Student Affairs (SA) stakeholders,

It is always very important as a division to conduct a comprehensive review. The following pages detail the ways through which we supported students during an incredibly unique FY21. As such, the information included in this annual report will reflect both tremendous successes and formidable challenges.

The Clemson experience has looked and felt vastly different since the onset of the COVID-19 pandemic, yet our team has forged ahead and continued to find innovative ways to connect with our most important stakeholders — the students. Virtual operations and the implementation of isolation and quarantine protocols proved to be two of our biggest adjustments, but through a resilient and collaborative approach, Student Affairs professionals were able to effectively support students through the process.

The pandemic has also been difficult and demanding for our staff. We successfully launched our second Staff Experience Survey in the Spring to help gauge the progress that has been made since a major reorganization in Fall 2019. The survey allows us to identify division and department-level strengths and opportunities, as well as articulate areas of focus for the division moving forward. The available data from this year’s assessment has indicated several strengths, including noteworthy enhancements to communications with division staff and various internal and external stakeholders. While I am encouraged by the progress we have made, we also have a number of exciting opportunities ahead. I look forward to addressing those with honesty and transparency, so our staff experience is second to none.

In closing, I want to reiterate how grateful I am to be named to the full-time vice president’s position. I cannot thank President Jim Clements, the Board of Trustees, external board members, donors and everyone in the Division of Student Affairs enough for their unequivocal support.

This is an outstanding division, and it is humbling to work alongside such an incredible staff who are dedicated and committed to enhancing our students’ experiences. I look forward to the great work we will achieve together on behalf of Clemson University.

Go Tigers!

Sincerely,

Dr. L. Christopher Miller
Vice President for Student Affairs and Dean of Students

Disclaimer: Some photos in this report were taken prior to the COVID-19 pandemic or during times where masks were not mandatory.
The Division of Student Affairs is a preeminent, student-centered community that creates supportive and inclusive environments to prepare Clemson students for lifelong learning. Our mission is to prepare and empower students to make a difference as global citizens.

Clemson University’s mission, strategic plan and core values inform the Division of Student Affairs work and focus execution of relevant programs, services and administrative functions with quality and efficiency. Specific guiding principles govern the work directly related to our strategic plan’s four core themes and every area of Student Affairs.

GUIDING PRINCIPLES

Through a culture of continuous improvement and the following guiding principles, staff leverage evidence to maximize effectiveness in learning and operations, eliminate redundancies, and minimize cost and risk in practice and projects.

DIVERSITY OF THOUGHT: Embracing all individuals, removing barriers to access and success, and ensuring ideas and perspectives are heard and respected.

ACCOUNTABILITY: Leveraging each other’s strengths and experiences to achieve our common purpose by delivering on our commitments and holding each other responsible for our actions.

COMMUNICATION: Proactively and consistently communicating with all internal and external constituents in a timely manner with clarity, open minds and active listening.

INTENTIONALITY WITH EXCELLENCE: Acting as forward thinkers, making deliberate and strategic decisions that support and contribute to student success and the welfare of our colleagues and community while enhancing quality and creating efficiencies in our programs, services and policies.

OPERATING PRINCIPLES

It is our belief the sustainable success of our division hinges on the operational principles as well as key performance drivers. We know if we have the right people, focused on the right work, we will achieve our intended outcomes.

ACCOUNTABILITY:

Leadership
Recruit/Retain Top Talent
Meaningful Communication
Ownership/Accountability

COMMUNICATION:

Effective Assessment
Data-Driven Decisions
Operational Efficiency

Peformance DrIvers

Performance Drivers

Adjuncts employed in 10 departments

$20M+
Budget

202,854
Square feet of reservable indoor space

256
Academic classes held weekly in Student Affairs-managed spaces
Four core themes exist as part of the division's strategic plan. By focusing its work within the core theme areas, Student Affairs aims to have a great impact on student recruitment, retention, graduation and value of our graduates in the marketplace. Throughout the document, departments share how they focus their efforts to support these strategic areas.

**HEALTH, SAFETY AND WELLNESS: BEING WELL**

- **1,956** CARE cases opened
- **5,123** Freshmen and transfer students completed Aspire to be Well
- **10,464** Unique students swiped into Campus Rec facilities 135,325 times
- **3,941** Total patients had 14,835 counseling and psychological services visits

**STUDENT LEARNING: TRANSFORMING LIVES**

- **524** Student organizations with 2,110 unique first-year members
- **11,904** Students are involved in at least one student organization
- **12,674** YouTube channel views of career-related workshops
- **24.9%** of undergraduate students are members of a fraternity or sorority

**STAFF EXPERIENCE: EMPOWERING LEADERS**

- **95%** of professional and graduate employees believe their work contributes to their department, division and University
- **3,325+** Multimedia jobs produced with innovative and inclusive market design
- **91.7%** First to second year retention rate of CONNECTIONS cohort 2019

**DIVISION AWARD WINNERS:**

- **Dr. Lesslie Pekarek (SHS)**
- **Cara Snider (COSLE)**
- **Laura Clay (OCES)**
- **Employees of the Year**
- **Inclusive Excellence Committee**
- **Residential Living Room Recs**
- **Perryn Freeman (Undergraduate Admissions)**

**STUDENT AFFAIRS AT A GLANCE**

- **398** Average veterans enrolled in classes
- **189** Students, faculty and staff participated in Green Zone training
- **12,178** Total patients had 22,092 medical visits
- **45.5%** Decrease in student organization conduct cases from previous year

The Princeton Review has again named Clemson University one of the country’s best institutions for undergraduates in their Best 387 Colleges guide for 2022. To celebrate its 30th-anniversary edition of the book, The Princeton Review also curated 26 “Great Lists,” which Clemson has been named to seven:

- Students Love These Colleges
- Great Career Services
- Great Town-Gown Relations
- Happy Students
- Great Quality of Life
- Students Pack the Stadiums
- Great Intramural Sports
- Great Quality of Life

In its profile online, Clemson also is rated on other factors from student surveys: Quality of Life (92 out of 100), Fire Safety Rating (97) and Green Rating (87).
Dr. Miller engages with a Clemson student on the first day of classes.
The Development and Alumni Relations (DAR) team identifies, cultivates and stewards relationships that result in increased long-term support for Clemson University. The Division of Student Affairs collaborates with DAR to establish consistent, ongoing reviews of fundraising efforts related to division capital projects and prioritized initiatives to increase the utilization and management of cash in hand resources.

$711,316  
FY21 fundraising total

973  
FY21 number of donors

2,098  
FY21 number of gifts

**SAMUEL J. CADDEN CHAPEL**

Cadden Chapel — set to open in late Spring 2020 but delayed due to the COVID-19 pandemic — is scheduled to open its doors in Spring 2022.

**SNOW FAMILY OUTDOOR FITNESS AND WELLNESS COMPLEX**

$8,313,994  
Total raised to date (2014-Present)

926  
Number of donors

1,288  
Number of gifts

**FY21 HIGHLIGHTS**

- September 2020-Early Spring 2021 — the Cadden Chapel structure was fully erected
- Mid-Spring 2021-Summer 2021 — the Cadden Chapel interior begins to take shape
- Spring 2021 — Student Memorial Committee is formed to begin planning the final phase of the overall project

Despite unprecedented challenges due to the COVID-19 pandemic, Student Affairs continued its focus on providing efficient, high-quality and relevant engagement opportunities and support services to enhance student success. FY21 saw a significant loss of revenues due to refunds of the mandatory Campus Recreation fee, which were offset by mitigation of expenditures and reimbursement from University-allocated COVID-19 funds. The loss of the Student Health fee and additional departmental revenues is expected to be recouped from University-allocated COVID-19 funds in FY22.

Due to the COVID-19 pandemic, reductions in revenues were seen in all categories. State appropriations, tuition and fees were reduced by a $1.1M recurring budget cut, and an additional $1.1M in one-time budget cuts were seen in departmental budgets across the division.

A reduction of 33% can be seen in the student fees: mandatory category for the Student Health fee and Campus Recreation fee due to FY21 Banner class coding changes and a $1.4M reduction of the Campus Recreation fee due to refunds for Spring and Fall. As mentioned previously, Campus Recreation was reimbursed from allocated COVID-19 funds for the issuance of refunds; this can be seen under external revenues.

**USERS**

<table>
<thead>
<tr>
<th>Total Uses</th>
<th>FY19 Actuals</th>
<th>FY20 Actuals</th>
<th>FY21 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Uses</td>
<td>$121,881,491</td>
<td>$110,057,333</td>
<td>$23,119,165</td>
</tr>
<tr>
<td>Staff Wages and Benefits</td>
<td>$31,112,784</td>
<td>$35,969,645</td>
<td>$15,058,600</td>
</tr>
<tr>
<td>Student Wages and Benefits</td>
<td>$3,812,200</td>
<td>$3,250,564</td>
<td>$1,387,362</td>
</tr>
<tr>
<td>Operating Expenses and Supplies</td>
<td>$46,816,204</td>
<td>$42,729,460</td>
<td>$4,055,159</td>
</tr>
<tr>
<td>Professional Development and Travel</td>
<td>$64,081,041</td>
<td>$46,137,861</td>
<td>$7,025</td>
</tr>
<tr>
<td>Equipment</td>
<td>$886,706</td>
<td>$249,996</td>
<td>$54,912</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$17,848,385</td>
<td>$17,764,808</td>
<td>$85,238,345</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>$14,467,422</td>
<td>$6,667,124</td>
<td>$499,727</td>
</tr>
<tr>
<td>FY21 Fund 14 Budget Cuts/Furlough</td>
<td>$5,289,299</td>
<td>$964,358</td>
<td>$1,043,716</td>
</tr>
<tr>
<td>University General and Administrative</td>
<td>$6,289,299</td>
<td>$964,358</td>
<td>$1,043,716</td>
</tr>
</tbody>
</table>

Significant reductions can be seen in professional development and travel due to restrictions. Staff were able to utilize online instruction for required continuing education credits. Funds were transferred to Central Campus for budget reductions and furlough savings. The above expenses do not include those specifically related to COVID-19 that were reimbursed through federal and state resources.

**WORKFORCE**

369  
Students employed

179  
Professionals employed across 13 different departments

**SOURCES**

<table>
<thead>
<tr>
<th>Total Sources</th>
<th>FY19 Actuals</th>
<th>FY20 Actuals</th>
<th>FY21 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sources</td>
<td>$127,915,781</td>
<td>$113,365,524</td>
<td>$21,455,249</td>
</tr>
<tr>
<td>State Appropriations, Tuition and Fees</td>
<td>$12,182,181</td>
<td>$12,588,918</td>
<td>$4,890,676</td>
</tr>
<tr>
<td>Student Fees: Mandatory</td>
<td>$14,004,381</td>
<td>$13,959,143</td>
<td>$8,557,025</td>
</tr>
<tr>
<td>External Revenues</td>
<td>$98,672,442</td>
<td>$85,238,345</td>
<td>$7,445,715</td>
</tr>
<tr>
<td>Internal Revenues</td>
<td>$2,739,463</td>
<td>$1,658,628</td>
<td>$525,481</td>
</tr>
<tr>
<td>Interest Income</td>
<td>$317,314</td>
<td>$284,490</td>
<td>$36,352</td>
</tr>
</tbody>
</table>

Data as of May 1, 2021.

**FINANCIALS AND WORKFORCE**

- Spring 2021 — Approval to begin construction on the Davidson Family Field, the Reed Family Field projects, venue entrance renovations and roadside venue signage
- Spring 2021 — Venue site plan, including spaces named by the Jones family and Mitsopoulos family, approved by the U.S. Army Corps of Engineers
- Summer 2021 — the Cadden Chapel interior begins to take shape
- Summer 2021 — Awarded bid to vendor to complete a Welcome Center feasibility and cost study

Due to the COVID-19 pandemic, reductions in revenues were seen in all categories. State appropriations, tuition and fees were reduced by a $1.1M recurring budget cut, and an additional $1.1M in one-time budget cuts were seen in departmental budgets across the division.

A reduction of 33% can be seen in the student fees: mandatory category for the Student Health fee and Campus Recreation fee due to FY21 Banner class coding changes and a $1.4M reduction of the Campus Recreation fee due to refunds for Spring and Fall. As mentioned previously, Campus Recreation was reimbursed from allocated COVID-19 funds for the issuance of refunds; this can be seen under external revenues.

**SNOW FAMILY OUTDOOR FITNESS AND WELLNESS COMPLEX**

- Spring 2021 — Approval to begin construction on the Davidson Family Field, the Reed Family Field projects, venue entrance renovations and roadside venue signage
- Spring 2021 — Venue site plan, including spaces named by the Jones family and Mitsopoulos family, approved by the U.S. Army Corps of Engineers
- Summer 2021 — Awarded bid to vendor to complete a Welcome Center feasibility and cost study
Enhanced communications have been a focal point within the Division of Student Affairs for several years and certainly FY21 was no exception. In close conjunction with the web and social media efforts detailed in more depth on Page 32 through Student Affairs Publications, the achievements detailed below reflect a number of successful communications initiatives from the Vice President’s Office in FY21.

- Planned and executed robust electronic correspondence with several key stakeholders, primarily current students, families and internal staff
- Provided full communication support to students assigned to campus isolation and quarantine spaces. Measures included daily newsletter population in Fall 2020, digital reference document for case managers and static print material within designated residential areas
- Implemented several enhanced internal communications efforts, resulting in improved relationships among division leadership and Student Affairs staff. Efforts included more intentional divisionwide and departmental meetings, increased transparency and insight into the vice president’s strategic vision and additional staff involvement with external boards and stakeholders
- Contributed unique content to newly launched Clemson News platform
- Amplified key messages from partners in the City of Clemson through available University channels. Assisted with messaging related to the pandemic, graduation and other town-gown matters

**Virtual divisionwide meetings planned and executed, with attendance consistently surpassing 100 staff members**

**Direct email messages from the VP distributed to Student Affairs staff, with an average open rate of 98%**

**Direct email messages from the VP to current students, with an average open rate of 64%**

**Announcements, news releases and human interest stories published to Clemson News**

Corporate and Community Engagement connects the campus and community through innovative and mutually beneficial programs and partnerships that align with the strategic priorities of Clemson University to support the public good.

**Total contracts for partnerships and sponsorship agreements secured during FY21 to ensure obligations are fulfilled for corporate contracts**

**13**

- Developed and assisted in strategies and relationships to maintain active corporate and community involvement to promote Clemson University as it relates to Student Affairs and economic development initiatives
- Served as liaison and primary resource for variety of division boards including Board of Trustees and Board of Visitors SA Committees, Clemson Family Advisory Board, VPSA Executive Council and others for stewardship of relationships and creation and management of influential executive-level presentations and events to facilitate recommendations and program updates
- Collaborated with University Relations on both internal and external communication initiatives, as well as other University stakeholders such as Admissions and Development
- Collaborated with the division’s Communications Director and the Student Affairs Business Office on divisionwide and leadership-level meetings and events
The purpose of the Office of Advocacy and Success (OAS) is to serve all current Clemson students as a trusted place for care, advocacy and referrals to campus and community partners. This office works to inspire an individual sense of belonging, student success and retention. We partner with students, their families, campus and community partners, faculty and staff to empower our students to achieve academic and personal success and to build resilience.

**CARE NETWORK**

A primary focus of OAS is the CARE Network, which provides electronic and face-to-face care, support and guidance for students experiencing issues of concern. During COVID-19 modified operations, CARE follow-up continued with contacts being primarily by phone or Zoom in contrast with the more traditional in-person meetings.

**CARE CASES OPENED:**

- **FY21**: 1,956 cases opened
- **FY20**: 1,962 cases opened
- **FY19**: 1,985 cases opened

**PRIMARY REFERRAL SOURCES:**

Anyone can refer a student to the CARE network for a non-emergency concern. Of the total number of CARE cases opened this year, 1,444 or 73.8% referral sources identified themselves as a campus employee(s).

**PREVALENT ISSUES IN CARE:**

Below are the top issues noted by CARE file managers, which have remained the top five in recent years though at times in slightly different order. Emotional health continues to remain the top issue. An individual CARE case can have more than one issue assigned to it.

- **FY21:**
  - Emotional Health: 45.1%
  - Academics: 13.3%
  - Injury or Illness: 10.5%
  - Personal Wellness: 8.1%
  - Other: 10.6%

- **FY20:**
  - Emotional Health: 37.9%
  - Academics: 20.3%
  - Injury or Illness: 10.8%
  - Personal Wellness: 8.5%
  - Other: 10.8%

- **FY19:**
  - Emotional Health: 25.0%
  - Academics: 25.0%
  - Injury or Illness: 16.2%
  - Personal Wellness: 12.2%
  - Other: 18.8%

**OVERALL EVALUATION:**

During FY21 with modified operations and less in-person meetings, we continued to evaluate the effectiveness and satisfaction of CARE. OAS received positive student survey feedback on staff knowledge, issues resolution and confidence in the use of the resource referrals. Counseling and Psychological Services (CAPS) was the top resource referral.

“That was an excellent seminar. Thank you for putting it on. I’ve only had one need (thankfully) to refer a student. The experience was easy and seamless. Most importantly, it was my sense that it was helpful to my student. It’s evident that the OAS team has a real heart for our Tigers!”

—Professor

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**DEAN ON CALL (DOC) PROGRAM:**

DOC operates as an after-hours support response to students transported to the hospital. The team is comprised of trained staff within Student Affairs. Support continued during modified operations and during a time of hospital restrictions as well. To the right is a three-year comparison of calls to the DOC after-hours phone.

- **FY21:** 122 program calls
- **FY20:** 83 program calls
- **FY19:** 61 program calls

**NOTIFICATION OF ABSENCE (NOA) SUPPORT:**

The NOA is a form students submit to alert professors of an absence from class. OAS also receives and reviews these notifications to determine if additional follow-up is needed. If so, a supportive email is sent and in more extreme situations, a CARE case opened. As part of COVID-19 modified operations, the University instructed students to submit NOAs resulting in an overall increase in NOAs and supportive emails sent. To the right is a three-year comparison of supportive emails students received.

- **FY21:** 207 emails sent
- **FY20:** 122 emails sent
- **FY19:** 46 emails sent

---

**ADDITIONAL SUPPORT SERVICES**

**OUTREACH:** Planning and implementing events focused on creating visibility and awareness of OAS.

**EDUCATION:** Informing campus partners on the functions of OAS and the student support resources within the CARE network. Education efforts include webinars, presentations and targeted education.

**TRAINING:** Equipping select faculty and staff to provide CARE support to students both during business and after hours. Trainings include protocols and processes for electronic and face-to-face response.

**INTERPERSONAL VIOLENCE RESPONSE**

OAS created a new focus area in FY21 for interpersonal violence response. New coordinators provide advocacy and crisis support services to students who experience interpersonal violence. Specifically, they assist student survivors with safety planning, crisis intervention, and identification of and connection to resource needs throughout the support process.

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**TYPES OF ENGAGEMENT**

**FY21 HIGHLIGHTS**

- **CARE CASES OPENED:**
  - 1,956 cases opened

- **FY21 HIGHLIGHTS**
  - 1,956 cases opened

- **FY21 HIGHLIGHTS**
  - 1,956 cases opened
The Student Affairs Business Operations office (SABO) is a service-oriented team charged with supporting the vision, mission and strategic plan of the Division of Student Affairs. SABO provides recommendations on integrated financial, human and assessment strategies resulting in efficient resource utilization and quality programs, services and administrative functions. Despite challenges faced in the wake of COVID-19, SABO enabled the Division of Student Affairs to be more efficient, resourceful and accountable without negatively impacting the student experience.

FINANCIAL MANAGEMENT, BUDGETING, REPORTING AND RESOURCE ALIGNMENT

- Transitioned pre-organization departments to Finance and Operations Shared Services staff
- Incorporated division realignments to include projections of fund balances and performance credits
- Managed, approved, tracked and submitted COVID-19 related expenditures for SC CARES reimbursement, logging more than 60 additional work hours over a two-week period
- Led the creation of a Request for Proposal for Temp Agency Registered Nurse Contact Tracers and Certified Nurse Assistants for Isolation and Quarantine use due to the expiration of the Emergency Procurement — total award saved more than an estimated $500,000 between March 1-June 30, 2021
- Acted in partnership as a primary financial contact for the Medical University of South Carolina (MUSC) operational consultant and executive director of Student Health Services (SHS)
- Realigned FY22 division human resources and financial resources to meet the financial challenges and significant recurring reductions in University funding without impeding on the student experience and simultaneously inventoring all Student Affairs areas for their programs, events, etc., funded solely or in partnership
- Developed and submitted the FY22 Division of Student Affairs budget, totaling $27.8M

STUDENT ORGANIZATION FINANCIAL AID AND SUPPORT

- Implemented leadership transition training and monthly CUSG and GSG meetings to increase necessary communications, knowledge and fiscal accountability
- Advised Student Activity Fee Funding Board on available funds for allocation and budget timeline
- Advised the CUSG Capital Improvement Committee regarding strategy, compliance and building key relationships for successful projects
- Partnered with Finance and Operations, Student Financial Services, CUBridge liaison and Tri-County Student Financial Services to calculate and administer mandatory student fee refunds due to the COVID-19 pandemic
- Created summary document and provided assessment recommendations related to the Interpersonal Violence student-led group

STRATEGIC PLANNING, ASSESSMENT AND OPERATIONAL EXCELLENCE

- Led cross-functional teams and students to conduct and implement:
  - Student Survey Protocol
  - Isolation/Quarantine Survey
  - Sustainability Survey
  - Student Engagement Pilot Project
- Created a joint group of Student Health Services, SABO and MUSC staff to ensure accurate data for the main Joint Partnership Committee
- Partnered with the AIP of Budgeting and Analytics to eliminate the COT Desktop Support SLA after FY21, which provided a cost savings to both divisions and created efficiency within the COT billing process
- Leveraged Tiger Training for assessment trainings and divisionwide New Employee Onboarding
- Through Tiger Training and Academic Impressions:
  - 239 professional and graduate employees completed 2,442 trainings
  - 250 undergraduate employees complete 398 trainings
- Developed and implemented a divisionwide GA Compensation and Travel Policy to eliminate inequities
- Established biweekly meetings with CUHHR partners to promote more efficient and effective workflow
- Led a divisionwide project to update position descriptions and classifications
- Collaborated with the Provost Office and College of Education to strategically reduce seven vacant GA positions and recurring expenditures of over $200,000 while ensuring no full-time staff were negatively impacted
- Led the development and implementation of four Division of Student Affairs Guiding Principles:
  - Diversity of Thought, Intentionality with Excellence, Accountability and Communication

HUMAN RESOURCE INITIATIVES

- Defined Student Affairs decision-making criteria and process
- Enhanced division-level recognition and team building plan to support the staff experience
- Develop consistency among departmental operating, professional development and communication
- Schedule intentional times for division leadership to interact broadly with department staff

SURVEY RESPONDENTS (SPRING 2021):

<table>
<thead>
<tr>
<th>Survey response rate</th>
<th>N = 117</th>
</tr>
</thead>
<tbody>
<tr>
<td>If respondents worked in the division for one year</td>
<td>N = 82</td>
</tr>
<tr>
<td>If respondents believe they were encouraged to stop aware of issues, trends and/or best practices</td>
<td>N = 78</td>
</tr>
<tr>
<td>If respondents believe they were encouraged to stop aware of issues, trends and/or best practices</td>
<td>N = 83</td>
</tr>
<tr>
<td>If respondents believed their work contributes to their department, division and university</td>
<td>N = 83</td>
</tr>
<tr>
<td>If respondents are satisfied with their supervisor</td>
<td>N = 94</td>
</tr>
</tbody>
</table>

KEY FINDINGS:

- Reflective of respondents indicating “slightly agree,” “agree” or “strongly agree”
  - 95% of respondents believed their work contributed to their department, division and university
  - 92.2% of respondents who interacted with SABO at least 6 times during half the fiscal year
  - 90.4% of respondents are satisfied with their supervisor

CUSTOMER SERVICE SURVEY

Twice a year, SABO seeks feedback from division and University partners to determine the quality and efficiency of our services and support.

SURVEY RESPONDENTS (FALL 2020):

<table>
<thead>
<tr>
<th>Survey response rate</th>
<th>N = 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey response rate</td>
<td>N = 50</td>
</tr>
</tbody>
</table>

SURVEY RESPONDENTS (SPRING 2021):

<table>
<thead>
<tr>
<th>Survey response rate</th>
<th>N = 50</th>
</tr>
</thead>
</table>

AREA OF SERVICE FINDINGS:

Reflective of respondents indicating “agree” or “strongly agree” from the Fall 2019 and Spring 2020 surveys. There were 63 total participants across both surveys.

<table>
<thead>
<tr>
<th>Survey response rate</th>
<th>N = 50</th>
</tr>
</thead>
</table>

ISOLATION AND QUARANTINE (I/Q) EXIT SURVEY

During FY20, departments within and outside of Student Affairs coordinated communication and support for students in I/Q. Without blueprints, staff developed, implemented and revised processes while keeping students’ health, safety and wellness at the forefront of every decision and interaction. To identify additional efficiencies and rework unseen gaps, one comprehensive survey was coordinated. Comparing the combined 660 responses, departments found a dramatic increase in student satisfaction due to continuous improvement efforts.

STAFF EXPERIENCE SURVEY

ClemsonForward and the Division of Student Affairs strategic plans acknowledge the importance and value of staff. In response, the division gave its second biennial Staff Experience Survey in 2021 to identify strengths and opportunities, measure impact of adjustments made as a result of 2019 findings and articulate future areas of focus.
The Department of Campus Recreation strives to provide quality recreation experiences to the students, faculty and staff of Clemson University through its programs and facilities. Opportunities were limited during the 2020-21 academic year due to COVID-19 and capacity restrictions, but Campus Recreation was able to maximize in-person offerings and provide recreational opportunities in every facility and functional area. Through the development of a cutting-edge virtual resource portal, Campus Recreation was able to expand program offerings beyond the traditional in-person experiences. This, along with the social media platform offerings, has allowed the department to serve a much more diverse set of students across the institution. Clemson was honored as one of 24 institutions that offer Great Intramural Sports according to The Princeton Review and has consistently ranked in the top 10 for over a decade.

### FY21 HIGHLIGHTS

**FACILITY ACCESS NUMBERS**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21 Access Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total swipe-ins</td>
<td>153,325</td>
</tr>
<tr>
<td>Total unique users</td>
<td>10,464</td>
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</tbody>
</table>

**STUDENT EMPLOYMENT**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21 Employment Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student employees</td>
<td>364</td>
</tr>
<tr>
<td>100% of student employees certified in the safety certification for their job</td>
<td>364</td>
</tr>
</tbody>
</table>

**PROGRAMS**

**INTRAMURAL SPORTS**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21 Programs Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total unique classes</td>
<td>9,298</td>
</tr>
<tr>
<td>Total unique participants</td>
<td>2,344</td>
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</tbody>
</table>

**CLUB SPORTS**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21 Programs Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total clubs</td>
<td>33</td>
</tr>
<tr>
<td>Total unique participants</td>
<td>2,254</td>
</tr>
</tbody>
</table>

**FITNESS AND WELLNESS**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21 Programs Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total classes</td>
<td>77</td>
</tr>
<tr>
<td>Total classes per week</td>
<td>22.8</td>
</tr>
<tr>
<td>Total classes offered per week</td>
<td>90+</td>
</tr>
<tr>
<td>Total unique classes</td>
<td>1,555</td>
</tr>
</tbody>
</table>

**OUTDOOR RECREATION AND EDUCATION**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY21 Programs Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total items rented</td>
<td>11,983</td>
</tr>
<tr>
<td>Total unique participants</td>
<td>243</td>
</tr>
</tbody>
</table>

**NOTABLE ACCOMPLISHMENTS**

**CAMPUS RECREATION OFFERINGS DURING COVID-19:**

In support of the academic mission, the six gym courts in Fike Recreation Center were converted into classroom spaces. While this helped offer much needed in-person classroom space, it further limited opportunities for recreational sports activities including open recreation, intramural sports and club sports.

“Campus Rec has allowed a way for people to get out of a routine. It’s really easy to kind of stay inside…Being out here and having this space for students to really come out here and kayak, paddle board, and even just study and hang out. I think that’s been really great.”

– Student perspective at the Snow Complex

“‘It’s a way for me to work out and be active without just being in the gym or whatever else. You feel surrounded by people. It brings a competitive aspect to it.’ ”

– Student perspective on Intramurals

**VIRTUAL PLATFORM:**

The Campus Recreation virtual resource portal was created in 2020 as an extension of in-person programming. The focus was to create an online resource for recreation activities that would keep students active, engaged and connected while promoting community.

**Outcomes**

- Less intimidating environment to try new styles of fitness
- Reduction in barriers such as transportation, parking and waitlists
- Enhancements in geographical reach
- Potential for just an online membership as platform grows

**30** Videos developed for virtual engagement

**FACILITY AWARD:**

Andy Quattlebaum Outdoor Education Center at Clemson University

EnR Southeast’s 2020 Best Projects (Best Sports/Entertainment)

- Lead Design Firm: Cooper Carry
- Contractor: Sherman Construction
- Structural Engineer: Britt Peters + Associates
- MEP Engineer: RMF Engineering

Excerpt from EnR Southeast’s 2020 Best Projects Article

“The 16,000-square-foot recreation center is a milestone in mass timber construction, marking the first such structure east of the Mississippi River with floors, roof slabs and shear walls made of cross-laminated southern yellow pine. A unique structural design combining glue-laminated timber beams and steel columns allowed for more expansive interior spaces and fewer secondary joists and support elements, substantially reducing construction costs. The exposed wood structure also eliminated the need for ceilings and integrated lighting.”

**Students playing beach volleyball at the Snow Family Outdoor Fitness and Wellness Complex**
Newly rebranded last year, Campus Reservations and Events (CRE) is a student-centered department that provides exceptional guest and client services, event coordination and venue management through which student employees take part in hands-on experiential learning that is focused on engagement, innovation and professionalism. By anticipating the needs of the campus community, we create environments that are inclusive, accessible and innovative.

**SPACES MANAGED**
- **Buildings**: 4 > 170,000 Total square footage
- **Indoor Spaces**: 65 > 32,854 Total square footage
- **Outdoor Spaces**: 11

**ADAPTING AND EXPANDING**
Due to COVID-19 and space limitations, Academic Affairs used nine CRE spaces for the Fall and Spring semesters as classrooms to support students’ learning, engagement and success. These included the Hendrix Student Center (McKissick Theatre, Meeting Room A, Meeting Room B, Ballroom A, Ballroom B, David Peebles Multi-Purpose Room and Hendrix 121), the Barnes Center and Memorial Auditorium at Tillman Hall.

<table>
<thead>
<tr>
<th></th>
<th>Hendrix Student Center</th>
<th>Barnes Center</th>
<th>Memorial Auditorium at Tillman Hall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>72 classes</td>
<td>18 classes</td>
<td>15 classes</td>
<td>105 classes</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>110 classes</td>
<td>15 classes</td>
<td>26 classes</td>
<td>151 classes</td>
</tr>
<tr>
<td><strong>Total for the 2020-21 Academic Year Held in CRE Spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>256 classes</strong></td>
</tr>
</tbody>
</table>

**HENDRIX STUDENT CENTER ADDITIONS AND UPGRADES**

**TIGER DEN:**
Newly renovated and opened in August 2020, this space, which was previously the Clemson University Bookstore, was renovated into a study space and area for student organizations and study groups to gather. It includes six team rooms, one meeting room and plenty of space for individual studying.

**ADDITIONAL:**
The partition in Ballrooms A and B was replaced. McKissick Theatre received an upgraded projector.

**STUDENT EMPLOYEE DEVELOPMENT**
Campus Reservations and Events provides students with the opportunity to gain and apply transferable skills connected to Clemson’s core competencies. Student employees serve in a variety of capacities and can lead in managerial roles.

“When I initially started working here, I just needed a job to make some money. I did not expect to accept a leadership position and to gain so many valuable skills through this job. This job definitely exceeded my expectations.”

– Student Employee

“The relationships which I have made, as well as the experience I have gained in management and leadership. Being able to discuss teamwork and leadership and my experiences from CRE are immensely valuable professional skills.”

– Student Employee

Campus Reservations and Events provides students with the opportunity to gain and apply transferable skills connected to Clemson’s core competencies. Student employees serve in a variety of capacities and can lead in managerial roles.

“I appreciate the willingness and collaboration of Campus Reservations and Events partnering with Academic Affairs during the COVID pandemic to allow the use of Hendrix Ballroom and other meeting rooms, along with the Barnes Center and Memorial Auditorium for emergency classroom spaces. Without those spaces, the Fall 2020 and Spring 2021 semesters would have not been successful for our in-person, traditional classes in a social distance setting.”

– Phil Landreth, Assistant Vice President for Academic Operations

**ADDITIONAL SUPPORT:**

| Study rooms managed and staffed at Sirrine Hall or the Spring semester | 162 |
| Classrooms handled for reservations and staffing in Brackett Hall for evening student organization reservations | 22 |
| 7 ceremonies in November (makeup from May and August 2020) | |
| 3 ceremonies in December | |
| 12 ceremonies in May | |

| Graduation ceremonies safely and successfully planned and implemented in collaboration with Ben Acosta Wellness Arena | 24 |

**FY21 HIGHLIGHTS**

**CLIENT SATISFACTION SURVEYS:**
- 93.3% of clients reported they were satisfied with the reservation process, N=15
- 100% of clients reported their experience with the reservation’s desk staff was positive and courteous, N=15
- 92.3% of student managers reported their leadership skills improved over the academic year, N=13

**ADDITIONAL:**

- 50% 29.2% 20.8%

7 ceremonies in November (makeup from May and August 2020)
3 ceremonies in December
12 ceremonies in May

Students enjoying a game night at the Barnes Center hosted by U-NITES!
The Center for Student Leadership and Engagement (CSLE) creates a uniquely Clemson experience that prepares every Clemson student to be a leader in their profession and community. We strive to prepare students to lead with honesty, integrity and respect. Our mission is to help students BEGIN their Clemson experience successfully, BELONG and connect to campus, and BECOME a Clemson leader.

**PROGRAM ENGAGEMENT BY THE NUMBERS 2020-21:**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Attendance/Semester</td>
<td>7,584</td>
<td>1,536</td>
</tr>
<tr>
<td>Unique Attendance/Semester</td>
<td>5,941</td>
<td>814</td>
</tr>
</tbody>
</table>

**BEGIN:**

“I didn’t know anyone coming to Clemson, and this program gave me the chance to meet some of the friends that I have been friends with my entire time at Clemson.”

— U-NITES! participant

**BELONG:**

“I was able to make connections with my peers and feel connected to my University, which feels like a second home to me.”

— TigerProwl participant

**BECOME:**

“I have a lot more to offer to the world than I am able to realize. There are going to be situations where I can act as a leader and inspire others to do what they thought they could never do.”

— Women In Leadership Conference attendee

**VIRTUAL FOOTPRINT**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>TigerQuest page views</td>
<td>646,359</td>
<td>25,400</td>
</tr>
<tr>
<td>CSLE Instagram impressions</td>
<td>81,000</td>
<td>654,000</td>
</tr>
</tbody>
</table>

**ORIENTATION**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members in TigerQuest as of June 22, 2021</td>
<td>767</td>
<td>96</td>
</tr>
<tr>
<td>Org-Celeration organization average membership</td>
<td>27</td>
<td>255%</td>
</tr>
</tbody>
</table>

**CERTIFIED STUDENT LEADER PROGRAM:**

- 95% of respondents strongly agree they feel more connected to the Clemson community as a result of participating in a CSLE program.

**WOMEN’S LEADERSHIP CONFERENCE:**

- 100% of respondents agreed or strongly agreed the conference provided information they can use in their professional development.

**LEADER EDUCATION AND DEVELOPMENT**

- 92% of respondents indicated CSLE helped improve their understanding of leadership opportunities at Clemson.

**STUDENT ORGANIZATIONS**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total members</td>
<td>30,170</td>
<td>11,904</td>
</tr>
<tr>
<td>Number of programs offered</td>
<td>90</td>
<td>1,731</td>
</tr>
<tr>
<td>Total in-person attendees</td>
<td>1,536</td>
<td>814</td>
</tr>
</tbody>
</table>

**STUDENT ORGANIZATION DATA:**

**STUDENT ORGANIZATION NEEDS ASSESSMENT:**

- 80.16% of respondents rated themselves as satisfied with the resources currently provided to their student organization by CSLE.
- 90% of respondents strongly agree or agree their time as a student organization leader was important to keeping them at Clemson.
- 92% of respondents strongly agree or agree they felt more connected to the Clemson community as a result of being a student organization leader.

**ORG-CELERATION IMPACT (2021 COHORTS):**

Org-Celeration is a new student organization development program for a select cohort of new organizations each semester. The program is a cohort model, which allows student leaders to learn from and help each other grow through the transition to a registered student organization to create change on Clemson’s campus.

- 95% of Org-Celeration organization members are satisfied with the resources currently provided to their student organization by CSLE.
- 88% of respondents strongly agree or agree that time as a student organization leader will positively impact their career.
- 95% of respondents strongly agree or agree their time as a student organization leader was important to keeping them at Clemson.

**ORG-CELERATION IMPACT (2021 COHORTS):**

- 92% of respondents strongly agree that the conference provided information they can use in their professional development.
- 99.02% Fall to Spring student retention rate across all programs.
Community Achievement and Student Empowerment (CASE) exists to provide relevant, accessible, and supportive services and advocacy to empower students and advance underrepresented communities. The staff creates collaborative pathways to excellence for students through campus partnerships and aids in the University’s retention efforts.

MILITARY AND VETERAN ENGAGEMENT (MVE)

ENROLLMENT FALL 2020 AND SPRING 2021:
Averages are depicted below as student veterans enroll and graduate each semester:

<table>
<thead>
<tr>
<th>Averages</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average veterans</td>
<td>398</td>
<td>947</td>
</tr>
<tr>
<td>Average military-connected students (enrolled and dependents)</td>
<td>971</td>
<td></td>
</tr>
</tbody>
</table>

SCHOLARSHIPS:

$40,000 in Clemson veteran scholarships awarded to 36 enrolled student veterans, an increase from FY20’s $13,000 awarded to seven enrolled student veterans

PROGRAMMING:

As a result of COVID-19 and modified operations, MVE shifted from supporting students in person at the Student Veteran Center to supporting students virtually with new programming:

- Student Veteran Peer Connection Program
- Veteran Employment Transition (VET) Programs
- Virtual Green Zone Training
- Virtual Veteran Orientation
- Virtual MVE Advising
- Virtual Vet Center
- Hybrid Veterans Hall and Farewell Graduation Events

W.E.B. DUBOIS SOCIETY

W.E.B. DuBois Honor Society honors the memory of Dr. W.E.B. DuBois by promoting the pursuit of academic excellence in all fields of higher education, engaging the community of scholars in service for others and recognizing the outstanding achievements of the society’s members.

9 New members completed the initiation process and were inducted in Spring 2021

Case in Point: Virtual Master Class

During the Fall semester, CASE initiated a new program allowing any interested students to hear from Clemson alumni, administrators and industry leaders with noteworthy achievements. The aim of the program is for students to grow and make the most of their collegiate journey by understanding the lived experiences of others.

68 Members
31 Mentors
7 Programs in the Fall semester
6 Programs in the Spring semester

CONNECTIONS

CONNECTIONS is an initiative to assist first-year students who identify as a student of color (African-American, Black, Hispanic/Latinx, Asian, Native American and/or multiracial) or a first-generation student with their transition to Clemson University. Through our program, students have opportunities for personal development, academic engagement, cultural and diverse experiences, and a support network for involvement.

CONNECTIONS COHORT 2020:
Despite the COVID-19 pandemic, CONNECTIONS built community and celebrated the successes of first-year students by hosting:

- James Barr Mentor of the Year
- Tevej Rhodes Senior Peer Mentor of the Year
- Blake Summers Mentee of the Year

AWARDS:

W.E.B. DUBOIS SOCIETY

398 Mentors
947 Mentees

CONNECTIONS COHORT 2019:

91.7% first year to second year retention rate

AWARDS:

James Barr Mentor of the Year
Tevej Rhodes Senior Peer Mentor of the Year
Blake Summers Mentee of the Year

CONNECTIONS

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CONNECTIONS
There is currently one student organization on probation and one on suspension.

The Office of Community and Ethical Standards (OCES) promotes an environment that encourages students to uphold Clemson University's core values and community standards, empowers students to act responsibly as members of a diverse global community and engages students in lifelong learning skills. This fiscal year, OCES completed the following mission critical work:

- Revised and updated the Student Code of Conduct to encompass requirements and changes relating to new Title IX regulatory changes as well as changes in the conduct adjudication process for non-Title IX cases
- Modified the selection of those serving as Administrative Hearing Board members from a peer-based board to one consisting of retired judges
- Provided equal access to advisers, free of charge, to complainants and respondents in all Title IX cases and to respondents in all other Level One cases

Our work entails receiving incident reports from students, faculty, staff and/or the Clemson community and investigating reports for any possible violations of the Student Code of Conduct. We conduct hearings with the students and make findings of non-responsibility or responsibility. If a student is found responsible, we craft appropriate sanction(s) in hopes of educating the student to make better choices in the future.

We had a significant increase in case load/workload due to a large volume of cases stemming from violations of the newly created Failure to Comply with Health and Safety Regulations Code Section. This section encompassed violations for not wearing masks in designated areas, not properly social distancing, not complying with mandatory COVID-19 testing, not complying with proper follow-up with DHEC/Redfern, and not complying with isolation or quarantine guidelines.

We saw decreases in cases in 21 of the 28 categories of general University regulations with the significant increases being in Alcohol and Alcohol Related Disorderly Conduct and the new Failure to Comply with Health and Safety Directives. Significant increases and decreases can be seen in the chart below.

### TIGER STEPS

Our education program, Tiger STEPS, provides students an opportunity to reflect on healthy decision making and was utilized by over 1,150 students to withhold the adjudication of charges for eligible students.

In Spring 2021, we developed a new educational program, focusing on the University’s policies and on the most violated Student Code Sections, called Tiger Accountability. We are set to launch this program Fall 2021. This program will be offered to first-time offenders instead of Tiger STEPS, and Tiger STEPS will become the second program, should a student re-offend.

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tiger STEPS Cases</td>
<td>326</td>
<td>788</td>
<td>734</td>
</tr>
<tr>
<td>Adjudications withheld</td>
<td>322</td>
<td>680</td>
<td>642</td>
</tr>
<tr>
<td>Cases adjudicated with Tiger STEPS as sanction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT ORGANIZATION CASES

There is currently one student organization on probation and one on suspension.

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 cases</td>
<td>26 cases</td>
<td>11 cases</td>
<td>6 cases</td>
</tr>
</tbody>
</table>
The Office of Fraternity and Sorority Life (FSL) offers the fraternity and sorority community support that emphasizes the importance of social responsibility, academic excellence and leadership through open communication, needs-based advising and direct interaction with organization members and advisers. We believe in the power of values-based fraternities and sororities to create positive change.

### DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Membership</th>
<th>Fall 2020 Membership</th>
<th>2020-21 Recruitment Totals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA</td>
<td>3,460 Members</td>
<td>College Panhellenic Association</td>
</tr>
<tr>
<td>IFC</td>
<td>2,954 Members</td>
<td>Fall 2020 Primary Recruitment: 1,148</td>
</tr>
<tr>
<td>MGC</td>
<td>1,724 Members</td>
<td>Fall 2020 Continuous Open Bidding: 51</td>
</tr>
<tr>
<td>NPHC</td>
<td>1,704 Members</td>
<td>Spring 2021 Continuous Open Bidding: 147</td>
</tr>
<tr>
<td>Total</td>
<td>10,868 Members</td>
<td>Total: 1,346</td>
</tr>
</tbody>
</table>

### FALL 2020 MEMBERSHIP:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Total Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA</td>
<td>3,460 Members</td>
</tr>
<tr>
<td>IFC</td>
<td>2,954 Members</td>
</tr>
<tr>
<td>MGC</td>
<td>1,724 Members</td>
</tr>
<tr>
<td>NPHC</td>
<td>1,704 Members</td>
</tr>
</tbody>
</table>

### RETENTION — 2019 COHORT DATA:

- 96.1% First-year FSL members retention rate (32.6% for first-year unaffiliated students)
- 93.6% First-year to second-year overall Clemson retention rate
- 92.1% First-year FSL members graduation rate (32.6% for first-year unaffiliated students)
- 84.9% Six-year overall Clemson graduation rate

### SERVICE AND PHILANTHROPY

<table>
<thead>
<tr>
<th>Year</th>
<th>Total IFC</th>
<th>Total CPA</th>
<th>Total MGC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>852 coaching meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-21</td>
<td>1,237 coaching meetings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FY21 HIGHLIGHTS

**CHAPTERS REceiving Awards**

- Alpha Delta Pi (IFC)
- Delta Phi Lambda Sorority (MGC)

**DEMOGRAPHICS**

- Percent of Chapters 20,868
- Executive board and officer 1:1s 32
- 19,825 3.288
- 42 3.432
- 66.4 31
- 4,529
- 80
- 3.552
- 3.437
- 3.556
- 3.23
- 3.024
- 3.179
- 3.295
- 3.136
- 3.316

### ACADEMICS

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
<th>FSL GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>3.288</td>
<td>3.432</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>3.293</td>
<td>3.477</td>
</tr>
</tbody>
</table>

**In-State % Out-of-State %**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA</td>
<td>48.79%</td>
<td>51.21%</td>
</tr>
<tr>
<td>IFC</td>
<td>44.14%</td>
<td>55.86%</td>
</tr>
<tr>
<td>MGC</td>
<td>80.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>NPHC</td>
<td>81.16%</td>
<td>18.84%</td>
</tr>
<tr>
<td>Overall</td>
<td>66.4%</td>
<td>33.6%</td>
</tr>
</tbody>
</table>

### CHAPTER EXCELLENCE AWARDS 2021

**APPLICATIONS AND WINNERS:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Applied</th>
<th>Percent of Chapters</th>
<th>Chapters Receiving Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>25</td>
<td>53.2%</td>
<td>19</td>
</tr>
<tr>
<td>2020</td>
<td>34</td>
<td>73.9%</td>
<td>33</td>
</tr>
<tr>
<td>2021</td>
<td>32</td>
<td>68%</td>
<td>31</td>
</tr>
</tbody>
</table>

**MEMBERS OF THE YEAR:**

- Sydney Tindal (IFC)
- Dennis Daly (MGC Fraternity)
- Kappa Delta
- Phi Alpha Phi Fraternity
- Alpha Tau Omega (IFC)
- Jason White (IFC)
- Melanie Magwood (NPHC Sorority)
- Alpha Phi Alpha Fraternity
- Delta Phi Lambda Sorority (MGC)
- Theta Chi
- Zeta Phi Beta Sorority (NPHC)
- Alpha Xi Delta
- Phi Alpha Phi Fraternity

**CHAPTERS OF THE YEAR:**

- Alpha Delta Pi (IFC)
- Delta Phi Lambda Sorority (MGC)
- Zeta Phi Beta Sorority (NPHC)

**Retention — 2019 Cohort Data:**

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.1% First-year FSL members retention rate (32.6% for first-year unaffiliated students)</td>
</tr>
</tbody>
</table>

**Graduation — 2014 Cohort Data:**

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.6% First-year to second-year overall Clemson retention rate</td>
</tr>
<tr>
<td>92.1% First-year FSL members graduation rate (32.6% for first-year unaffiliated students)</td>
</tr>
<tr>
<td>84.9% Six-year overall Clemson graduation rate</td>
</tr>
</tbody>
</table>

**COACHING MODEL AND OUTCOMES**

- 45.2% Increase in coaching meetings
- 100% of chapters participated in 1:1 coaching

**COACHING MODEL AND OUTCOMES**

- 4.2:1 coaching meetings per chapter
- Meetings total with an average of 108 coaching meetings per chapter

**COUNCIL ENGAGEMENT:**

- Meetings total: 722
- Executive board and officer 1:1s: 853
- Other topics: 33

**CHAPTER ENGAGEMENT:**

- Meetings with 10 organizations: 46
- Meetings total: 469
- Meetings total with an average of 48 coaching meetings per chapter

**HEADQUARTERS ENGAGEMENT:**

- Meetings with 10 organizations: 46
- Meetings total: 469
- Meetings total with an average of 48 coaching meetings per chapter

**APPLICATIONS AND WINNERS:**

- Number Applied: 852
- Percent of Chapters: 53.2%
- Chapters Receiving Awards: 19

**CHAPTERS OF THE YEAR:**

- Alpha Delta Pi (IFC)
- Delta Phi Lambda Sorority (MGC)
- Zeta Phi Beta Sorority (NPHC)
- Alpha Xi Delta

**MEMBERS OF THE YEAR:**

- Sydney Tindal (IFC)
- Dennis Daly (MGC Fraternity)
- Kappa Delta
- Phi Alpha Phi Fraternity
- Alpha Tau Omega (IFC)
- Jason White (IFC)
- Melanie Magwood (NPHC Sorority)
- Delta Phi Lambda Sorority (MGC)
- Theta Chi
- Zeta Phi Beta Sorority (NPHC)
- Alpha Xi Delta

**OTHER TOPICS**

- Scholarships
- Mentorship
- Leadership
- Programming

**CHAPTERS RECEIVING AWARDS:**

- 3rd place: Alpha Delta Pi (IFC) - Most innovative chapter (MGC) - Most active chapter (NPHC)
The Center for Career and Professional Development (CCPD) houses the Michelin Career Center (MCC), which serves students in all stages of their education through career counseling, assessments, resume and cover letter reviews, information workshops, career fairs and more. The center develops strong partnerships with employers and provides opportunities for students and employers to connect. ClemsonJobLink provides full-time and part-time job postings in addition to on-campus, off-campus and international internship postings. The center also offers internship classes. Clemson was honored by The Princeton Review as one of 17 institutions that offer Great Career Services, continuing a decade-long string of excellence according to the ranking service. Visit media.clemson.edu/studentaffairs/fb/ccpd/annual-report/2021 for a full CCPD report.

**FY21 HIGHLIGHTS**

**STUDENT EXPERIENCE**

- 100% of students were satisfied or very satisfied with their CCPD counseling sessions.
- 100% of students who self-identified as being from underrepresented populations felt CCPD provided a welcoming environment.

**STUDENT CAREER COUNSELING**

- Total one-on-one counseling interactions: 2,943
- Undergraduates: 1,715
- Graduates: 828
- First-Year Alumni: 400

**FIRST DESTINATION RESULTS (2019-20)**

- 89% of graduates are employed, continuing or planning to continue their education, or not currently seeking employment within an average of six months after graduation.

**CAREER RESOURCES**

- Total workshops: 245
- Total workshop contacts: 7,324
- Total mock interviews through face-to-face counseling and the virtual mock interview system: 218

**PROFESSIONAL STATUS AND DESTINATION OF RECENT GRADUATES:**

- Of graduates employed in their current positions: 89% were in full-time employment.
- Of graduates planning to continue their education: 65% were in full-time educational programs.
- Of graduates seeking employment: 55% had at least one to two interviews.

**CCPD OFF-CAMPUS INTERNSHIP PROGRAM OUTCOMES**

- 95% of supervisors rated their internship as being ‘very relevant’ or ‘moderately relevant’ to their academic and career goals.
- 96% of students said they were a candidate similar to their Clemson intern.
- 82% of supervisors stated that Clemson interns met the same or better than interns from other institutions.

**COMPETENCIES AND EXPERIENTIAL EDUCATION**

Site supervisors and mentors evaluate students based on a five-point proficiency scale. There were 740 total respondents.

<table>
<thead>
<tr>
<th>Communication Collaboration</th>
<th>Adaptability Analytical Skills</th>
<th>Self-Awareness Technology</th>
<th>Integrity and Ethics Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.95</td>
<td>4.15</td>
<td>4.13</td>
<td>4.03</td>
</tr>
<tr>
<td>3.81</td>
<td>4.05</td>
<td>4.10</td>
<td>4.33</td>
</tr>
</tbody>
</table>

**NEW STUDENT IMPRESSIONS**

CCPD services were shared with over 2,000 new students at welcome events:
- New Student Orientation
- August Parent/Family Orientation — Campus Community Showcase
- Graduate Student Fair
- CU/ICAR Student Orientation
- Transfer Student Resource Fair
- CECA RISE Basecamp
- Week of Welcome Collaborative at Cooper Library

**EMPLOYER RELATIONS**

The CCPD team hosted two universitywide career fairs and co-hosted several boutique fairs for specific departments and offices. Additionally, CCPD saw a significant increase in virtual employer events from 2019 to 2020, including information sessions, webinars, coffee chats, evening socials, open houses, tabling, and lunch and learn sessions, allowing employers to interact one-on-one with students.

**CAREER FAIR STUDENT ATTENDANCE:**

- Attending decrease from 2019: 18%
- Total students attended: 5,468

**CAREER FAIR EMPLOYER REGISTRATION:**

- Decrease from previous year: 33%
- Employer registrations: 598

**VIRTUAL INTERACTIONS**

- YouTube: Increase from 2020: 248 with a total of 12,674 channel views featuring on-demand recorded workshops
- Instagram: Increase from 2020: 24 with a total of 1,061,388 views
STUDENT LEARNING AND DEVELOPMENT

- **26** Total student interns
- **35** Total student positions filled
- **7** Majors represented

**Core Competencies:**
- Communication
- Computer Science
- Graphic Communication
- Management
- Marketing
- Psychology
- Public Administration

**Student Impact and Testimonials:**
- "This internship has expanded my knowledge in Adobe applications (making graphics and social media posts) as well as taught me how to build a year-long social media analysis. Not to mention I have improved my API style skills and got the chance to write two feature articles. All of these are skills I can take with me into the world of PR as well as have helped me grow my portfolio for when applying to jobs." — 2022 Communication Student Intern
- "I have realized that I have progressed in my working proficiency with the software that I use here in the office as well as outside in my general design career, specifically InDesign. I used to only work in Illustrator or Photoshop exclusively, but now having to use InDesign and be adept with it, I am incredibly thankful for this experience." — 2021 Graphic Communication Student Intern
- "From this internship I was able to apply classroom knowledge to real-life scenarios. I experienced various aspects of the marketing field including data and research, the strategical side and creative side. I can now speak to these experiences when interviewing for marketing internships for this summer. I really learned how to become more creative in my ideas and suggestions for marketing campaigns." — 2020 Marketing Student Intern
FY21 HIGHLIGHTS

Student Health Services (SHS) is an integrated, outpatient organization comprised of three areas: Medical Services, Counseling and Psychological Services (CAPS) and Healthy Campus. With a focus on providing high-quality programs and services that support health promotion and well-being, we strive to be highly accessible and supportive to students.

SHS is one of 17 student health centers in the United States accredited by The Joint Commission. This recognition speaks to our commitment to quality patient care and safety. Other recognitions include accreditations by the American Psychological Association for our doctoral internship program and the Commission on Office Laboratory Accreditation for our laboratory. Modified emergency operations, due to COVID-19, makes this year’s data very different than prior years.

ACHA-PATIENT SATISFACTION ASSESSMENT SERVICE (ACHA-PSAS)

The ACHA-PSAS is a patient satisfaction survey that provides insight into the quality and performance of a college or university health service. Clemson elects to participate in this survey to support its dedication to students and continuous improvement. Twice a month, a random sample of students who received medical and CAPS services are invited to participate. Responses are anonymous. This year 454 students responded to the survey and the percentages are reflective of responses receiving a 4 or 5 rating on a scale of 0-5, 5 being the most positive.

- **85.6%** of students reported ease of scheduling an appointment that met their needs
- **95.9%** of students reported cleanliness and general appearance of the health center
- **91.5%** of students reported friendliness, courtesy, and helpfulness of the staff assisting their provider
- **93.8%** of students reported the provider listened carefully to their concerns
- **89.2%** of students reported overall satisfaction with their visit
- **84.6%** of students reported the likelihood of recommending the health service to another Clemson student

MEDICAL SERVICES

SHS provides ambulatory care for illness and injury, pharmacy, lab, X-ray and specialty services including women’s health, sports medicine, allergy and immunization, and travel clinics. Students can call or use MyHealth-e web portal to schedule in-person or virtual appointments.

<table>
<thead>
<tr>
<th>Treatment Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Tests</td>
<td>11,878</td>
</tr>
<tr>
<td>X-Ray Exams</td>
<td>1,043</td>
</tr>
<tr>
<td>RX Filled (Total)</td>
<td>11,593</td>
</tr>
<tr>
<td>RX Refilled</td>
<td>4,081</td>
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<tr>
<td>Allergy</td>
<td>907</td>
</tr>
<tr>
<td>Immunization</td>
<td>1,685</td>
</tr>
</tbody>
</table>

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

CAPS provides a safe and confidential environment for students to address their concerns. Mental well-being, just like physical health, is necessary for students to meet their academic and life goals. CAPS operates on a short-term model as an outpatient center. Students in need of intensive services will be referred to an outside provider.

**INDIVIDUAL COUNSELING:**

**14,835** Total visits  **3,941** Total patients

- **The online services for CAPS have been going very well for me. It’s very easy to access and meet with my CAPS therapist over Zoom and my psychiatrist. It has made a life-changing difference to have access to CAPS while being a student.”**
  — Student perspective on CAPS

**WORKSHOPS AND GROUP COUNSELING:**

Group therapy is often the optimal form of intervention since many issues students encounter occur in social settings. It follows that working out these issues in a therapeutic social environment facilitates growth. CAPS offers both general and specific theme groups as well as groups that focus on learning effective skills.

**195** Total workshops and groups  **736** Total attendees

- **“My counselor has made me feel supported and understood since day one. I often have a difficult time opening up, yet she has gone above and beyond in making me feel comfortable enough to be honest and vulnerable. I have been recommending CAPS to many more people since I have had such a good experience.”**
  — Student perspective on CAPS

**HEALTHY CAMPUS**

Aspire to be Well is a 90-minute peer-led health- and safety-focused dialogue. The dialogue covers key areas to maintaining a healthy and safe campus including overall wellness, alcohol and other drug misuse prevention; mental health and suicide prevention; and interpersonal violence prevention. Students gain an understanding of campus resources and learn how to help others in need through risk-reduction strategies and bystander intervention.

| Program completion rate by freshmen and transfer students in fall 2020 |
|------------------------|-----------------|------------------|------------------|
| 87%                    | **140**         |

**NOTABLE ACCOMPLISHMENTS**

- **Supported the University’s public health efforts with contact tracing, isolation/quarantine, testing guidance, vaccination clinics and call center**
- **Continued modified operations to best serve patients and clients in a safe, efficient manner with virtual CAPS and medical visits, environmental modifications, pharmacy curbside service and weekly operations meetings**
- **Developed and implemented an online University return-to-campus training for students**
- **Created a Well-Being Committee**
- **Rebuilt and relaunched web booking system**

- **“I think the Redfern staff do a great job of being friendly, approachable and trustworthy. I never get scared to go in, and I feel like they listen and respond to my concerns.”**
  — Student perspective on Redfern Health Center staff

**Program completion rate by freshmen in Spring 2021**

| Program completion rate by freshmen in Spring 2021 |
|------------------------|-----------------|------------------|------------------|
| 89%                    | **5,203**       | **1,898**        |

**Program completion rate by freshmen and transfer students in fall 2020**

| Program completion rate by freshmen and transfer students in fall 2020 |
|------------------------|-----------------|------------------|------------------|
| 87%                    | **140**         | **2,180**        |

**NOTABLE ACCOMPLISHMENTS**

- **Supported the University’s public health efforts with contact tracing, isolation/quarantine, testing guidance, vaccination clinics and call center**
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Wellness stones standing near the Reflection Pond