

**2023-2024**  
**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> |  |
| Jen Abbott                              | Assistant Director   |
| Jarrod Abbott                           | Academic Support Specialist (PT) ( <b>STARTED 8/11/23</b> )    |
| Lisa Bauer                              | Academic Support Specialist (PT) ( <b>LAST DAY 9/9/23</b> )    |
| Kris Braun                              | Administrative Assistant II ( <b>LAST DAY 8/4/2024</b> )       |
| Morgan Horan                            | Academic Coach   |
| Andy Linscott                           | Academic Coach   |
| Eireann Masi                            | Placement Testing Coordinator (PT) ( <b>LAST DAY 5/17/24</b> ) |
| Kat McLellan                            | Director   |
| Courtney Neforas                        | Administrative Assistant II ( <b>STARTED 10/17/2024</b> )      |

**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                                      |
| Diane Maynard             | Administrative Assistant   |

**Student Success**

|                 |                          |
|-----------------|--------------------------|
| Nancy Robillard | Administrative Assistant |
|-----------------|--------------------------|

Jason Smith

Assistant Dean

**III Facilities/Equipment:**

*List any new facilities/equipment/software etc. acquired during 23-24.*

No new equipment was acquired for the student success office during AY24.

**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>C00</b>  |                 |
| • Stipends for faculty partners and professional development for student success staff. | 1,200.00        |
| <b>D00</b>  |                 |
| •   | 25.32           |
| <b>E00</b>  |                 |
| • Supplies  | 36.41           |
| <b>J00</b>  |                 |
| • Lunch for student success retreat   | 226.57          |
| <b>U00</b>  |                 |
| • Ipad wireless service   | 479.88          |
| <b>Total Expenditures</b>   | <b>1,968.18</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 developing an institutional retention plan to be proposed to administration.

## **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
- BIRT Team
- Transfer Student Taskforce
- Falcon Family & Friends
- CTL Advisory Board
- AUC Student Affairs
- OER
- TRIO CAS Standard Review
- Academic Standing Appeals Review Board
- Student Success Task Force (Jason, chair; Nancy, member)
- OSD Student Activities Awards selection committee, chair
- Associate Director for IR search committee
- JED Task Force
- Academic Integrity working group
- Financial Sustainability Task Force, Academic Efficiencies subgroup
- Committee work (**CSAC**)
- Transfer Student Taskforce (Lindsay)
- Student Success Task Force (Lindsay)
- EAB Leadership Group (Lindsay)
- Corporate and Community Engagement Work Group (Lindsay, Susan)
- Taught FYE course with Career Exploration theme Fall 23 (Susan)
- Presidential Search Committee (Lindsay)
- Social Media Advisory Committee (Michelle)
- Committee work (**ACT**)
- Supported English Department's AIF Grant for Educational Justice in FY Writing by conducting and summarizing interviews with ACT writing tutors
- ACT staff contributed to the Fitchburg State Student Success Review

- Morgan sits on the Social Media Advisory Group
- Morgan is a member of Staff Academy
- Kat participated in Academic Integrity conversations
- Kat received a UIF grant, with Library and Athletics, to foster help-seeking on campus
- Kat & Jen supported the Academic Success Residential Learning Community
- Kat attended TRIO Academic Advisor candidate interviews
- Kat currently serves on the Student Athlete Academic Success Task Force
- Kat currently serves on the Corporate and Community Engagement (CCE)

#### Workgroup

- Kat currently serves on the CCE Education Subgroup
- Kat helped plan the spring CEE Meet & Greet
- Kat currently serves on the Student Success Task Force
- Kat currently serves on the JED Campus Task Force to strengthen mental health supports on campus
- Kat currently serves on the Leading for Diversity committee
- Kat chairs the Equity Assessment subcommittee of Leading for Diversity
- Kat serves on the Bias Incident Response Team
- Kat served in fall 2023 on Phase 2 of the Financial Sustainability Task Force
- Jen taught a section of the First-Year Experience Course
- Jen is a member of Staff Academy
- Andy taught a section of PHIL 2500
- Student Success Definition recognized through AUC process
- Partnered with Student Affairs to develop day-long workshop focusing on DEIB concepts
- Coordinated and facilitated Student Support Staff conversations that focused on cross-divisional collaboration
- Facilitated EAB rep visit which brought faculty/staff/librarians together for foundational to advanced utilization of SSC Navigate
- Coordinated the foundational phase of the MA DHE Student Success Framework implementation
- Modified the Summer Bridge curriculum to better meet student need and alignment with Gen Ed
- Partnered with ACT and Dean of Health & Natural Sciences to implement embedded tutor model
- Presented to the Board of Trustees on cross-divisional processes and activities focusing on student success
- Coordinated student completion of Transfer Student Experience
- Completed the Executive Leadership Institute through Bridgewater State University
- Planned and facilitated Student Success Retreat focusing on reflection and planning

- Facilitated Falcons Supporting Falcons Campaign
- 10 Students referred to additional support services
- 111 Students reported Doing Well Overall
- 21 Students reported Hanging In
- 88 Students reported that they had already met with their advisor for SP Registration
- 38 Students reported that they plan to meet with their advisor for SP Registration
- Build partnerships across campus to support faculty and staff in providing excellent academic advising (**CSAC**)
- Provided Academic and Career Advising Training at New Faculty Orientation (4 Faculty)
- CTL Collaborations:
  - Workshop in October on Academic Advising Tools
  - Co-Led Advanced Advisor 5 Workshop Series
- Hosted Monthly Faculty Drop-in Hour: Faculty First Fridays- poorly attended (4 attendees total), but I did received some faculty/staff outreach in response to the reminder emails
- Just-in-time faculty newsletter prior to advising period with pointers and resources
- Department/Program meetings prior to Advising in collaboration with TRiO SSS to share updates and pre-advising needs (HMSV, PSY, Nursing, Comm Media, and Education)
- Fall 2023: 16 participants seeking internships for either Spring or Summer 2024. 6 participants secured internships for spring semester, 3 continued with the program for Spring. (**CSAC**)
- Spring 2024: Program redesigned as 2 workshop series with follow-up check ins; 1 new participant and 3 continuing participants. 1 participant secured internships
- The current format of FIP does not seem to be reaching the number of students that need this support. The department will be considering how to restructure the program to better meet the need of students at are most in need of the high-touch internship application support
- Serve as the premier resource for career expertise on campus (**CSAC**)
- Career Champions:
  - Summer 23 Session: 6 participants
  - Winter 24 Session: 2 participants
- Career Champions also received semesterly newsletters with tools, updates, and engagement opportunities
- First Destination Survey:
  - For 2022-2023, we reached 65.9% survey participation with 85% of respondents either working or continuing their education. This data now lives with institutional research and is available to anyone who requests to access it.

- For December 2023 grads we have a 49.4% response rate.
- Career Success Certificate:
  - Career Success Certificate ran two cohorts in the Fall semester with 11 total participants. One cohort was within Steven Fieldler’s Chemistry seminar and the other was a stand alone series. Career Success Certificate appears to have more success when in collaboration with a class.
  - Inclusive Pathways: We have received an additional \$20,000 for Summer 24. 12 student selected for Summer 2024, currently working through on boarding process
  - Career Development Grant: In FY24 to date we have granted \$5,565.55 to 45 individual students. Purchases have included professional wear, MTEs, tickets to PAX East, BLS certifications needed for internships and Post bacc nursing programs, materials for Photo portfolios and website domains, transportation and tickets to NY Fashion Week, tickets to the Red Sox Sports and Entertainment Career Fair, business cards, professional headshots, Physical Therapy Conference, and needed technology for graphic design. We just received notice that we have been granted \$5,000 more for FY25 from Enterprise Mobility Giving.
  - Career Advising (CSAC)
    - **808 Career Advising Meetings with 499 Unduplicated students**
    - **538 Undergraduate Meetings with 308 individual students**
    - **108 Alumni Meetings with 87 individual students**
    - **161 Meetings with 104 Graduate Students**
- **Career Services Provided in one-on-one Sessions (UG, Grad, Alumni):**

|                             |     |
|-----------------------------|-----|
| Resume/Cover Letter         | 354 |
| Internship/Job Search       | 217 |
| Career Advising/Exploration | 186 |
| Interview Prep              | 22  |
| Graduate School Advising    | 14  |
| Career Assessment           | 10  |
| LinkedIn Headshot Session   | 4   |

- Creation and utilization of new Premajor Workbook. This workbook includes comprehensive information on major exploration tools, the academic calendar, and support resources. (CSAC)
- In addition to the small group advising meetings, **205** individual Premajor Advising Meetings held with **96** individual students
- **192** transfer student meetings with **172** individual students (CSAC)

- Collaborate with academic departments/faculty for career development events/programming/panels/in class presentations etc. **(CSAC)**
- Nursing Department on Practicum Resumes and Cover Letters and Health and Life Sciences Career Fair
- MassBioEd Networking event with Biology/Chemistry department and Dean's office
- Reverse Career Fair, Resume Review and Prep workshop with Police Program
- HMSV and PSY incorporation into their Internship meetings
- School of Health and Natural Sciences Internship Coordinator
- Photography Capstone and J Flynn to provide Funding for Student Photographers to offer Department and Campuswide free professional portraits for students
- Engineering Technology on their two Employer Roundtables
- Intro to Human Services Career Panels each semester
- Study Halls **(ACT)**
- Through our 23-24 UIF grant, late-evening (7:30-9:30pm) study halls supported by Athlete Peer Mentors and Peer Tutors
- Study halls for Nursing and Engineering (high-DWF majors ), with tutors present to support foundational STEM skills gaps
- Summer Bridge **(ACT)**
- 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 1 live-in Peer Mentor, to support success
- Employment opportunities Friday-Sunday, to enable on-campus weekend residence and increase accessibility, and build sense of place and belonging
- Housing-led on- and off-campus programming (financially supported by ACT), to build community and increase on-campus Housing in fall 2023
- Weekly mail-merged, personalized emails to every undergraduate, informing them of tutoring times, the next week, for their specific classes **(ACT)**
- Each semester, delivered individualized emails to every Fitchburg State faculty, informing them of tutor shifts serving their specific classes, as well as campus-mailing how-to-get tutoring flyers to them **(ACT)**
- Professional Development **(Student Success office)**
- EO/Title IX Training, April 2023
- De-escalation training for commencement
- Analytics in Action Cohort, EAB, ongoing
- Professional Development **(CSAC)**
- Staff Academy (Michelle)
- Community Leadership Institute, North Central MA Chamber of Commerce (Lindsay)

- Career Leadership Collaborative Employer Relations Think Tank, July 2023 (Susan)
- Cooperative Education and Internship Association (CEIA) Academy, August 2023 (Susan)
- Career Equity Conference at Suffolk University, September 2023 (Lindsay, Susan)
- QPR (Suicide Prevention) Training through the CTL on 2/27/24 (Michelle, Lindsay)
- Mental Health First Aid Certification (Danibel)
- Professional Development (**ACT**)
- ACT staff attended a joint Academic Affairs/ Student affairs retreat
- Kat attended the MA DHE’s Foundations of Data Equity sequence
- Kat completed Campus Security Authorities (CSA) Training
- Morgan attended the Learning Assistance Association of New England conference
- Jen was on the steering committee of the New England Peer Tutor Association (NEPTA) conference
- Jen attended, and took several peer student employees to, the NEPTA conference in March 2024
- Jen is active in CRLA Northeast
- Jen applied successfully for level 3 CRLA certification for tutors
- Jen participated in biweekly FYE Community of Practice Group
- Courtney did the CRASE (Community Response to Active Shooter Training) and Understand and Embrace Diversity trainings
- Andy completed a 16-week training program in the Internal Family Systems model of psychology and behavioral change

**VI Action Plan for 2023-24:**

*(Insert your 23-24 Action Plan from last year’s report)*

| Planned Initiatives for 2023-24<br><small>Add more rows as needed</small>   | Associated Strategic Plan Goal & Strategy<br><small>Goal # followed by Strategy # ex: 3.2</small> | Indicate if a DEI initiative |
|---|---|------------------------------|
| Work with Deans and Chairs on Career Action Plans for those programs not included in Davis Educational Foundation Grant | 1.2<br>2.5  |                              |



|  |     |  |
|--|-----|--|
| Collaborate with Student Involvement, clubs/organizations, research, and residence life to connect co-curricular experiences to career | 1.2 |  |
| Collaborate with SGOCE to evaluate and address online and graduate student needs   | 2.4 |  |
| Expand embedded tutoring in collaboration with academic departments  | 2.2 |  |
| Develop new relationships within the greater community to engage students and build citizenship skills                                 | 3.3 |  |
| Expanding weekend residential support of Summer Bridge students to expand program accessibility  | 6.3 |  |

|  |           |
|--|-----------|
| Work with Deans and Chairs on Career Action Plans for those programs not included in Davis Educational Foundation Grant  | Ongoing   |
| Collaborate with Student Involvement, clubs/organizations, research, and residence life to connect co-curricular experiences to career                         | Ongoing   |
| Collaborate with SGOCE to evaluate and address online and graduate student needs   | Ongoing   |
| Expand embedded tutoring in collaboration with academic departments  | Ongoing   |
| Develop new relationships within the greater community to engage students and build citizenship skills   | Ongoing   |
| Expanding weekend residential support of Summer Bridge students to expand program accessibility  | Completed |
| Continue to develop Summer Bridge programming which leads to increased retention of Summer Bridge students   | Ongoing   |
| Improve Multilingual Scholars mentoring to include matching mentors to students, as well as connecting mentors with FHS Fitchburg community, building pipeline | Ongoing   |
| Coordinate implementation of the MA DHE Framework for Student Success  | Paused    |
| Continue to coordinate initiatives related to our Student Success grant: Inclusive Excellence, Faculty Champions, consultant work, among others.               | Completed |
| Coordinate efforts to address no-shows and stop-outs   | Ongoing   |
| Enhance utilization of SSC Navigate and update its resource page   | Ongoing   |

We have engaged in conversations regarding steps to complete departmental career action plans with the Dean of Arts and Sciences and the Human Services program.

Continuing the work of developing career action plans will be ongoing in AY25. In AY24, the Student Success unit continued to work with SGOCE on supporting graduate and online students. SGOCE generously allocated a financial contribution toward tutoring and coaching for their graduate students. Additionally, Student Success staff continue to increase their visibility with SGOCE faculty so that faculty have a solid understanding of the services available to graduate and online students. For example, we presented at the SGOCE Development Day to discuss these services. Ongoing expansion of this support will require an assessment of resources available to sustain expansion.

Embedded tutoring was greatly expanded in AY24. Although students did participate in embedded tutoring, ACT has concerns that the structure of the program's group sessions are appealing to students with a much higher starting GPA than tutees in the same classes in AY23. As we continue to explore expansion of embedded tutoring, we need to be cognizant of the administrative and supervisory labor that is associated with the program. In AY24, we have taken steps to expand weekend residential support of Summer Bridge (SB) students, to expand program accessibility. Working with Mouhamadou Diagne, the new Assistant Director of Multicultural Outreach and Recruitment in Admissions, and Matt Lechter, Director of Housing, we have expanded possible weekend Housing openings and communicated this opportunity early to students offered spots in SB.

ACT continued working to develop SB programming to increase retention of Summer Bridge students. We were able to move the mandatory evening study hall to the 3rd floor of Hammond (unlike the prior year when Hammond repairs necessitated holding it in Percival), creating a sense of belonging in the ACT Center among SB students and showing results in the academic year, when matriculated SB students wandered comfortably into the ACT Center to grab snacks, chat with the student Office Assistants (many of whom were SB students), and say hello to Kat and the Academic Coaches. We also held a "reunion" dinner for SB students mid-fall, which was sparsely attended. We are working with Housing to increase the community-building aspect of SB.

Although we did not make progress with improving Multilingual Scholars mentoring to include matching mentors to students, as well as connecting mentors with the Fitchburg community, we are eager to continue working on this aspect now that our other Peer Mentoring programs will be less directly a component of FYE. ACT looks forward to a more cohesive mentoring program, in which Multilingual Mentoring will be one component of coordinator approach to mentoring, and we have plans to work with Junior Peña on these improvements during summer 24.

Following the initial assessment work with Deloitte, Fitchburg State has not received any additional guidance regarding the implementation of the Student Success Framework. We will remain ready to engage in this work should guidance be provided.

We successfully engaged our Faculty Champions as part of our anonymous donor grant funds project. 18 faculty participated in sessions that focused on utilization of SSC Navigate and College Scheduler. They will now serve as departmental liaisons as they advance the utilization of the platforms with their colleagues.

In AY24, we began 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 AY25.

### VIII Other Accomplishments:

*List accomplishments not already captured above.*

#### Peer Tutoring: Detailed Numbers

|                    | <u>Fall 2023</u>   |                 | <u>Spring 2024</u> |                 | <u>Total AY 23/24</u> |                 |
|--------------------|--------------------|-----------------|--------------------|-----------------|-----------------------|-----------------|
|                    | Total appointments | Unique students | Total appointments | Unique students | Total appointments    | Unique students |
| Writing            | 232                | 84              | 232                | 76              | 464                   | 160             |
| Course-based       | 1043               | 259             | 1034               | 192             | 2077                  | 451             |
| Course-based Group | 226                | 68              | 187                | 21              | 413                   | 89              |
| <b>Total</b>       | 1501               | 411             | 1453               | 289             | 2954                  | 700             |
| AY23               | 1235               | 322             | 1137               | 251             | 2372                  | 465             |
| AY22               | 1267               | 363             | 1137               | 275             | 2404                  | 524             |
| AY21               | 903                | 304             | 875                | 235             | 1778                  | 443             |

#### Group Tutoring: Detailed Numbers

| Group tutoring | Fall               |                 | Spring             |                 | Total              |                 |
|----------------|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|
|                | Total appointments | Unique students | Total appointments | Unique students | Total appointments | Unique students |
| AY 2023/2024   | 226                | 68              | 187                | 21              | 413                | 89              |
| AY 2022/2023   | 182                | 50              | 140                | 38              | 322                | 78              |
| 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             |

#### Tutoring Usage: Disaggregated Data

ACT disaggregates our data to determine whether our services serve the goal of increasing equity at Fitchburg State. In the table below, we demonstrate not only the raw numbers of tutored students by racial and ethnic demographic category, we also identify what percentage of that demographic group has used tutoring in AY2324. We discovered that:

- of the white undergraduate students on campus, 11.34% accessed tutoring;
- of the Black or African American undergraduate students on campus, 28.6% accessed tutoring;
- of the Asian undergraduate students on campus, 13.8% accessed tutoring;
- of the American Indian or Alaskan Native undergraduate students on campus, 26.7% accessed tutoring,
- and of the Hispanic undergraduate students on campus, 15.97% accessed tutoring.

Peer Tutoring: Analyzing NAVIGATE Reports

Peer tutors write detailed reports, which are a valuable source of qualitative data. The most common topics addressed in tutoring, of course, were academically-focused: study strategies (Fall 2023: 35.3%; Spring 2024: 34.8%), course concepts (Fall 2023: 66.2%; Spring 2024: 64%), research and citations (Fall 2023: 11.3%; Spring 2024: 11%), writing mechanics (Fall 2023: 31.4%; Spring 2024: 32.2%), developing ideas and analysis (Fall 2023: 9.7%; Spring 2024: 10%), and reviewing graded work to incorporate feedback (Fall 2023: 4.9%; Spring 2024: 4%) represented the majority of tutoring sessions.

Tutors’ summaries also offer insight into how students utilize peer support for more than academic content; they rely on their peers to help them navigate challenging situations. These categories also represent situations that are often challenging for the tutors as well.

**Challenging Sessions:** difficult situations in which the tutee has more serious challenges

|  | Fall 2023         |                   | Spring 2024       |                   |
|--|-------------------|-------------------|-------------------|-------------------|
| Skill                                  | # of appointments | % of appointments | # of appointments | % of appointments |
| Catching up on missing work            | 26                | 2.5%              | 16                | 1.8%              |
| Tutee did not have necessary materials | 7                 | 0.67%             | 12                | 1.34%             |
| Disengaged/ distracted tutee           | 4                 | 0.38%             | 1                 | 0.1%              |
| Overwhelmed tutee                      | 9                 | 0.86%             | 18                | 2%                |
| Upset tutee                            | 3                 | 0.29%             | 3                 | 0.34%             |
| Life stress                            | 13                | 1.25%             | 6                 | 0.67%             |

|                               |    |       |    |       |
|-------------------------------|----|-------|----|-------|
| Challenging sessions in total | 62 | 5.95% | 56 | 6.28% |
|-------------------------------|----|-------|----|-------|

The percentage of tutoring appointments addressing challenging situations is very similar to last year's (6.82% in Fall 2022 and 5.75% in Spring 2023). Also similar to last year, the biggest challenge remains tutees catching up on missing work, followed by tutees feeling overwhelmed. This year, we saw a larger increase of tutees managing life stress and discussing those stressors with their tutors. Fewer tutors reported their tutees being distracted or disengaged compared to last year.

Most of the time, the lack of necessary materials was textbooks and required software that the tutees had not purchased yet. Life stress also largely fell under the two categories of family situations that required extra attention and energy and work schedules that made it very difficult to balance academic work, sometimes leading to tutees missing large portions of class.

Support for English language learners continues to be a growing need. Heritage language speakers will often be referred to CSAC or ACT because of assumptions campus community members might have about the availability of this support within the unit. The staff provide support within the realm of their resources and expertise, but the increase in the support to these students will need to be considered as we evaluate the capacity of the unit. This falls under our strategic imperative to be student-ready. We are recruiting these students to the university and we need to be able to support them.

### **Academic Coaching:**

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

In F23, students on Academic Warning and Academic Probation who met with an Academic Coach continued to have higher cumulative and term GPAs than students who did not.

As of 5/23, 48 students on Academic Warning and Academic Probation did not have complete GPAs, due to not all final grades having been filed. Because 48 constitutes such a high percentage of this group, ACT will recalculate the S24 numbers when faculty finish submitting grades.

#### Fall 2023 Probation:

- Students Coaches met with average cumulative GPA: 1.71
- Students Coaches didn't meet with average cumulative GPA: 1.47
- Students Coaches met with average term GPA: 1.96
- Students Coaches didn't meet with average term GPA: M: 1.24

#### Fall 2023 Warning:

- Students Coaches met with average cumulative GPA: 2.17
- Students Coaches didn't meet with average cumulative GPA: 2.02
- Students Coaches met with average term GPA: 2.11
- Students Coaches didn't meet with average term GPA: 1.60

Spring 2024 Probation:\*

- Students Coaches met with average cumulative GPA: 1.72
- Students Coaches didn't meet with average cumulative GPA: 1.82
- Students Coaches met with average term GPA: 1.83
- Students Coaches didn't meet with average term GPA: 1.79

**\*GPA's are excluding 27 students who have incomplete GPA's as of 5/23**

Spring 2024 Warning:\*

- Students Coaches met with average cumulative GPA: 2.18
- Students Coaches didn't meet with average cumulative GPA: 2.14
- Students Coaches met with average term GPA: 2.20
- Students Coaches didn't meet with average term GPA: 2.08

**\*GPA's are excluding 21 students who have incomplete GPA's as of 5/23**

- Over **1398** Unduplicated Students and Alumni interacted with CSAC through one-on-one advising, workshops, or events.

- **CSA held 1519** Total Academic and Career Advising Meetings with **864** unduplicated students.

This included:

- **712 Academic Advising Meetings with 407 unduplicated students**  
**205** individual Premajor Advising Meetings held with **96** individual students  
**192** transfer student meetings with **172** individual students  
**31** Re-Admit Student Meetings with **30** individual students  
**53** Major change Meetings with **50** individual students  
**230** Add/drop and Other General Advising Meetings with **156** individual students
- **808 Career Advising Meetings with 499 Unduplicated students**  
**538** Undergraduate Meetings with **308** individual students  
**108** Alumni Meetings with **87** individual students  
**161** Meetings with **104** Graduate Students

**IX Action Plan 2024-2025:**

| Planned Initiatives for 2024-25<br>Add more rows as needed | Associated Strategic Plan Goal & Strategy | Indicate if a DEI initiative |
|--|---|------------------------------|
|--|---|------------------------------|

|  | Goal # followed by<br>Strategy # ex: 3.2<br>Or NECHE<br>Projection |   |
|--|--|---|
| 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 |

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

**X Reflection:**

*Take this section to reflect on--*

ACT and CSA both saw an increase in the number of students they worked with in AY24. For example, CSA saw an increase in the number of advising meetings from 1349 in AY23 to 1519 in AY24. This may be due to increased utilization of our drop-in hours, more academic departments/faculty referring students to our services, and students reaching out for one-on-one advising after they have interacted with the office through a workshop or one of our promotional programs.



Additionally, CSA has worked in collaboration with academic departments to create avenues for exploration and a seamless transition to their major. This included requesting that certain intro courses have field of study restrictions removed to allow premajors to explore these courses with more ease.

Unsustainable staffing continues to be a challenge for ACT. The Academic Support Specialist and Placement Testing Coordinator positions part-time. It both leads to frequent turnover and inhibits improvements, as new people learning the job struggle simply to master job basics. This also pulls full-time staff to complete the administrative tasks associated with these roles, which pulls from the more strategic work that is meant to support our students' success.

The Student Success unit continues to experience spacing issues. 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"; this continues to be the case. In 21-22, the ACT additionally gave up 306B, so CSA advisors had space to meet with advisees when two advisors had concurrent, in-person meetings, and 306B also continues to be used by CSA. These rooms once housed group tutoring, so ACT now reserves rooms throughout Hammond to house those sessions, which is often very confusing to students (especially since—once student schedules allow us to set times for group tutoring— it is often the case that room reservation conflicts prevent us from reserving the same Hammond room for every weekly group session.) In FA23, ACT had 27 Hammond room reservations to compensate for our lost group tutoring spaces; in SP24, we had 39.