



Division of Student Success Inaugural Annual Report



Academic Year 2022–2023

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Welcome

October 1, 2023

Dear Campus Community:

I am happy to present the first annual report for the Division of Student Success. This has been an exciting year for the new division, filled with opportunities for learning and change.

In creating the new division, the Student Success Leadership Team (SSLT) — Danielle Morgan Acosta, Ph.D., Kamaro Abubakar, Ed.D., Jennifer Plante, M.A. (August 2022 to June 2023), and Micky Roberts, M.Ed. — with guidance from our Faculty Advisory Council — Amy Richter, Ph.D., Jing Zhang, Ph.D., Laurie Ross, Ph.D., Michael Boyer, Ph.D., Scott Niemi, MFA, Kathleen Palm Reed, Ph.D., and Nancy Budwig, Ph.D. — set out to achieve the following:

1. Identify the division's priorities for optimizing student experience and success outcomes, including working with University Marketing and Communications on our new communication assets: our website, brochure, social media presence, and more.
2. Create a divisional culture representing the best of Clark University, focused on fostering the division's why, purpose, guiding principles, and priorities, as well as divisional expectations among our team members
3. Work to ensure that each unit within the division understands and values the purpose, function, expertise, and subculture of every other unit. This focus has informed the division's organizational structure and continues to be a work in progress as we identify shared and integrated services and experiences, including merging units.
4. Build cohesion and trust within the division and across campus.

Some of our key accomplishments with significant collaboration with campus partners include:

1. Increasing student experience offerings and participation in career workshops, initiatives, student events, and community engagement experiences, and enhancing academic resources.
2. Launching the First-Year Success Advisor unit and the Student Success Customer Relationship Management (CRM) system, Insight.

3. Supporting our 88% retention rate with the largest class size and increasing our sophomore-year retention by 1.8%
4. Facilitating the partnership between Clark University and Jeremiah's Inn to combat food insecurity, a partnership specifically led with FIRM, and the VP of Government & Community Affairs.
5. Securing financial resources to bolster student engagement experiences through the development of the Student Activity and Programming Fee Policy.

For this upcoming year, we will focus on four primary goals:

1. **Improve Student Outcomes:** To support the increase of our graduation rate, we will specifically emphasize the sophomore year experience to increase the retention of our students from their sophomore year to their junior year. Our data shows that once our students enter their Junior year, we retain them at a high rate until they graduate.
2. **Bolster Career Outcomes:** To bolster career outcomes, we will work to pipeline students into internship experiences; often, there are more internships than students taking advantage of them. Additionally, we will increase students' career competencies and how they make meaning of their Clark experience. To create an environment where students live and breathe the development of their career competencies, we will develop deeper integration between career advising and academic majors and be a robust, active campus partner in the curriculum & career initiative with the Dean of the College and Faculty Affairs. Lastly, we will collaborate to launch career communities at Clark, a hallmark of the undergraduate student experience.
3. **Enhance Academic Advising:** To ensure students capitalize on their Clark experience; we will create a well-coordinated academic, holistic advising experience for our students, with tighter synergies between faculty advisors and professional advisors, enhanced resources for all advisors, inclusive of training and development, technology, and improved practices.

4. **Easier Access to Resources:** To enhance students' access to resources and create a smoother, seamless experience when accessing multiple resources simultaneously. We hope to create a one-stop-shop experience for students, faculty, and staff; we hope to innovate the concept of the ITS Help Desk for the Division of Student Success.

I am very proud of the work we have accomplished as a division and especially of the team members within the division, , in partnership with many of you, and I am beyond grateful for the support and championing of the new division's vision by many campus partners. I consider it a privilege and a crucial responsibility to build a division that delivers outcomes for the Clark community.

One of the key guiding principles of the Division of Student Success is integrity:

We espouse a set of aspirations through our why, vision, and guiding principles to guide our day-to-day actions and decision-making. We enact these aspirations through integrity as community members who call ourselves in (to account) to ensure the alignment of these aspirations with our actions. We facilitate learning that cultivates student habits (or behaviors) of integrity to promote a vibrant, cohesive, and just community. We believe role modeling is an effective way to bolster students' integrity.

In the spirit of operationalizing our integrity guiding principle, I present this first annual report for the new division. Each core area outlined in the report is first described with an overarching summary, and within each core area, each unit provides a snapshot and key performance indicator (KPI) from the past year and the upcoming year.

With appreciation and best wishes for the new academic year,



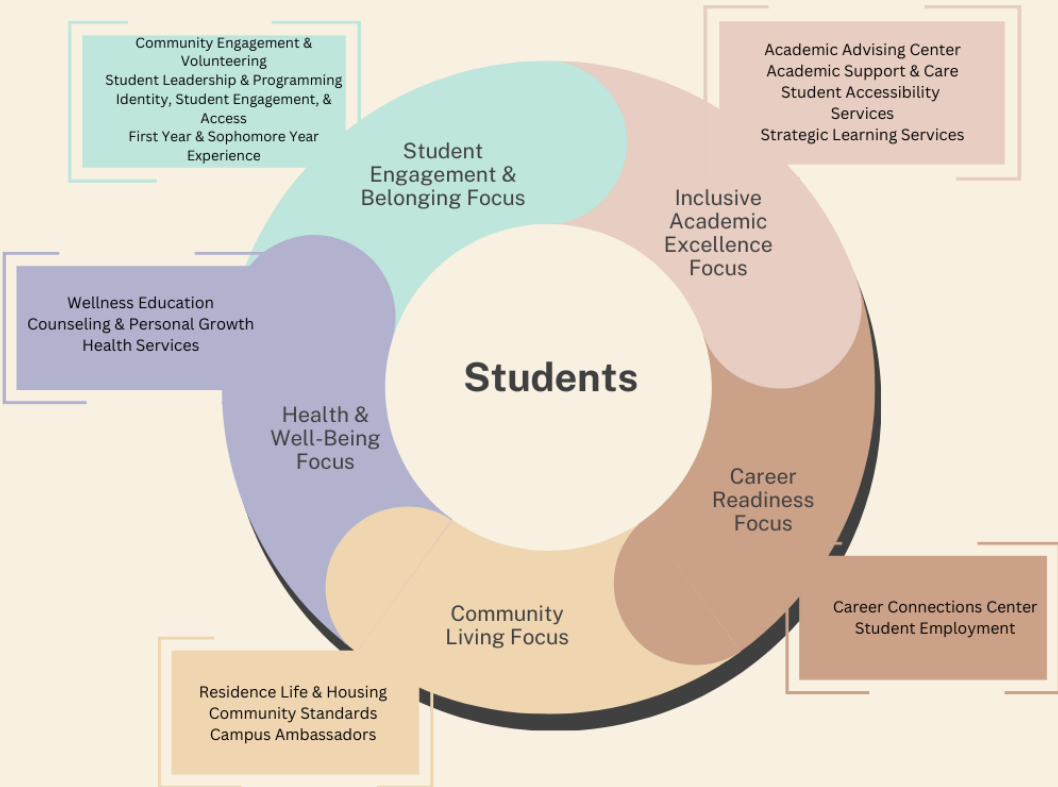
Kamala C. Kiem, Ph.D.
Associate Provost for Student Success
and Dean of Students



Launch of the Division

Please see the appendix for
the University Announcement and
the ClarkNow article

Organization of the Division



Division of Student Success: Why, Vision, Guiding Principles, and Strategic Document

WHY

To create a community that provides every Clark student with the opportunity to find their sense of purpose, cultivate their authentic self, feel a sense of belonging, foster lifelong connections, achieve inclusive academic excellence, and engage in transformational experiences to change the world.

VISION

We graduate students at a high rate to be imaginative, engaged, and positive change agents of the world, to advance the frontiers of knowledge and understanding through rigorous scholarship and creative effort, and, ultimately, to meet the challenges of a complex and rapidly changing global society.

GUIDING PRINCIPLES

Excellence

We instill and cultivate excellence in everything we do. We inspire students to rise to their potential, encouraging them to undertake research and experiential learning opportunities grounded in diversity, equity, and inclusion to influence their overall learning and development. Students demonstrate that they are prepared to excel in a challenging work environment and be responsible members of society in a diverse democracy and that they are ready for life after Clark.

Community

We are committed to learning from and celebrating our shared community within our curricular and cocurricular experiences. We welcome the diverse experiences of each member of Clark University and prioritize fostering an equitable and just community for all. We value our sustained connections to one another, to our campus, and to the greater Worcester community.

Social Justice

We foster a socially just environment through our practices and services, recognizing the necessity of developing an equitable approach to addressing the needs of our student body through implementing policies, programming initiatives, and leadership development. We ensure that these policies and procedures are fair and just by prioritizing our students' experiences as the center of our practice, especially for our underrepresented students (e.g., BI-POC, LGBTQIA+, diverse-abilities, and first-generation students).

Leadership

We develop leaders who understand themselves and their relation to others while recognizing shared ownership in their communities. We maximize opportunities for students to engage, invest, and lead, centering community and the ways that the intersections of identities impact their understanding

and practice of leadership. We recognize that leadership goes beyond formal positions and is a relational and ethical process focused on creating change.

Wellness

We prioritize the health and well-being of the campus community. We create a culture of equitable wellness, resilience, and adaptability, and participate in intentional self-care and community wellness practices that support our holistic well-being. We are committed to ensuring that Clark community members approach their time on campus with peace of mind and body, and that essential services and resources are in place and easily accessed when the need arises.

Integrity

Through our why, guiding principles, and values, we espouse a set of aspirations to guide our day-to-day actions and decision-making. We enact these aspirations through integrity as community members who call ourselves in (to account) to ensure the alignment of these aspirations with our actions. We facilitate learning that cultivates student habits (or behaviors) of integrity to promote a vibrant, cohesive, and just community. We believe role modeling is an effective way to bolster students' integrity.

Priorities

We work collaboratively across campus and strive to be effective campus partners in accomplishing the following priorities:

- Priority 1: Support the increase in student success outcomes — retention, graduation rate, and career outcomes — through data analysis, research, and engagement with a variety of stakeholders.
- Priority 2: Build the culture and operations of the Division of Student Success.
- Priority 3: Invest in human resources to facilitate productivity and innovation.
- Priority 4: Develop the bedrock of student policies, processes, and procedures regarding conduct, crisis management, and compliance.
- Priority 5: Bolster inclusive academic excellence.
- Priority 6: Prepare students for their life after Clark (e.g., career readiness and graduate studies).
- Priority 7: Curate Clark experiences that bolster student learning, meaning-making, identity development, and engagement in the greater community.
- Priority 8: Develop a culture of health and well-being for our students.

Student Engagement & Belonging Focus

The Student Engagement & Belonging team curates Clark experiences that bolster student learning, meaning-making, identity development, and engagement in the greater community. Student Engagement & Belonging is a highly collaborative area that brings people together for synergy around essential student experiences, hosting associate dean and director connections, Orientation Committee meetings, and Senior Onboarding Committee meetings to support cross-campus collaboration. The team is developing and will launch pilot first-year and second-year experience programs.

The Student Engagement & Belonging team saw increased programming across the board for undergraduate and graduate students by student organizations and staff.

Welcoming the largest-ever first-year class led to collaboration across campus to support a new checklist and onboarding process and long-term staff engagement, and to the development of a more holistic first-year orientation experience in August 2022 that held summer melt to only 9.5% and supported the much-needed orientation fee increase. Programming additions included heritage month experiences for students, the launch of the identity leadership retreat, pathway programming through Clark Engage, efforts to make Clark events more inclusive to graduate students and our neurodiverse population, and a foundation for building additional fall and spring traditions on campus.

Key Performance Indicators, 2022–2023

- Logged 31,317 unique attendance records for Clark Engage events utilizing the Check-In App. With 3,819 (18%) events or meetings using the Check-In App and 3,122 unique attendees in the first year of using the technology, we are better able to understand program attendees, provide opportunities for feedback, and create more intentional programming.
- Launched a new Senior Offboarding Committee, and increased student participation in Senior Week (346 unique students) and in the senior offboarding survey (90%).
- Expanded identity-work resources through a dedicated LGBTQIA+ position and launched the First-Year Student Success Program to provide wraparound student care.

Overarching Goals for Student Engagement and Belonging, 2023–2024

- Pilot new features of the First-Year Experience, including requiring student programming attendance; launching the CRM; rebuilding the orientation

experience; continuing to enhance the Navigator curriculum; and expanding staff-driven programming, particularly in the first six weeks, by extending “Clark After Dark” and developing “Clark Day Trippin” weekend events geared toward first-year and sophomore students.

- Soft-launch a pilot Sophomore-Year Experience programming model with campus partners.
- Establish greater efficiencies for and elevate the comprehensive senior offboarding program, club training and support, leadership development, identity exploration and development, Worcester engagement, and civic participation for the Clark community.
- Launch and leverage technology — for example, Clark Engage, Insight, and Give Pulse — to support student engagement, belonging, and success while supporting staff time.

Community Engagement and Volunteering

The Community Engagement and Volunteering (CEV) office supports students, staff, and faculty around engagement in Worcester, serving as a conduit for community-based partnerships for Clark and collaborating with the Worcester community. CEV connects students to volunteer opportunities and day-of-service activities, highlights events in the Worcester community, coordinates the work-study community-based employment program, connects local vendors to Clark for purchases, and supports faculty and university efforts to engage meaningfully with Worcester and beyond. CEV co-created and facilitated a CETL workshop series around community-engaged learning and presented multiple academic courses. CEV also promotes civic education and voter registration for students.

This marked the first time in more than three years that the CEV office had a full staff, who accomplished the following: brought back the CEV Fair for students to connect with community partners; piloted a Worcester Alternative Spring Break service program; coordinated events in the community and on campus — including service days, guest speakers, current Massachusetts state legislators, and Worcester City Council officials; increased Clark's presence at citywide events like the St. Patrick's Day Parade; and encouraged students to get on the Worcester Regional Transit Authority (WRTA). CEV was a crucial player in Clark's Carnegie Classification application process, coordinated the Food Justice Task Force, successfully selected a community partner to support student food insecurity, and launched the GivePulse software, which tracks student, staff, and faculty service, engagement, and contributions to the community.

Key Performance Indicators, 2022–2023

- CEV coordinated 50 events for students, including six service events, voguing workshops, and partnerships across campus, such as the CEV Fair, which drew 26 community partners and over 75 students who checked in.
- Managed a community-based student employment program, with 24 students participating at 14 different community partner sites, meeting the federal 7% goal for community-based work-study employment on a college campus for the first time in three years.
- Introduced 20 new businesses or organizations as vendors into Smart Buy Plus so students and the university can support the local economy.
- Formed a partnership with Jeremiah Inn to combat food insecurity.

Goals Related to Student Experience

- Expand the Community-Based Student Employment Program for work-study students by 25% — working with more community partners and increasing our commitment to the Main South community, introducing and onboarding new partner sites, and continuing professional development opportunities for student employees.
- Increase by 15% the number of student hours logged through community-engagement service events and the launch of the new GivePulse platform in the inaugural year, with a strong emphasis on utilizing the platform and engaging in Worcester service events such as Day of Caring, Thanksgiving, and Martin Luther King Day.
- Create move civic education events, including voter registration drop-in hours, collaborative engagement around Constitution Day, National Voter Registration Day, and elections.

First-Year and Sophomore-Year Experience

First-Year Student Success Advisors (FYSA) provide holistic advising, coaching, and support to first-year students until they declare their major. This includes supporting them through their First-Year Intensive (FYI) courses and Navigator programs; meeting with them before course registration and throughout the semester; managing care reports, mid-semester feedback, and early alerts; and generally having a finger on the “pulse” of their experience. The First-Year & Sophomore-Year Experience program’s inaugural year was characterized by constant change, instability, and efforts to build necessary capacity and resources. While managing staff changes during much of the year, building financial capacity, and adjusting to the largest

first-year class in Clark’s history, the FYSAs sought to establish protocols and connect with students in a variety of ways (e.g., email, phone calls, in-person meetings, visits to the residence halls, tabling in the University Center, etc.).

This year involved establishing process and culture, clearing pathways, and expanding the program’s scope. With the launch of the CRM, closer connections to orientation, increased supervision of peer mentors, and a more robust communications strategy, there is much excitement to come in 2023–2024.

The FYSAs spent the summer documenting procedures, developing a FYSA manual, and thinking through strategies to support the Class of 2026 as they enter their sophomore year — while simultaneously stewarding the Clark Class of 2027, introducing them to policies, and registering them for classes in the fall — ultimately leading to Clark’s stronger 88% first-year retention rate, and a 1.8% increase in the retention of our sophomore class.

Key Performance Indicators, 2022–2023

- 72% of students who completed the First-Year Survey stated that they found the FYSA staff helpful in their growth and transition.
- FYSAs had a total of 1,764 individual meetings with first-year students, including supporting 46 students around academic probation and managing more than 739 CARE reports for 340 unique students. This indicates meeting, on average, with 71% of the first-year class at least once.
- Staff were committed to diversity, participating in the Diversity & Inclusion Certificate Program and the Equity in Action Conference, and volunteering their time in partnership with ISEA at affinity spaces for men of color, women of color, and trans/gender-nonconforming students.
- Hosted 18 intervention-based programs in the residence halls to support the First-Year Pathways program.

Goals Related to Student Experience, 2023–2024

- 90% retention of the first-year class, supporting students through the supervision of peer mentors, active participation with the FYI faculty, and continued and targeted outreach to all first-year students and unreached student populations through regular tabling events, office hours, and one-on-one meetings.
- Increase from 71% to 75% one-on-one meetings with students in the first-year class.
- Increase Navigator participation from 82% to 90% through more constant communication with peer mentors, an active role in orientation, and streamlined communication strategies through the CRM — Slate Insight.

Identity, Student Engagement, and Access

The Office of Identity, Student Engagement, and Access (ISEA) rebranded and launched with expanded services in 2022. ISEA enhances access to community and resources for students to ensure they know they belong and can thrive at Clark. Our team empowers students by cultivating social and cultural capital and resources for systematically and historically underserved communities, centering race, ethnicity, LGBTQIA+, and first-generation students.

Staff meet individually and in small-group settings with students. ISEA coordinates two pre-orientation programs and provides identity-based development through affinity spaces, programming, and the McCann Resource Room and Prayer & Meditation Room management.

ISEA oversaw a drastic increase in programs and events throughout the past academic year, sometimes tripling the number of offerings in a single month compared with previous years. This included a heightened commitment to cultural celebration and heritage months, hosting or co-hosting multiple events during Latine/Latinx Heritage Month, LGBTQIA+ Month, Native American/Indigenous Heritage Month, Black History Month, and Asian American and Pacific Islander and Arab American Heritage Month. This year saw the inaugural First-Gen Pinning Ceremony, the development of gender and sexuality student supports, and the expansion of the fourth annual Lavender Graduation Ceremony and the third annual Multicultural Graduation. The shift in identity programming and identity support from student-led, staff-supported to staff-led, student-supported has been slow. However, the success of this transition was evident through the heritage month programming and further collaboration with the MOSAIC student organizations.

Key Performance Indicators, 2022–2023

ISEA hosted the largest Advancing Clark Excellence (ACE) (27) and Connections (32) student cohorts. These pre-orientation programs provide additional support to students while helping them explore their identity, transition to college, and develop skills and communities to thrive at Clark.

- Piloted a living-learning community for these students, in collaboration with Residential Life & Housing.
- Bolstered our relationship with athletics; staff took on additional responsibilities in athletics to support climate perceptions and internal-bias review protocols, and provided various trainings and interventions to the athletics teams.
- Developed baseline LGBTQIA+ practices, initiatives, and services, including creating the Gender and Sexuality Task Force and partnering with Alumni Affairs and various entity groups.

Goals Related to Student Experience, 2023–2024

- Increase to 90% the retention rate for ACE/Connection participants and attain a graduation rate of more than 85% for both programs through early intervention, when possible; increase outreach to non-first-year students; and add a study-hall component to first-year engagement efforts. Staff will communicate more proactively with sophomore and upperclass students to continue ongoing support and opportunities to connect one-on-one.
- Continue to expand heritage and cultural month celebrations and increase the average attendance at ISEA-led or co-sponsored events from 18 to 25 participants.
- Expand first-generation student programming and participation, including one opportunity for a first-gen-specific volunteering experience per semester; continue ongoing programming during First-Gen Week and the First-Gen Pinning Ceremony, working toward national recognition from NASPA for our comprehensive programming.

Student Leadership and Programming

The Office of Student Leadership and Programming (SLP) strives to promote personal growth, leadership development, and interpersonal connections within the context of positive and engaging cocurricular experiences. The office works closely with student leaders, clubs, and organizations in the planning and implementation of a wide variety of activities, leadership programs, and learning opportunities that directly support both students' interests and the values of the university, including club finances and the addition of club sport finances this year. The office staffs the University Center information desk, which provides critical services and resources to the campus, including move-in bins, masks, Swipe Out Hunger emergency meal cards, and key sign-outs for student clubs and workers.

Even with a new director and missing at least one staff member for the entire academic year, this was a year of growth and stability for SLP, focusing on rebooting student club guidelines and policies, various training documents, and in-person experiences; coordinating wellness programming such as Feel Good Finals, Late-Night Breakfast, and Wellness Day; leading the Senior Offboarding Committee; and fostering increased attendance at and enjoyment of spring signature events, including International Gala and Spree Day. SLP supports clubs and organizations by hosting thousands of on-campus events, collaborates with various offices to coordinate a programming schedule for students, and leverages relationships with the Clark Undergraduate Student Council (CUSC) to host a new club awards and participation event as well as a "Leading at Clark" initiative that included celebrating students who had "checked in" to the most activities on campus throughout the year.

Key Performance Indicators, 2022–2023

- There was a 41% increase in applicants for the student leader common application process (for resident advisors, peer mentors, and ACE/Connections mentors); 181 students applied for 104 positions. The process includes information sessions, individual interviews, group-process interviews, and multifaceted student leader training for selected individuals in April, over the summer (virtually), and in August.
 - » 47% of applicants were first-year students and 37% were sophomores.
 - » Hired student demographics: 15.5% Asian, 11.6% Black, 11.6% Hispanic, 10.6% international, 5% two or more races, 1% unknown, and 44.6% white.
 - » 20.4% of students hired were first-generation.
 - » 26.2% of students hired were Pell-eligible.
- SLP developed a baseline of participation at Clark traditional events, including the opportunity to better understand the population attending these events by using the CORQ App, providing a baseline for engagement activities and opportunities regarding race/ethnicity and academic level.
 - » International Gala: 70% of engaged students were undergraduates; 132 students who participated were first-generation, including 40 performers; and 170 engaged students were Pell-eligible, including 28 performers.
 - Gala performers ranged across class levels, with the majority being seniors, sophomores, and graduate students.
 - » Spree Day: More than 2,500 students participated this year; 25% were first-year students, 21% seniors, 20% graduate students (mostly SPS and GSOM), 19% sophomores, and 13% juniors.
 - » Late-Night Breakfast: 26% of participants were first-year students, 23% graduate students, 21% sophomores, 10% juniors, and 18% seniors.
- Launched the Check-In App, for attendance tracking, to departments across campus and student leaders. This year, over 3,780 events were advertised on Clark Engage, and 17% of events used the Check-In App to track attendance and build out an understanding of experiences for students.

Goals Related to Student Experience, 2023–2024

- Increase students' use of Clark Engage from 90% to 100%. Clark Engage allows students to join clubs, view events, check in to activities, and use the pathways system to reflect on their cocurricular experiences.
- Increase to 200 the number of participants in the student leader common application and hiring process, a 10% increase from 2022–2023. This process supports students' personal and professional development as they prepare for future roles beyond Clark.
- Expand Emerging Leaders Institute participation by 225% for the academic year, targeting sophomore students in the fall and first-year students in the spring. This six-week workshop series allows students to expand their understanding of the meaning of leadership and their identity, supporting their vision for the future.
- Support Clark Undergraduate Student Council election participation, recognizing that civic engagement is an important practice for students. Working in partnership with the CUSC, increase voter turnout to 20% to 25% of the undergraduate population through additional advertising, signage, recognition for participation, and overall support and influence of the council



Inclusive Academic Excellence Focus

The goal of the inclusive academic excellence focus is to help and encourage students to make the most of their learning experience through their engagement in research, through experiential learning opportunities — and other forms of enhanced learning activities — and by applying for prestigious scholarships and fellowships. We hope for our students to achieve high academic performance as they progress through and complete their college experience.

The units comprising this focus aspire to model inclusive academic excellence, whereby *inclusive* refers to the involvement of historically underrepresented groups in higher education and *excellence* implies that these students will demonstrate traditional measures of excellence (e.g., high GPA, honors), moving the discourse around these students from mere persistence to high achievement and leadership.”¹

Ultimately, Clark University seeks to be an intentional institution that focuses on our educational processes that facilitate inclusive excellence, specifically on our high expectations around learning that allow us to graduate students at a high rate to meet the challenges of a complex and rapidly changing society.

Through close monitoring of our students in collaboration with each unit and with faculty and other campus partners, this area engages with students both proactively and reactively and assists them with any questions or concerns around courses, academic supports, and accessibility needs. Students often require assistance from all the units in this area or other supports within the division to help them complete their goals while attending Clark.

Key Performance Indicators, 2022–2023

- Reviewed and revised the university’s *Academic Advising Handbook* and posted the updated version on the Academic Advising Center’s website to ensure clarity of academic policies and procedures across all advising venues. Consistently and collaboratively reviewed policy and procedures with key campus partners to ensure equitable outcomes among our students.
- Launched the piloted Summer Student Success Grant for students with a 2.0 to 2.5 GPA to recover credits and increase their GPA. The initiative had a 77% success rate with the 13 students who participated.

- During FY 2022–2023, Student Accessibility Services (SAS) served more than 600 students who required some medical/academic accommodations. This number will grow by at least 10% each academic year.
- The Inclusive Academic Excellence Team identified the need to leverage partnerships and relationships with faculty, academic departments, and offices across campus to bolster student success. From fall 2023 through spring 2024, the team will leverage three to five new relationships/partnerships with individuals across campus.

Overarching Goals for Inclusive Academic Excellence, 2023–2024

- Within the Academic Support & Care area, identified and implemented at least two new practices for fall 2023, providing proactive and reactive interventions to increase our students’ academic and overall success: implementing the Behavior Intervention Team (BIT) for fall 2023, which will case-manage higher-level student concerns, and hiring a second individual within the care team to assist the director due to the high touchpoint needed for many of our students.
- Initiate an Academic Advising Task Force to standardize the academic advising experience and ensure clarity of roles and responsibilities.
- Build out a holistic advising model for all advisors.
- Review AY2023–2024 policies and procedures regarding academic advising and identify best practices. Identify three to five policies and or procedures that need to be updated.
- Increase new campus relationships by 10% to help increase student success over the next academic year.
- Identify how Accommodate (accessibility software) can streamline the intake process, improve email response time, and enhance distribution of academic accommodations for students — with the goal of increasing proficiency in this area by 30%.
- Ensure that students receive necessary academic support through Student Accessibility Services, the Academic Advising Center (AAC), and Academic Support & Care to increase their academic success and retention. Data will be gleaned from Accommodate, Insight, and Advocate in hopes of seeing a percentage point increase in retention for all class years, respectively.
- Measure what programs/supports students are accessing for assistance and which may be aiding their academic success at Clark, in hopes of seeing a 1% increase in second-year students retained from second-semester sophomore to first-semester junior year.

¹ From the Association of American Colleges and Universities (AAC&U) “Briefing Paper on Academic Inclusive Excellence” (2005)

Academic Advising Center

The Academic Advising Center is one of the many resources within the Division of Student Success at Clark University for promoting student success. The AAC provides professional academic advising to all undergraduate Art and Sciences students to help them identify their interests, choose a major — or design their own — and fulfill graduation requirements. The AAC supports students in other academic-related matters, including addressing questions about academic policies and procedures, transferring credit from external institutions, and more.

Key Performance Indicators, 2022–2023

- The number of student-advising meetings for the academic year was 1,336. Increase the number of advising visits to 1,800 for academic year 2023–2024.
- AAC identified that commuter and transfer students need better access to campus resources. The center will develop two to three resources and programs for this population of students during academic year 2023–2024.
- The unit identified the need to ensure that all academic advisors for students utilize a holistic approach, and that each unit that engages in advising uses the same model. AAC will collaborate with the Center for Teaching Learning & Assessment and the dean of the college to host two to three workshops for faculty advisors and professional advisors on best practices.
- 503 students attended this year's Major Exploration Fair. There is a need to increase Major Fair attendance by 10% to include sophomores and juniors who are undecided or potentially looking to add a minor or concentration to complement their major.
- Transfer Admissions met with 48 to 62 transfer students per semester. There is a need to provide a faster turnaround of transcript evaluations and to centralize this work within the AAC. The director of Academic Advising will meet with transfer admissions biweekly to discuss transfer of advising-related issues during the spring and summer terms.

Goals Related to Student Experience, 2023–2024

- Increase advising meetings by 500 additional visits over the next academic year.
- Increase messaging and programming to commuter/transfer students by at least 10% for FY2024.
- Develop and implement two to three advising workshops for FYI advisors working with first-year students.
- Increase the number of sophomores and juniors attending the Major Exploration Fair by 10% for the 2023–2024 academic year.

- Meet three to four times per semester with Transfer Admissions to provide faster turnaround when working with transfer student transcripts.

Academic Support & Care

Academic Support & Care is a newly merged office encompassing the former care responsibilities of the Division of Student Success and the Office of Academic Support. These two offices were combined to support students on their pathways to success both inside and outside the classroom. Caring for our students is at the heart of our systems and policies, and the Academic Support & Care team focuses on creating sustainable systems of support that are accessible, inclusive, and equitable so students can thrive as they work toward reaching their full potential.

Academic Support & Care provides students with the support and care they deserve when facing challenges to their success. Our resources and supports include, but are not limited to, tutoring support, one-on-one academic coaching, one-on-one meetings with staff for support and advocacy, advising for undergraduate students on academic probation, determining emergency funding awards, and more. Academic Support & Care centers on relationship building, empathy, equity, and access as crucial tenets to how we support, retain, and graduate students.

Key Performance Indicators, 2022–2023

- 1,852 Care Reports were submitted during the 2022–2023 academic year, almost identical to the previous academic year.
- 18 engaged case managers were available to assist with caseloads during the academic year.
- 296 emergency funding and Swipe Out Hunger requests were made from fall 2022 through spring 2023.
- From fall 2022 through spring 2023, over 600 hours of tutoring were provided to students. There were 761 appointments with 175 unique students.

Goals Related to Student Experience, 2023–2024

- Increase Care Reports to 1,950–2,000 annually.
- Increase emergency funding and Swipe Out Hunger requests to 350 annually.
- Increase tutoring outreach to 650 hours and 200 unique students annually.
- Increase the number of students utilizing Student Success Grants by 10%.
- Partner with the Dean of the College around building a “runway” for first-year students to help them become socialized to college expectations within that first semester without dire consequences to their GPA (e.g., implement a shadow grading policy).

Strategic Learning Services

The Strategic Learning Services (SLS) program assists students with needs around executive functioning (EF). Often, this manifests as needing additional support with time management, organization, test-taking strategies, study skills, etc. Students who enroll in the SLS program work twice a week with an SLS coach who helps them develop the skills needed to engage in a fulfilling semester both academically and socially at Clark. Students participating in the program often work with their coach for two to three semesters, though other individuals may continue to work with their coach throughout their time at Clark. This program gives students access to individuals who can help them prepare for their college journey by providing resources that enable the student to explore, grow, and develop, so once they leave Clark, they have the necessary tools to succeed in their future endeavors both personally and professionally.

Key Performance Indicators, 2022–2023

- 53 students participated in the program during fall 2022. Currently, there are 88 students enrolled in the SLS program for fall 2023.
- The average GPA for students enrolled in the SLS program during fall 2022 and spring 2023 was 3.09.
- 91% of students enrolled in the SLS program for the 2023–2024 academic year are still at Clark.
- For spring 2023, five students received a scholarship so they could enroll in the program. For 2023–2024 academic year, the goal is to award 10 scholarships to need-based students so they can attend the SLS program.

Goals Related to Student Experience, 2023–2024

- Build capacity to support the expected needs of students participating in the SLS program from 53 in fall 2022 to 106 in fall 2023.
- Increase the average GPA of students enrolled in the SLS program during fall 2023 and spring 2024 collectively to 3.12 or better.
- 96% of students who attended the SLS program in fall 2023 and spring 2024 remain enrolled at Clark for the fall 2024 semester.
- For the 2023–2024 academic year, the goal is to see a 0.03 increase in GPAs for SLS students.
- For fall 2024, increase need-based scholarships by five.
- Work toward a plan whereby the SLS program is no longer fee-for-service (though scholarships are provided for students who cannot afford the program).

Student Accessibility Services

Student Accessibility Services (SAS) supports students with documented disabilities to access accommodations that help them succeed in college. SAS approves students for

both academic and housing accommodations based on the documentation received by our office from students and their medical providers. Accommodations such as extended time for test taking, access to a reduced-distraction environment for testing, or a digital audio recording device as a notetaking tool can support their success in the classroom. Housing accommodations such as a single residence hall room, an air-conditioning unit, or an emotional support animal are provided to ensure students have a safe space to address their medical needs, ease any anxieties, and create an overall environment supporting their academic success.

Key Performance Indicators, 2022–2023

- SAS assessed student registration status with the office (i.e., active vs. passive participation).
 - » Approximately 600 students were registered with SAS.
 - » SAS hosted/proctored approximately 800 exams during the 2022–2023 academic year.
- SAS staff participated in professional development opportunities to remain knowledgeable about trends in higher education for students with disabilities and best practices.
 - » SAS purchased three memberships with the Association on Higher Education and Disability (AHEAD) for the 2023–2024 academic year. This also included a subscription to the *Journal of Post-Secondary Education & Disability* (JPED).
 - » SAS staff participated in the following professional development opportunities:
 - Equity in Action (November 2022)
 - Autism Symposium (April 2023)
 - CETL Professional Development Day (May 2023)
 - DHE Campus Safety Violence Prevention: Understanding the Autistic Perspective (June 2023)
- SAS did a soft launch of the Accommodate and provided workshops/training around utilizing the software for students and faculty.
- SAS staff collaborated with Simplicity to design and implement the Accommodate software to fit Clark's needs.

Goals Related to Student Experience, 2023–2024

- Host an early-orientation event for incoming first-year students.
 - » Approximately 80 students attended SAS Early Orientation in August 2022. SAS would like to see 15%–20% of registered incoming first-year students participate in early-orientation opportunities. SAS hopes to expand its early-orientation programming to include an additional day, rebrand the opportunity as “Bridge to Clark,” and hire peer mentors specifically for SAS programming.

- Expand the roles of SAS student office assistants to increase engagement and experience.
 - » This past academic year, student employees were given new opportunities to build their professional resumes and expand their roles/responsibilities within SAS. SAS staff trained students to scan/send documents, proctor exams, appropriately answer the office telephone, and send important email reminders about exams to students. SAS would like to host regular team meetings bimonthly or monthly to build on student-employee roles, provide training, review best practices, and model appropriate workplace behaviors.
- Develop a survey to quantify how SAS is supporting students, what services are helpful, and what students would like to see more of, etc.
 - » SAS staff received informal feedback during one-on-one meetings and emails from students, parents, staff, and faculty regarding the office's operations. SAS would like to administer a survey to students at the end of the semester to gauge the use and effectiveness of their accommodations.
- SAS plans to have SAS students and faculty utilize the Accommodate platform by spring 2024. SAS is currently working to develop materials and visual supports to help students navigate this software. These materials will support SAS staff while they host training workshops for students and faculty and serve as a resource as they review the steps for accessing the platform properly.



Career Readiness Focus

The career readiness focus is designed to ensure that students complete their degrees or educational intent at high rates, live purposeful lives, and find meaningful work. Students move through a career development process incorporating curricular and cocurricular experiences over time, chart experiential learning opportunities, and clarify and prepare for postgraduate plans. Students “demonstrate requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management.”²

The career readiness focus consists of the new Office of Student Employment and the Career Connections Center, which has four core focal areas: career education/curriculum; employer and alumni engagement; internships and experiential learning; and operations and communications.

Key Performance Indicators, 2022–2023

- Created the Office of Student Employment, focused on enhancing the equitable distribution of campus jobs, maximizing career development outcomes, and servicing our student employees more effectively.
- Augmented career readiness culture through the division by increasing the visibility of our student programming through the division newsletter, Handshake, ClarkCONNECT, flyers, and by having more of a presence across campus.
- Leveraged multiple experiential cocurricular and other learning opportunities to promote career competencies/readiness for undergraduate and graduate studies.
- Reviewed and infused National Association for Colleges and Employers (NACE) career competencies within any new programming or curriculum established within the unit. NACE competencies are currently used in the Career to Curriculum Journey Maps and career curriculum being designed.
- Examined ways to increase career readiness experiences and engagement. Thirty-one students were awarded academic internship programs (AIPs) for summer 2023, which begins for most students in May.
- Worked to increase employer and alumni engagement by engaging new companies and former Clarkies to attend career fairs and events that help students explore meaningful career opportunities.

Overarching Goals for Career Readiness, 2023–2024

- For the 2023–2024 academic year, the unit would like to see a 20% increase in the following areas: internships, job shadow programs, and career readiness programs.
- Increase collaboration with other units within the division, faculty, and campus partners to enhance career readiness in and out of the classroom.
- Increase by 10% the number of students (seniors) who feel career-ready, as determined by feedback from the First Destination Report.
- Promote the Career Lab going mobile across campus so that it will be more accessible to all students. The Career Lab will be located within residence halls, the Academic Commons, and other campus locations as well as at the Career Connections Center.
- Increase academic internship programs (AIPs) by 20% to allow more students to participate in at least one internship while attending Clark. This will also encourage students to participate in community volunteer programs, experiential learning opportunities, and study abroad, and to understand how these experiences add value to their academic journey.
- Increase by 20% the number of unique employers and alumni who attend and participate in career fairs and pop-up events throughout the fall and spring semesters. This initiative increases students' access to various employers and alumni who can connect with the students and help them explore their academic and career endeavors.

Office of Student Employment

This past year posed exciting challenges and included the official formation of the Office of Student Employment in fall 2023. For the past four years, the office had been a decentralized model involving Payroll, the Office of Financial Assistance, and the Career Connections Center. Though a working group had aimed to align the goals of the different offices, faculty and staff struggled to onboard students in time to support business operations, and students needed help completing tax forms and with onboarding, resulting in significant delays. With the formation of the Office of Student Employment, we are working to ensure a more efficient and timely experience for students, faculty, and staff. We are also working to strengthen the student employment experience by focusing on two areas: educating students on the career-building aspects of their work on campus and training supervisors on effective strategies for bolstering students' career readiness.

² Higher Learning Commission. (2019). *Defining student success data: Recommendations for a glossary of terms*. Higher Learning Commission.

The office also ensures compliance with the collective bargaining agreement reached with the Teamsters in fall 2023, working regularly with related campus partners to evaluate and refine business operations and strengthen communication between the Graduate Student Union and Clark University.

Key Performance Indicators, 2022–2023

- Formed the new Office of Student Employment; built a physical and online presence (with more than 540 followers on Instagram since its creation in February 2023); celebrated National Student Employment Week with engagement of more than 100 students.
- Created a job description and hired a new full-time student employment administrator, resulting in an excellent hire.
- Increased advising appointments with students between the fall and spring semesters by 20%.
- Acquired the Interview Exchange platform for hiring and onboarding to ensure a smoother and simpler onboarding experience; the office chose the platform in spring 2023, and implementation is underway.

Goals Related to Student Experience, 2023–2024

- Ensure a smoother, more user-friendly, more efficient student onboarding experience, including offering drop-in hours and a strong customer service focus.
- Offer more comprehensive supervisor training that includes inclusive and equitable hiring practices.
- Increase the number of federal work-study students employed.
- Develop policies and practices to distribute equitable student-employment jobs, especially considering our international and federal work-study students.

Career Connections Center

The Career Connections Center (CCC) offers students many ways to explore, participate in, and reflect on their career readiness while attending Clark. Students can meet with career advisors to discuss opportunities at Clark and within the surrounding communities to gain experience and knowledge that will benefit them as they pursue a career after graduation. Students receive assistance creating resumes and cover letters to better understand their interest in a career and gain knowledge through experiential learning opportunities such as volunteering, internships, and study-abroad programs. Individuals also have multiple opportunities to participate in career fairs related to their area of study throughout the fall and spring semesters, allowing them to form relationships with employers and alumni who attend

these events. Students who utilize CCC resources should feel better prepared as they enter their senior year and begin preparing for their next endeavor after Clark.

Career Education and Development

Career education and development at Clark University seeks to (1) provide students with a solid foundation and tools for self- and career exploration, (2) teach students how to successfully search and apply for jobs, internships, and other opportunities to gain experience, (3) reflect upon experiences and identify skills required to advance along chosen career paths, (4) connect and engage with members of the Clark community and beyond through networking, (5) create application materials and learn skills that will make them stand out as competitive candidates. Through one-on-one advising, workshops, educational series such as Life After Clark, classroom visits, and resources available through the Career Lab, students are supported at all stages of their career development while at Clark.

Key Performance Indicators, 2022–2023

- Identified several faculty members to collaborate with the CCC for events, workshops, classroom visits, and curriculum support. In the 2022–2023 academic year, an estimated 18 faculty engaged with the CCC.
- Designed and implemented a 5-stage career development process and shared this model across campus with students, faculty, staff, and families through newly created guides, information sessions, workshops, and the CCC website during the 2023–2024 academic year.
- Identified the need to mobilize the Career Lab to increase access to career-readiness resources across campus and remove barriers for students to receive support. In 2022–2023, the Career Lab completed 327 appointments.
- Identified the need to develop a career curriculum that aligns with the “Clark 5,” the major maps created through the Curriculum to Careers initiative, and NACE competencies that will establish quantifiable objectives allowing career center staff to assess students’ career development and education progress.

Goals Related to Student Experience, 2023–2024

- Scale and develop relationships with faculty in all areas of study to create a culture of collaboration between the CCC and Clark University faculty. Increase collaboration in this area by 20%.
- Incorporate the newly created 5-stage career development process into advising sessions, workshops, and CCC literature so students, faculty, staff, families, and external partners can utilize a more structured approach to career exploration and development. Increase student access to these services by 15%.

- Increase the visibility of the Career Lab by creating a mobile lab that can be moved around campus into residence halls, the Academic Commons, affinity spaces, and more. Align its location and schedule with appropriate and relevant events to maximize student utilization. Increase student engagement with the Career Lab by 15% for the 2023–2024 academic year.
- Distribute and teach newly designed career curriculum to faculty, advisers, staff, and students to help improve student career outcomes through workshops, advising sessions, and classroom visits. Increase this model and career curriculum outreach by 15%.

Employer and Alumni Engagement

The Employer and Alumni Engagement area works to maintain and build relationships with local, regional, national, and global employers to support students' career exploration and development, professional networking, and job and internship search goals. Through our employer and alumni partnerships, we aim to increase student access to jobs and internships and provide opportunities for meaningful engagement with industry professionals. Employer Engagement signature programs include our fall Innovation, Impact, and Inclusion Virtual Career Fair; the spring All Majors Virtual Career Fair; the Just in Time, All Majors On-Campus Career Fair; and six industry-focused Career Exploration Weeks.

Key Performance Indicators, 2022–2023

- Worked on growing Career Exploration Weeks and Employer Pop-Ups. Hosted four industry-focused Employer Pop-Ups, with four to six employers participating at each event in the 2022–2023 academic year.
- Identified the need to restart four to six Career Treks (i.e., field trips) to employer sites. Due to COVID-19, the CCC's last Career Trek to employer sites was organized in late 2019.
- Identified the need to offer a 2- to 3-day immersive experience at employer partner sites.

Goals Related to Student Experience, 2023–2024

- Host one Career Trek for each of the six Career Exploration Weeks (Tech and Interactive Media; Business; Health and Life Sciences; Government and Law; Arts, Media, and Entertainment; and Environmental Science).
- Host six Employer Pop-Ups, one for each Career Exploration Week, with eight to 12 participating employers at each event.
- Increase employer engagement in programming and events. We engaged approximately 150 employers

during the 2022–2023 academic year. Top employers included AbbVie, Baystate Financial, MAPFRE, the U.S. Attorney's Office, UMass Chan Medical School, the Department of Environmental Protection, Hanover Insurance, MEDITECH, the Executive Office of Energy and Environmental Affairs, ALKU, NASA DEVELOP, Dana-Farber, Massachusetts Trial Court, Charles River Labs, Citizens Bank, Curriculum Associates, Esri, Public Consulting Group, Horizon Media, Peace Corps, and more. We aim to achieve a 15% increase in employer engagement at each new event.

- Increase alumni engagement in programming and events. Engaged 45 alumni speakers across a variety of businesses and agencies, from Pfizer, the TJX Companies, Morgan Stanley, Booz Allen Hamilton, Deloitte, Public Consulting Group, AbbVie, Wiley Publishing, the U.S. Department of Energy, Deloitte, NASA DEVELOP, Cisco, National Grid, and more. We aim to increase alumni engagement by 15% in the 2023–2024 academic year.
- Increase student attendance at employer–alumni events. Across the 2022–2023 Career Exploration Weeks, 395 unique students engaged in the events, compared with 342 students in 2021–2022. We are aiming for a 20% increase in this area for the 2023–2024 academic year.
- Increase the visibility of opportunities and employer partnerships. Students must receive more consistent communications from major groups, promoting job and internship opportunities shared by employer partners (e.g., employer collections in Handshake, where students can easily view employers recommended by their career center).
- Recruit employer partners to host students onsite for an alternate spring-break experience.

Operations and Communication

The Career Connections Center at Clark is a dynamic bridge between students' academic journeys and professional aspirations. By providing strategic operations and clear, effective communications, we empower our students to confidently navigate the complex world of careers, helping them achieve their goals and contribute meaningfully to society. This year, we will increase CCC's visibility among the Clark student body by introducing new approaches: (1.a.) launching the Phone Call Campaign, starting with the seniors who will be graduating in December 2023 and May 2024, then reaching out to our juniors, and so on, with the goal of safeguarding their career readiness or any after-graduation plans; (1.b.) working with undergraduate admissions to train their tour guides and Clark ambassadors on including CCC services in their talks with prospective and incoming students; (1.c.) leading an orientation session for

incoming students to make them aware of Clark's essential online self-guided career and education planning system designed to help them make decisions about their future career goals and education plans and to be career-ready; (2) measuring the percentage of students and alumni who are actively using the career services software, accessing resources, and participating in events; (3) tracking the percentage of graduates who secure employment, further their education, or acquire internships within six months of graduation; (4) promoting diversity, equity, and inclusion within the CCC by ensuring equitable access and opportunities for all students and collaborating with campus diversity initiatives.

Key Performance Indicators, 2022–2023

- Identified the need to increase the number of students attending career workshop events and the percentage of participants in career fairs, appointments, and surveys.
- After reviewing the most current First Destination Survey (FDS) report, we identified the need to increase the student satisfaction rate as captured in post-event surveys and the percentage of positive feedback in student reviews of advising sessions' FDS notes.
- The unit identified the need to increase the number of diversity-focused career events or workshops that are organized at Clark as well as the percentage of job postings from employers based on student feedback.
- The unit identified the need to increase CCC's website traffic and the percentage of social media followers.

Goals Related to Student Experience, 2023–2024

- Enhance student engagement: Increase student participation in career workshops (currently at 286 participants), events, appointments (currently at 778 participants), visiting CCC advisors, and ClarkCONNECT by 20%. We will track progress in this area using Engage, Handshake, surveys, and notes from calling students.
 - » Career Fairs:
 - Fall 2022 Innovation, Impact, & Inclusion Virtual Career Fair: Engaged 45 employers, including 16 new employers, demonstrating growth from the fall 2021 Innovation, Impact, & Inclusion Fair (35 employers, nine new). We facilitated more than 350 unique student-employer connections.
 - Spring 2023 Virtual Jobs & Internships Career Fair: Engaged 60 employers, including 18 new employers. Facilitated 525 unique student-employer connections. Approximately 175 unique students participated (largest virtual fair yet).

- Spring 2023 Just in Time, All Majors Career Fair (in-person): Engaged 38 employers (sold out), including 10 new employers. Over 300 students attended.
 - Career Exploration Weeks: 395 unique students engaged across the 2022–2023 academic year (compared with 342 unique students for the previous academic year); 37 alumni speakers engaged across all fall 2022–2023 Career Exploration Weeks.
 - Internships: The Academic Internship Program saw a 25% increase in student applications in the 2022–2023 academic year compared with the 2021–2022 academic year and the highest number of applications to date (102).
 - Opportunity Funding: 30 students applied for and were awarded opportunity funding through either the Barth or ClarkCONNECT internship award, resulting in the highest number of awardees since the 2019–2020 academic year. This is also the first time all students who applied were funded.
- Improve student satisfaction: Achieve a student satisfaction rate of at least 80% in post-event surveys and maintain a minimum of 85% positive feedback in student reviews of advising sessions and from FDS.
 - Promote diversity, equity, and inclusion: Ensure that a minimum of 50% of career-related resources and materials are dedicated to DEI topics: (1) Inclusion Career Fair, (2) ClarkCONNECT, (3) affinity groups, (4) Justice2Jobs Career Institute, (5) ACE and Connections Orientation, and (6) Life After Clark workshop with ISSO.
 - Expand digital reach: Achieve at least a 15% increase in website traffic to CCC pages and increase social media followers and engagements by 10% within the academic year.
 - » Website traffic: Delivered 10 career development newsletters to 4,015 subscribers.
 - » Social-media followers: CCC's social-media content reached an average of 24,200 Instagram followers.
 - » ClarkCONNECT: 6,702 users, consisting of employers, alumni, and students.



Internships and Experiential Learning

The Career Connections Center aims to provide students with experiential learning opportunities through external and internal relationships. The center recognizes the need for students to be career-ready and to have access to learning and skill development through high-impact experiences both on and off campus. To this end, the CCC has evolved its services to include academic credit for internship awareness, workforce development programs, and internship affiliations.

Key Performance Indicators, 2022–2023

- The unit identified ways to increase year-over-year student participation in the Academic Internship Program (AIP), Opportunity Funding, and Project Onramp:
 - » 134 students applied to AIP in the 2022–2023 academic year and in summer 2023.
 - » 30 students applied to internship-based Opportunity Funding in the 2022–2023 academic year.
 - » 67 students applied to Project Onramp in the 2022–2023 academic year.
- The unit worked on ways to increase awareness and accessibility of internship opportunities:
 - » 838 internship/volunteer postings were made available through Handshake (May 1–June 30, 2023):

- » Seven Hills Foundation internship agreement (seven onsite affiliates in the Worcester area community) for undergraduate and graduate students related to mental health, social services, business, and technology.

- The unit worked to establish ways to increase experiential learning opportunities through internships, volunteer events, classroom workshops, etc.

Goals Related to Student Experience, 2023–2024

- Increase student engagement in internships and experiential learning by 20%.
- Identify what experiential learning currently takes place at Clark and increase high-impact opportunities by 20%.
- Provide each undergraduate student with access to a high-impact experiential learning opportunity; increase these options by 15%.

Community Living Focus

The Office of Community Living aims to provide holistic support for our students' well-being and success. Our three functional areas, the Office of Community Standards, the Office of Residential Life and Housing, and the Campus Ambassadors Program, work harmoniously to cater to our student community's diverse needs.

- Office of Community Standards: Upholding institutional regulations and the student code of conduct is essential for maintaining an environment conducive to learning and personal growth. Our experts handle violations of campus policies, conduct thorough investigations, and conduct disciplinary proceedings fairly. This ensures that students' rights are protected while maintaining a respectful and harmonious community.
- Office of Residential Life and Housing: Our dedicated team ensures students have a safe and comfortable living environment both on and off campus. From managing housing assignments and addressing facilities-related concerns to organizing community-building events, we strive to create a welcoming home-away-from-home for all students.
- Campus Ambassadors Program: Our Campus Ambassadors serve as peer mentors and guides, aiding students, faculty, and staff in navigating campus resources and acclimating to Clark University. Their support fosters a sense of belonging and helps newcomers and visitors on campus.

By seamlessly integrating these three functional areas, the Office of Community Living offers a comprehensive support system that addresses every aspect of students' lives. Our team is here whether students are seeking assistance with housing arrangements, guidance on campus policies, or a friendly face to help them find their way around.

Key Performance Indicators, 2022–2023

Please see annual report for unit specific KPIs

Overarching Goals for Community Living, 2023–2024

- Launch courageous dialogues on campus to facilitate a supportive community around complicated and nuanced issues that can often create social isolation.
- Create and launch a series of living and learning communities to increase student engagement across campus. Conversations about leveraging the residential living experience in creating career communities are currently being discussed.

- Continue to clarify policies and processes around protocols related to divisive issues, such as free speech, protest, demonstration, and bias incidents policies for the campus communities, especially our students.

Office of Community Standards

The Office of Community Standards (OCS) is integral to fostering a safe and inclusive environment for all students. By prioritizing students' rights, belonging, and voices, the office contributes to a positive educational atmosphere. Using a student code of conduct establishes clear expectations and responsibilities for students. The restorative-practice approach emphasizes repairing harm, building understanding, and nurturing relationships among those affected by violations. Overseeing compliance areas like Get Inclusive, Health, and Know Your Students codes showcases a comprehensive commitment to well-being and safety. Incorporating restorative practices in addressing non-compliance demonstrates dedication to education and personal growth, benefiting individuals and the campus community.

Key Performance Indicators, 2022–2023

- Compliance Completion Rate:
 - » Get Inclusive: By the end of last spring semester, 85% of the student body had completed their compliance requirements.
 - » Health: 75% of students completed their compliance requirements.
 - » Know Your Students codes: Only 10% of the student body completed their compliance requirements in this category. This information suggests the rates at which students are completing various compliance-related tasks or requirements. Notably, different compliance areas have varying completion levels, with "Know Your Students codes" having the lowest completion rate, at only 10%. This was because the last academic year was the first introduction to first-year students, and compliance was optional. It is now required.
- Incident Resolution Time:
 - » This year, on average, OCS found that it takes 3 weeks to resolve incidents from the time they are reported. This metric measures the efficiency of incident resolution, likely due to systems design and capacity limitations. This information indicates the average time it takes to address and resolve reported incidents within the organization. The 3-week resolution time suggests that improvements are necessary.

Goals Related to Student Experience, 2023–2024

- **Code of Conduct Adherence Rate:** Maintain a code of conduct adherence rate of 90% or higher each semester, demonstrating high student compliance with institutional policies.
- **Restorative Practice Effectiveness:** Ensure that 80% of cases resolved through restorative practices result in positive outcomes, such as improved relationships and a mutual understanding among the parties involved.
- **Compliance Completion Rate:** Achieve a compliance completion rate of 95% or higher for all required modules (Get Inclusive, Health, Know Your Students codes) by the end of each academic year.
- **Incident Resolution Time:** Maintain an average incident resolution time of at most 10 days, ensuring timely and efficient handling of reported incidents.
- **Student Feedback Score:** Maintain an average student feedback score of 4.5 or higher (on a 5-point scale) for overall satisfaction with the conduct process and its educational value.

Office of Residential Life and Housing

Between our two functional areas, housing operations and residential education, in Residential Life and Housing (RLH), we create accessible physical spaces, inclusive communities, and leadership and advocacy development opportunities. RLH is entering the fall 2023 semester with a new residential curriculum to inform our work. With the guiding principle that Clark University's residential community offers a transformative experience in which students cultivate their sense of self, build meaningful community, explore the dimensions of wellness, and are empowered to impact our world positively. Our curriculum centers on four goals:

- **Self-exploration:** Students will identify a sense of self by exploring interests and abilities and establishing individual values, ethics, and beliefs.
- **Well-being:** Students will define and seek balance within their wellness wheel while striving for positive well-being.
- **Community engagement:** Students will meaningfully build positive relationships that foster inclusive, empathetic, and supportive communities.
- **Global citizenship:** Students will develop the skills to live independently while committing themselves to exploring ways to have a positive social impact.

Through intentional conversations, programming, and bulletin boards, our students will receive more individualized support through their development. Through a scaffolded learning model, students at each stage of their academic career will learn something new within their residential experience.

Alongside our curriculum, we are also in the early stages of developing a new residence hall that will bring modern accessibility that allows us to focus on building on the sophomore experience on campus.

Key Performance Indicators, 2022–2023

- This past year, we had an average of six attendees at each residence hall program. With many competing programs on campus, our hall programs need consistent attendance. By focusing on strategically designed programming through our curriculum and building more extensive programming through the hall council, we hope to see better-attended programs.
- Historically, we have struggled to maintain our housing occupancy due to leaves, withdrawals, and study abroad heading into the spring semester. For spring 2023, we dropped to nearly 81% occupancy and struggled to maintain that occupancy level until the year's end. This year, we will partner with Study Abroad and Academic Support & Care to help fill open beds with students returning from study abroad and leave for the spring semester.
 - » This requires us to utilize the first 2 weeks of each semester to consolidate all available beds, opening up full singles and doubles. This also requires a clear timeline from Academic Support & Care and Study Abroad so that we can appropriately market and recruit for our housing spots. Whenever possible, we free up full apartments for graduate-student residences.
- In fall 2022, about 62% of doubles and suites completed their roommate or suitemate agreement. With roommate issues accounting for over half of community director meetings with residential students, managing conflict continues to be challenging for our students. By focusing intentionally on addressing the differences and conflicts regarding shared space, we hope to see a positive trend in how students resolve roommate issues in the future.

Goals Related to Student Experience, 2023–2024

- Increase a sense of community and belonging in our residence halls.
 - » While Clark has tracked students' overall sense of belonging, RLH has not gathered student feedback about their experiences in the halls. Fall 2023 will be the first time in several years when we have collected student feedback about their feelings of community and belonging in the residence halls.
 - » Increase average program attendance to 15.

- Maintain occupancy: This is primarily connected to providing a consistent income, especially as we demonstrate financial security in future housing projects.
 - » During fall 2022, we started the semester at 103% occupancy. However, as a result of leaves of absence and withdrawals, occupancy dropped to 81% by spring 2023. Our goal for 2023–2024 is to strategically maintain our occupancy through recruitment and specialized programming.
 - » Maintain a 90% or higher occupancy number throughout the 2023–2024 academic year.
- Reduce the amount of roommate conflicts that result in high-level intervention. The goal is not to reduce conflict but to increase students' problem-solving skills while addressing those conflicts.
 - » In fall 2022, 62% of students in doubles or suites completed roommate agreements. Increasing the completed percentage of these agreements is one aspect of our strategy for addressing roommate conflict proactively.
 - » Reach 80% completed roommate and suitemate agreements for fall 2023.



Health and Well-Being Focus

The health and well-being focus provides leadership, strategic vision, and coordination of campuswide programs, services, and operations that promote health and well-being. The units within this focus work to promote student learning around health and wellness and contribute to the university's goal of creating an environment that ensures effective and efficient delivery of innovative health and holistic wellness-related services to the campus community, including implementing appropriate prevention and response strategies for student crises and students of concern, including concerns related to students' basic needs (e.g., financial insecurity and food insecurity). More specifically, the areas within this focus provide students with educational training and outreach about health and wellness in suicide prevention, alcohol and other drugs, sexual health and wellness, spiritual development, physical fitness and nutrition, and healthy relationships.

The associate dean position overseeing this focus has gone through two turnovers this past year, stunting forward momentum on achieving major strategic elements to bolster the health and well-being of our students. We are fortunate to have the new associate dean, a more seasoned higher education professional, overseeing the focus starting October 16, 2023.

Key Performance Indicators, 2022–2023

Please see annual report for unit specific KPIs

Overarching Goals for Health & Well-Being, 2023–2024

- Ramp up the implementation of the Health and Wellness Task Force recommendations centered on building a health campus and community culture, orienting physical and organizational infrastructure to promote health, educating the community on prevention strategies, strengthening comprehensive care and direct services, and knowing the pulse of our community.
- Launch the UWill Teletherapy Platform to ensure that all students can access the services they need when they need them.
- Incorporate health and well-being habits within the holistic advising model for our students.
- Work with students and faculty on maintaining academic excellence as they navigate the impact of student mental health conditions.

Center for Counseling and Personal Growth

The Center for Counseling and Personal Growth (CPG) has been focused on reorganizing the center to better utilize staff areas of expertise, hiring to meet the needs of our diverse community of students, and expanding mental health services through a contract with Uwill. There has been an increase in the number of accepted students for the 2023–2024 academic

year who are neurodiverse and presenting with mental health struggles. To meet these needs, CPG has been restructured to include an assistant director with expertise in providing services to our neurodiverse students and training campus partners to help them understand and meet the needs of these students. An assistant director of outreach programming and crisis intervention position was also created to expand outreach to the campus community to proactively address students' mental health needs and expand services related to addressing student mental health crises on campus. Additionally, CPG has hired an LGBTQIA+ specialist and a diversity specialist. We have also contracted with Uwill to provide a crisis call center for after-hours emergencies, teletherapy, and on-demand mental health programming. Therapy through Uwill will be available via video, phone, chat, and messages with a group of licensed therapists who are culturally diverse and who can be accessed to provide an immediate start for services 24 hours a day, year-round, for students.

CPG has scaled back on our training program in response to student feedback regarding a desire to maintain services with the same clinician from year to year. The number of practicum and intern students has been significantly reduced, and the number of full-time professional staff positions has been expanded to meet this student request.

Key Performance Indicators, 2022–2023

During the 2022–2023 academic year, CPG exceeded national standards regarding the number of direct-service hours provided for students (individual and group therapy) for an institution of Clark's size. CPG therapy services are also utilized by a higher number of students compared with the national average. CPG has also demonstrated attention to serving the needs of our diverse student population. The percentage of BIPOC, LGBTQIA+, international, and first-generation students seen at the counseling center exceeds the overall representation of these groups in the student body. In addition to therapy services, CPG provided several outreach programs and collaborated with campus partners throughout the year to increase CPG's visibility and promote mental health information to students.

- Direct Service
 - » 3,006 students attended sessions at CPG during the 2022–23 academic year.
 - This is compared with the national average of 2,124 attended sessions reported in the most recent survey by the Association for University and College Counseling Center Directors (AUCCCD).
 - » CPG worked with 511 unique therapy clients during the 2022–23 academic year.
 - This is compared with the national average of 395 unique therapy clients for comparably sized institutions, as reported in the most recent survey by AUCCCD.

- Demographics for the 2022–2023 academic year:
 - » 40.3% of the students seen at CPG were BIPOC students.
 - 26% of Clark undergraduate students identify as BIPOC students, according to the 2022–2023 Clark University Common Data Set.
 - » 54.6% of the students seen at CPG identified as LGBTQIA+.
 - Admissions data are not routinely kept on gender and sexual orientation. However, the *Final Report on the Clark University Survey of Campus Culture and Community* completed in 2018 indicated that roughly 32% of Clark students identify as LGBTQIA+.
 - » 21.2% of the students seen at CPG were first-generation students.
 - 15% of Clark undergraduate students identify as first-generation students, according to the 2022–2023 Clark University Common Data Set.
 - » 12.1% of the students seen at CPG were international students.
 - 7% of Clark undergraduate students identify as international students, according to the 2022–2023 Clark University Common Data Set.
- Outreach Presentations
 - » CPG provided 35 outreach programs to the Clark community during the 2022–2023 academic year.
- » CPG will attempt to decrease wait times for initiation of services (from seven business days last year to six days, the national average for institutions our size, during the 2023–2024 academic year).
- **Increase access points for counseling support**
 - » Addition of Uwill
 - Provide up to seven teletherapy services for Clark students annually.
 - Provide immediacy of services.
 - Increase access to culturally diverse groups of counselors.
 - Expand available modalities for therapy.
 - Provide 24/7/365 access to services.
- **Expand outreach programs for students and training opportunities for campus partners regarding mental health**
 - » Increasing outreach programming will provide mental health promotion/ preventative services, reduce the demand for therapy services, and increase counseling center visibility and use for those students who need more standard therapy. We will attempt to implement at least 50 outreach programs for the 2023–2024 academic year (an increase of 43%).

Health Services

Health Services provides care related to health concerns. Staff identify issues and get the information needed to decide on treatment. Services and programs include:

Goals Related to Student Experience, 2023–2024

- **Improve the availability of individual and group therapy services at CPG**
 - » Hiring five professional staff will increase the clinical capacity of the counseling center to meet student needs and decrease wait times for students. CPG has hired a staff clinician/generalist and a staff clinician/LGBTQIA+ specialist for the 2023–2024 academic year. An assistant director of outreach programming and crisis intervention, a staff clinician/diversity specialist, and an additional staff clinician/generalist will be hired.
 - » CPG will attempt to meet or exceed the national average for comparably sized institutions regarding service delivery indicators (2,014 direct-service hours).
- Diagnosis and treatment of acute and subacute episodic illnesses and injuries.
- Ongoing and follow-up care of preexisting chronic conditions such as diabetes, asthma, colitis, etc.
- Diagnostic laboratory testing.
- Contraceptive counseling, emergency contraception, and gynecological services.
- Sexually transmitted disease (STD) health education.
- Immunization to prevent diseases.
- Sports medicine.
- Transgender care.
- HIV/AIDS education.
- Eating disorders and nutrition counseling.
- Smoking cessation.

Key Performance Indicators, 2022–2023

- Health Services had 3,046 visits during the 2022–2023 academic year, compared with 2,613 visits during the 2021–2022 academic year, an increase of 14.2%. (There were 2,546 visits during the 2020–2021 academic year, a 16.4% increase in the past two academic years.) For 2022–2023, broken down by class, 819 were freshmen (26.8%), 385 were sophomores (12.6%), 326 were juniors (10.7%), 431 were seniors (14.1%), and 1,083 were graduate students (35.5%). For the past two years, graduate students have represented the highest number of visits of any Clark population.
- Health Services provided immunization opportunities for incoming undergraduate and graduate students through vaccine clinics and individual visits with the registered nurse, to comply with Massachusetts state law. Annual immunization compliance reported to DPH was 99.6% for undergraduate students, compared with 99.5% the previous year, and 97.7% for graduate students, compared with 97.7% the previous year.
- Health Services coordinates the care of students with parents, public health officials, insurance agencies, laboratories, students' primary care physicians, specialists, counselors/therapists, and hospitals. We referred 112 students for specialty care. Seven students were referred to local emergency rooms for medical care. Health Services provided follow up to 39 students for after-hours medical issues; provided Plan B to six students; and referred 25 students to CPG, allowing for a collaborative mental and physical health approach.

Goals Related to Student Experience, 2023–2024

- Increase patient visits from 3,046 to 3,200 by having more appointment slots; all providers are back to their full sessions, and we increased the nurse's hours from 32 to 40.
- Increase vaccine compliance for undergraduates from 99.6% to 99.9% by working with the Office of Community Standards to create a concrete follow-up plan.
- Increase vaccine compliance for graduate students from 97.7% to 99.0% by working with the Office of Community Standards to create a concrete follow-up plan.
- Additional goals that do not include data gathering but are essential for the student experience include increasing the partnership between Health Services and the Clark community by continuing to become more involved with campus events. Health Services plans to restart eating disorder team meetings, work with student health groups as requested, collaborate more closely with CPG, increase medical services as indicated, improve accessibility for transgender care, and attend/participate in any on-campus health promotion programming.

Wellness Education

The purpose of the Office of Wellness Education is to support students in developing and maintaining their holistic health. In doing so, students can identify and utilize campus resources and be challenged to think about their health in ways they may not have considered previously. We aim to address Clark students' health and wellness needs by collaborating with campus partners and through the Office of Wellness Education's many initiatives.

Our Wellness Ambassadors are trained student leaders who serve as peer advocates and educators. These students are responsible for facilitating wellness events on campus and communicating with their peers to learn their needs — and how Wellness Education can best meet them.

The Wellness Staples initiative allows students to participate actively in their health and well-being by rotating weekly events (e.g., "Walk It Out" Wednesday) that focus on different holistic health areas. Our events also provide opportunities for students to get involved with the Clark community while focusing on wellness. These events include Fresh Check Day, Wellness Day, and Feel Good Finals. A long-term goal of Wellness Education is implementing further recommendations from the Health and Wellness Task Force to improve Clark students' health and well-being.

Goals Related to Student Experience, 2023–2024

During the 2022–2023 academic year, the Office of Wellness Education was largely unstaffed. Wellness Staples events were implemented with the support of other units and the employment of a senior wellness ambassador. With the hiring of the new wellness education director (effective July 2023), the following are the goals and intended outcomes for the 2023–2024 academic year:

- Implement Wellness Staples on campus.
 - » Reestablish wellness initiatives that were popular among students in previous years.
 - » Introduce new wellness initiatives students may be interested in.
- Connect students to health and wellness resources at Clark.
 - » Collaborate and communicate regularly with campus partners and work together to meet student needs.
 - » Reach students through active and passive programming on campus.
 - » Meet students where they are by hosting events and initiatives they can attend and participate in throughout the academic year.
 - » Develop programming that students are interested in.
- Implement recommendations from the Health and Wellness Task Force

Thank You

In closing, the Division of Student Success would like to thank you for your time and support. We are always listening. Please do not hesitate to reach out to us with feedback by contacting success@clarku.edu or (508) 793-7423.

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OFFICE OF THE PROVOST

The Announcement of the Division (August 2022)

August 12, 2022

To Faculty and Staff:

I write to share important news in anticipation of the 2022–23 academic year.

A Record Year for Student Recruitment

First, with great excitement, the University will welcome over 700 new first-year undergraduate students and more than 50 new transfer students for the fall semester. This results from a successful 2022 admissions cycle in which we saw record applications, an acceptance rate of 50%, and a yield above 16% for the first time since 2019.

While this is a record large class for Clark, it is in line with our enrollment goals for this year and reverses lower enrollment trends caused by the impact of the COVID-19 pandemic over the past two years. In fact, with the addition of these incoming students, our total undergraduate enrollment is around 2,350, compared with 2,270 in the pre-pandemic fall of 2019.

In addition to overall enthusiasm about Clark, we are noticing increased attention to programs within the Becker School of Design & Technology, with 90 of our new students indicating an interest in interactive media and design. This could not have been accomplished without the leadership of Meredith Twombly, our vice president of admissions and financial aid, and her entire undergraduate admissions and financial aid team, along with support from all of you.

I'm also excited to share that this is an academically outstanding and diverse class. The mean high school GPA is 3.69, a little higher than the 3.66 average we have seen for the last several years. These students come to us from 34 states and 27 different countries. Twenty-nine percent of our incoming first-year U.S. students are BIPOC, and 19% are the first in their families to attend a four-year college.

There is much to be proud of, and this year's enrollment affirms our broad appeal and distinctive educational offerings.

Establishing a New Division of Student Success

Even with a larger cohort of students, our focus remains on ensuring that every Clark student is supported and able to succeed. To that end, I and other administrative leaders and their teams have begun the process of creating the Division of Student Success, bringing together into one function all of the support services we provide to our

students — drawing from programs that are currently organized under the Dean of the College, the Dean of Students, and University Advancement.

Why the change, and what do we hope to accomplish?

Achieving our vision of excellence compels us to meet the needs and facilitate the success of our increasingly diverse student body. The new division will foster synergy, responsiveness, collaboration, and integration among these units and create a holistic, student-centered approach to student support. It is an exciting initiative that will improve student experience and outcomes. I am grateful to have partnered with Dean Betsy Huang and Dean Kamala Kiem in envisioning this new approach.

Structuring support services more holistically around our students offers several significant benefits:

- Meets students where they are, addressing their individual needs, leveraging their strengths, and focusing on student development and learning.
- Creates inclusive spaces and resources that meet the needs of underrepresented, historically marginalized students.
- Offers all students the type and level of support they need to identify and select the best pathway to achieve their educational and career goals.
- Supports students in achieving their goals through intentional, early development of academic, career, and financial plans.
- Instills confidence that faculty, staff, and administrators are fully invested in our students' success.
- Provides holistic advising to students not only by focusing on their academic needs but also by addressing any situations in their personal lives that may impact their academic success.

This restructuring will lead to improved student outcomes, including student retention and persistence, educational attainment, academic achievement, student advancement, and holistic personal development. It also will further evolve our distinctive Liberal Education and Effective Practice (LEEP) model, engraining it more fundamentally into our core academic offering. All of these are institutional priorities and essential to fulfilling our institutional mission.

Functional Areas Under the New Division of Student Success

Beginning August 17, and throughout the fall semester, we will be working to align the following areas of student support and services, which will be overseen by Dean Kamala Kiem with the new title of Associate Provost for Student Success and Dean of Students:

- Residential Life and Housing
- Community Standards (new)
- Career Connections Center
- Student Employment (new)
- The Navigator Program
- First-Year Academic Success Advisors (new)
- Community Engagement and Volunteering
- Identity, Student Engagement, and Access
- Student Leadership and Programming
- Health Services
- Wellness Education
- Counseling and Personal Growth (CPG)
- Campus Assessment, Response, and Education (CARE)
- Student Accessibility Services
- Strategic Learning Services
- Academic Support
- Writing Center
- Quantitative Skills Center
- Academic Advising Center
- Campus Ambassador Program

Within the division, new and expanded units will facilitate increased support for our students. The Office of Community Standards will oversee student conduct and compliance; the Office of Student Employment will focus on matching students to employment opportunities on campus; and our newly expanded and renamed Office of Identity, Student Engagement, and Access (formerly the Office of Multicultural and First Generation Student Support) will deepen our students' sense of belonging, especially for the BIPOC, first-generation, and LGBTQIA+ communities at Clark.

Intensified effort in support of student health and well-being¹

We also are creating a more concentrated and elevated focus on overall student health and well-being. The resources and programs will be organized under an associate dean of health and well-being, who is charged with ensuring the effective delivery of innovative health and holistic well-being services to our students. I am pleased to share that Dr. Brett Rayford will join us on August 29 to serve in this inaugural position. Dr. Rayford's credentials include a B.A. in psychology and M.A. in counseling and clinical psychology from the University of Cincinnati, a doctorate in clinical psychology from Wright State University, and an MBA in healthcare administration from the University of Hartford. He has served multiple fellowships at Yale University Medical School and is a licensed psychologist.

Last but not least in our efforts to support student well-being is the creation of the First-Year Student Success Advising Unit, which consists of five first-year academic success advisers dedicated to enhancing our first-year students' holistic advising experience and success.

What to expect through the transition

We recognize that the move to a new Division of Student Success is a process that will take time. We will focus on finalizing implementation plans for the fall semester, including creating and engaging a faculty advisory council to help steer this process. The faculty perspective on providing holistic support to students will be crucial as the new division strives to map out its best avenues for success. We have already consulted with faculty leadership, and we plan to reach out to those faculty governance committees already engaged closely with student activities (UAB, Grad Board, CDEI, and CETL) to identify suitable candidates for the advisory board. While the new Division of Student Success will be established effective August 17, we anticipate operations will generally remain as they are now for the fall semester to allow the organizational structure and processes to develop. We expect changes in the student experience to start in spring 2023.

We will provide further details and updates about the new division and the transition process throughout the fall semester.

I once again want to thank Dean Huang, Dean Kiem, and the many others who have been instrumental in the creation of our Division of Student Success. I am confident that together we will deliver an empowering, highly personalized, seamless system of support to bolster success for our Clark students.

Sincerely,



Sebastián Royo
Provost and Vice President for Academic Affairs

¹ Robin Dankovich is new associate dean for health and well-being new associate dean will be starting October 2023.

ClarkNOW Article: The Official Launch of the Division to Students

‘A consistent and authentic level of support’

What should college be—and do—for a student?

The answer to that question is at the heart of the Division of Student Success at Clark University. By bringing together into one function most of the support services and resources provided to students, the Division is focused on ensuring every student is offered the opportunity to find a sense of purpose, cultivate their authentic selves, feel a sense of belonging, foster lifelong connections, and engage in transformational Clark experiences to change the world.

The Division of Student Success incorporates the former Division of Student Affairs, Career Connections Center, and the services that were housed within the offices of the Dean of College: Academic Support, Academic Advising, the Writing Center, Student Accessibility Services, and the Navigator program for first-year students. Faculty advising — offered throughout the academic enterprise—remains an important area of student support, as well.

“Achieving the vision of excellence compels us to meet the needs and facilitate the success of our more diverse student body,” Provost Sebastián Royo told the Clark community in announcing the Division of Student Success last August. “The new division will drive synergy, responsiveness, collaboration, and integration among these units and create a holistic, student-centered approach to student support.”

The Division of Student Success is planning a “Launch Week” of activities from February 13-17, which will help faculty, staff, and students get to know the faces and functions of the new Division and the philosophy behind this new approach.

According to Kamala Kiem, associate provost for student success and dean of students, the creation of the Division of Student Success grew out of conversations last year between Royo, then-Dean of the College Betsy Huang, and Kiem. Royo encouraged the group to think about integrating the ways that students access resources into a more holistic approach. Huang ushered in the new First-Year Success Advising Unit, revamped and improved the Navigator program, and worked with the University to acquire a new relationship management software system to increase engagement with students.

According to Kiem, the Division of Student Success builds on that early momentum as the University works toward ensuring success for its students.

In short, Kiem says, “For our students to be successful we have to operate from a philosophical perspective that their life and their academic learning experiences are equally important. The new Division merges ‘Life + Learning’ into our policies, decision-making, and actions.”

The new Division consists of:

- A reorganized Career Connections Center focused on career education and advising, employer and alumni engagement, internships and experiential learning programs, and assessment/data analytics
- A new First-Year Student Success Advising Unit, which includes five advisors dedicated to enhancing the experience and success of first-year students
- The Office of Community Standards, overseeing student conduct and compliance
- The Office of Student Employment, matching students to employment opportunities on campus
- A newly expanded and renamed Office of Identity, Student Engagement, and Access (formerly the Office of Multicultural and First-Generation Student Support), which will deepen students’ sense of belonging, especially for BIPOC, first-generation, and LGBTQIA+ students
- A more concentrated focus on student health and well-being

In addition, the Division encompasses Residential Life and Housing, Community Engagement and Volunteering, Student Leadership and Programming, and the new Campus Ambassadors program, among other student-facing offices and programs.

“What we are working toward is for students, especially those experiencing challenges, to have a surround-sound experience where services, resources and technology are all interconnected when they reach out for support,” Kiem says. “That way, it

will be easier for our students to navigate and coordinate with staff in different offices, and they always will feel a consistent and authentic level of support.”

This new approach provides all students with the type and level of support they need to identify and select a customized pathway to achieve their educational and career goals.

Kiem will be in the midst of next week’s activities, celebrating the fact that all of the discussions and planning are coming to fruition.

“I am beyond excited and filled with tremendous hope to achieve this highest aspiration for Clark students,” she says, “and to cultivate a holistic experience that inspires every one of our students to discover more about themselves and find their calling, and for every student at Clark to feel love and joy here.

