



Division of
STUDENT AFFAIRS



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STUDENT AFFAIRS

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-  @clemson_student_affairs

ANNUAL REPORT FY21

A MESSAGE FROM DR. MILLER

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.

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MISSION AND VISION

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.

INTENTIONALITY WITH EXCELLENCE:

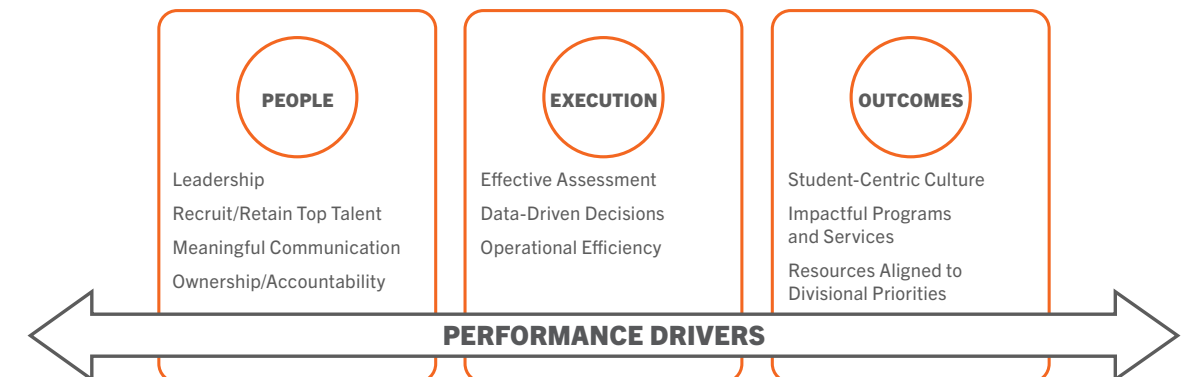
Acting as forward thinkers, making deliberate and strategic decisions that support and contribute to student success and the welfare of our colleagues and community while enhancing quality and creating efficiencies in our programs, services and policies.

COMMUNICATION:

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

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.



179
Professionals employed
in **13** departments

21
Graduate assistants
employed by the division

\$20M+
Budget

202,854
Square feet of reservable indoor space
and **11** outdoor spaces managed

256
Academic classes held weekly in
Student Affairs-managed spaces

STUDENT AFFAIRS AT A GLANCE

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.

CORE THEMES

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 **153,325** times

12,178
Total patients had **22,092** medical visits

3,941
Total patients had **14,835** counseling and psychological services visits

45.5%
Decrease in student organization conduct cases from previous year

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

28,434
Total contacts by the Center for Career and Professional Development

24.9%
n=5,186 of undergraduate students are members of a fraternity or sorority



INCLUSIVE EXCELLENCE: BUILDING COMMUNITY

398
Average veterans enrolled in classes

189
Students, faculty and staff participated in Green Zone training

3,325+
Multimedia jobs produced with innovative and inclusive market design

91.7%
First to second year retention rate of CONNECTIONS cohort 2019



STAFF EXPERIENCE: EMPOWERING LEADERS

9
Virtual divisionwide meetings planned and executed, with attendance consistently surpassing **100** staff members

56
Announcements, news releases and human-interest stories published to Clemson News

95%
n=76 of professional and graduate employees believe their work contributes to their department, division and University

239
Professional and graduate employees completed **2,462** trainings

250
Undergraduate employees completed **398** trainings



DIVISION AWARD WINNERS:

Dr. Lesslie Pekarek (SHS)
Cara Snider (CSLE)
Laura Clay (OCES)
Employees of the Year

Inclusive Excellence Committee
Residential Living
Team Recognitions

Perryn Freeman (Undergraduate Admissions)
Partnership Award

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
- Happy Students
- Great Town-Gown Relations
- Great Intramural Sports
- Great Quality of Life
- Students Pack the Stadiums

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**)





Samuel J. Cadden Chapel



Dr. Miller engages with a Clemson student on the first day of classes

DEVELOPMENT

FY21 HIGHLIGHTS

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

473

FY21 number of donors

1,098

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.

\$7,263,617

Total raised to date (2016-Present)

913

Number of donors

2,318

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

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:

- 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



Samuel J. Cadden Chapel



Andy Quattlebaum Outdoor Education Center

FINANCIALS AND WORKFORCE

FY21 HIGHLIGHTS

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.

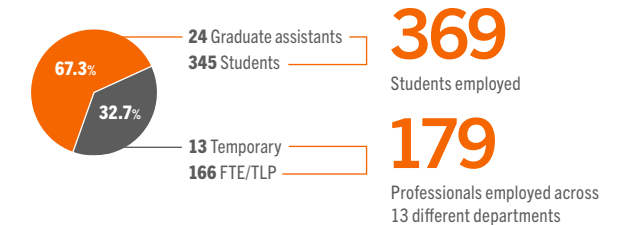
Due to the COVID-19 pandemic, reductions in revenues were seen in all categories. State appropriations, tuition and fees were reduced by a **\$1.1M** recurring budget cut, and an additional **\$1.1M** in one-time budget cuts were seen in departmental budgets across the division. A reduction of **33%** 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.

SOURCES

	FY19 Actuals	FY20 Actuals	FY21 Actuals
Total Sources	\$127,915,781	\$113,365,524	\$21,455,249
State Appropriations, Tuition and Fees	\$12,182,181	\$12,588,918	\$4,890,676
Student Fees: Mandatory	\$14,004,381	\$13,595,143	\$8,557,025
External Revenues	\$98,672,442	\$85,238,345	\$7,445,715
Internal Revenues	\$2,739,463	\$1,658,628	\$525,481
Interest Income	\$317,314	\$284,490	\$36,352

WORKFORCE

Data as of May 1, 2021.



USES

	FY19 Actuals	FY20 Actuals	FY21 Actuals
Total Uses	\$121,881,491	\$110,057,333	\$23,119,165
Staff Wages and Benefits	\$31,112,784	\$35,969,645	\$15,058,600
Student Wages and Benefits	\$3,812,200	\$3,250,564	\$1,387,362
Operating Expenses and Supplies	\$46,816,204	\$42,729,460	\$4,055,159
Professional Development and Travel	\$648,041	\$461,378	\$7,025
Equipment	\$886,706	\$249,996	\$54,912
Debt Service	\$17,848,835	\$17,764,808	—
Capital Projects	\$14,467,422	\$8,667,124	\$499,727
FY21 Fund 14 Budget Cuts/Furlough	—	—	\$1,012,661
University General and Administrative	\$6,289,299	\$964,358	\$1,043,716

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.

DIVISIONAL COMMUNICATIONS

FY21 HIGHLIGHTS

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

BY THE NUMBERS

9

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

28

Direct email messages from the VP distributed to Student Affairs staff, with an average open rate of **66%**

42

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

56

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



Student Affairs Communications Director Philip Sikes speaks at a divisionwide meeting

COMMUNITY AND CORPORATE ENGAGEMENT

FY21 HIGHLIGHTS

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.

ACCOMPLISHMENTS

13

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

- 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



Many events, such as Family Weekend, are made possible through sponsorship agreements



Clemson students assisting with the annual Homecoming Week Habitat for Humanity build



Clemson students studying near Library Bridge



Office of
ADVOCACY AND SUCCESS
Division of Student Affairs

FY21 HIGHLIGHTS

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:

1,956 CARE cases were opened in FY21. Some students had more than one case which may not have been for the same issue. The numbers to the right reflect the total number of cases opened for each of the last three years.

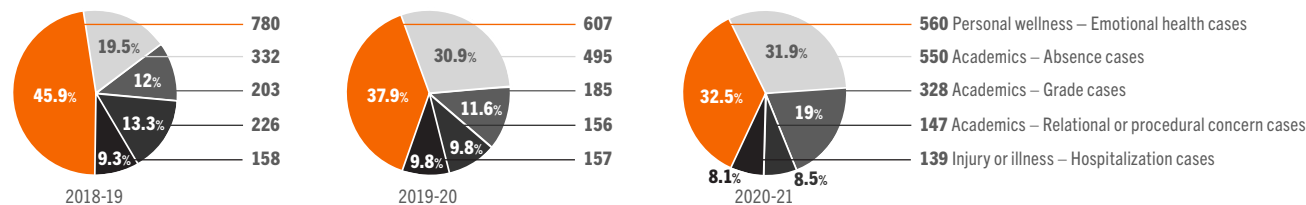
2018-19	1,985 cases opened
2019-20	1,962 cases opened
2020-21	1,956 cases opened

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.



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

ADDITIONAL SUPPORT SERVICES

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.

2018-19	122 program calls
2019-20	83 program calls
2020-21	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.

2018-19	36
2019-20	46
2020-21	207 emails sent from NOA submissions

TYPES OF ENGAGEMENT

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.

	Outreach	Education	CARE Staff Training
2018-19	12	11	12
2019-20	15	14	17
2020-21	3*	13	21

*Impacted by COVID-19 restrictions

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.



Department of
BUSINESS OPERATIONS
Division of Student Affairs

FY21 HIGHLIGHTS

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-reorganization 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 inventorying 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 ADVISEMENT 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, CU/Bridge 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-divisional 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 AVP of Budgeting and Analytics to eliminate the CCIT Desktop Support SLA after FY21, which provided a cost savings to both divisions and created efficiency within the CCIT billing process

HUMAN RESOURCE INITIATIVES

- Leveraged Tiger Training for assessment trainings and divisionwide New Employee Onboarding
- Through Tiger Training and Academic Impressions:
 - **239** professional and graduate employees completed **2,462** trainings
 - **250** undergraduate employees complete **398** trainings
- Developed and implemented a divisionwide GA Compensation and Travel Policy to eliminate inequities
- Established biweekly meetings with CUHR 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**

74

Consultation meetings to support department's assessment efforts

23

Employees trained on Anthology Baseline Module

22

Division and guest presenters shared **20** continuous improvement successes through the virtual Experience: IMPACT series

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.

SURVEY RESPONDENTS:



KEY FINDINGS:

Reflective of respondents indicating “slightly agree,” “agree” or “strongly agree”



COMMITMENTS TO ACTION:

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

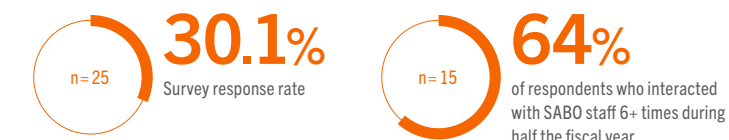
CUSTOMER SERVICE SURVEY

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):

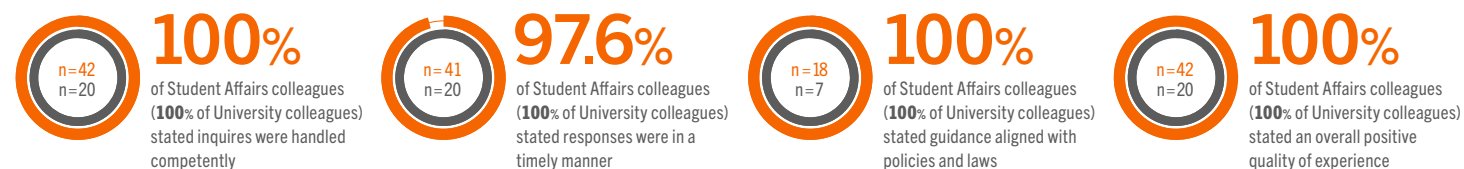


SURVEY RESPONDENTS (SPRING 2021):



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.



ISOLATION AND QUARANTINE (I/Q) EXIT SURVEY

During Fall 2020, 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 reveal unseen gaps, one comprehensive survey was coordinated. Comparing the combined **606** responses, departments found a dramatic increase in student satisfaction due to continuous improvement efforts.

	Fall 2020	Spring 2021	Response Details
Total Respondents	506	100	number of students who elected to respond
Initial Communication from Redfern Staff	81.1% n=360	94.8% n=91	strongly agreed or agreed staff answered medical concerns or questions
Ongoing Communication	66% n=275	94.8% n=83	right amount of communication
Virtual Wellness and Engagement Opportunities	62.4% n=260	85% n=79	right information and links to opportunities
Exit Communication	51.7% n=209	85.2% n=75	right amount of communication



Department of
CAMPUS RECREATION
Division of Student Affairs

FY21 HIGHLIGHTS

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.

FACILITY ACCESS NUMBERS

153,325
Total swipe-ins

10,464
Total unique users

STUDENT EMPLOYMENT

364
Total student employees

100%
of student employees are certified in the safety certification for their job

PROGRAMS

INTRAMURAL SPORTS

9,298
Total swipe-ins

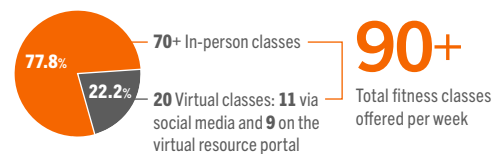
2,344
Total unique participants

CLUB SPORTS

33
Club Sports teams

2,254
Total unique participants

FITNESS AND WELLNESS



1,555
Total unique participants

OUTDOOR RECREATION AND EDUCATION

11,983
Total items rented

243
Total unique participants

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 on 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."



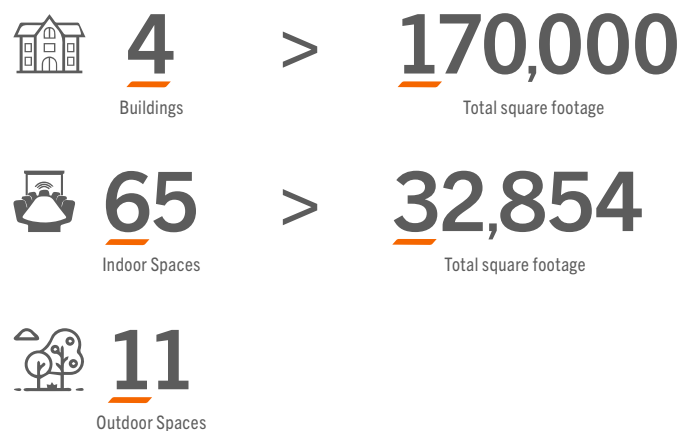
Students playing beach volleyball at the Snow Family Outdoor Fitness and Wellness Complex



FY21 HIGHLIGHTS

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



CLIENT SATISFACTION SURVEYS:



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."

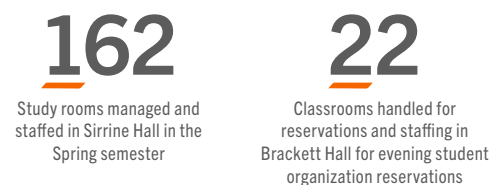
– Student Employee

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.

	Hendrix Student Center	Barnes Center	Memorial Auditorium at Tillman Hall	Total
Fall 2020	72 classes	18 classes	15 classes	105 classes
Spring 2021	110 classes	15 classes	26 classes	151 classes
Total for the 2020-21 Academic Year Held in CRE Spaces				256 classes

ADDITIONAL SUPPORT:



"I appreciate the willingness and collaboration of Campus Reservations and Events partnering with Academics 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



Students enjoying a game night at the Barnes Center hosted by U-NITES!



FY21 HIGHLIGHTS

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.

STUDENT IMPACT

PROGRAM ENGAGEMENT BY THE NUMBERS 2020-21:

	Total Attendance/Semester	Unique Attendance/Semester
Fall 2020	7,584	5,941
Spring 2021	1,536	814



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."

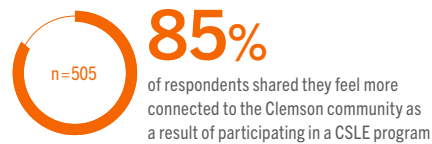
– U-NITES! participant



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



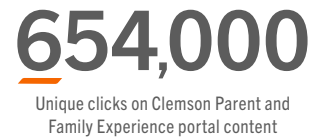
BECOME:

"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



ORIENTATION

POST-ORIENTATION 2020 ASSESSMENT:



LEADER EDUCATION AND DEVELOPMENT

CERTIFIED STUDENT LEADER PROGRAM:



WOMEN'S LEADERSHIP CONFERENCE:

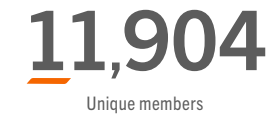
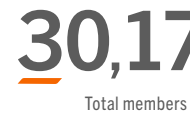


U-NITES!:

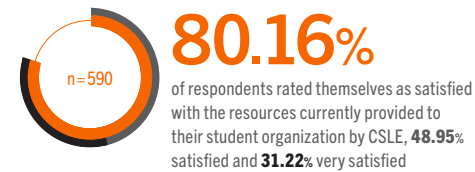


STUDENT ORGANIZATIONS

STUDENT ORGANIZATION DATA:

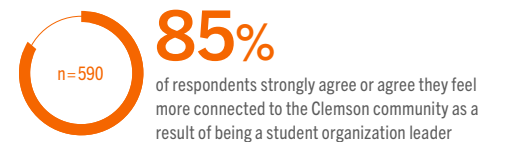
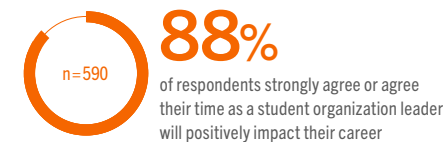
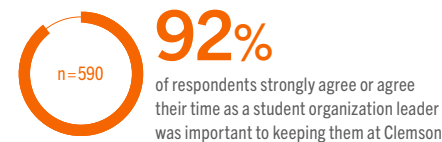


STUDENT ORGANIZATION NEEDS ASSESSMENT:



Represents the highest rating in the five years of this assessment

- Up 21% from 2017
- Up 27% from 2018
- Up 20% from 2019
- Up 9% from 2020



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.





FY21 HIGHLIGHTS

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:

398

Average veterans

947

Average military-connected students (veterans and dependents), a **9%** increase from FY20

771

Average students using VA Educational Benefits, a **15%** increase from FY20

\$40,000

in Clemson veteran scholarships awarded to **36** enrolled student veterans, an increase from FY20's \$12,500 awarded to seven enrolled student veterans

SCHOLARSHIPS:

EDUCATION:

189

Green Zone Training participants (students, faculty and staff)

GRADUATION:



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 Hail and Farewell Graduation Events

AWARDS AND RANKINGS:

SVA Chapter of the Year (Clemson Student Veterans Association) by Student Veterans of America, which supports over 1,500 SVA chapters across the U.S.

No. 43 out of National Universities for Best Colleges for Veterans and highest across the state of South Carolina by U.S. News & World Report

Best of the Best Schools 2021 by U.S. Veterans Magazine

Military Friendly School and Employer by militaryfriendly.com

College of Distinction for 2021-22 Military Support by collegesofdistinction.com

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.

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

5

Virtual events hosted in Fall 2020

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:

68

Mentees

31

Mentors

7

Programs in the Fall semester

6

Programs in the Spring semester

CONNECTIONS COHORT 2019:



AWARDS:

James Barr
Mentor of the Year

Tevej Rhodes
Senior Peer Mentor of the Year

Blake Summers
Mentee of the Year



Clemson students enjoying a beautiful day on campus



Walk for Veterans event attendee pays respects



FY21 HIGHLIGHTS

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.

STUDENT CONDUCT CASES

We saw an upward trend in student cases, primarily due to the newly created Health and Safety directives, which resulted in an additional **1,391** cases. This increase can be attributed to challenges of COVID-19 restrictions.

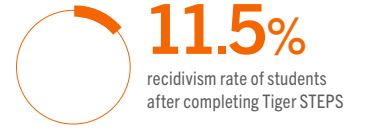


We saw decreases in cases in 21 of the 28 categories of general University regulations with the significant increases being in Alcohol and Alcohol Related Disorderly Conduct and the new Failure to Comply with Health and Safety Directives. Significant increases and decreases can be seen in the chart below.

General University Regulations	2018-19	2019-20	2020-21
Alcohol and Alcohol-Related Disorderly Conduct	1,239	1,086	1,597
Damage to Property	31	36	25
Disorderly Conduct	147	184	145
Disruption in Community and Ethical Standards	0	0	30
Failure to Comply with Official Request	61	39	18
Failure to Comply with Health or Safety Directive	New in 2020		1,391
Harm to Person	89	43	25
Violation of Federal, State or Local Law	112	88	39

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.

	2017-18	2018-19	2019-20	2020-21
Total Tiger STEPS Cases	326	788	734	1,156
Adjudications withheld	322	680	642	1,494
Cases adjudicated with Tiger STEPS as sanction	Implemented in 2020-21			240

STUDENT ORGANIZATION CASES

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



Clemson students collaborating in Clemson's Core Campus Complex



Office of
FRATERNITY AND SORORITY LIFE
Division of Student Affairs

FY21 HIGHLIGHTS

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

FALL 2020 MEMBERSHIP:

CPA College Panhellenic Association
12 Chapters
3,460 Members
288 Avg. Chapter Size
292 Total

IFC Interfraternity Council
22 Chapters
1,724 Members
78 Avg. Chapter Size

MGC Multicultural Greek Council
5 Organizations
44 Members
8 Avg. Chapter Size

NPHC National Pan-Hellenic Council
8 Organizations
83 Members
10 Avg. Chapter Size

2020-21 RECRUITMENT TOTALS:

CPA College Panhellenic Association
Fall 2020 Primary Recruitment: 1,148
Fall 2020 Continuous Open Bidding: 51
Spring 2021 Continuous Open Bidding: 147
Total: 1,346

IFC Interfraternity Council
Fall 2019 Recruitment: 357
Spring 2020 Recruitment: 209
Total: 566

MGC Multicultural Greek Council
Fall Intake: 9
Spring Intake: 15
Total: 24

NPHC National Pan-Hellenic Council
Fall Intake: 38
Spring Intake: 29
Total: 67

	Men	Women
Overall	50.58%	49.42%
Overall FSL	32.78%	67.22%
% of Gender Affiliated	16.1%	33.8%

	In-State %	Out-of-State %
CPA	48.79%	51.21%
IFC	44.14%	55.86%
MGC	80%	20%
NPHC	81.16%	10.84%
Overall FSL	48.23%	51.76%
Overall	66.4%	33.6%

MEMBERSHIP TRENDS FROM FALL 2016-20:

	Total Undergraduates	Total Members	Total CPA	Total IFC	Total MGC	Total NPHC
Fall 2016	19,022	4,471	2,895	1,510	22	44
Fall 2017	19,825	4,529	2,954	1,466	42	67
Fall 2018	20,076	4,569	2,903	1,537	45	84
Fall 2019	20,602	4,883	3,054	1,704	42	79
Fall 2020	20,868	5,186	3,415	1,648	46	81

ACADEMICS

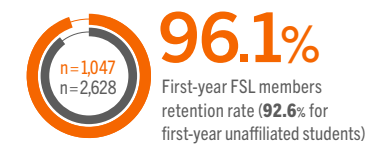
	Overall GPA	Overall FSL GPA	CPA	IFC	MGC	NPHC
Fall 2020	3.288	3.432	3.552	3.195	3.295	3.136
Spring 2021	3.293	3.437	3.556	3.23	3.024	3.179

3rd
Consecutive Fall semester where all four council GPAs exceeded 3.0

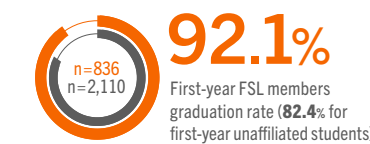
Denotes members with the highest Fall GPAs on record.
 Denotes new members with the highest Fall GPAs on record.

In Fall 2020: **89.13%** of all chapters exceeded 3.0; **81.19%** of all members exceeded 3.0
In Spring 2021: **78.72%** of all chapters exceeded 3.0; **82.19%** of all members exceeded 3.0

RETENTION — 2019 COHORT DATA:



GRADUATION — 2014 COHORT DATA:



SERVICE AND PHILANTHROPY

30,854

Hours chapter members spent in community service

\$807,147

Dollars raised for chapter philanthropies

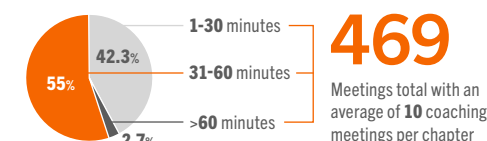
COACHING MODEL AND OUTCOMES

45.2%

Increase in coaching meetings



CHAPTER ENGAGEMENT:



COUNCIL ENGAGEMENT:



HEADQUARTERS ENGAGEMENT:



"My adviser has gone above and beyond from the day I got the position to not just help me with the basics of the position but also to talk through any creative ideas I've had, how to build relationships and bridges within the position, and even helped me grow as an individual."

— Student Employee

CHAPTER EXCELLENCE AWARDS 2021

APPLICATIONS AND WINNERS:

	Number Applied	Percent of Chapters	Chapters Receiving Awards
2019	25	53.2%	19
2020	34	73.9%	33
2021	32	68%	31

CHAPTERS OF THE YEAR:

Alpha Delta Pi (CPC) Amanda H. Hays Cup
Delta Phi Lambda Sorority (MGC) Founders Cup
Alpha Tau Omega (IFC) Dr. Jerome V. Reel, Jr. Cup
Zeta Phi Beta Sorority (NPHC) Altheia L. Richardson Cup

MEMBERS OF THE YEAR:

Sydney Tindall (CPA) Kappa Delta
Dennis Daly (MGC Fraternity) Pi Alpha Phi Fraternity
Jason White (IFC) Theta Chi
Melanie Magwood (NPHC Sorority) Delta Sigma Theta Sorority
Kerri Wong (MGC Sorority) Delta Phi Lambda Sorority
Azrin Jamison (NPHC Fraternity) Alpha Phi Alpha Fraternity



FY21 HIGHLIGHTS

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.

No. 2

2021 The Princeton Review Best Career Services

No. 3

2021 The Princeton Review Best Internships, Best Value Colleges

No. 17

2021 U.S. News & World Report Best in Co-op/Internships

STUDENT EXPERIENCE



STUDENT CAREER COUNSELING

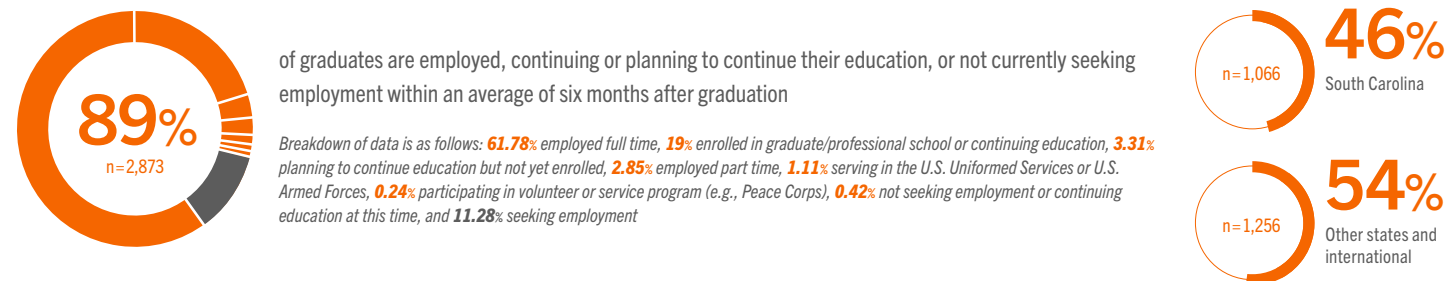


CAREER RESOURCES



FIRST DESTINATION RESULTS (2019-20)

PROFESSIONAL STATUS AND DESTINATION OF RECENT GRADUATES:



CCPD OFF-CAMPUS INTERNSHIP PROGRAM OUTCOMES



COMPETENCIES AND EXPERIENTIAL EDUCATION

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

Communication	3.95	Adaptability	4.13	Self-Awareness	4.03
Collaboration	4.15	Analytical Skills	4.05	Integrity and Ethics	4.33
Leadership	3.81	Technology	4.10	Brand	4.26

NEW STUDENT IMPRESSIONS

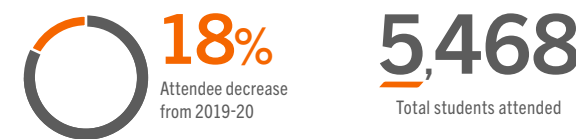
CCPD services were shared with over **2,000** new students at welcome events:

- New Student Orientation
- August Parent/Family Orientation — Campus Community Showcase
- Graduate Student Fair
- CU-ICAR Student Orientation
- Transfer Student Resource Fair
- CECAS RISE Basecamp
- Week of Welcome Collaborative at Cooper Library

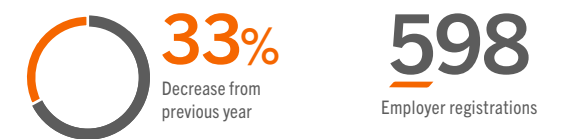
EMPLOYER RELATIONS

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 learns, allowing employers to interact one-on-one with students.

CAREER FAIR STUDENT ATTENDANCE:



CAREER FAIR EMPLOYER REGISTRATION:



CAREER FAIR OUTCOMES SURVEY:



ONLINE JOB POSTINGS:

Additional system feature activated in mid-2020 that more than doubled the postings from previous year



VIRTUAL INTERACTIONS

YOUTUBE:



INSTAGRAM:





FY21 HIGHLIGHTS

Student Affairs Publications creates innovative visual and multimedia solutions for enhancing and illustrating information pertinent to and about the Division of Student Affairs. In addition, we provide opportunities for students of various academic disciplines and offer hands-on learning laboratories that encourage discovery in a real-world environment.

STRATEGIC COMMUNICATIONS

JOBS PRODUCED:



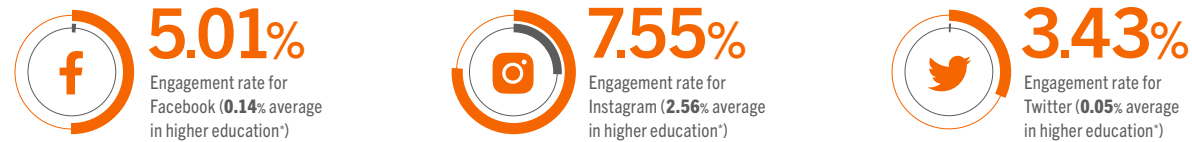
DEPARTMENT IMPACT AND RECOGNITION:

- Gala Gift Student Affairs Branded Playing Cards and Box 2020
Graphic Design USA: American Graphic Design Award — Packaging
- Mother's and Father's Day Cards 2019
Graphic Design USA: American Graphic Design Award — Announcements and Invitations
- Center for Student Leadership and Engagement Family Handbook 2020
Graphic Design USA: American InHouse Award — Publication
- Military and Veteran Engagement Student Veteran Coin 2020
Graphic Design USA: American InHouse Award — Brochures and Collateral
- University Housing and Dining Move-In Social Media Graphic 2020
Graphic Design USA: American InHouse Award — Online Design

SOCIAL MEDIA:**

Engagement Rate

In order to more clearly compare smaller percentages, the following data graphics represent a 0-10% range instead of 0-100%



Follower Growth



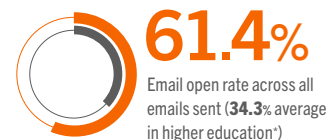
VIDEO:



Top Performing Videos

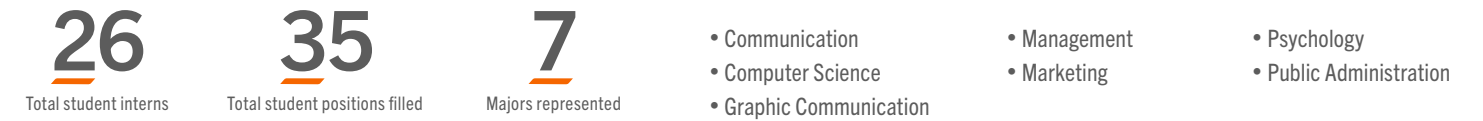
A Message from Chris Miller | Student Return — Fall 2020 (2.5K views)
[youtube.com/watch?v=WHa15ZSiHwS](https://www.youtube.com/watch?v=WHa15ZSiHwS)

Campus Recreation | Return to Rec — Fall 2020 (1.5K views)
[youtube.com/watch?v=VSfEWvBnoXs](https://www.youtube.com/watch?v=VSfEWvBnoXs)



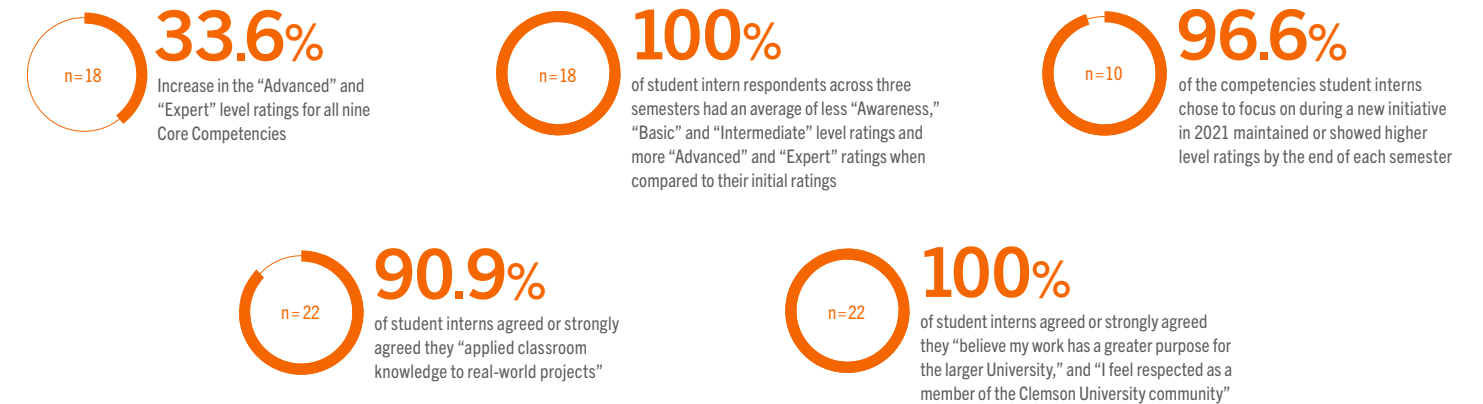
*socialinsider.io/blog/social-media-industry-benchmarks/#9 and myemma.com/assets/pdf/2020_higher_ed_email_benchmarks_report.pdf
**COVID-19 pandemic required higher messaging content than usual and may have impacted social media and web numbers

STUDENT LEARNING AND DEVELOPMENT



CORE COMPETENCIES:

Student interns evaluate themselves at the beginning and end of the year based on CCPD's Core Competencies and reflect on what they learned as a result of their internship.



STUDENT IMPACT AND TESTIMONIES:

"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 AP 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."

— 2021 Communication Student Intern

"It has helped form me into a much better designer. I feel much more confident with my professional skills to be able to work with clients and team members. This employment has also shown me that I want to be a graphic designer when I graduate."

— 2020 Graphic 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 strategic 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



Photography student intern capturing an event



Graphic communication student intern designing for a client

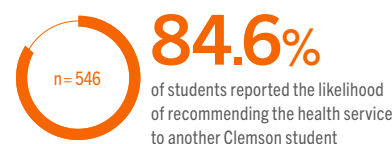
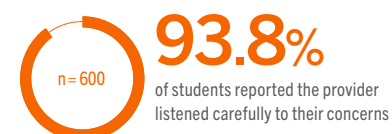
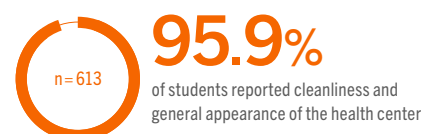
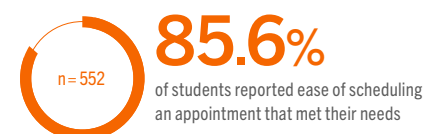
FY21 HIGHLIGHTS

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 654 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.



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.

22,092
Total visits

	Visits	Patients
Physician	8,740	4,322
NP	3,242	2,219
RN/LPN	2,889	1,179
Pharmacist	206	206
Miscellaneous	7,015	4,252

12,178
Total patients

Treatment Type	Number
Lab Tests	11,878
X-Ray Exams	1,043
RX Filled (Total)	11,539
RX Refilled	4,081
Allergy	907
Immunization	1,685

"My doctor and nurse are so, so kind. I don't think I've ever felt more comfortable with health care providers. I did not feel rushed at all, and I truly appreciate that they take the time to listen. Compared to my undergraduate experience at a different university, I am very impressed with Clemson's student health."

– Student perspective on medical services offered

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

	Visits	Patients
Psychologist	6,554	1,934
Counselor	6,566	1,647
Psychiatrist	1,715	360

"The online services for CAPS has 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.

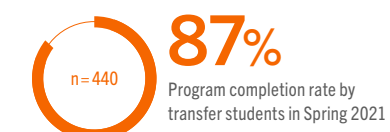
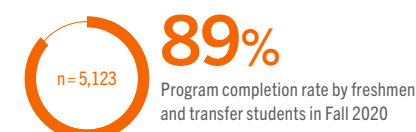
195 Total workshops and groups **736** Total attendees

"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.



"The facilitator did a great job explaining the importance of health and safety not only on campus but also off campus as well."

– Student perspective on Healthy Campus

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



Wellness stones standing near the Reflection Pond

