

2021-2022
Unit Annual Report
Division of Academic Affairs
Unit: Academic Coaching and Tutoring Center

I Mission and Goal/Outcomes Statement:

Provide overall Mission/Goal Statement for your unit.

The Academic Coaching and Tutoring (ACT) Center offers services to support the excellence of all students, improving academic performance, retention, persistence, progression, and graduation rates. Qualified and trained peer tutors offer individual, small group, and walk-in tutoring, serving students in all majors. Professional Academic Coaches offer individualized, workshop-based, or in-class support for key student success skills, as well as supporting the success of students on academic probation and warning. Peer mentors support First-Year Experience classes, providing academic and social support. We promote a friendly, supportive, non-judgmental approach to success. We additionally promote a pipeline to Fitchburg State by involving our undergraduate peer educators in community engagement with local schools.

Our mission is to increase retention and academic achievement by enhancing students' ability to learn, apply knowledge, develop study habits, become more self-directed, self-regulated, and emotionally-regulated learners, and build critical thinking skills.

II Personnel:

List all staff and note all personnel changes that occurred during 21-22.

Name Position

Jen Abbott Assistant Director

Lisa Bauer Staff Assistant (Part-time)

Kris Braun Administrative Assistant

- Kris Braun replaced Ellen Hughes in July 2022

Tracy Foster-Howdle Staff Assistant (Part-time Placement Coordinator)

Morgan Hakala Academic Coach

Andy Linscott Academic Coach

Kat McLellan Director

III Facilities/Equipment:

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

No new facilities/equipment/software were acquired in 2021-2022. The ACT 20-21 annual report stated that "two of the Advisors from Career Services and Advising were temporarily relocated to 306E, one of our group tutoring rooms which the ACT Center ordinarily shares with the library." In 21-22, as Fitchburg State returned to providing more in-person services, 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.

Former group tutoring room 306C continued to be used primarily for individual placement testing, and sites for individual tutors and mentors with access issues to provide online services, as it does not allow social distancing for multiple people. The university's vaccination and masking policies did enable us to return to using the slightly larger 306D for smaller tutoring groups. Our other group tutoring needs were met by reserving rooms throughout Hammond. In 2021-2022, the ACT made approximately 20 semester-long rooms reservations in Hammond, as well as benefiting from the library's generous offer of space, to meet our group tutoring needs.

IV Budget Expenditure Analysis:

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

The ACT Center budget was expended as planned, with the bulk of the budget (**95%**) allocated to payroll. Payroll is also the largest expenditure for Summer Bridge, with **65%** of the budget going to faculty, tutor, and programming staff payroll. The return to in-person programming did change expenditures slightly from 20-21, with **2.39%** going to food and other in-person programming expenses. In addition to our standing budget, we had Strategic Funds One-time Allocations to support the substantial increase in FYE Peer Mentors in 2021-2022, as well as housing for Summer Bridge students.

Key ACT budget expenditures:

Budget Pool Percent of Budget:	
B00 (Regular Employee-Related Expenses)	0.31%
C00 Part-time Staff	38%
<ul style="list-style-type: none"> • Staff Assistant • Placement Testing Coordinator • Professional Writing Tutors for graduate student support • Math Tutor for summer tutoring support 	
C00 Student Staff	57%
<ul style="list-style-type: none"> • Tutors • Peer Mentors • Multilingual Scholars Mentors • Office Assistants 	

<u>E00 Administrative Expenses</u> 1.12% 1.30%
F00 Operational Supplies
<ul style="list-style-type: none"> ● Food for student programming ● Peer employee t-shirts ● Emmersion Learning, Inc. (language testing) ● Books
J00 Chartwells (Largely Student Programming) 1.09%

Key Summer Bridge budget expenditures:

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	Budget Pool Percent of Budget:
C00 Part-time Staff	53%
<ul style="list-style-type: none"> ● Math faculty ● English faculty ● College Prep seminar faculty 	
C00 Student Staff	7%
<ul style="list-style-type: none"> ● Tutors 	
E00 Summer Bridge Programming Staff (Housing) 5%	
E00-1XSF Housing	16%
<ul style="list-style-type: none"> ● 2 Ras ● 1 GA ● Programming 	
F00 Operational Supplies	6%
<ul style="list-style-type: none"> ● Books ● <u>Breakfast foods</u> 	
J00 Meals	13%
<ul style="list-style-type: none"> ● Lunch ● Dinner 	

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.

Overview of Direct Services Provided to Fitchburg State Students:

- Tutoring
 - o Individual Peer Tutoring for courses in all majors
 - o Asynchronous tutoring available via question-submission
 - o Group tutoring for high-demand classes
 - o Writing tutoring at all stages of the writing process
 - o Asynchronous and synchronous professional writing tutoring for GCE students
 - o Professional math tutor coverage in summer
- Academic Coaching
 - o Individual Academic Coaching to support key student success skills
 - o Academic Coaching workshops available to classes and groups
 - o Mandatory Academic Coaching for students on Academic Warning and Probation
 - o Mandatory Academic Support Seminars for students on Academic Warning and Probation (available to all students)
- Peer Mentoring
 - o Peer Mentors embedded in FYE class, plus weekly outreach, for every FY student
 - o Academic Success Workshops run by Peer Mentors on commonly requested topics, such as “Time Management” and “Procrastination”
 - o Just-in-time Peer Mentor discussion panels, on topics such as “Preparing for Advising” and “Choosing a Major”
 - o Multilingual Scholars mentoring available to multilingual students ▪
With weekly drop-in hours
- Placement testing
 - o Online and in person
 - o In math, writing, and languages

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Academic Support Direct Services: Numbers

<u>Service</u>	<u>When Unique Appointments</u>
Academic Coaches (TOTAL)	Fall 2021 487
Academic Coaches (TOTAL)	Spring 2022 712
<i>Academic Probation Mtgs</i>	<i>Fall 2021 228</i>
<i>Academic Probation Mtgs</i>	<i>Spring 2022 290</i>

<i>Academic Warning Mtgs</i>	<i>Fall 2021 85</i>
<i>Academic Warning Mtgs</i>	<i>Spring 2022 182</i>
<i>Academic Coaching Mtgs</i>	<i>Fall 2021 174</i>
<i>Academic Coaching Mtgs</i>	<i>Spring 2022 240</i>
Tutoring (TOTAL)	Fall 2021 1,267
Tutoring (TOTAL)	Spring 2022 1,137
<i>Writing Tutoring</i>	<i>Fall 2021 168</i>
<i>Writing Tutoring</i>	<i>Spring 2022 232</i>
<i>Course-based Tutoring</i>	<i>Fall 2021 694</i>
<i>Course-based Tutoring</i>	<i>Spring 2022 593</i>
<i>Course-based Group Tutoring</i>	<i>Fall 2021 405</i>
<i>Course-based Group Tutoring</i>	<i>Spring 2022 312</i>
Peer Mentor (TOTAL)	Fall 2021 126
Peer Mentor (TOTAL)	Spring 2022 94

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<i>FYE Discussion Panels</i>	<i>Fall 2021 51</i>
<i>FYE Discussion Panels</i>	<i>Spring 2022 6</i>
<i>Academic Success Workshops</i>	<i>Fall 2021 56</i>
<i>Academic Success Workshops</i>	<i>Spring 2022 88</i>
<i>Peer Mentor One-on-one</i>	<i>Fall 2021 19</i>
<i>Peer Mentor One-on-one</i>	<i>Spring 2022 None recorded</i>
<i>Outreach Calls to At-risk</i>	<i>Fall 2021 139</i>

Outreach Calls to At-risk Spring 2022 242

Placement Tests Completed 7/1/2022-Current 446

ACT STUDENT CONTACTS 2021-2022 4,650

Outreach and Communications to Students:

- Informational
 - o Weekly, delivered individualized, personalized emails to every Fitchburg State student, informing them of tutor shifts, in the upcoming week, for their specific classes
 - o Each semester, delivered individualized emails to every Fitchburg State faculty, informing them of tutor shifts serving their specific classes
 - o Collaborated with faculty to schedule in-class presentation of ACT services early in semester, including quick overview of SSC/NAVIGATE
 - o Maintained very active social media presence, on Instagram, Facebook, and TikTok, including one viral TikTok created by Morgan Hakala on study planning
 - o In response to student feedback about receiving too many emails, peer student staff did tabling during the lead-up to finals, to help students sign up for tutoring
 - o In spring 2022, piloted alternative methods of engaging students in the campus climate survey results. While student response levels were mostly low (to tabling and strategically placed comment boxes, with better engagement in one-on-one conversation), the experiment provided insight into the conditions in which students feel comfortable discussing the topics brought up in the climate survey
 - o Designed, printed, and mailed Fitchburg State academic planners to all incoming undergraduate students
- Motivational:
 - o Offered occasional gift certificate drawings to students who attended ACT appointments, to encourage students to seek academic support
- Outreach Communications:
 - o In 2021-2022, staffing enabled us to substantially increase our individualized outreach to students on Academic Probation and Academic Warning, tracking and following up by phone—sometimes repeatedly—to ensure they met their Academic Support requirements
 - o Similarly achieved consistency in creating targeted, course-based appointment campaigns for Incompletes and Midterm Deficiency Alerts (MDA), such that 739 MDA students received course-specific campaign emails in fall 2021, and 832 in spring 2022
- To Peer Student Staff:
 - o Established an internal communication plan for contacting student

- employees, to avoid repetition of messaging and email overwhelm
- o In spring 2022, during our recruiting season for new student staff for the following academic year, we established information tables in Hammond, in another effort to avoid an email-only approach
- o Created table tents to promote recruitment of peer staff
 - o Reached out individually to faculty, staff club advisors, and staff of student-serving offices to request help recruiting peer staff

Events Provided to Current Students:

- 12 hours of CRLA certification training provided to every new ACT peer employee
- 4 additional hours of training for Multilingual Scholars mentors, in collaboration with Career Services and Advising, and supported by HEIF grant
- Developed new training for new role of tutor peer observers, from Motivational Interviewing/ PBIS perspective
- Multilingual Scholars Kick-Off event
- Peer Mentor Discussion Panel: “Getting involved on campus and getting to know the Fitchburg area”
- Peer Mentor Discussion Panel: “Choosing and changing your major”
- Peer Mentor Discussion Panel: “Preparing for advising”
- Peer Mentor Discussion Panel: “Preparing for final exams”

Events Provided to Prospective Students:

- Summer Bridge: 5-week intensive, residential and online, conditional admittance program, providing introductory math, English, and college preparatory courses

Additional Student Support & Retention Activities:

- In collaboration with Nursing department, provide and track academic support requirements for students who fail, and will repeat, key Nursing courses
- Case referrals and campaigns:
 - o Connected students referred through cases to appropriate Academic 6 Coaching or Tutoring Services
 - o Created Academic Coaching campaigns in SSC to support students identified in Enrollment Census Progress Reports
 - o Created individualized Tutoring Campaigns in SSC to support students identified in Deficient Midterm Grade Progress Reports
 - o Created individualized Tutoring Campaigns in SSC to support students with incompletes
- Tracked Academic Probation/Warning, Progress Report Campaigns (Enrollment Census & Midterm Deficiency), individual cases and referrals from faculty and staff, and other information in order to:
 - o Identify students with multiple alerts, cases, or other indicators;
 - o Identify students with a sudden spike in alerts and other indicators;
 - o

- 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.
- In these ways, to provide a supportive framework in which students don't fall through the cracks.

Major Student-Serving Campus Activities Supported/ Participated:

- Participated in Amazing Race (Orientation Leader training activity)
- Summer Orientation panels:
 - Academic Life Panel for Families;
 - Student Services Panel;
 - Student Success Workshop;
 - Placement Testing
- International Student Orientation
- Nursing Sophomore Orientation
- Falcon Experience/ Fall & Spring Orientation: "Building Habits of Academic Success" Workshop
- Rock the Block
- Falcon Walk (in-person event for students who graduated remotely)
- Open House Student Life Panel
- Lighting of the Campus & Student Dinner
- Contributed to TRIO SSS Friendsgiving
- Future Falcon Day Resource Fair

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- Future Falcon Day Student Resource Panel
- Commuter Appreciation Day

Committees Served & Other Campus Activities Supported/ Participated: ● Helped with planning of, and participated in implementation of, 2021 Development Day faculty/ staff session ("Case Studies from Student Support Services") (Kat McLellan)

- Career Services & Advising advisor search committee (Andrew Linscott)
- TRIO SSS Advisor search committee (Kat McLellan)
- STEM Inclusive Excellence Initiative (Morgan Hakala)

- LGBTQ History Month Committee (Kat McLellan)
- Leading for Change DEI Policy Review Committee (Kat McLellan) ●
- Student Success Task Force Policy Review Committee (Kat McLellan) ●
- Student Success Task Force CSI Data Review Group (Kat McLellan) ●
- Student Success & Data Conference Committee (Kat McLellan)
- CRLA (College Reading and Learning Association) Northeast Communications Coordinator (Jen Abbott)
- Facilitated roundtable discussion at CRLA NE Conference (Jen Abbott) ●
- Steering Committee of New England Peer Tutoring Conference (Jen Abbott) ●
- Panel Moderator New England Peer Tutoring Conference (Jen Abbott) ●
- Instituted and coordinated weekly colleague meeting (between ACT & CSA) to debrief "difficult" student conversations and prepare for improved future conversations (Andy Linscott)
- Provided SSC training to Student Affairs personnel individually & in workshops and to faculty and staff who requested it (Jen Abbott & Kat McLellan) ●
- Presented at New Faculty Orientation
- Presented at Virtual Student Affairs Retreat
- Presented to Education Department Student Success Task Force
- Participated in Orientation Focus Group

Community Outreach:

- Did four 2.5-hour on-campus and off-campus CRLA certification tutor trainings with Fitchburg High School (FHS) tutors, incorporating Fitchburg State tutors and mentors
 - Created four extensive asynchronous training units to increase accessibility for students who had to miss one or two training days
 - Collaborated with Admissions and Dual Enrollment to promote Fitchburg State during trainings
 - Collaborated with Lourdes Ramirez to promote Future Educators Institute during trainings
 - Offered Fall 2022 ACT student employment to any incoming Fitchburg State students who completed the FHS CRLA training
- Established similar CRLA training program with Leominster High School, through 8
 - which we plan to similarly promote Fitchburg State
- Collaborated with ELL & GEAR UP programs at Fitchburg High School to run well-attended workshop at FHS on "Highlighting Your Multilingual Skills in Your Internship or Job Search"
 - Collaborated with Career Services to develop workshop content
 - Incorporated Multilingual Scholars Mentors and TRIO SSS in engaging students during workshop delivery
- Coordinated all-day event for FHS GEAR UP, multilingual, 9th/10th-grade women
 - Delivered workshop, with Fitchburg State Peer Mentor support, covering general

- o Collaborated with Career Services and Advising, we delivered resume-writing workshops
- o Organized informal lunch with high school students and Fitchburg State Peer Mentors
 - o Collaborated with Biology, Criminal Justice, Education, and Sports Science faculty to create small-group, question-and-answer session, where students asked questions of faculty in majors that interest them
- o Planning for future events with this group, to build students' comfort, familiarity, and interest in Fitchburg State

Professional Development for All Staff:

- Attended the NEPTA conference in spring 2022 (also served on the NEPTA steering committee and moderated a panel) (Jen Abbott)
- Facilitated a round table at CRLA Northeast virtual conference (May 2022) (Jen Abbott)
- Attended Courageous Conversations talk on allyship in April 2022 (Jen Abbott, Kat McLellan)
- Attended day-long workshop on the role of shame in anxiety in Covid era from perspective of Internal Family Systems model of psychotherapy and personal coaching (Andy Linscott)
- Attended 30 hour faculty training for Fall 2022 FYE faculty cohort (Andy Linscott)
- Attended a day-long workshop on the role of shame in anxiety in Covid era from the perspective of Internal Family Systems model of psychotherapy and personal coaching (Andy Linscott)
- Attended QPR suicide prevention training (Morgan Hakala)
- Met weekly with colleagues to debrief "difficult" student conversations in order to better prepare for future conversations (Morgan Hakala, Jen Abbott, Kris Braun)

VI Action Plan for 2021-22:

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

Planned Initiatives for 2021-22	Associated Strategic	
	Plan Goal & Strategy	Indicate if a
Add more rows as needed	Goal # followed by	DEI initiative

Strategy # ex: 3.2	
Multi-Lingual Scholars Program 2.1 ✓	
Hybrid Summer Bridge model to increase accessibility	2.1
Identifying and supporting students with multiple risk factors	2.2
Upscaling Peer Mentoring to support expanded FYE program	2.2
In-person placement testing at various locations across the state	2.4
Resuming (pre-pandemic) training of Fitchburg High School tutors	3.4
Possibly develop mentoring pipeline with regional high schools	3.4
Peer observation & feedback program for mentoring and tutoring	4.3
CRLA certification for mentoring, CRLA 2/3 certification for tutoring	4.4

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 Progress	
Multi-Lingual Scholars Program 9 total Multilingual Scholars Mentors trained; weekly drop-ins established	
Hybrid Summer Bridge model to	

increase accessibility	Yes
Identifying and supporting students with multiple risk factors	Yes
Upscaling Peer Mentoring to support expanded FYE program	Yes
In-person placement testing at various locations across the state	No

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Resuming (pre-pandemic) training of Fitchburg High School tutors	Yes
Possibly develop mentoring pipeline with regional high schools	Relationship with GEAR UP established, programming in process
Peer observation & feedback program for mentoring and tutoring	Yes
CRLA certification for mentoring, CRLA 2/3 certification for tutoring	Training modules developed and implemented for advanced CRLA standards

VIII Other Accomplishments:

List accomplishments not already captured above.

Peer tutoring (Quantitative data):

Overall tutoring meetings have increased in the 2021/22 academic year as compared with the 2020/2021 (up 40% in Fall 2020, up 30% compared with Spring 2021 and up 35% overall). However, as compared with the 2019/2020 academic year, meetings are still reduced (down 50% compared with Fall 2019, down 30% compared with Spring

2020 and 44% overall).

More hearteningly, the number of unique students using tutoring services is far less reduced. In 2021/22, the total unique students using tutoring was 90.5% of the 2019/20 total (up from 76% in 2020/21). Although student engagement is down across higher education, we can use these numbers to identify a concrete strategy for attempting to return to pre-pandemic numbers: encouraging return visits from students who already use ACT services.

	Fall 2021	Spring 2022		Total AY 21/22	
	Total	Unique students Total appointments	Unique students	Total appointments	Unique students
Writing	168	100 232	104	400	184
Course-based	694	251 593	170	1287	363
Course-based Group	405	87 312	44	717	110
Total	1267	363 1137	275	2404	524

Academic year

2020/2021 903 304 875 235 1778 443

Academic year

2019/2020 2716 441 1627 262 4343 579 11

Group tutoring:

The use of group tutoring (for nursing students and more significantly for science

students) remains lower than pre-pandemic levels but is higher than last year.

Group tutoring	Fall	Spring	Total	
	Total appointments	Unique students Total appointments	Unique students Total appointments	Unique students
AY 2021/2022	405	87 312	44 717	110
AY 2020/2021	139	57 262	60 401	110
AY 2019/2020	1064	141 746	63 1810	165

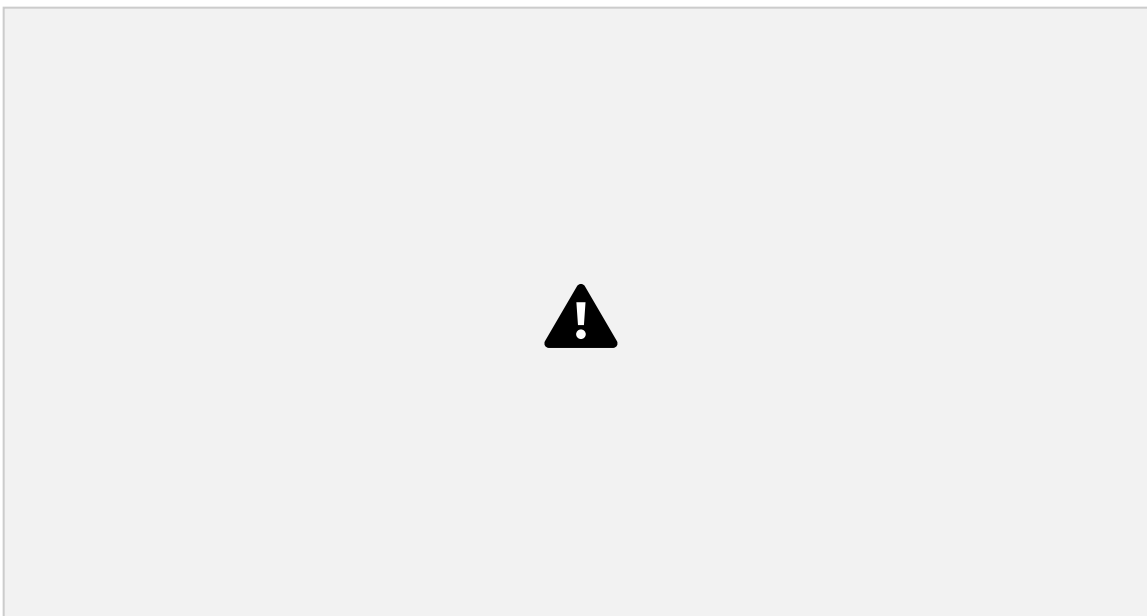
The reduction in group tutoring accounts for a significant amount of our overall decline in numbers. Group tutoring is the service we've had the least success with reproducing online, and students are currently less interested in meeting in in-person groups.

Course outcomes:

Looking at the average grades for students who were tutored in classes as compared with those who were not tutored in the same classes– across all classes– tutored students overall have slightly lower grades.

Average grade	Fall 2021	Spring 2022
Tutored Student	2.69	2.46
Untutored Student		

However, these broad-brush averages don't tell a very accurate story. If we look at the distribution of grades, we see that untutored students had a higher percentage (of students in the category) of very high grades indicating that they didn't need tutoring. Among students whose grades are in the 3.0 and below range– which excludes the students who simply didn't need tutoring– we see consistently higher grades among tutored students.

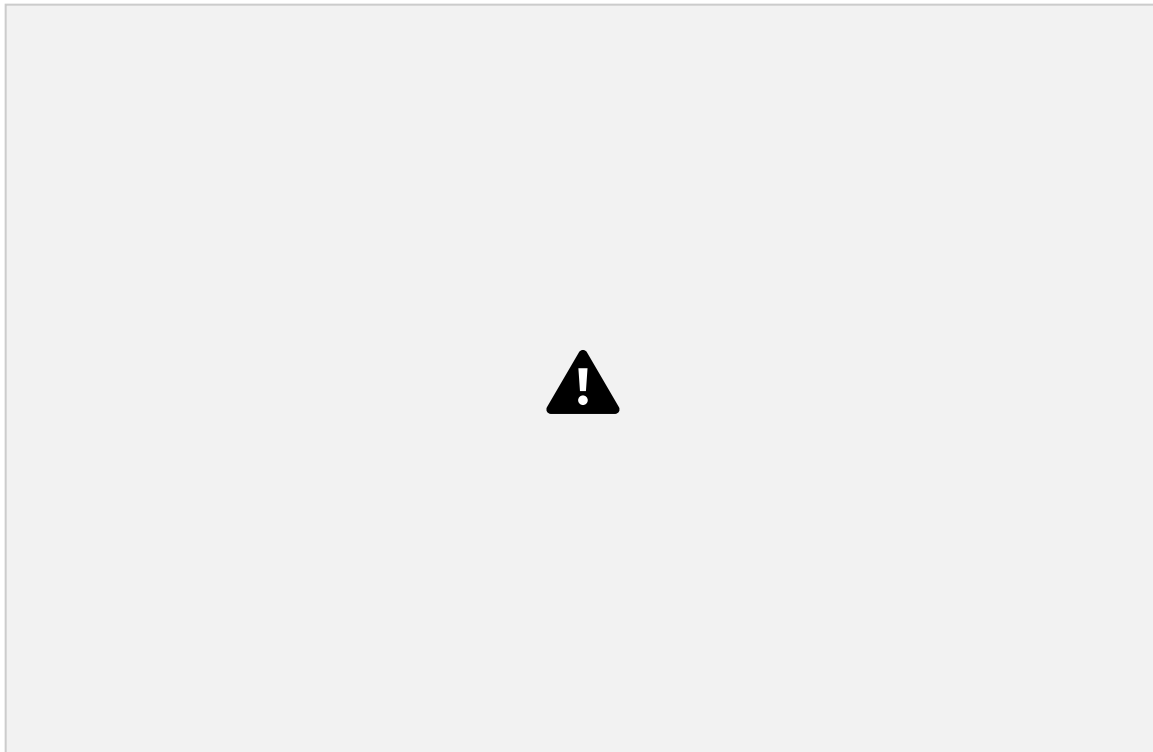


We saw a similar trend when we looked at student grades in humanities classes for students who used writing tutoring (this tutoring is not tied to a specific course).

Average humanities grade	Fall 2021	Spring 2022
Student tutored in writing	3.19	3.04
Untutored student	2.99	3.04

Not only did we see higher grades in humanities courses among students who received writing tutoring– when looking at students making 3.0 and below (again, excluding students who simply don't need tutoring to excel)– we also saw relatively fewer students

with grades below 1.5 and more with grades of 2 and above as compared to the students who did not come for writing help.



Peer Tutoring: Qualitative Data

The following information is pulled from tutors' SSC reports on their tutoring appointments and is intended to provide insight into the types of skills for which students seek help in their tutoring appointments.

Most tutoring appointments focused on academic material; 78.9% of Fall 2021 appointments focused on course content, 15% on writing, and 13.6% on study strategies. In Spring 2022, 74% of tutoring appointments focused on course content,

24.3% on writing, and 13.6% on study strategies. However, tutors also spend significant time working with students on socio-emotional elements that are an important component of learning. These socio-emotional aspects were often addressed in addition to academic skills in the same appointment.

- We saw a fairly significant increase in tutees expressing academic stress in their tutoring sessions in the spring semester
- Overall, more students needed support in non-cognitive aspects of learning in Spring 2022, particularly in the area of academic stress and developing confidence
- We also saw a large increase in students seeking help in interpreting assignments in the spring 2022 semester, including students asking help in understanding what an assignment is asking them to do, help in completing and comprehending the reading, and outlining their approach to a larger project

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Beyond a student’s GPA in a specific course, tutors support students in the development of skills which will serve them through their college careers, such as

Academic Coaching

In Fall 2021, students on academic probation who met with Academic Coaches had (the following semester) on average a semester GPA of 2.12, as compared with a 1.67 for students who didn’t meet with them. Similarly, students on academic warning who met with Academic Coaches had (the following semester) on average a semester GPA of 2.55, as compared with a 1.77 for students who didn’t meet with them. In each of these cases, the semester average for students who met with an academic coach was higher than the category (academic probation or academic warning) in which the students had been categorized the prior semester.

IX Action Plan 2022-2023:

Planned Initiatives for 2022-23	Associated Strategic Plan Goal & Strategy	Indicate if a DEI initiative
Add more rows as needed Continue to develop Multilingual Scholars Mentor Program	Goal # followed by Strategy # ex: 3.2 2.1 ✓	

Expanding residential support of Summer Bridge students to expand accessibility	2.1	
Expanding our on-campus collaborations to identify, track & support at-risk students	2.2	
Redesigning Peer Mentoring to be a more structured support for FYE	2.2	
Expand FHS CRLA training to Leominster High School	3.4	
Continue developing a mentoring pipeline with GEAR UP		3.4 ✓
CRLA certification for mentoring, CRLA 2/3 certification for tutoring	4.4	

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

Overall, in our review of ACT services, we find that academic support is especially beneficial for our students in the “murky middle”: students who might otherwise muddle through without tutoring, mentoring, and academic coaching, but whose success and experience is greatly improved by the services we provide. The ACT’s focused, targeted interventions, and easily accessible services, provide a retention-enhancing safety net for students who might otherwise fall behind.

For the past few years, the ACT has developed extensive additional programs and services: doubling our programming by offering both in person and online options for every service, beginning the tracking of students with multiple alerts and the collaboration with campus partners to support them, adopting the Summer Bridge

program, working closely with Dual Enrollment & Admissions in the development of partnerships with local schools, doubling the Academic Coaches' workload by adding academic warning students to their required caseloads, and many other efforts and initiatives which we have been enthusiastic to support.

In the upcoming year, Fitchburg State students would be best served by the ACT Center focusing on improving and refining its current initiatives and responsibilities, to ensure the retention-supporting services we provide to Fitchburg State's more vulnerable students work as effectively as possible to ensure the persistence of as many students as possible.