

2021-2022
Unit Annual Report
Division of Academic Affairs
Unit: Student Success

I Mission and Goal/Outcomes Statement:

Provide overall Mission/Goal Statement for your unit.

The student success unit and its associated academic support center, Academic Coaching and Tutoring, 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 21-22.

Academic Coaching & Tutoring Center:

<u>Name</u>	<u>Position</u>
Jen Abbott	Assistant Director (promoted from Staff Assistant)
Lisa Bauer	Staff Assistant (Part-time)
Tracy Foster-Howdle	Staff Assistant (Part-time Placement Coordinator)
Morgan Hakala	Staff Assistant (Academic Coach)
Kris Braun	Administrative Assistant
Andy Linscott	Staff Assistant (Academic Coach)
Kat McLellan	Director

Career Services & Advising:

<u>Name</u>	<u>Position</u>
Susan Beddes	Associate Director, Internship Coordination & Employer Relations
Lindsay Carpenter-Connors	Director
Diane Maynard	Administrative Assistant
Danibel Peralta	Academic and Career Advisor

Student Success:

<u>Name</u>	<u>Position</u>
Nancy Robillard	Administrative Assistant
Jason Smith	Assistant Dean

CSAC Staffing Changes: Melisa Alves was the Director at the start of AY21-22 and left the position 4/8/22. Lindsay Carpenter Connors was the Associate Director during this time.

Lindsay was appointed to the Director Position April 11, 22. Susan Beddes was Academic and Career Advisor at the start of 21-22 and was appointed Associate Director April 11, 2022.

Danibl Peralta began her position on September 13, 2022. We currently have an open Academic and Career Advisor position which closes May 19, 2022. I do not anticipate having this position filled before the end of 21-22.

III Facilities/Equipment:

List any new facilities/equipment/software etc. acquired during 21-22.

CSAC acquired a new table for the main office suite for the purpose of facilitating group advising sessions and a space for Peer Career Advisors to meet with students.

306E in the **ACT** center continues to be utilized as a shared office space between the two academic & career advisors from the CSA department. The two advisors maintained a rotating schedule so as to provide an in-person presence while assuring health and safety conditions within the office. Previously 306E served as a group tutoring room for ACT during the day and a study room for the library in the evening. When the advisors were moved to these spaces upon our return to campus in AY20-21, their occupancy in that room as their office was originally meant to be a temporary measure as we navigated the pandemic. However, in summer 2021, Provost Cardelle indicated that this would be a permanent move given our current space limitations. This will not be a sustainable solution to this problem over time, as the advisors still maintain a rotating schedule to share the space. Additionally, ACT and the library continue to not have this space to carry out the function of the space as it was initially intended, and an alternative has not been presented.

Additionally, the **ACT** additionally gave up 306B, so CSA advisors had space to meet with advisees in the event two advisors had concurrent, in-person meetings on days when both advisors were in the office while the newly hired advisor went through their training.

With the expansion of peer tutoring and peer mentoring, ACT utilized additional spaces throughout Hammond to accommodate the capacity of these student meetings. In 2021-2022, the **ACT** made approximately 20 semester-long room reservations in Hammond, as well as benefiting from the library's generous offer of space, to meet our group tutoring needs.

The **Student Success** office did not acquire any new equipment and there were no changes to the department's facilities in AY21-22.

IV Budget Expenditure Analysis:

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

As of June 13, 2022:

B00	
• EAB conference registration	\$850
C00	
• Student staffing	\$570.01
E00	
• Office supplies	\$36.45
• Add'l Multilingual Scholars Hooded Sweatshirt	\$53.25
• ACT polo shirts	\$433
• Amazon GCs for student participation in Defining Student Success study	\$760
• Amazon GCs for student participation in FYE survey	\$300
J00	
• Snacks for focus groups	\$124.90
• Balance Breakfast/Lunch for Data & Student Success Conference	\$42.95
U00	
• Ipad wireless service	\$539.99
Total Expenditures	\$3,710.55

In general, the Student Success budget was expended as planned. As this was the second fiscal year of this budget allocation, we are still identifying the opportunities and resources for which funds should be expended to realize the mission of the department. \$1,454.91 in total was spent to support the Defining Student Success initiatives,

particularly for the facilitation of the focus groups (compensation for student facilitators, gift cards for participants, and refreshments). The ability to compensate student participants significantly impacted participation rates. We had such a successful response that we had added an additional session. The Student Success office will continue to prioritize compensation for students' participation in opportunities for us to learn from their experiences. This also promotes equity. The assistant dean also allocated funds to provide polos for the ACT staff to promote professionalism and community at campus and outreach events. Technology and office supplies continued to be regular expenditures, and funds were utilized to cover an EAB conference registration which included hotel accommodations. In the next fiscal year, the Student Success office will continue to allocate funds toward initiatives and resources that engage students as we learn more about how we can best promote student success. For example, we will utilize the equity assessment the BIO/CHEM department facilitated as a framework to facilitate with other academic departments. We will partner with departments to facilitate similar conversations with students and allocate funds to compensate students for their time and expertise (experience).

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.

Campus Activities & Events

- **Current Students:**
 - International Student Orientation
 - Summer Orientation - Academic Transitions
 - Falcon Experience
 - Rock the Block
 - Presented to ACT peer educators about their work's connection to the Strategic Plan
- **Prospective Students:**
 - Gear Up event with ACT staff - learn about academic programs
 - Future Falcon Day
 - Open House - Academi Life Panel
 - Coordinated with Admissions to develop the First Gen 10 open house session
- **Colleagues**
 - Coordinated development of September Development Day cross-divisional panel discussion *"Becoming a Student Centered University: Faculty-Staff Collaboration"*
 - New faculty orientation, *"Supporting Our Students"*
 - January Development Day - Facilitated session on being student-ready and implications for the classroom

Committee / Task Force

- Orientation planning group, member
- NECHE Standard Six, member
- LGBTQ+ Month planning committee, member
- OER committee, member
 - Served as evaluator for implementation grant proposals
 - Student Engagement lead
- OneGoal, institutional partner
- SOVA study participation, campus coordinator
- CTL Advising Focus, co-lead
 - Develop advising calendar
 - Most Valuable Advisor recognition
- CTL Advisory Board, member
- Transfer Student Task Force, member
- Bias Incident Response Team, member
- CARE Team, member
- Student Success Task Force, chair
 - Defining Student Success, lead
 - Academic Policy Review
 - CSI Data, member
- Case Manager search committee, member (twice following failed search)
- Provost search committee, member
- AUC Student Affairs committee, member
- Leading for Change committee, We Are All Educators, member
- Falcon Family & Friends, member
- Academic Standing Appeals committee, member
- Reimagine Orientation working group, member

Professional Development

- NEFDC Personal Wellness Conference, virtual, presenter and participant, June
- Development Day, September
- Returning to Campus: What the pandemic taught us about student success and what leaders will be doing differently this fall, EAB, virtual, July
- Navigate Webinar, EAB, virtual, August
- Constitution Day, FSU, panel, September
- GenEd: Why Do I Have to Take This Course, FSU, October
- New Gen Ed advising workshop, FSU, October
- Tools for Equity in Assessment, virtual, February

VI Action Plan for 2021-22:

(Insert your 21-22 Action Plan from last years report)

Planned Initiatives for 2021-22 more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2	DEI
Summer Bridge implementation with hybrid modalities	2.1	
Multilingual Scholars Program and collaboration with MWCC	2.1 3.3	x
First Year Experience implementation	1.1 2.1	
Bio/Chem Inclusive Excellence study	2.3	x
Heritage Language Project	2.1	x
Strengthen quality and equity of Advising	2.1	
Defining Student Success	2.1	
Academic Policy Review	2.2	x

VII Assessment Report for 2021-22

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

Planned Initiatives for 2021-22 Add more rows as needed	Status
Summer Bridge implementation with hybrid modalities	Complete: Moving forward, we will facilitate in-person only
Multilingual Scholars Program and collaboration with MWCC	Complete
First Year Experience implementation	Complete
Bio/Chem Inclusive Excellence study	Complete: 15 participants from racial minoritized backgrounds and first gen students
Heritage Language Project	Ongoing: Curricular components require additional planning

Strengthen quality and equity of Advising	Ongoing: Advising calendar; Most Valuable Advisor; Transfer advising
Defining Student Success	Ongoing: Coding qualitative data, draft presented in FA22
Academic Policy Review	Ongoing: Drafts written, need to go through AUC in FA22

VIII Other Accomplishments:

List accomplishments not already captured above.

Personnel

1. Successfully absorbed Career Services and Advising Center within the Student Success unit; led strategic planning for ongoing collaboration and shared vision for the unit
2. Facilitated successful promotion for director and associate director positions following director's resignation

Advising Initiatives

1. Planned and facilitated logistics related to transition of Transfer student advising from CSA advisors to chairs two weeks prior to the start of the semester.
2. Coordinated transition from Premajor AIMs scripts to advising and registration with CSA advisors for more individualized development of their schedules

Inclusion, Equity, & Diversity Initiatives

1. Served as PI for Higher Education Innovation Fund (HEIF) grant proposal
2. Brought Multilingual Scholars peer educator training to local high schools (**ACT**)

High Impact Practices

1. Creation of Core Competencies and Action Plans with cohort 1 and 2 as part of the Davis Foundation Grant, Cohort 1 posted to website and ready for advisor utilization (**CSA**)
2. Launched Inclusive Pathways Internship Funding: Sponsoring 4 summer interns (**CSA**)

Retention Initiatives

1. Successfully passed changes to the Transfer Student Experience, coordinated implementation logistics for FA22 start
2. Coordinated with Admissions to develop the First Gen 10 open house session
3. Coordinated Falcons Supporting Falcons initiative
 - Forty-nine staff and faculty
 - 161 students reached by phone
 - 125 self-report "Doing well" or "Hanging in"
 - 2 students referred to CARE team
 - 25 students connected with additional support services
 - 5 students set up with advising assistance

4. Coordinated non-registered students timeline and outreach/communication
 - Began tracking these numbers for future term comparisons
 - Began working with academic and administrative departments to facilitate outreach through SSC processes
5. Continued to address concerns related to students that took advantage of the TARRO opportunity
6. FYE
 - Approved for two sections to be taught by academic advisor and coach that focuses on career exploration for premajors
 - Reimagined peer mentor participation by having them present 15-minutes “just in time” presentations each week - FA22 implementation
 - Data:
 - Persistence to SP22 for students enrolled in FYE FA21
 - In FYE: 86.3%
 - Not in FYE: 64.1%
7. Coordinated efforts to outreach to students who’d recently withdrawn from the institution to coordinate a individualized return plan
8. Defining Student Success
 - Student survey (qualitative): 106 responses
 - Faculty/Staff survey (qualitative): 36 responses
 - Identified themes:
 - Preparation for the future; Achieve goals; Sense of place in community; Character & skill development; Academic learning; Holistic development; and Graduation
 - Focus groups:
 - 39 student participants
 - 38 faculty/staff participants
 - We are currently coding the data; draft presented in FA22
9. Case referrals and campaigns (**ACT**):
 - Connected students referred through cases to appropriate Academic Coaching or Tutoring Services
 - Created Academic Coaching campaigns in SSC to support students identified in Enrollment Census Progress Reports
 - Created individualized Tutoring Campaigns in SSC to support students identified in Deficient Midterm Grade Progress Reports
 - Created individualized Tutoring Campaigns in SSC to support students with incompletes
10. Led coordinated care efforts by tracking Academic Probation/Warning, Progress Report Campaigns (Enrollment Census & Midterm Deficiency), individual cases and referrals from faculty and staff (**ACT**)
 - Identify students with multiple alerts, cases, or other indicators;

- Identify students with a sudden spike in alerts and other indicators;
- Reach out to advisors of students with multiple alerts, or with student spikes, just before advising began, to help advisors have complete information;
- Reach out to campus partners (TRIO SSS, Athletics, Housing, Disability Services) to identify staff who have existing relationships with these struggling students, to coordinate communication and:
 - Encourage outreach from staff with whom students have relationships;
 - Reduce the number of outreach attempts, so students don't feel overwhelmed by contacts from several campus entities & disengage as a result.

IX Action Plan 2022-2023:

Planned Initiatives for 2022-23 Add more rows as needed	Associated Strategic Plan Goal & Strategy Goal # followed by Strategy # ex: 3.2	Indicate if a DEI initiative
Ongoing Inclusive Excellence assessments with academic departments	2.3	x
Provide faculty professional development that focus on the student of "tomorrow"	2.3	
Evaluate institutional withdrawal policies and protocols	2.6	
Explore and implement outreach campaigns to students who stop-out	2.6	
Fully implement the Heritage Language Program	2.3	x
Develop the framework of a First Year Experience Program that complements the FYE seminar	2.2	
Expanding residential support of Summer Bridge students to expand accessibility	2.1	

Redesigning Peer Mentoring to be a more structured support for FYE	2.2	
Provide purposeful and holistic support and resources to faculty around best practices in academic advising by collaborating with the Center for Teaching and Learning to offer training, workshops and resources.	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--

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

Promoting the increased utilization of SSC Navigate is an ongoing priority of the Student Success unit. ACT staff have been facilitating a new user training over the past several years, and have developed a level-two training in which participants explore more of the data analytics features of the platform. We will continue to develop programs that increase campus awareness of and utilization of the platform. As a next step, we will consider meeting with academic departments to understand their needs and tailor user manuals based on their desired functional use.

2.) *Anything else not captured in this report that you would like to share.*

Fitchburg State continues to better understand the need to appropriately resource the Student Success unit in order to be student-ready, meet students' needs, and promote their strengths. We will need to be innovative in the way we approach this work moving forward, as we navigate the "demographic cliff", and if we continue to see a decline in the traditional day student enrollment. We will need to explore how we can partner with SGOCE to provide equitable support to our online undergraduate students, and provide appropriate supports to our increasing graduate student populations. These will be opportunities we will continue to explore and identify with our SGOCE colleagues in AY23