

**Unit Action Plan
2019-2020**

Division: **Academic Affairs**
Unit: **Student Success**

Unit Mission:

The student success unit and its associated academic support centers (the renamed Academic Coaching and Tutoring and Career Services and Advising Centers) 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 career-ready. Undergirding 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.

Goals/Outcomes:

1. Complete the development of the first-year experience (FYE) seminar in preparation for Fa21 launch of the new general education curriculum.
2. Engage in collaborative development of career core competencies.
3. Advance the development of a four-year career services curriculum.
4. Improve our communication with Career Services partners and student clients.
5. Supplement pre-major guided pathways to success (the AIMS) with a more robust advising curriculum.
6. Rethink academic coaching model to accommodate new policies and the new ACT departmental structure.
7. Expansion of peer mentorship model.
8. Develop an external communications strategy for the ACT and CSAC.
9. Engage in long-range grant development around student success initiatives.

Associated Strategic Plan Goals:

1. Action 2B1: "Develop a freshman year experience proposal."
2. Action 2C2: "Examine the career services offerings to ensure proper support for students and alumni."
3. Action 2C2.
4. Action 2C2.
5. Goal 1: "Campus-wide emphasis on providing and communicating clear pathways to student retention through the analysis of student success data, the commitment to ongoing curricular development, the provision of comprehensive academic support services, and the utilization of proactive advising." (See also Actions 2A3 and 2A4.)
6. Action 2A4: "Expand our current practice of 'proactive advising.'"
7. Action 1A3: "Enhance mentoring by student peers, alumni, staff, and faculty." (See also action 4A7.)
8. Goal 2: "Coordinate, develop, and communicate initiatives to improve student retention and completion."
9. Objective 4C: "Increase the financial resources available to the University."

10. Examination and revision of current University policies.	10. Action 2A1: “Effectively use data from the Student Success Collaborative (SSC) to identify opportunities to break down barriers to student success.” Goal 2: “Promot[e] student success by breaking down barriers to degree completion.”
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<u>Objectives</u>	<u>Performance Measures/Targets</u>
<ol style="list-style-type: none"> 1. Shepherd the remaining departments (BSAD, CS/CIS, COMM, EXSS, ITEC, NURS) to/through governance; develop the assessment regimen and hold juried assessments of reading artifacts. 2. Develop core competencies for one or more discipline in the Economics, History, and Political Science department. 3. A realistic four-year career curriculum that takes into account our current staffing limitations. 4. Replace our career advising platform with a new online platform (e.g., Handshake), to facilitate the University’s career advising and employer and (possibly) alumni relations. 5. Continue to develop advising for all pre-majors, including those who typically “fall back” from other majors. 6. Develop group intake procedures and practices by academic coaches for probation and academic warning students. 7. Engage in outreach and mentorship with MassEdCo. Collaboration between Admissions, the ACT, CSAC, and other constituencies. 8. Revise CSAC and ACT websites. 9. Participate in grant writing relevant to each department. 10. Investigate the current Incompletes policy, determine if it is a barrier to progression or graduation, and if necessary replace it with a modified policy. Engage the whole of the campus by setting a schedule of regular review for major academic and co-curricular policies. 	<ol style="list-style-type: none"> 1. All AUC proposals successfully navigate governance. Fully-developed metacognition rubric and results of juried assessment on reading. 2. Clear core competencies that can be mapped to a curriculum. 3. A career services curriculum, broken out by year, with goals (e.g., exploration, skills building, and networking) and actions for all students. 4. Fully implemented online career advising platform by the end of the fiscal year. 5. New advising materials and workshops, where necessary. 6. Triage probation and academic warning students using the LASSI instrument and offer group advising based upon “thematic” arrangements. 7. Mentorship of the current (AY19/20) cohort of MassEdCo students; development of a relationship with the rising (AY20/21) cohort and MassEdCo staff. 8. Eliminate old and outdated content and provide fresh content reflecting the new missions and visions of each department. 9. One grant application per department. 10. A revised incompletes policy. A policy review schedule akin to academic program review.