1	
Coordinate Faculty-Led Transfer Advising, training faculty, providing faculty support, and assessing the program	Goal 2, Strategy 2, 3, 4, 6 Goal 4, Strategy 3, 4 Goal 5, Strategy 1, 6	
Work with Deans and Chairs on Career Action Plans for those programs not included in Davis Educational Foundation Grant	Goal 1, Strategy 2 Goal 2, Strategy 5 Goal 5, Strategy 6	

Support and Coordinate the update and posting of the Four Year Plans of Study and transition to Accessible format	Goal 2, Strategy 4 Goal 4, Strategy 4	
Continue to update SSC Navigate Resource page	2.1, 2.2	
Continue to increase utilization of SSC Navigate to support students	2.1, 2.2	

*Updates to the Action Plan may be submitted via a revised Annual Report.*

## **X Reflection:**

*Take this section to reflect on--*

As always, the ACT has sought– in the activities of AY25, described above– to be attuned to, and responsive to, the evolving needs and behaviors of our students. We strive to remain aware of how and why students are seeking out and using peer academic support, and we aim to be accountable to those motivations. We are committed to continuing to build infrastructure which makes that accountability process easier, more automatic, and more responsive. Student success is a collaboration between staff, faculty, and the students themselves, and we aim to reinforce an academic culture which approaches those goals reflectively, flexibly, and holistically.

The integration of academic and career planning remains a core focus, with CSAC working closely with academic departments to integrate career advising into their courses, advising, and overall curriculum. While the office has built and maintained strong and mutually beneficial relationships with several academic departments like Psychological Science, Behavioral Sciences, Biology and Chemistry, and to some extent Communications Media (Game Design and Photography) as we move forward we would like to focus on our relationship and building out regular programming with Computer Science and Business Administration. These are two areas we feel there is room to increase student internship participation.

Our greatest strength as a department is in our cross departmental collaboration with both academic and student affairs. We have numerous faculty and staff that engage with our office in a variety of ways and wholeheartedly enforce and support the office. These relationships make career development programming and resources more accessible and integrated into the students already existing university experience.

Challenges this semester included staffing. In the Fall semester one of our advisors was on a medical leave and then limited to remote work for a period of time, then we lost an Academic and Career Advisor at the end of December. We were able to fill the position in mid-April, but were essentially understaffed the entire AY. Comparing numbers to last year, we were just as busy and programming did not get neglected during this time, however many projects and plans for improvement had to be set aside. Our department is very productive for a small staff of 5, however since we are so high producing we do not have any flexibility. We all maintain very full schedules of programming and one-on-one meetings so when someone needs to be out for any reason there is not the space to absorb previously planned programming. This was a cause of stress throughout the year.



The Student Success unit will continue to explore our role in student support in the full student life cycle. We are a leader on campus for support and retention initiatives. We will continue to partner with colleagues on campus to expand these retention activities. With a new reporting structure, we have an opportunity to work more closely with our Enrollment Management partners. Retention is the job of all staff and we will lead efforts in showing colleagues how their role(s) contribute to retention.