Division of Student Success Annual Report

CLARK UNIVERSITY

Academic Year 2023–2024

Contents

Welcome

Dear Campus Community:

I am happy to share with you the second annual report for the Division of Student Success. During the past fiscal year—fall 2023 to spring 2024—the division focused on four primary goals:

- **Improve student outcomes.** The division established the office of First-Year and Sophomore-Year Experience to operationalize retention work needed to improve student outcomes. The new office, directed by Wes Boucher, houses the First-Year Success Advisors (FYSAs), delivers holistic advising, and maintains student information that informs our retention efforts in real-time.

- **Bolster career outcomes.** After three searches to fill the new position of associate dean of career planning, Dr. Melisa Alves assumed the role in January 2023. We also gradually increased our internship opportunities. In addition, Dr. Alves prepared the Career Connections Center (CCC) to launch Career Communities (a significant component of the Clark Experience) for students in fall 2024. Further, Dr. Alves focused on increasing student engagement with the CCC. The center established a new LinkedIn page on February 28, 2024; since its launch, the page has gained 569 followers and has received 1,287 views, and its content has over 19,000 organic impressions. The CCC also increased its followers on Instagram by over 120 individuals. The division has created a marketing plan for the office to ensure that we post event information with more advance notice and highlight internship/job opportunities for our student followers. Lastly, the CCC secured two MOUs with Seven Hills and Family Health Center, resulting in 17 internships for students in spring 2024.

- **Enhance academic advising.** The First-Year Success Advisors—who comprise the holistic pre-major advising team—are becoming more seasoned in their roles and responsibilities. However, the unit's launch (a retention effort) created some confusion about the first-year faculty advisors' and the FYSAs' respective purposes and scopes. To help clarify roles and responsibilities, the associate provost for student success, Kamala Kiem, and Kathy Palm Reed, associate professor of psychology, are currently co-chairing the Academic Advising Advisory and Working Group. This group is charged with making recommendations and offering advice to improve students' academic advising experience to, in turn, promote excellence and equity and improve student outcomes. In tandem with these efforts, the Slate Insight Platform, a customer relations management system that facilitates the centralization of student information to inform the advising process, has fully launched among professional advisors within the division.

- **Create easier access to resources.** The division is leveraging the Slate Insight Platform to deliver resources to students.

The communication campaign to onboard students launched, guiding students in completing numerous action items that set them up for success for the fall semester. The division also piloted the use of SMS to deliver key operational processes such as leaves of absence. For fall 2024, the division will focus on perfecting several communication assets, including the student newsletter, What's Happening email, social media accounts, and more.

As the division enters its third year, we intend to center our efforts on the following:

- Improving student outcomes, specifically the first-year retention rate and graduation rate, through tactical and strategic work across campus. There was an uptick in students citing academic fit and financial concerns as primary reasons for departure. The division will take a deeper dive into understanding these trends and work closely with the university to address them.

- Building out the systems and processes for supporting the operationalization of the Clark Experience, such as orienting holistic advising to guide students and delivering on key initiatives, such as Career Communities, Sophomore Summit, and the Co-Curricular Transcript, which focus on DEI/social justice, leadership, career readiness/professional identity, community engagement, and health and well-being.

- Bolstering the student life experience through Student Engagement and Equity, a new core unit designed to build out policies, processes, and overall effective support for our more than 125 clubs and organizations, including the development of club and organization leaders. Additionally, through the work of the Community Living area, the division will focus on implementing community dialogue opportunities to mitigate cancel culture.

- Creating a new core unit, Academic Engagement and Transition, which will give students a more integrated and streamlined holistic advising experience.

I am so grateful to the team that makes up the Division of Student Success and the partnerships we have formed this past year. I am very excited to see how our partnerships continue to strengthen as we seek to meet and exceed our goals.

All the best for the new year!

Sincerely,

Kamala Kiem
Associate Provost for
Student Success

Student Engagement and Belonging

The Student Engagement and Belonging team curates Clark experiences that bolster student learning, meaning making, identity development, and engagement in the greater community. A highly collaborative unit, Student Engagement and Belonging brings people together around the student experience, hosting associate deans' and directors' connections, orientation committee meetings, and senior onboarding committee meetings to support cross-campus collaboration on key student experiences. In 2023–2024, the unit focused on four areas: community engagement and involvement; the newly launched First-Year and Sophomore-Year Experience; student leadership and programming; and identity, student engagement, and access.

The year began strong, reimagining orientation, launching an updated Navigator curriculum, offering transition support through the First-Year Experience Pathways program, and upholding a commitment to hosting more student experience events such as Red Fair, Clark After Dark (through the first 6 weeks), and new Day Trippin' Saturdays, which give students opportunities to explore Worcester and central Massachusetts. The year was highlighted by innovation, intentionality, plan development, national recognition for work, and many instances of campus life truly coming to life. The year also saw an investment in staff, with six division members participating in professional development conferences (e.g., ACPA—College Student Educators International, National Academic Advising Association (NACADA), NASPA—Student Affairs Administrators in Higher Education, First-Generation Student Success, and Campus Compact), team training and community development activities, StrengthsQuest conversations, and completing or beginning advanced degree work.

Key Performance Indicators/Data Points, 2023–2024

- Logged 59,513 attendance records (almost double the number recorded last year) from 3,709 unique users, an 18% increase from 2022–2023, utilizing the Check-In App:
  - These records include signature Clark events, the newly launched First-Year Pathway programming in the first semester, expanded university-sponsored programming, and club events and activities.
  - The records represent 29% of the over 4,280 total events, a more than 10% increase from 2022–2023.
  - The 4,280 events posted in Clark Engage, the platform that collects all student events on campus, represent a 13% increase from 2022–2023.

- The Clark Undergraduate Student Council continued to develop and grow. With more active clubs, the council exhausted its funding allocations supporting the student experience:
  - The council allocated over $800,000, including building Clark traditions into its funding structure.
  - Partnered with graduate student councils on transportation vouchers.
  - Invested in long-term services for students, such as A/V technology in the dining hall, water-filling stations across campus, and enhancements to the Florence Street playground.
  - Had active participation from student representatives throughout the year.
  - Created public comments to advocate for student voice.
  - Updated and approved the council's constitution through a student-body vote.
  - Recognized club achievements.
  - Hosted a referendum question information session for the undergraduate student body, which led to a student referendum with over 30% student voting participation.

- Launched Slate Insight Platform, a comprehensive support dashboard for students:
  - Implemented the onboarding process for both winter 2023 and fall 2024 admits, including over 40 staggered communications from multiple departments, a user-friendly interface for student appointments, meetings, and checklists, and comprehensive information and documented conversations for enhancing student success.

Goals Related to the Student Experience

- Intentionally coordinate and streamline the onboarding experience with a comprehensive first-year experience and transfer experience platform through Navigator, Engage Pathways, First-Year Success Advisors, and the integration of other areas through expanded and timely programmatic offerings.

- Invest in the support and development of club leaders through an updated Engage platform, enhanced student club registration and training processes, leadership development workshops, and alignment of the MOSAIC Collective with Identity Student Engagement & Access (ISEA) to enhance student participation in activities, sense of belonging, and leadership development.

- Build upon programmatic and technological use successes by developing sophomore-specific programming and piloting the Sophomore Summit, expanding the off-boarding process for seniors to include more development and reflection, and piloting the co-curricular transcript for students to help them make meaning of the many opportunities for learning and growth at Clark.

Community Engagement and Volunteering

The Community Engagement and Volunteering (CEV) office supports students, staff, and faculty with engagement in the Worcester community, serving as a conduit for community-based partnerships for the university. CEV connects students to volunteer opportunities and multiple day-of-service activities throughout Worcester, highlights events taking place in Worcester, 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 central Massachusetts.

CEV promotes civic education and voter registration for students, meets with faculty, and hosts 50 events each year that center student engagement with the Worcester community on and off campus, including the annual CEV Fair, which this year engaged over 600 students and 33 community partners—a 27% increase in partner engagement from 2022–2023. This year, CEV's speaker series partnered with Heritage Month programming and coordinated the Food Justice Task Force and a new student food pantry in partnership with Jeremiah's Inn.

Key Performance Indicators/Data Points, 2023–2024

- Hosted the second annual Worcester Spring Break community-service learning program, nearly doubling the number of student participants from 2022–2023. Through this year's theme, "Community Organizing and Civic Engagement in Worcester," participants reflected upon restorative justice and community membership and learned more about Worcester while also interacting and supporting community partners such as Woo-Fridge, the Village, Push Worcester, and Mutual Aid Worcester.

- Expanded the community-based student employment program for work-study students to 29 participants, a 21% increase from 2022–2023. Worked with community partners to increase our commitment to the Main South community, introducing and onboarding new partner sites and continuing professional development opportunities for student employees.

- The Jeremiah's Inn Partnership supported food-security efforts on campus, with over 300 students engaging the food pantry in the first semester of its iteration. CEV also supported an additional six students working at Jeremiah's Inn and expanded support of the food pantry through partnerships with Clark Dining and Harvest Table, as well as by hosting cooking demonstrations for Clark students to explain uses of more traditional New England produce.

Goals Related to the Student Experience

- Coordinate Clark Votes, a cross-campus initiative to increase student voter registration, engagement, participation, and civic engagement more broadly through programming, office hours, and other forms of engagement.

- Continue expanding community-based student employment programs for work-study students, increasing the number of positions offered and enhancing community partner engagement.

- Intentionally build community engagement programming on and off campus to expand attendance by 10% while enhancing student participation in the Worcester community.

First-Year and Sophomore-Year Experience

The office of First-Year and Sophomore-Year Experience (FYSYE) provides students with holistic support and guidance as they navigate their beginnings at Clark. FYSYE facilitates exploration personalized to each student to help them develop skills that promote growth and self-realization. Through international conversation and programming, such as Orientation and Clark Navigator, the goal of FYSYE is to empower students to find their community and take the next steps in their journey. The office was launched in January 2024 and expanded the work of the FYSAs to fully incorporate orientation, Navigator, pathway programming, and summer onboarding with the addition of a director. In 2023–2024, FYSYE fully launched Insight CRM, reimagined peer mentor training and undergraduate orientation, implemented the Navigator curriculum, and launched the First-Year Experience pathway program. This year, relationships with first-year-intensive faculty were enhanced, one-on-one student meetings continued, and programming, including Open Office Hours, registration tabling, and major-exploration week supported student pathway programming and a sense of belonging at Clark.

Key Performance Indicators/Data Points, 2023–2024

- The First-Year Success Advisors had a total of 1,835 individual meetings with first-year students and sophomores, engaging with 87.4% of the first-year class, representing an increase of 16% from 2022–2023 and 35% of the sophomore class, including supporting more than 240 students through the care process.

- FYSYE held over 680 registration meetings were held with incoming students and 106 summer information sessions, with 590 student attendees and over 350 online views.

- The Navigator curriculum was updated to include large-scale programs (e.g., Involvement Fair, CEV Fair, Fresh Check Day, Majors Exploration Fair), staff-led sessions by the FYSAs and the Career Connections Center, multiple student reflections to support meaning making and facilitate student–FYSA interaction, and the pathway program:

  o Student attendance in Navigator increased from 82.1% in 2022–2023 to 89% in the fall semester of 2023 and 84% in the spring semester of 2024.

  o The pathway program had 89% participation in Navigator-included programming, 62% in some programming, and 17.8% full completion of all 10 coded events.

- First-year student feedback highlighted promising trends related to the implemented changes:

  o 79% of students who completed the first-year survey stated that they found the FYSA staff helpful in their growth and transition; this feedback increased 7% from 2022–2023.

  o 80% of students engaging socially on a weekly or daily basis felt a sense of belonging.

  o 90% of socially active students attending weekly or daily events reported better adjustment, fostered through the pathway program.

Goals Related to Student Experience

- Continue to invest in and expand the pathway as part of the First-Year Experience pathway program and Navigator, including increasing the number of programmatic offerings from 384 to 500 and tripling the number of students who have fully completed the programming requirements.

- Build out sophomore programming and increase FYSA–sophomore interaction points to 50% engagement, including enhancing faculty engagement through the major-declaration "handoff" process.

- Increase the FYSA interaction rate with the first-year class to 90%, and increase retention for the first-year and sophomore-year classes holistically.

Identity, Student Engagement, and Access

The office of Identity, Student Engagement, and Access (ISEA) enhances access to community and resources for students to ensure they know they belong and can thrive during their time at Clark. ISEA empowers students holistically by cultivating social and cultural capital and resources for communities that have been systematically and historically underserved, centering race and ethnicity and LGBTQIA+ and first-generation

students. Staff meet with students individually and in small-group settings. ISEA coordinates two pre-orientation programs, provides identity-based support through affinity spaces, hosts the First-Gen Pinning Ceremony, Multicultural Graduation Celebration, and Lavender Graduation, and coordinates programming to support student learning, development, and community building throughout their time at Clark. ISEA is committed to hosting or co-hosting multiple events during Latine/Latinx Heritage Month, Native American/Indigenous People's Month, Black History Month, and Asian American and Pacific Islander and Arab American Heritage Month.

Key Performance Indicators/Data Points, 2023-2024

- Re-launched the Campus Pride Index. The index helps high schools and searching students and families examine Clark's policies, programming, and offerings in support of LGBTQIA+ students, staff, and faculty. ISEA updated services based on work to enhance the LGBTQIA+ experience on campus and increased Clark's score from a 3.5 to a 4.5 out of 5.

- Committed to expanding first-generation student support:

  o Applied to become and was accepted as an institutional member of the Center for First-Generation Student Success's First Scholars Network.

  o Expanded programming, including a first-generation alumni panel.

  o Collaborated with the Dynamy John S. Laws Academy and Upward Bound college access programs.

  o Doubled student registrations for the First-Gen Pinning Ceremony.

- Sustained success with the Men of Color Alliance (MOCA), a student and staff co-facilitated empowering space centering men of color, which averaged 15 student attendees each meeting, three times the number of other affinity spaces and double previous participation and attendance.

Goals Relating to the Student Experience

- Increase non-ACE and Connection student interactions by 10% through ongoing programming, affinity spaces, MOSAIC partnerships, first-generation activities, marketing, and partnerships across campus to support student identity development, community building, and success at Clark.

- Expand first-generation programming and support services through the launch of the First-Gen website, monthly programming, continued support of the affinity space and First-Gen Week activities, First-Gen Pinning Ceremony, and expanded external partnerships.

- Build more comprehensive relationships and support structures for the MOSAIC organizations, including regular one-on-one meetings, participation in the Identity Leadership Retreat, active and functional use of the MOSAIC space, and programming support and collaboration.

Student Leadership and Programming

Student Leadership and Programming (SLP) promotes personal growth, leadership development, and interpersonal connection within the context of positive and engaging co-curricular experiences. SLP works closely with student leaders, clubs, and organizations in planning and implementing a wide variety of activities, leadership programs, and learning opportunities that directly support both students' interests and the values of Clark University, including club finances (with the addition of club sport finances this year). The office staffs the University Center (UC) Information Desk, providing critical services to the campus, including move-in bins, programming supplies, meal cards, and key sign out. Throughout most of the year, SLP operated at half-staff capacity but, even so, continued to center the student experience, expanding programmatic offerings, deepening engagement in signature Clark events (i.e., International Gala, Spree Day, Late Night Breakfast, and Senior Week), developing new ongoing programming (i.e., Clark After Dark, Day Trippin', and Late Night), and continuing to support clubs through development, training, and programming.

Key Performance Indicators/Data Points, 2023–2024

- Over 4,000 unique students were active in the ClarkEngage platform, including 2,322 undergraduate students and over 1,640 graduate students, representing an average adoption rate of 98.1% for undergraduate students and 82.5% for graduate students.

- New staff-initiated programming successes: The extension of the beloved Clark After Dark, a community development and social program on campus, into the first 6 weeks of the semester was highly successful. Events were hosted on Friday nights and Saturdays during the day and evening. Attendance averaged 80 participants at each event, with over 100 or more for collaborations such as A Night of Glitz & Glam Drag Show, "Pet Fish" adoption, Black Light Mini Golf, and Latinx/e Heritage Month's ¡Fiesta! The newly launched Day Trippin' events provided students off-campus programming opportunities, with over 155 students participating in apple picking at Tougas Farm and 50 students attending a Woo Sox game.

- 198 students applied for 97 student leader positions—including resident advisor, peer mentor, and ACE/Connections mentor—via the common application process, a 9% increase from 2022–2023. The process includes information sessions, an online application, individual interviews, group-process interviews, and multifaceted leader training for selected students in

April, over the summer, and August, as well as ongoing professional staff supervision throughout the student's leadership role.

- o The applicant pool represented multiple class years: 31% of applicants were juniors (an increase from 2022–2023), 35% were sophomores, and 30% were first-year students. Of the students hired, 36% were juniors, 36% sophomores, and 23% first-year students.

- o The student leader process and program continue to be a career development opportunity for students, supporting their academic success and providing additional financial support. In 2023–2024, 29% of hired students identified as first-generation college students, representing an 8.5% increase. 26% of students hired were Pell-eligible, which is nearly a 10% increase from last year.

- o Committed to inclusion, the process saw an increase in diversity of the incoming cohort of student leaders. The demographics of hired students were as follows: 14% Asian, 17% Black, 19% Hispanic, 7% international, 6% two or more races, and 37% white.

- Supported the creation and recognition of 30 new or reactivated student organizations, including both undergraduate and graduate student clubs.

Goals Related to Student Experience

- Launch Clark Engage finances for clubs, including a streamlined process for all club leaders to access budgets, spend funds, and build financial literacy. Build a baseline of transaction numbers and finances for undergraduate student organizations.

- Build upon recent successes of Clark's new and treasured traditions and staff-developed programming, including re-launching comprehensive Welcome Week programming, enhancing the Clark University Student Council's Halloweekend, and institutionalizing Late Night. Continue to focus on increasing attendance and participation and program intentionality in Involvement Fairs, Spree Day, International Gala, Late Night Breakfasts, and Clark After Dark.

- Create a leadership pathway program, expanding the Emerging Leaders Institute and the Identity Leadership Retreat to engage more students in leadership development while enhancing club leader training through workshops, day-long trainings, and the online Canvas site.

Health and Well-Being

The Health and Well-Being unit within the Division of Student Success aims to continue developing and championing holistic approaches to promoting a campus culture of positive health and wellness for all students. The goal is to not only provide support when students need it, but also build healthy habits and behaviors as a skillset for serving students' self-actualization and well-being long after they depart campus. The focus includes improvements in supportive services for both physical and mental health, with a new emphasis on long-term proactive and upstream strategies for improving the well-being of the greater campus community.

Key Performance Indicators/Data Points, 2023–2024

- Student thriving metrics:

  o 32% of Clark students indicate positive mental health and are deemed flourishing, which is significantly lower than peer institutions (41%) (Diener Flourishing Scale).

- Student sense of belonging and loneliness:

  o Undergraduate students:
  While Clark students compare similarly to peers on reported areas of loneliness in extremes (hardly ever and often), there are differences in the middle ground of the percentage of students who report some of the time.

  - "How often do you feel isolated from others?": Clark, 48%, versus peers, 43%

  - "How often do you feel left out?": Clark, 52%, versus peers, 47%

  - "How often do you feel you lack companionship?" Clark, 48%, versus peers, 44%

- Student attrition related to health and well-being:

  o Data indicate that over the last five cohorts, attrition related to mental and physical health represents 20% of all students departing Clark.

Goals Related to Student Experience

- Re-orient services and resources toward upstream interventions for a more proactive strategy for improving well-being.

- Establish an evidence-based data collection cycle to understand Clark students' health and well-being status as a means of ongoing quality improvement and innovation through campus-wide initiatives, interventions, and programming.

- Improve students' thriving campus-wide and reduce incidents of self-harm behaviors.

- Continue to evaluate and re-imagine recommendations from the Health and Wellness Task Force report and move toward building an infrastructure to establish Clark as a health-promoting university.

Wellness Education

Well-being is an optimal and dynamic state that allows people to reach their full potential. Therefore, Wellness Education focuses on helping Clark students explore the various dimensions of wellness and craft a life full of practices and health-seeking behaviors to reach this state of thriving. Through the development of rich wellness events, activities, and education, the Wellness Education team works to engage the campus community in health promotion efforts that build competence, confidence, and, ultimately, resilience.

Our peer leaders, known as wellness ambassadors, comprise the backbone of the office as they facilitate and lead many wellness activities across campus. This past year, they had a direct impact on developing Clark After Dark, an event at which students build self-care kits and engage in the resources offered by the office. In addition, the group also provided alcohol education resources and handed out water and hydration packets to students participating in Halloweekend festivities, which are generally associated with increased alcohol consumption. Finally, the ambassadors championed a body positivity day by partnering with Southern Smash; at the event, students smashed scales, shared positive affirmations with their campus community, and educated the campus about eating disorders and the importance of self-love.

The Wellness Education office also champions weekly wellness staples for engaging the campus community in physical activities to support their well-being. Events include yoga, Walk-It-Out Wednesday, and personal fitness training classes. Other annual events are also supported by the team, including Fresh Check Day, Spring Wellness Day, and Feel-Good Finals, which encourage balance and stress-busting programming as students prepare for finals each semester.

Key Performance Indicators/Data Points, 2023–2024

- Student participation in wellness events and programming: Nearly 800 students attended 38 wellness events.

- Engagement in Fresh Check Day: 603 student participants engaged in 10 interactive booths.

- Engagement in the Sixth Annual Wellness Day, during which 34 separate events and 718 student check-ins were recorded and over 850 students were served by the food trucks.

Goals Related to the Student Experience

- Convert the wellness ambassador position from a volunteer to a compensated role by providing an educational award to those engaged in this work.

- Significantly increase wellness offerings over the academic year and ensure broad coverage of all dimensions of the "wellness wheel" that are tailored to campus needs based on student outcome and survey data.

- Improve marketing and cross-promotion efforts with various campus partners within the division and across the university to double engagement in programming offerings.

- Build programming that engages campus partners and meets students where they are.

- Develop metrics in the following areas:

  o Knowledge and usage of and satisfaction with Health and Well-Being services.

  o Diversity and quantity of wellness education programs and events.

  o Positive outcomes for students engaged in upstream programming and interventions (Behavioral Intervention Team [BIT]/CARE).

  o Faculty confidence and utilization of BIT/CARE network.

Center for Counseling and Professional Growth

The Center for Counseling and Personal Growth (CPG) meets a vital campus need in supporting the large, diverse at-risk student populations who are attracted to the welcoming and supportive Clark community. Generally, utilization of CPG services by at-risk populations outpaces their overall campus representation. This year, the LGBTQIA+ population represented 58% of all CPG sessions, while 43% of all sessions were attended by those identifying as BIPOC. Recent changes to the organizational structure and a focus on hiring staff with expertise in these areas likely bolstered accessibility to meet the needs of these populations. An LGBTQIA+ specialist joined the team in August 2023, and a second diversity specialist rounded out the CPG's clinician group beginning in December 2023.

Although student utilization of our tele-therapy partner Uwill was slow, given our quick implementation of the service for fall 2023, a stronger marketing plan in the spring led to a surge in student registrations. In total, over 234 individual student sessions were conducted to address anxiety (40%), depression (33%), stress (35%), and a variety of other primary, student-identified areas of need. In addition to therapy, Uwill provided crisis call support and offered several online wellness programs, including the following most utilized areas: conflict management, self-confidence, grounding practice, perfectionism, and study-skill support.

Key Performance Indicators/Data Points, 2023–2024

- Use of CPG services by at-risk populations outpaced their overall campus representation. The LGBTQIA+ population represented 58% of all CPG sessions conducted, while 43% of all sessions were attended by those identifying as BIPOC.

- In total, over 234 individual student sessions were conducted to address anxiety (40%), depression (33%), stress (35%), and a variety of other primary, student-identified areas of need. (Source: Center for Collegiate Mental Health intake assessment data).

- Length of wait times for CPG sessions and the utilization of Uwill tele-therapy for interim support, when indicated.

  o 83% of Clark students were aware of resources for supporting mental health should they need assistance; however, only 41% of all students indicated they would seek support from a professional clinician.

    ▪ Students preferred to seek support from friends (55%) or family members (52%); this was also cited as the second most significant barrier to help-seeking for mental health issues, with time ranking first and financial concerns ranking third.

  o 44% of Clark students used CPG services, significantly outpacing national benchmarks (32%).

  o Of those students utilizing CPG services, only 71% were satisfied with services (compared with 87% of national peers).

- To improve CPG satisfaction, the following measures are now in place:

  o All new students are processed via a triage system: They meet with a counselor for a 15-minute Zoom or in-person meeting to gather the nature of their concerns and match them with a counselor who best meets their needs.

  o CPG added a diversity specialist who began in December.

  o CPG is now open when the university is open over shoulder periods and breaks.

  o CPG is working to isolate quality concerns with a new satisfaction survey for all students engaging in services in the 2024–2025 academic year.

Goals Related to the Student Experience

- Increase awareness and double students' engagement and usage of the Uwill platform.

- Increase outreach programming and education on campus about gatekeeper training and how to support students with behavioral concerns and emergent crises.

- Implement a formal collection of client satisfaction outcomes.

- Leverage student wellness outcome data from CPG systems to ensure program effectiveness.

Health Services

The Clark University Health Services team aims to provide excellent primary care support to our students as a bridge to their health care needs while away from home. The team consists of a group of clinicians contracting with the UMass Memorial Medical Group. This longstanding partnership has a dedicated location on campus that serves the student population directly and provides access to a rich network of specialists at their local teaching hospital.

Key achievements this year included some service improvements and implementation of harm-reduction measures. An increased number of students enjoyed the benefits of shipping medications to Health Services to address storage needs and improve students' access to vital prescriptions. In addition, fentanyl test strips and Narcan are now available to students through the collaboration of Health Services, Community Engagement, and Wellness Education. Health Services also worked with Access Health MA to acquire resources to reduce the risk of HIV transmission both before and after possible exposures.

Regarding daily support of students and their health, the team works directly with students to identify issues and forge a treatment plan. Some of the top supports this past year included the following:

- Diagnosis and treatment of acute and subacute episodic illnesses and injuries.

- Ongoing and follow-up care for preexisting chronic conditions.

- Diagnostic laboratory testing.

- Contraceptive counseling, emergency contraception, and gynecological services.

- Sexually transmitted disease (STD) health education.

- Immunization to prevent diseases.

- Sports medicine.

- Transgender care.

- Eating disorder and nutrition counseling.

- Smoking cessation.

Key Performance Indicators/Data Points, 2023–2024

- Overall engagement and utilization of health services by all students represented an 11% increase in the number of visits compared with the 2022–2023 academic year.

- Minimized wait times (10 minutes or less, and most were seen within 2 business days) and maintained high levels of student satisfaction (91.5%) with services.

- Increased access to services and served a broad campus demographic (nearly 48% graduate students, 18% first-years, 16% sophomores, 16% juniors, and 8% seniors).

- 100% immunization rate for all students to meet state regulations.

Goals Related to the Student Experience

- Implement a formal patient satisfaction feedback loop to ensure a climate of supportive and inclusive care.

- Improve collaboration with other health-promotion entities across campus and implement community education events to address student needs.

Summary

Students with mental health issues are two times more likely than their national peers to leave higher education, according to long-term data obtained by Healthy Minds. Increasing the availability of evidence-based services and preventative programs can reduce this risk and increase student retention. By investing in increased and more convenient hours and an improved triage process to get more students in the pipeline faster and increasing the marketing of Uwill, social media, and wellness ambassadors promoting resources and support, we hope to expand to an additional 450 students. With this increase, which is about half the number of Clark students with currently untreated mental health problems, we could potentially retain an additional 12 students who would have departed without graduating.[1,2] This commitment to and investment in health and well-being could save the university significant tuition revenue and improve the Clark experience and life trajectory of a large cohort of struggling students.

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1 Health Minds Survey—Clark University dataset 2023–2024.
2 STAIR data: 13% attrition and 20% of all leavers report mental health concerns (450*.13*.2).

Career Development

Career Connections Center

The Career Connections Center (CCC) offers students opportunities to explore, participate in, and reflect on their career readiness. 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 beyond graduation. The CCC 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, and (4) connect and engage with members of the Clark community, including alumni, employers, and community partners, through professional networking. Through one-on-one advising, workshops, educational series, employer and alumni engagement, classroom visits, and resources available at the CCC, students are supported at all stages of their career development at Clark and as recent alumni.

Key Performance Indicators/Data Points, 2023–2024

- Increased student appointments by 22%.

- Increased the number of employer recruitment visits by 15%.

- The Career Connections Cash program disbursed a total of $6,202 to students—an increase of 110% from FY 2022–2023.

- Yielded a 33% increase in the number of students (34) funded with Atupem, Barth, and ClarkCONNECT internship funds for summer 2024.

- Secured two MOUs with Seven Hills and Family Health Center, resulting in 17 internships for students in spring 2024.

- Developed a new internship reporting process that yielded 57 fall 2023 and spring 2024 internships reports.

Goals Related to the Student Experience

- Increase the number of students participating in study-away programs by 50%.

- Increase Academic Internship Program applications by 10%.

- Increase undergraduate student participation at employer pop-ups, career treks, and career fairs by 20%.

- Host/co-host six career treks to employer sites, one for each career community.

- Increase the number of employers hosting on-campus interviews, drop-in hours, and information sessions with students.

- Begin administering the STRONG Career Interest Inventory to students; aim for 75 students to utilize the inventory.

- Establish five new MOUs with companies and organizations who are interested in building a partnership with Clark University.

- Increase classroom visits by 50%.

- Increase digital engagement across platforms: ClarkCONNECT, 5% increase in new accounts; LinkedIn, 40% increase in followers; Instagram, 10% increase.

- Increase first destination response rate to 92%. The first destination survey collects information about recent graduates' post-graduation outcomes. Outcomes include information about employment, continuing education, whether students are still seeking employment or further education, and salary information.

Summary

Overall, the CCC saw increases and enhancements across the various functional areas. In 2023–2024, the center hosted and engaged with more employer partners, increased the number of students supported through opportunity funding, and saw an increase in digital engagement and student appointments compared with the previous year. The CCC aims to continue increasing student engagement through appointments, workshops/classroom visits, internship reporting, digital engagement, and participation in employer-related events, and to increase the number of graduating seniors reporting career outcomes. To do this, the center is launching Career Communities, offering a new career assessment tool, and creating a strategic plan for supporting graduating seniors. We plan to host more employers on campus and to offer more opportunities for students to visit employer sites through career treks. We aim to expand our Spring Career Fair by partnering with the graduate schools to host the fair in the Kneller Gym, which will allow us to engage with more employer partners that support both undergraduate and graduate students. This past spring, we adopted a new marketing strategy that we plan to continue into the new academic year to provide constant and consistent digital outreach to students about internship/job opportunities, programming, student/alumni/employer highlights, and our services and resources.

Student Employment

On-campus jobs provide students with invaluable opportunities to gain practical experience, develop professional skills, and contribute to the university community. The office of Student Employment educates students about best practices for searching for a job, supports them through onboarding procedures, and helps them learn how to succeed in their jobs by coaching them on career readiness. The office also assists departments across campus with hiring students and providing enriching work experience.

Key Performance Indicators/Data Points, 2023–2024

- Aimed to shorten the average and median number of days to onboard students to 14 (average) and 10 (median). We shortened the average to 13.4 and the median number of days to 10.

- Aimed to increase the percentage of federal work-study (FWS) students who apply for and secure jobs from 50% to 60%. We increased the number of FWS students applying for and securing jobs to 54%, since we met with some resistance from hiring managers.

- Aimed to increase the percentage of undergraduate students employed to 40%. For this year, 32% of undergraduates were employed.

- Reached our goal of increasing student advising appointments to 100 unique students.

- Aimed to increase the number of followers to 750 and reach 4,500 individuals on the student employment Instagram account. We surpassed our goal and ended the year with 988 followers and a 4,900-individual reach.

Goals Related to the Student Experience

- Develop a new webpage for incoming PhD students to support a smooth onboarding process.

- Increase the number of unique student-advising appointments by 30%.

- Increase the percentage of undergraduate students who are employed from 32% to 35%.

- Increase the percentage of first-year students with FWS who apply for and secure jobs.

- Decrease the average and median number of days it takes to onboard students.

- Increase the number of followers from 988 to 1,200 and the reach from 4,900 to 5,000 individuals on the student employment Instagram page.

- Establish a mandatory student employee orientation.

- Participate in the new graduate union contract development process.

Summary

The office of Student Employment completed the final step of centralizing its services by taking over graduate student onboarding and hiring in late fall 2023, ensuring that students, faculty, and staff have a streamlined, more efficient experience. This involved significant software and process implementation as well as training for colleagues from more than 70 departments on campus. In addition, we increased the unique number of students employed on campus, the number of employed work-study students, and the number of student appointments.

Community Living

Community Living works collaboratively to provide holistic support for Clark students' experience, success, and well-being. The three functional areas—Community Standards, Residential Life and Housing, and the Off-Campus Life and Campus Ambassadors Program—work harmoniously to cater to the student community's diverse needs. These three areas work closely with the students to help them develop a sense of belonging both on and off campus. Part of their responsibility is ensuring that students' rights and institutional values are followed and respected. By seamlessly integrating these three functional areas, Community Living offers a comprehensive support system that addresses every aspect of students' lives. Our team is here whether a student seeks assistance with housing arrangements, guidance on campus policies, or a friendly face to help them find their way around. This academic year, we achieved many goals, including maintaining and improving compliance rates, and creating support for commuters and off-campus students.

- **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 address 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. Through community dialogue, this office allows students to engage in meaningful conversation about their differences and similarities to yield a meaningful experience.

- **Office of Residential Life and Housing:** Our dedicated team ensures that 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, this office strives to create a welcoming home-away-from-home for all students.

- **Off-Campus Life and Campus Ambassadors:** Campus ambassadors serve as peer mentors and guides, helping students, faculty, and staff navigate campus resources and acclimate to Clark University. Their support fosters a sense of belonging and helps newcomers and visitors on the campus. Ambassadors work closely with international students to secure housing off campus and support their transition to the Clark community. This office supports commuter students' lives and transportation services. The Campus Ambassadors Program enhances the safety of everyone on campus; their swift approach and dedication to excellence ensure that campus safety is prioritized.

Office of Community Standards

The office of Community Standards plays a vital role in fostering a safe and inclusive environment for all students. By prioritizing students' rights, sense of belonging, and voices, the office contributes to a positive educational atmosphere. Utilizing a student code of conduct helps establish clear expectations and responsibilities for students. Emphasizing restorative practice focuses on repairing harm, building understanding, and nurturing relationships among those affected by violations. For instance, overseeing compliance with Get Inclusive, Health, and Know Your Students codes demonstrates a comprehensive commitment to well-being and safety. By incorporating restorative practices in addressing non-compliance, the institution highlights its dedication to education and personal growth, benefiting individuals and the campus community. It is essential to communicate and implement sanctions that align with community standards within the campus community to promote trust and accountability.

Last year, the university achieved its objective of ensuring that the majority of the student body completed their required health compliance and familiarized themselves with Clark's policy and protocol modules. This achievement was pivotal to maintaining the campus community's safety and ensuring adherence to essential policies. Significant updates were also made to the policy and protocol modules to ensure alignment with institutional values and best practices. The goal for this year is to create opportunities for students to engage in meaningful dialogues that enhance their understanding of institutional policies. Introducing the new Peer Accountability Board program will facilitate regular on-campus discussions to promote accountability among students. The innovative restorative program encourages students to participate in constructive and healthy conversations within the campus community.

Key Performance Indicators/Data Points, 2023–2024

- A total of 467 unique cases were filed during the 2023–2024 academic year. Cases mainly involved the following: alcohol violations, fire hazards, and cannabis.

- 93 alcohol-related cases were completed, representing approximately 55.69% of the total. For cannabis violations, 24 of the 32 reported cases were resolved, representing a 75% case-closed completion rate. The rest are pending closure.

- Community Standards received 28 individual bias-incident reports. Of these, 22, or about 78.57% of the total cases, were closed. The rest are pending closure.

- The office achieved a compliance completion rate of 95% or higher for the Get Inclusive modules by the spring semester. This included constant email reminders and manually removing individual holds on students' accounts every time a student completed their module. In total, 2,000 students' cases went through the hold-removal process.

Goals Related to Student Experience

- Encourage more dialogue among students during times of difference or challenge by using the weekly Peer Accountability Board to help them understand and interpret policies. Through these dialogues, the goal is to reduce the number of policy violations regarding bias reports, alcohol, and cannabis use.

- Develop a monthly meeting with conduct officers to ensure that cases are closed in a timely manner.

- Achieve 100% completion of the Get Inclusive module before the beginning of course registration.

Residential Life and Housing

Between our two functional areas, housing operations and residential education, Residential Life and Housing (RLH) creates accessible physical spaces, inclusive communities, and leadership and advocacy development opportunities. The office is guided by the principle that the residential community at

Clark University provides a transformative experience through which students cultivate their sense of self, build meaningful community, explore the dimensions of wellness, and are empowered to impact the world positively. Our curriculum centers on four goals: self-exploration, whereby students identify a sense of self by exploring interests and abilities as well as establishing individual values, ethics, and beliefs; well-being, whereby students define and seek balance within their wellness wheel while striving for positive well-being; community engagement, whereby students build positive, meaningful relationships that foster inclusive, empathetic, and supportive communities; and global citizenship, whereby students develop the skills to live independently while committing themselves to explore ways they can have a positive social impact.

RLH employs several returning students living in campus housing to make up for the number of first-year students staying on campus. We use methods like "cougar chats" and assistance from resident assistants (RAs) and community directors (CDs) to address student concerns and decrease the likelihood of returning students not choosing to live off campus after their mandatory 2-year housing requirements. RLH aims to boost housing occupancy and student satisfaction by prioritizing student retention rates, implementing support methods, and improving the housing application process. These initiatives guarantee that housing continues to support the student journey, catering to requirements and future expectations.

Key Performance Indicators/Data Points, 2023–2024

- **Housing occupancy:** Fall occupancy was 106%; spring occupancy, 96%. This was Clark's second year of being over capacity. With expanded spaces on campus, we managed to remain at nearly 100% occupancy throughout the 2023-2024 academic year.

- **Intentional conversations:** 30% of students participated in at least one intentional conversation. However, this percentage was 50% lower than we had hoped, resulting in reflection on and reevaluation of the goal, purpose, and execution of intentional conversations.

Goals Related to Student Experience

- **Intentional conversations**

  o During the fall, we will train RAs on expectations for utilizing tracking sheets, how to create space for active conversations, and restorative practices. We believe this will give RAs stronger skills in active listening and conflict management.

  o We will establish check-in points for the CDs midway through each intentional conversation cycle to ensure that we are on track to achieve our numbers as close to 100% as possible.

  o Using CARE/Insight, we will identify high-risk students and prioritize those conversations.

- **Programming**
    - Design a programming plan for the entire academic year.
    - In partnership with other offices/resources, create canned or predesigned programs and bulletin boards, which will allow RAs to focus their energies on engaging the programs rather than being the content developers.
    - RLH will design specific strategies for each area. For example, programs will highlight learning strategies around career development in sophomore areas. This will help expand scaffolded learning in the community.
- **Housing occupancy**
    - Proactively reach out to students returning from a leave of absence to help them explore their options for living on campus. The more returning students we can assist on campus, the better we will be set up throughout the fall.
    - **Returning student housing applications:** We have had two incredible years for returning student housing application numbers. We expect our percentages of returning students seeking housing to continue to rise, but with a smaller first-year class, we must ensure that we retain as many students as possible.

Off-Campus Life and Campus Ambassadors

This office is responsible for managing the experiences of commuter and off-campus students. Its primary objective is to accentuate various aspects of student life, including transportation, accessibility, community engagement, and the overall satisfaction of our commuter and off-campus student population. The overarching aim is to cultivate a conducive and supportive environment for students who commute or reside off campus. This encompasses focusing on transportation, encouraging student participation in the community, and ensuring that they are content with their off-campus accommodations and the support services offered by the university. By thoroughly examining every facet of the student experience, this comprehensive approach contributes to fostering an inclusive and supportive campus atmosphere. We evaluate the level of involvement in and feedback about community activities for students residing off campus or commuting.

Overseeing the Campus Ambassadors Program is another key responsibility of this office. The program supported various departments' programming initiatives throughout the academic year. Our diligent support helped students, faculty, and staff access their rooms or buildings during lockouts. Additionally,

we organized a series of programs during academic breaks to support students who could not return home. Thanks to these efforts, Clark University continues offering student services during university closures. To further improve our services and ensure exceptional customer service, program staff underwent comprehensive training before the students returned to campus. We utilized data from the previous semester to enhance our efficiency, including purchasing a locked key box for the staff.

Key Performance Indicators/Data Points, 2023–2024

- **Lockout requests:** From fall 2023 to spring 2024, there were a total of 780 lockout requests. While data for master-key usage in fall 2023 are unavailable, in spring 2024, keys were signed out 276 times. Therefore, the total number of times master keys were used during the academic year stands at 276.
- Rounds and check-ins: Campus ambassadors completed a remarkable number of rounds and check-ins throughout the year. In fall 2023, they conducted 11,062 check-ins, while spring 2024 saw 10,702 check-ins, bringing the annual total to 21,764.
- **Event requests:** During the 2023–2024 academic year, there were 315 requests for campus ambassadors to assist with check-ins via the Core app.
- **Property owners and off-campus housing:** There was a significant rise in property owners engaging with the university for off-campus student housing. In fall 2023, 18 property owners were involved, which increased to 48 by spring 2024. This growth contributed to more students utilizing community living resources to secure safe housing options.

Goals Related to Student Experience

Since this is a new office, there are no data regarding the goals for this academic year. However, tools have been developed to collect these data and will be reported at the end of this academic year (2024–2025).

- Achieve a high satisfaction rate among students regarding transportation services by the end of the academic year.
- Achieve high off-campus and commuter student participation in institution-organized community events.
- Achieve a high satisfaction rate among commuter students regarding support services by the end of the academic year.
- Achieve a high satisfaction rate for off-campus housing among students by the end of the academic year.

Inclusive Academic Excellence

The goal of Inclusive Academic Excellence is to provide supportive student services and interventions, including academic advising, student accessibility services (SAS), tutoring, Strategic Learning Services (SLS), and CARE/student support, to collectively provide proactive, targeted, structured, and responsive supports that holistically foster and reinforce our inclusive academic excellence values while helping students make progress toward their academic and personal goals.

Key Performance Indicators/Data Points, 2023–2024

- Reviewed and revised the academic probation handbook and created an academic recovery plan and programming to assist students who are placed on academic probation. The intent is to provide additional skills and knowledge to help students limit the amount of time they remain on academic probation and increase their cumulative GPA.

- Created a care case manager's manual in alignment with the National Association for Behavioral Intervention and Threat Assessment (NABITA) to help case managers understand policies and procedures when working with students through the care team system. The intent is to help decrease the length of time cases are open before closing the loop, improve collaboration with campus stakeholders, and decrease the number of care reports for each individual student.

- The Academic Advising Center (AAC) created a transfer pathway for students that will be implemented this fall. The purpose of the pathway is to help transfer students attending Clark become familiar with curricular and co-curricular offerings on and off campus, as well as opportunities to integrate into the Worcester community. The pathway will also assist transfer students in developing a sense of belonging and acceptance in the Clark community.

- During FY 2023–2024, Student Accessibility Services served more than 700 students who required medical/academic/housing accommodations. This continues to show an average 10% increase per year for student utilization in this area.

- SAS implemented Accommodate software to manage students' accommodations.

- From fall 2023 through spring 2024, 750 hours of tutoring were provided to students, allowing for 922 tutoring appointments with 174 unique students. This represents an 8% increase in tutoring hours and an 8.3% increase in tutoring appointments for the same number of students, demonstrating an increase in the number of times a student returns to the tutoring center for assistance.

- Implemented an Academic Advising Task Force to standardize the academic advising experience and ensure clarity of roles and responsibilities.

- Created a holistic advising model for all advisors.

Goals Related to Student Experience

- Within Academic Support and Care, implement a more student-centered approach that decreases the need for frequent interventions and the filing of multiple care reports by the campus community.

- Continue to flesh out the holistic advising model for all advisors, with input from the Undergraduate Academic Board (UAB).

- Create a transfer pathway within the AAC for all incoming transfer students, effective fall 2024.

- Create ways to measure student satisfaction as a result of meeting with the AAC.

- Increase utilization of Accommodate to improve the efficiency and accuracy of documentation, notes, testing, and appointments, streamlining services for students.

- The AAC will utilize Insight for scheduling appointments, documenting meetings, and closing the loop with campus partners.

Academic Advising Center

The Academic Advising Center is one of the many resources within the Division of Student Success. The AAC provides professional academic advising to all undergraduate students to help them identify their interests, choose a major, and fulfill graduation requirements. The AAC supports students in other academic-related matters, such as providing additional support around academic policies and procedures, transferring credits from other institutions, and acting as student success advisors to students on academic probation.

Key Performance Indicators/Data Points, 2023–2024

- Academic Advising carries an average of 40–50 advisees per semester and approximately 20 advisees during the summer. The AAC has 900-plus meetings with students per year.

- Academic Advising has identified/modified several policies and procedures for a more holistic approach to working with students.

- Academic Advising has implemented ways to measure the success of their meetings with students they serve semester to semester.

- Academic Advising now utilizes Insight to capture data and schedule appointments with students. This helps target students who may need additional support or who do not respond to outreach, and its assists in closing the loop with students and campus partners.

Goals Related to Student Experience

- Academic Advising will capture data from 75% of students attending AAC meetings to ensure service delivery satisfaction.

- During the Majors Fair, AAC will introduce students to departments/majors available at Clark and explain how to declare a major, minor, or concentration. The AAC would like to see a 10% increase in the number of students declaring a major after the Majors Fair.

- Provide monthly information to students to assist them in meeting their academic needs. The AAC would like to see a 10% increase in students proactively meeting their advising needs.

- A transfer pathway will be available to all transfer students entering Clark in the fall. The goal is for 50% of transfer students to participate in the pathway programming.

Academic Support and Care

The office of Academic Support and Care comprises staff who provide students with the support and care they need when facing challenges that impact their academic and social well-being. Our resources include, but are not limited to, tutoring support, one-to-one academic coaching, one-to-one staff support and advocacy, advising for students on academic probation, determining emergency funding awards, and assisting students who may need to take a leave of absence during the semester. Academic Support and Care centers on relationship building, empathy, equity, and access as crucial tenets for supporting, retaining, and graduating students.

Key Performance Indicators/Data Points, 2023–2024

- 485 emergency funding and 686 swipe-out hunger requests from fall 2023 through spring 2024 compared with a total of 296 requests for FY 2022–2023.

- From fall 2023 through spring 2024, 750 hours of tutoring were provided to students, allowing for 922 tutoring appointments with 174 unique students. This represents an 8% increase in tutoring hours and an 8.3% increase in tutoring appointments for the same number of students, demonstrating an increase in the number of times a student returns to the tutoring center for assistance.

- This was the first year that tutoring added new subject supports, such as Japanese and physics, and increased support to meet demand by adding additional tutors for intro-level courses with increased enrollment such as

math and economics. In spring 2023, 78 unique students utilized 350 appointments . For spring 2024, we had 474 appointments with 107 unique students (utilizing academic supports increased), 53 of whom were first-year students. This represents a 7.4% utilization of tutoring support.

- 1,569 care reports were submitted during the 2023–2024 academic year versus 1,852 for 2022–2023; however, the mid-semester report for spring 2024 was fed through SLATE, not Advocate, so the number of care reports is higher than what is listed for this year. There were 851 unique students of concern.

Goals Related to Student Experience

- 90% utilization of Advocate/NABITA rubric for documentation of care case management.

- 50% decrease in each unique student repeatedly needing care support.

- 30% increase in student utilization in the Tutoring Center.

Strategic Learning Services

The Strategic Learning Services (SLS) program helps students meet needs around executive functioning, often in the form of 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 both academically and socially in a fulfilling semester at Clark. Students participating in the program often work with their coach for two to three semesters, though other individuals may continue working with their coach throughout their time at Clark. This program gives students access to professionals who can help them prepare for their college journey by providing resources that enable the student to explore, grow, and develop so that, once they leave Clark, they have the necessary tools to succeed both personally and professionally in their future endeavors.

Goals Related to Student Experience

- Increase average cumulative GPA from 3.18 to 3.2.

- Streamline the intake process for new incoming first-years.

- Survey students at the end of each semester about their satisfaction with the SLS program.

- 95% of SLS students will be retained each semester at Clark.

- 90% of SLS students will earn a GPA of 3.2 or higher.

- 75% of SLS students will be able to learn the skills necessary to leave the SLS program after three semesters.

Student Accessibility Services

The office of Student Accessibility Services (SAS) supports students with documented disabilities in accessing 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 used as a notetaking tool can support students' 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 that students have a safe space for addressing their medical needs, ease anxieties, and create an overall environment supporting their academic success.

Key Performance Indicators/Data Points, 2023–2024

- Approximately 750 students utilized SAS regarding academic/medical/housing accommodations.

- In spring 2023, SAS hosted 313 exams, including finals; in spring 2024, the office hosted 506 exams. This represents a 6.1% increase just for the spring term.

- In spring 2024, SAS saw an increase of 151 students to 751 for fall 2023 to spring 2024, compared with 600 students for fall 2022 through spring 2023. This represents an 8% increase of students utilizing SAS in just one year.

Goals Related to Student Experience

- All students and faculty will utilize Accommodate for documentation and testing needs beginning in fall 2024.

- SAS will introduce the Accommodate system to the incoming first-year class during early orientation. We create training materials and host opportunities to teach both students and faculty how to use the system appropriately.

- SAS will continue developing a student and faculty handbook, which will include new/updated policies that we are currently collaborating with Human Resources and legal counsel to revise.