



*Division of*

# STUDENT AFFAIRS

**FY22 HIGHLIGHTS**

# DIVISION OF STUDENT AFFAIRS ANNUAL DEPARTMENTAL HIGHLIGHTS

The Division of Student Affairs' performance drivers are: people, execution, and outcomes. We believe that if we have the right people, focused on the right things, we can achieve our desired results, which is to support students by complementing the academic mission of Clemson University.

Each department in the Division of Student Affairs uses its annual value mapping process and dashboards to ensure they're focusing on what's most relevant while identifying opportunities to eliminate redundancies, reduce cost and risk, and maximize effectiveness in learning and operations. The Division of Student Affairs is a university and industry leader with its value mapping and dashboard structure.

Collecting, analyzing and reporting data demonstrates the division's commitment to data-informed decision making related to the continuous improvement of its programs, services and administrative functions. The following are the 2021-22 highlights from each department in how they play an integral role in preparing and empowering students to make a difference as global citizens.

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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. We partner with students, their families, campus and community partners, faculty and staff to empower students to achieve academic and personal success and to build resilience. Due to COVID-19, OAS implemented modified CARE procedures, which makes data from FY20 and FY21 different than prior years and years to follow.

## COMPONENTS OF THE OFFICE OF ADVOCACY AND SUCCESS

### EDUCATION, OUTREACH AND TRAINING THROUGH OAS:

OAS aims to cultivate a culture of care among faculty, staff and students. To help encourage and equip campus partners to care for and support students, OAS provides educational presentations on how to file a CARE report, when to contact emergency/safety services and how to provide updated resource information. OAS participates in outreach events including but not limited to Stress Less and World Kindness Day to support students and promote peer-to-peer support. Additionally, OAS uses its website and social media to promote general and CARE network information and student resources. Finally, OAS regularly trains staff who work within the various OAS programs including but not limited to staff who manage CARE files (Residential Living and Fraternity and Sorority Life) and the Dean on Call (DOC) team.

### OFF-CAMPUS SERVICES:

Approximately 3/4 of Clemson students live off campus. To increase care and support for all students, OAS began implementing initiatives to support those living off campus. This year OAS started developing relationships with property managers in Clemson and the surrounding areas. Property managers participated in a survey with the goal of identifying student needs and potential areas of collaboration. OAS used responses to inform initiatives throughout the year such as semesterly newsletters, outreach events and meetings between property managers and key University departments.

#### Professor discussing OAS outreach (paraphrased for privacy)

*"Thanks for your support in this. I am very pleased that Clemson offers this care for our students. I know our students have been highly impacted by the pandemic."*

#### Off-Campus Partner



## INTERPERSONAL VIOLENCE RESPONSE (IVR)

Interpersonal Violence Response serves students who identify as primary or secondary survivors of interpersonal violence by providing support, advocacy and facilitating connections to on- and off-campus resources.

### DIRECT SERVICES:

- Student meetings and follow-up correspondence
- Accompaniment to related meetings
- Consultations with community partners, on-campus resources, faculty, staff, etc.
- Student connections to resources on- and off-campus
- Safety planning

#### Parent discussing OAS contact (paraphrased for privacy)

*"I'd like to thank [the] staff at Advocacy and Success. Thank you so much for advising me on who I needed to contact and for directing me accordingly."*

#### Student discussing an existing issue (paraphrased for privacy)

*"Thank you for all your help! I got great news today regarding the concern we were working through. And I'm going to contact the resources you gave me today. I think all the support you gave me helped me a lot."*

## NOTABLE ACCOMPLISHMENTS:

### Service Development

To ensure continued provision of support and advocacy services to student survivors, IVR:

- Hired a second Interpersonal Violence Response Coordinator
- Published a website to increase awareness of survivor resources and rights and IVR services
- Developed IVR Policies and Procedures
- Created a physical safe space where survivors can go to take a break, pass time between classes or do course work

### Outreach and Programming

To increase visibility on campus and in the community, IVR:

- Coordinated and executed multiple outreach events for SAAM (Sexual Assault Awareness Month) and DVAM (Domestic Violence Awareness Month)
- Offered presentations to student organizations and employees, resulting in increased awareness of IVR (Interpersonal Violence Response) services and connections to response coordinators
- Continued networking and collaborations with on- and off-campus partners

## SERVICES AND PARTNERSHIPS

### MEDICAL ALCOHOL AMNESTY POLICY (MAAP):

The MAAP facilitates access and removes barriers to students requiring medical assistance in alcohol-related emergencies and provides caring, nonpunitive interventions. In qualifying incidents, the Office of Community and Ethical Standards refers students to OAS for support. Students are then connected to educational programs at Redfern's Counseling and Psychological Services as follow-up.

	Number of Unique Students
2019-20	40
2020-21	17
2021-22	34

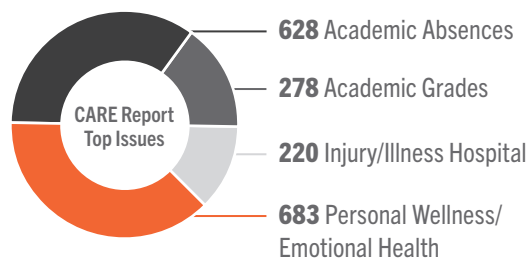
### NOTIFICATION OF ABSENCE (NOA):

The NOA system provides students with a streamlined way of notifying professors of an absence. For NOAs submitted with extenuating circumstances such as grandparent death, friend death or medical need, OAS sends students supportive messages with resources and follow up through the CARE network if needed. During the 2021-22 academic year, students were more intentionally instructed to utilize the NOA system resulting in an increased number of submissions and follow-ups.

	Number of Unique Students
2019-20	45
2020-21	208
2021-22	1,190

### CARE NETWORK:

The CARE network is a nonemergency system designed to assist students experiencing issues of concern. A CARE report can be made electronically by anyone and submitted to OAS via the website. Common reasons for a CARE report can include but are not limited to: academic concerns, adjustment Issues, relationship concerns, grief, financial needs, emotional health, and injuries and illness. The four issues in the pie chart generally remain top concerns reported to the CARE network each year.



	Number of Cases (not students)
2019-20	1,961*
2020-21	1,956*
2021-22	2,343

\*2019-21 numbers were impacted by COVID-19

### DEAN ON CALL (DOC) PROGRAM:

OAS oversees the division's Dean on Call (DOC) team, which responds to after-hours emergencies when notified by a University official. The team is one part of the University's crisis management system.

	DOC Contacts
2019-20	88
2020-21	61
2021-22	113

### CARE Report Structure





Department of

# BUSINESS OPERATIONS

Division of Student Affairs

## FY22 HIGHLIGHTS

The Student Affairs Business Operations office (SABO) is a service-oriented team charged with supporting the Division of Student Affairs's (DOSA) vision, mission and strategic plan and provides recommendations on integrated financial, human and assessment strategies. SABO continues to enable DOSA to be more efficient, resourceful and accountable while not negatively impacting the student experience.

## FINANCIAL MANAGEMENT AND RESOURCE ALIGNMENT

- Developed and submitted the FY22 DOSA Budget, totaling **\$27.8M**
- Increased division costs for capital projects; enrollment growth; and return to on-campus activities, programs and services
- Increases in actual FY22 revenues are due to the recovery of COVID-19 revenue loss from FY21 — remaining recovery amount of FY21 COVID-19 revenue loss expected in FY23
- Managed, approved, tracked and submitted all DOSA COVID-19 related expenditures for Redfern Student Health Center and got its **\$1.5M** budget approved by meeting quarterly with the Medical Director and Finance and Operations representatives
- Created a Capital Projects report showing all division projects and the related financials and reviewed fundraising commitments and cash in-hand balances with the Student Affairs development officers shown on the CU PeopleSoft system

## STUDENT ORGANIZATION FINANCIAL ADVISEMENT AND SUPPORT

- Held **77** direct, one-on-one meetings with Clemson University Student Government, Graduate Student Government and Student Funding Board totaling over **192** hours including monthly financial reviews; annual transition retreats; and Senate meetings and Student organization requested meetings regarding strategy, operational compliance and building key relationships for successful projects
- Processed over **\$1.8M** in Undergraduate Student Activity Fee allocations to over **200** recognized student organizations
- Managed over **\$126k** in Graduate Student Activity Fee dollars and **\$24,000** in GRAD/3MT project funds
- Developed and implemented a consistent division process for CU Select Grants-in-Aid; **seven** GIAs in total

### Student on SABO customer service

*"I thoroughly appreciate SABO's responsiveness to issues or questions that we have as a student org. They are fantastic at responding timely and providing context around decisions."*

## HUMAN RESOURCE (HR) INITIATIVES

- Decreased payroll errors by **74 percent** from FY21 to FY22
- Completed a DOSA-wide project in partnership with CUHR; focusing on over **100** position description reviews and classification
- Hosted quarterly trainings with **16** staff HR liaisons
- Professional Development through Tiger Training and Academic Impressions:
  - **203** professional employees completed **2,057** trainings
  - **228** undergraduate and graduate employees completed **567** trainings
- In response to 2021 Staff Experience Survey data, SABO developed the PrePAIRing Tigers program to launch in FY23 that will create the following outcomes for:
  - **New Employees:** ease personal and professional transitions and support relationships and community
  - **Current Employees:** enhance advising, supporting and leadership competency by providing more support to a new employee
  - **Division of Student Affairs:** improve staff recruitment, retention and satisfaction

### Human Resource partner on SABO collaboration

*"Our collaboration allows us to work quickly and efficiently to meet HR needs and ensure an environment that allows Student Affairs to meet and exceed the needs of Clemson students."*

# PLANNING, ASSESSMENT AND OPERATIONAL EXCELLENCE

- **93** consultation meetings to support department's assessment efforts
- **65** employees completed new data governance and data quality training
- **22** employees trained on Anthology Baseline
- **26** DOSA and guest presenters shared **20** continuous improvement successes through the virtual Experience: IMPACT series
- **Three** departments completely refreshed their value map and dashboard to reflect shift in core functions and strategies

## University partner on SABO assessment

*"Interactions with the team were fantastic. Really thoughtful about the way they approach assessment and using data to improve the overall student experience."*

# DIVISIONAL STRATEGIC PARTNERSHIPS AND PROJECTS

The Division of Student Affairs collaborates with a variety of partners to enhance its and the University's mission. The following are examples outcomes related to ongoing and new strategic partnerships and projects.

- **Medical University of South Carolina (MUSC)**
  - Reviewed existing procurement agreements with MUSC within Student Affairs and/or related to student health
- **Well-Being Initiative**
  - **33** student and campus leaders are taking an enterprise-wide approach to holistic well-being to support students and employees having the knowledge, skills and confidence to invest in their lifelong health
- **Clemson University Graduate Assistant Recruitment and Selection Process (CU-GARS)**
  - Provided the first-ever hybrid interview weekend experience to support health and safety preferences of prospective students and hiring supervisors
  - Perspective student feedback on post-CU-GARS survey: *"Thank you for your organization and communication! By far the best out of all four schools I'm interviewing with."*
  - Faculty partner on SABO project management: *"Thorough, beyond competent, strategic and dependable. The leadership for graduate recruitment has been a master class in substantive, collaborative project management."*
- **Increasing Student Awareness and Usage of the Snow Family Outdoor Fitness and Wellness Complex**
  - **80** one-on-one interviews with students conducted at **seven** campus locations that generated recommendations that informed marketing and signage and enhancements to accessibility and program offerings
- **Isolation and Quarantine (I/Q)**
  - **14.8 percent** increase from FY21 to FY22 in the quality of information provided as students prepared to exit I/Q because of continued cross-division communication and support and leveraging feedback from **723** students

# CUSTOMER SERVICE SURVEY

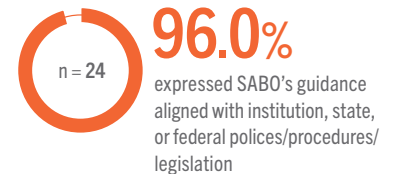
At two points during the fiscal year, SABO solicits feedback from division and University colleagues to support continuous improvement in customer service.



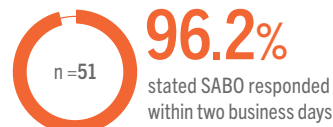
Reflective of Division colleagues indicating "strongly agree" or "agree" on a four-point scale



Reflective of University colleagues indicating "strongly agree" or "agree" on a four-point scale



Reflective of Division and University colleagues indicating "strongly agree" or "agree" on a four-point scale



## Division colleague on SABO services

*"I am extremely grateful for the excellent service provided by the SABO team. We feel well supported in all areas of finance, HR and planning."*

## Division colleague on SABO professionalism

*"Positive energy is always nice. Dedication to solving/resolving problems is appreciated."*



Department of

# CAMPUS RECREATION

Division of Student Affairs

## FY22 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. Facility usage and program participations experienced a strong rebound during the 2021-22 academic year from previously lower numbers due to COVID-19. Campus Recreation was able to return to pre-COVID-19 capacities and offerings, even though some challenges still remained. 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. In 2022, Clemson University was ranked **No. 3** in Everyone Plays Intramural Sports.

### FACILITY ACCESS NUMBERS

**464,624**

Total swipe-ins

**16,864**

Total unique users

**40+**

Acres of outdoor space overseen

**250,000**

Total square footage of Fike Recreation Center

**16,000**

Total square footage of Andy's

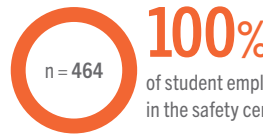
**30,000**

Total square footage of Douthitt Hills

### STUDENT EMPLOYMENT

**464**

Total student employees



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

### PROGRAMS



**INTRAMURAL SPORTS:**

**23,336**

Total swipe-ins

**4,590**

Total unique participants



**CLUB SPORTS:**

**33**

Club Sports teams

**2,657**

Total unique participants



**FITNESS AND WELLNESS:**

**3,950**

Total unique participants

**118**

Group fitness class offerings per week



**OUTDOOR RECREATION AND EDUCATION:**

**14,106**

Total rental items

**1,229**

Total unique CORE program participants

# NOTABLE ACCOMPLISHMENTS

## RETURN FROM COVID-19:

- Intramural Sports hosted indoor and outdoor programs, including popular sports such as basketball and flag football, and saw a 100% increase in participation from last year
- Club Sports returned to hosting on-campus events and tournaments
- CORE brought back its overnight trip series and multi-day spring break offerings
- Fitness and Wellness returned to a full schedule of weekly class offerings all at full capacity

## FACILITY AWARD

Andy Quattlebaum Outdoor Education Center was recognized at the National Intramural and Recreational Sports Association (NIRSA) annual conference in Portland, Oregon, on March 22, 2022, as a NIRSA Outstanding Facility Award winner. These awards honor facilities that demonstrate excellence in a number of critical areas, including architectural design, functionality and how well the facility meets its intended purpose. Winning facilities exemplify the institution's commitment to providing the higher education experience desired and valued by students.

## STUDENT GROWTH

Out of the 20 Sports Program student employees, 12 responded to a post-experience survey and either strongly agreed or agreed their roles helped them improve in the following areas:



## STUDENT QUOTES:

### Student Perspective on the Group Fitness Program

*"The [group fitness] instructors were amazing and so positive, and I loved the atmosphere they created. I also loved the different types of classes you could take."*

### Student Perspective on the Sport Programs

*"One thing I love is the family atmosphere Sport Programs creates. We felt like a family, and it made working a lot more enjoyable."*

### Student Perspective on the CORE Trips

*"This was a truly phenomenal, life-changing experience! I was a complete beginner to backpacking and camping, and the trip leaders were so accommodating and helpful. Thanks to the trip leaders I am definitely more confident about overnight trips in the wilderness."*





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.

## SAMUEL J. CADDEN CHAPEL DEDICATION AND OPENING

Located in the heart of campus, the Samuel J. Cadden Chapel was dedicated on December 10, 2021. CRE began managing the 3,053-square-foot building in January 2022 with the first reservation in February 2022. The Samuel J. Cadden Chapel welcomes all members of the Clemson University community for prayer and other expressions of faith during published open hours. The chapel can also be reserved for faith-based and cultural activities that include organizational gatherings, services, special events, recitals, and ensemble and acoustic performances. Additionally, the Cadden Chapel is available for weddings, funerals and memorial services. From February 15 to June 30, 2022, there were **60** reservations for the Cadden Chapel, which included weddings, student organization meetings, tours, recitals, speakers and vocal performances.

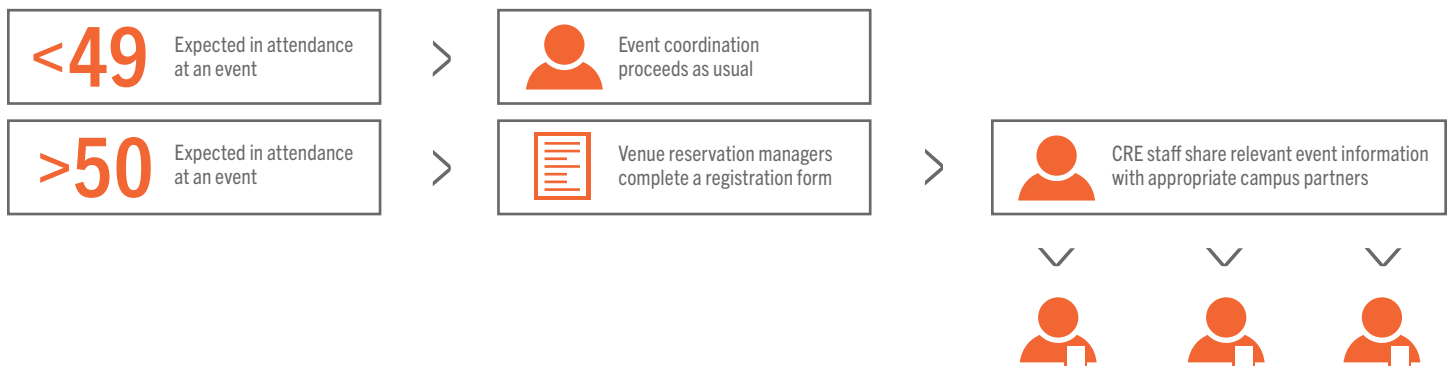
## INCREASED RESERVABLE SPACE FOR STUDENT ORGANIZATIONS

Clemson University's growing number of students and student organizations has also increased the need for reservable spaces in the evenings. CRE and Academic Affairs recognized an opportunity to partner and support student connections. Leveraging classrooms in academic buildings when they are not in use both maximizes space and allows student organizations to schedule meetings, programs and events.

As a pilot, CRE and Academic Affairs partnered in FY22 by having **17** classrooms in Brackett Hall available for student organizations to reserve Sunday through Thursday evenings. During these times, CRE managed the reservation process and provided on-site staff to handle reservation logistics. There was a total of **2,448** reservations in Brackett Hall in FY22. The goal is to continue this partnership with Brackett Hall in FY23 as well as incorporate additional academic buildings.

## CAMPUSWIDE EVENT REGISTRATION PROCESS

In FY22, to create more awareness, safety and risk management for events on Clemson's main campus and University-owned buildings within a five-mile radius of main campus, CRE implemented a Universitywide event registration process for meetings, programs and events with 50 or more people in attendance. In addition to achieving intended outcomes, increased communication has yielded an integrated system of support and resources.



# BUILDINGS AND SPACES MANAGED

3

Buildings



19

Indoor spaces



- University Union (Student Senate Chambers)
- Tillman Hall (Memorial Auditorium)
- Brackett Hall (17 classrooms)

# RESERVATION AND EVENT COORDINATION

65

Indoor spaces

20

Outdoor spaces

7,959

Total number of events and reservations processed and coordinated in FY22

38,260

Total hours of events and reservations in FY22

## CLIENT SATISFACTION SURVEYS:



98%

of clients reported they had a positive experience with the Reservation Services staff



100%

of clients reported they had a positive experience with the Event Services staff



100%

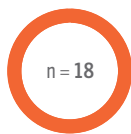
of clients reported they had a positive experience with the Operations staff

# STUDENT EMPLOYEE DEVELOPMENT

CRE 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.

18

Total number of student managers



100%

of student managers reported they could identify at least three transferrable skills gained while working for CRE



100%

of student managers were able to describe at least one situation in which they had to utilize their leadership skills while at work in CRE

# STUDENT QUOTES

## Student Response on Utilizing Leadership Skills at Work

"This semester, I had to conduct the onboarding training for new employees. I had to be knowledgeable about all of our spaces in Hendrix Student Center and Brackett [Hall]. In addition, I had to schedule a time to meet with each new employee."

## Student Response on Skills Gained Working with CRE

"One skill that I gained while working for CRE was how to effectively communicate and identify what tasks need to be accomplished to achieve a goal. Another skill was how to utilize my individual strengths to become a better leader and coworker and identifying what tasks and positions I am best suited for. The third skill that I gained was how to delegate and identify what the strengths of the people around me were in order to best accomplish the task or goal set in front of us."

## Student Response on Time Management Skill Impact

"Yes, I can tell what skills I have learned here will definitely transfer. Time management is probably the biggest skill I learned, having been notoriously not great at it. I now spend far less time messing around in my free time when I have things that need to be done."

## Student Response on Ability to Apply Skills to Life

"I do feel my knowledge of transferrable skills has improved in my personal life, such as school. I now know how to write professional emails to my professors and other people on campus. I have gained the knowledge to stay organized within my day-to-day life. I have also gained knowledge that it is better to work as a team in certain situations."



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:

	Total Attendance/Semester	Unique Attendance/Semester
Fall 2021	15,982	11,105
Spring 2022	3,173	1,806

**19,155**

Total FY22 program engagement

#### BEGIN: Antonio Rodgers (U-NITES! Participant and Intern)

*"CSLE has been a great resource where I could come to anyone in the department and get great advice for any questions or issues I may have had."*



**83%**

of first-year students felt like they were connected to their peers after attending Welcome Week

#### BELONG: Iyana Birtha (Student Involvement Consultant)

*"I am really grateful for the opportunity the Center for Student Leadership and Engagement gave me to help others get involved in the Clemson community."*



**89%**

of respondents shared they feel more connected to the Clemson community as a result of participating in a CSLE program

#### BECOME: Ashley Hubbard (Alternative Breaks and Impact Participant)

*"I have learned more about myself, how to come out of my comfort zone and how to be a better person from being a part of CSLE. The impact it has had on my collegiate career is huge, and I wouldn't trade it for anything!"*



**95%**

of respondents can adapt their leadership style to different situations

## ORIENTATION

### POST-ORIENTATION 2021 ASSESSMENT:



**99%**

of first-year respondents understood the academic expectations at Clemson



**97%**

of first-year respondents learned about campus resources in the event of an academic concern



**97%**

of first-year respondents had a clear understanding of how to register for classes

**4,620**

Total students completed virtual Orientation

**4,608**

Number of students who participated in in-person Orientation and Welcome Week

**2,870**

Number of guests who participated in Orientation



**85.6%**

of students rated their virtual Orientation experience as good or excellent



**67.2%**

of guests rated their virtual Orientation experience as good or excellent

# STUDENT INVOLVEMENT

## STUDENT ORGANIZATIONS:

**43,758**

Total members

**14,387**

Unique members

**527**

Number of organizations

## U-NITES!:

### U-NITES! Student Participant on Impact

*"I participate in a lot of U-NITES! events, and I feel like these events have made it easier to connect with other people on campus."*

**96**

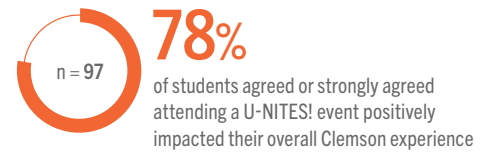
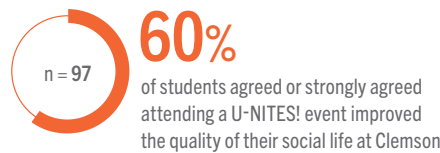
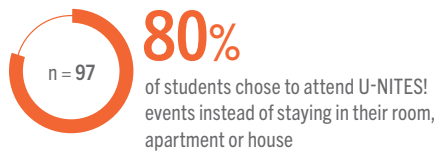
Total programs

### U-NITES! Student Participant on Connections

*"By going to events with both similar people than myself, I was able to form strong social connections with other students across campus."*

**2,814**

Total attendance



# LEADER EDUCATION AND DEVELOPMENT

## CERTIFIED STUDENT LEADER PROGRAM:



## WOMEN IN LEADERSHIP CONFERENCE (WLC):



# VIRTUAL FOOTPRINT

**587,637**

TigerQuest page views

**81,066**

CSLE Instagram impressions

**41,177**

User visits to the Clemson Parent and Family Experience online portal

**395,525**

Unique clicks on Clemson Parent and Family Experience online portal

## PARENT FAMILY CONNECTIONS:

**118,133**

Clicks and views of our portal content

**9,547**

New portal users for FY22

**49,606**

People have joined the portal since its inception in 2019





Community Achievement and Student Empowerment (CASE) was created to provide relevant, accessible and supportive services and advocacy to empower students and advance underrepresented communities. As a part of divisional restructuring, effective July 1, 2022, the programs and services offered by CASE have shifted to departmental areas. Staff will continue to create collaborative pathways to excellence for students through campus partnerships and support the University's retention efforts. This document is the last highlights report for CASE. Future data can be found in highlights for the Center for Student Leadership and Engagement and the Office of Student Support and Empowerment.

## ENRICHMENT PROGRAMS

### CONNECTIONS PROGRAM:

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

To support a larger mentee class in 2021-22, the CONNECTIONS program adjusted to a family model to support the success of first-year students. A senior peer mentor, three mentors and 15-16 mentees comprised each family group. Families met several times per semester to dialogue about the five CONNECTIONS pillars and held monthly social events and an end-of-the-year field day to build and maintain a sense of community.



### CONNECTIONS Cohort 2021-22

All **77** mentees completed ED1970 in the fall to assist with their transition to college and all **10** of the new mentors, out of the **20** total mentors, completed EDSA3900 in the fall, which focused on student development, leadership and helping skills.



**100%**

of all first-year mentees lived in a Living Learning Community (LLC) (**85.7%** of the CONNECTIONS cohort lived in the CONNECTIONS LLC with others living in partner LLCs)

### Awards

**Christian Butler**  
*Mentee of the Year*

**Auriy Tinch**  
*Mentor of the Year*

**Camryn Hubbard**  
*Senior Peer Mentor of the Year*

### CONNECTIONS Cohort 2020-21



**91.2%**

first year to second year  
retention rate

### STUDENT ORGANIZATIONS:

2021-22 was a rebuilding year for the delegated student organizations supported by the enrichment programs team. Brother2Brother and Sister2Sister utilized 2021-22 to recruit new members, focus on the leadership development of their officers and provide a space for building community for existing members. Each organization has developed a schedule of programs for 2022-23 and will focus on outreach and engagement in the new year.

# MILITARY AND VETERAN ENGAGEMENT (MVE)

## NATIONAL AWARDS AND RANKINGS:

Clemson University ranked No. 43 (up from No. 45) and highest across state of South Carolina *Best Colleges for Veterans* by *U.S. News & World Report*

Clemson University advances to Military Friendly School: Silver Award. Clemson was also named a 2020, 2021 and 2022 Military Friendly Employer, making it the only institution of higher education selected for both designations multiple years in a row — a distinction in keeping with its long and rich military heritage  
*MilitaryFriendly.com* | Read more at: [bit.ly/cumilitaryfriend](https://bit.ly/cumilitaryfriend)

Clemson earns No. 8 on the 2022 list of Military Friendly Brand organizations  
*MilitaryFriendly.com*

Clemson University recognized on Best of the Best Schools 2022 for the fifth consecutive year  
*U.S. Veterans Magazine*

Clemson University recognized as a College of Distinction for 2022-23 Military Support  
*CollegesofDistinction.com*

Matthew Morris, Navy veteran, wins an annual honor bestowed upon student veterans who are making a positive difference at their school and in their community (one of 33 national winners)  
*G.I. Jobs 2022 Student Veteran Leadership Award (SVLA)*

## FALL 2021 AND SPRING 2022 STUDENT ENROLLMENT:

**1,053**

Average military-connected students enrolled (veterans and dependents), a **10%** increase from the year prior

**365**

Average veterans enrolled each semester

**756**

Students using VA Educational Benefits

## GRADUATION:

**66**

Student veterans graduated

**20**

Student graduates recognized during the Veterans Hail and Farewell Graduation Event

## GREEN ZONE TRAINING:

**86**

Students, staff and faculty participated

**6**

Total Green Zone Training Team members/ambassadors in FY22 comprised of **three** staff and **three** students

## REBRANDING OF VETERANS CENTER:

MVE intentionally rebranded “The Veterans Center” to “Military and Veteran Engagement Resource Center.” This shift to inclusive language and signage ensures the growing number of military dependents understand MVE and the physical space serves and supports them as well as Clemson’s student veterans.

## ADDITIONAL MVE PROGRAMMING AND RESOURCES:

**24**

Attendees for Fall 2021 Veteran Orientation

**41**

Attendees for Spring 2022 Military Orientation

**10**

Students participated in the VA Work Study Program:



**63%**

Average open rate over FY22 for Paws and Stripes Newsletter

- Student Veteran Peer Connection Program
- MVE Advising: Military-specific advising to ensure student success
- MVE Resource Center: Dedicated space for veterans and military-connected students

## ADDITIONAL MVE PROGRAMMING AND RESOURCES:

MVE maintains relationships with Clemson Corps and Financial Aid to support student veterans with scholarships. While MVE does not select scholarship recipients, it identifies eligible student veterans.

**\$440,470**

In Veteran Scholarship Endowment (per Clemson Corps financial update)

**\$51,806**

In Clemson veteran scholarships awarded to enrolled student veterans



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.

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

This fiscal year, OCES completed the following mission critical work:

- Created and administered a new educational program to address first-time violations, Tiger Accountability.
- Helped create a healthier, safer campus and community by partnering with COVID-19 Systems Support, CCIT, Red Fern, DHEC and Residential Living, by daily monitoring, engaging and educating students who were noncompliant with weekly COVID-19 testing, through reminder emails, personal phone calls and conduct conferences with OCES hearing officers.
- Recruited, trained and supervised students who wanted to be involved in student government and obtain leadership skills through participation in Student Judicial Boards.

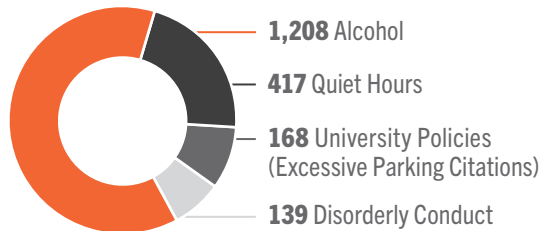
## CONDUCT CASES

### INDIVIDUAL CASES:

**2,346**

Total cases created and addressed,  
a 27% decrease from FY21

### Most Common Offenses Referred to OCES



### Student response from the Post-Hearing Feedback Survey

*“My hearing officer was amazing and made me feel very comfortable. She was a great listener and very understanding. I am very appreciative of the way she handled our meeting and cared for me as a student and a person. I learned a lot through this process and do not think anything needs to be improved.”*

To promote a safe environment for the Clemson community and reduce the potential number of total conduct cases impacting students, OCES assisted campus partners with ensuring students comply with the weekly COVID-19 testing requirement by implementing multiple layers of proactive communication.

**5,853**

Proactive warning emails

**3,560**

Proactive phone calls

**422**

Conduct cases created for students who chose to still not test after warning emails and phone calls

### STUDENT ORGANIZATION CASES:

**6**

Reports with follow-up investigations

**0**

Violations found

**0**

Organizations suspended or placed on probation in 2021-22\*

# TIGER ACCOUNTABILITY

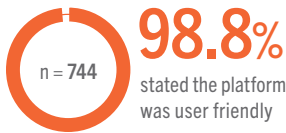
When misconduct is reported, OCES is responsible for determining the appropriate method of resolution. Tiger Accountability is an educational program offered for the first time in FY22 for low-level violations of the Student Code of Conduct. It is housed in Clemson's learning management system, CANVAS, and is completed entirely online.

Tiger Accountability focuses on engaging students with the specific policies and regulations governing the Clemson community. It is intended to fill the gaps in students' awareness of Clemson's expectations regarding prohibited activities and behavior. By looking at the Clemson University Student Code of Conduct, Housing Policies and relevant federal and state laws, Tiger Accountability prompts students to acknowledge their responsibility to the Clemson community and assists them in developing ethical behaviors as community members.

**869**

Students participated in the Tiger Accountability Program

Students had the opportunity to provide program feedback. Percentages reflect students who indicated strongly agree or agree on a four-point scale:



## STUDENT JUDICIAL BOARDS

The Student Judicial Board (SJB) is a group of student leaders situated in CUSG's Judicial Branch who serve as an extension of the Office of Community and Ethical Standards to facilitate the peer adjudication process on campus. Student Judicial Board members work in partnership with OCES to adjudicate low-to mid-level cases and provide an educational experience for students going through the conduct process.

**52**

Conduct cases adjudicated

**0**

Appeals to their findings or assigned sanctions

### SJB member testimony

*"Being on the Judicial Board for three years and having served as a former student adviser has been a life-changing experience for me. This opportunity inspired me to pursue a career in the legal field where I am helping others and uplifting myself to affect change in the Clemson community and around the globe."*

### Student response from the Post-Hearing Feedback Survey

*"The members of the Student Judicial Board were all very clear and kind when handling my violation. They are doing a great job."*

### Student response from the Post-Hearing Feedback Survey

*"The Student Judicial Board was very thorough with their trial and extremely friendly along with understanding to my personal involvement with the case."*





Department of

# CREATIVE SERVICES

Division of Student Affairs

## FY22 HIGHLIGHTS

### NEW NAME AND STRUCTURE

During the FY22 Division of Student Affairs (DSA) restructure, Student Affairs Publications was realigned in a newly created Brand Strategy and Community Engagement area and renamed Student Affairs Creative Services (SA Creative Services). SA Creative Services altered our service model with an updated priority scope to prioritize higher-impact messaging to highlight the services and programs within DSA.

### NEW CAMPAIGN DEVELOPMENT WITHIN UPDATED PRIORITY SCOPE:

#### Student Health Services (SHS) — Perceptions and Awareness

The SHS Perceptions Campaign is focused on educating current students and their families about the high-quality medical services and many high-performing areas of student service and engagement available to all students.

#### Center for Student Leadership and Engagement (CSLE) Awareness — Who Will You Become

The CSLE Awareness Campaign is a marketing campaign to build awareness of the center and its services and programs by encouraging every student to find their place on campus through involvement with CSLE.

#### Center for Career and Professional Development (CCPD) Awareness — Everyone Has Questions, We Have the Answers

Our campaign centers around normalizing the fact all students have questions on how to navigate career development and focuses on how the CCPD is here for every student wherever they are in their career journey.

#### Campus Recreation — Discover SNOW

Our campaign Discover Snow is a comprehensive messaging campaign that introduces students to the spaces and opportunities available to them at the Snow Family Outdoor Fitness and Wellness Complex by highlighting the variety of activities, sights and spaces available to them through Campus Recreation.

### WEB CONVERSION AND EMAIL MARKETING:

Initial development has begun to update all DSA websites to the new University web template. Phase one, converting the DSA main website, is complete, and a development timeline for all departments' site conversions has been outlined and shared with department web managers.

81

Total campaigns sent via email, a 3.5% increase from FY21



74.2%

email open rate (28.5% average in higher education\*)

### SOCIAL MEDIA GROWTH

Over the course of FY22, we have continued to increase our market reach through divisional social media platforms while diversifying our content strategies to include high-performing short-form video content, which has increased our audience and reach. Average engagement continues to remain above industry average while follower growth continues to increase with year-end ratings. A division TikTok account was created in FY22, and we are establishing baseline data.

### SOCIAL MEDIA ENGAGEMENT:

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



6.1%

engagement rate for Facebook (0.15% average in higher education\*)



4.9%

engagement rate for Instagram (2.99% average in higher education\*)



4.0%

engagement rate for Twitter (0.07% average in higher education\*)

\*[campaignmonitor.com/resources/guides/email-marketing-benchmarks/](https://campaignmonitor.com/resources/guides/email-marketing-benchmarks/) and [rivaliq.com/blog/social-media-industry-benchmark-report/](https://rivaliq.com/blog/social-media-industry-benchmark-report/)



## SHORT-FORM VIDEO CONTENT:

Our new focus on short-form video content has helped drive audience growth and content awareness on key student-facing platforms like Instagram and TikTok. The following numbers are comprised of Instagram Reels and TikTok unless otherwise noted.



- April Fool’s Day — Man on the street (**46.7k views** on Reels)
- Orientation to graduation in a flash (**28.6k views** on Reels)
- Samuel J. Cadden Chapel progress (**16.1k views** on Reels)

## DIGITAL AD BUYING:

We continue to adapt to the challenges of the digital marketplace by innovating in our methods of reaching students through an emphasis on digital ad buying. This approach allows us to improve the value of the return on our investments (ROI) along with the ability to track success through digital engagement reporting. We can establish key performance indicators we previously were unable to evaluate in traditional ad buying placements (flyers, print ads and banners).

The cost of an average impression, which can be considered the receipt a target user has seen the ad, was **\$0.05**. The cost of an average ads reach, which can be considered the placement of the ad within the scope of the specified audience, was **\$0.02**.



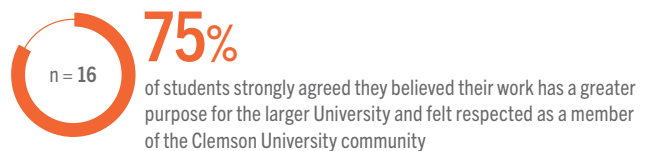
## STUDENT LEARNING

As part of our department’s goals, we prioritize student learning environments in line with the Clemson Forward initiative. We have developed a working environment for student interns that provides hands-on experiences with real-world projects and tasks. Interns gain valuable professional experience while working alongside our outstanding staff.



## LEARNING OUTCOMES:

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. Additionally, students are surveyed at the end of the semester for their feedback on experiences and learned outcomes.



### Design 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 use to only work in Illustrator or Photoshop exclusively, but now having to use InDesign and [being] adept with it, I am incredibly thankful for this experience.”*

### Social Media Intern

*“I’m constantly learning and adapting while working in this internship, and it’s been a great experience...”*

### Social Media Intern

*“I have made numerous Reels for Instagram that I’m really proud of. I’ve been learning more and more about Adobe Rush and just how to make the most effective Reels possible... It’s been very rewarding to look at the analytics on the Reels I’ve created and see how well they’ve done!”*

### Design Intern

*“Branding is something that I have recently found more of an interest in and so getting to design the graphics for campaigns has been great!”*



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 2021 MEMBERSHIP:

College Panhellenic Association  
**CPA** | 13 Chapters  
3,923 Members  
301 Avg. Chapter Size  
333 Total

Interfraternity Council  
**IFC** | 22 Chapters  
1,737 Members  
79 Avg. Chapter Size

Multicultural Greek Council  
**MGC** | 5 Organizations  
59 Members  
12 Avg. Chapter Size

National Pan-Hellenic Council  
**NPHC** | 8 Organizations  
70 Members  
9 Avg. Chapter Size

### 2021-22 RECRUITMENT TOTALS:

College Panhellenic Association  
**CPA** | Fall 2021 Primary Recruitment: **1,318**  
Fall 2021 Continuous Open Bidding: **60**  
Fall 2021 Delta Gamma Extension: **88**  
Spring 2022 Continuous Open Bidding: **106**  
Total: **1,572**

Interfraternity Council  
**IFC** | Fall 2021 Recruitment: **384**  
Spring 2022 Recruitment: **184**  
Total: **568**

Multicultural Greek Council  
**MGC** | Fall 2021 Intake: **17**  
Spring 2022 Intake: **10**  
Total: **27**

National Pan-Hellenic Council  
**NPHC** | Fall 2021 Intake: **11**  
Spring 2022 Intake: **49**  
Total: **60**

	Men	Women
Overall	48.77%	51.23%
Overall <b>FSL</b>	31.13%	68.87%
% of Gender Affiliated	17.23%	36.28%

	In-State %	Out-of-State %
CPA	44.83%	55.17%
IFC	40.68%	59.32%
MGC	83.05%	16.95%
NPHC	78.87%	21.13%
Overall <b>FSL</b>	44.37%	55.63%
Overall	63.19%	36.81%

### MEMBERSHIP TRENDS FROM FALL 2017-21 GRADE REPORTS:

	Total Undergraduates	Total Members	Total CPA	Total IFC	Total MGC	Total NPHC
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
Fall 2021	22,080	5,789	3,923	1,737	59	70

## SERVICE AND PHILANTHROPY 2021-22

**103,026.5**

Hours chapter members spent in community service

**\$1,037,067.30**

Money raised for chapter philanthropies

# ACADEMICS — GPA

	Overall  GPA	Overall FSL GPA	CPA	IFC	MGC	NPHC
Fall 2021	3.253	3.384	3.480	3.182	3.247	3.029
Spring 2022	3.293	3.439	3.546	3.234	3.311	3.032

# 4<sup>th</sup>

Consecutive Fall semester where all four council GPAs exceeded 3.0

In Fall 2021: **81.25%** of all chapters exceeded 3.0; **78.80%** of all members exceeded 3.0  
 In Spring 2022: **79.58%** of all chapters exceeded 3.0; **82.02%** of all members exceeded 3.0

## RETENTION — 2020 COHORT DATA:



# 97.7%

first-year FSL members retention rate (**92.3%** for first-year unaffiliated students)

- Entering n = 1,035; Returning n = 1,011
- Entering n = 3,151; Returning n = 2,907



# 93.6%

first year to second year overall Clemson retention rate

## GRADUATION — 2015 COHORT DATA:



# 92.8%

first-year FSL members six-year graduation rate (**82.9%** for first-year unaffiliated students)

- Entering n = 836; Graduating n = 795
- Entering n = 2,110; Graduating n = 2,140



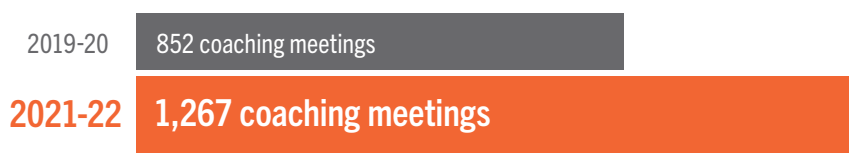
# 85.5%

six-year overall Clemson graduation rate

## COACHING MODEL AND OUTCOMES

# 48.7%

Increase in coaching meetings across three fiscal years



# 100%

of chapters participated in 1:1 coaching

## CHAPTER ENGAGEMENT:



1-30 minutes in-person meetings (32.4%)  
 31-60 minutes in-person meetings (59.6%)  
 >60 minutes in-person meetings (8.0%)

# 398

Meetings total with an average of **10** coaching meetings per chapter

## COUNCIL ENGAGEMENT:



1-60 minutes (80.3%)  
 >60 minutes (19.7%)

# 776

Meetings total



General body meetings (11.6%)  
 Executive board and officer 1:1s (56.2%)  
 Other topics (32.2%)

## HEADQUARTERS ENGAGEMENT:

# 93

Meetings with **26** organizations

## COACHING MODEL OUTCOMES:



# 100%

of chapters participated in 1:1 coaching



# 54.2%

of headquarters staff/regional directors engaged with office

## CHAPTER EXCELLENCE AWARDS 2022

### APPLICATIONS AND RESULTS:

	Number Applied	Percent of Chapters	Chapters Receiving Awards
2019	25	53.2%	19
2020	34	73.9%	33
2021	32	68.0%	31
2022	30	65.0%	30

### Chapters of the Year

Alpha Delta Pi (CPA)  
*Amanda H. Hays Cup*

Beta Upsilon Chi (IFC)  
*Dr. Jerome V. Reel, Jr. Cup*

Delta Phi Lambda Sorority, Inc. (MGC)  
*Founders Cup*

Zeta Phi Beta Sorority, Inc. (NPHC)  
*Dr. Altheia L. Richardson Cup*

### Members of the Year

Anna Rhett Allen (CPA)  
*Alpha Delta Pi*

Noah Ashley (IFC)  
*Beta Upsilon Chi*

Patrick Macalintal (MGC Fraternity)  
*Pi Alpha Phi Fraternity, Inc.*

Aundrea Gibbons (NPHC Sorority)  
*Zeta Phi Beta Sorority, Inc.*

Jamison Taylor (NPHC Fraternity)  
*Alpha Phi Alpha Fraternity, Inc.*



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. The Michelin Career Center also offers both part-time and full-time internship courses where students are supported and guided through their experience. ClemsonJobLink provides full-time and part-time job postings in addition to on-campus, off-campus and international internship postings. For over a decade, Clemson has been recognized by The Princeton Review and U.S. News & World Report as a national leader in career services and experiential learning. Visit [career.sites.clemson.edu/data\\_analytics](https://career.sites.clemson.edu/data_analytics) for more data.

### No. 1

2023 The Princeton Review  
Best Career Services

### No. 7

2023 The Princeton Review  
Best Schools for Internships

### No. 15

2022 U.S. News & World Report  
Best in Co-op/Internships

## STUDENT EXPERIENCE



**100%**  
of students were satisfied or very satisfied with their CCPD counseling session



**100%**  
of students who self-identify as being from underrepresented populations felt CCPD provided a welcoming environment



**14,736** workshop, meet-ups, event and fair contacts (52%)  
**13,575** one-on-one counseling, site visits and employer interview contacts (48%)

**28,311**  
Total contacts within CCPD

## STUDENT CAREER COUNSELING



Undergraduates (88%)  
Graduates (11%)  
Alumni (1%)

**2,788**  
Total 1:1 contacts

## CAREER RESOURCES

**203**  
Total workshops

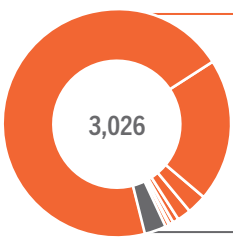
**5,887**  
Total workshop contacts

**91**  
Other fairs and events

**2,069**  
Total other fair and event contacts

## FIRST DESTINATION RESULTS (2020-21)

### PROFESSIONAL STATUS AND DESTINATION OF RECENT GRADUATES:



**70.26%** employed full-time (on average 30 hours or more per week)  
**20.24%** enrolled in graduate school, professional school or continuing education  
**2.59%** planning to continue education but not yet enrolled  
**2.11%** employed part-time (on average less than 30 hours per week)  
**0.85%** serving in the United States Uniformed Services or United States Armed Forces  
**0.38%** participating in a volunteer or service program (e.g., Peace Corps)  
**0.27%** not seeking employment or continuing education at this time  
**3.30%** seeking employment

**97%**

of graduates are employed (full time, part time, Service, Armed Forces), continuing education, planning to continue education within six months of graduation or not seeking employment

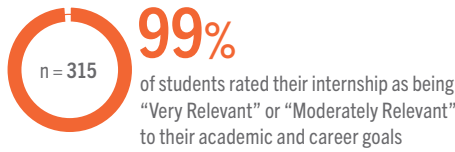
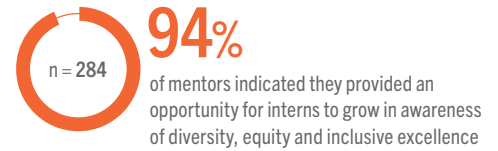
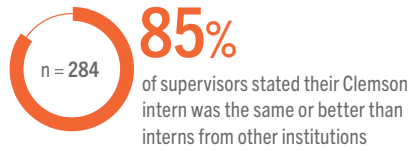
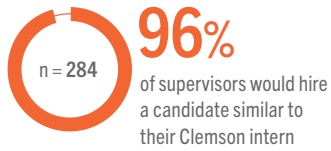


**44%**  
South Carolina



**56%**  
Other states and international

# CCPD OFF-CAMPUS INTERNSHIP PROGRAM OUTCOMES



## Off-Campus Internship Mentor

*"[My intern] was an extraordinarily hard worker, extremely professional and a joy to work with. She impressed everybody on the team as an excellent coworker. Her performance made an immediate and positive impact in the company."*

## COMPETENCIES AND EXPERIENTIAL EDUCATION

Site supervisors and mentors evaluate students based on a five-point proficiency scale. There were **827** total respondents.

Communication	3.90	Adaptability	4.06	Self-Awareness	3.93
Collaboration	4.11	Analytical Skills	3.92	Integrity and Ethics	4.26
Leadership	3.72	Technology	4.01	Brand	4.20

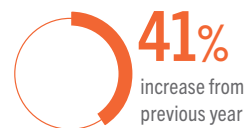
## EMPLOYER RELATIONS

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 employer registrations, allowing employers to interact one-on-one with students.

### CAREER FAIR STUDENT ATTENDANCE:

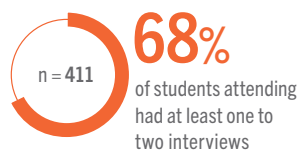
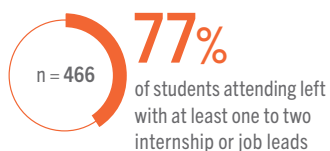
**5,482**  
Total student contacts

### CAREER FAIR EMPLOYER REGISTRATION:



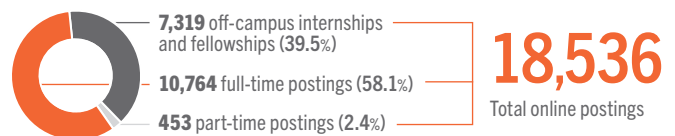
**846**  
Total employer registrations

### CAREER FAIR OUTCOMES SURVEY:



### ONLINE JOB POSTINGS:

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



## Clemson Student Career Fair Attendee

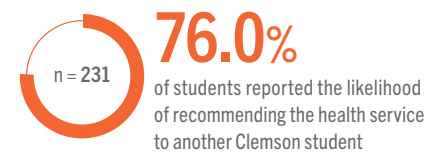
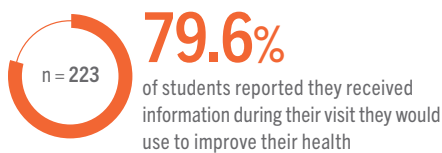
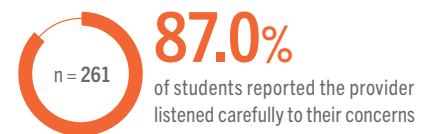
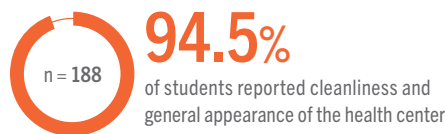
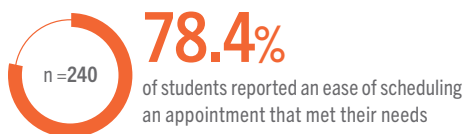
*"The Career Fair made it easy for me to take a step toward life after college by bringing all the companies and resources together for convenient access."*

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 a 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.

## 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 **309** students responded to the survey.



## 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 webportal to schedule in-person or virtual appointments.

	Provider Visits	Patients Served
Physician	10,547	5,431
NP	6,767	4,389
RN/LPN	5,501	2,273
Miscellaneous	1,430	984

Pharmacy	Number
Patients Served	6,083
Immunizations Given	1,301
RX Filled (Total)	22,321
RX Refilled	5,300

Treatment Type	Number
Lab Tests	11,805
X-Ray Exams	1,497
Allergy	1,522
Immunization	4,089
Travel Clinic	5

**24,245**  
Total provider visits

### Student patient feedback on care received

*"...is the best primary care doctor I have ever had. Absolutely no judgement, sound advice, never rushed and always with a smile. Trust that doctor with my life."*

### Student patient feedback on overall experience

*"I have always had a wonderful experience at Redfern and have no complaints at all. Staff are always extremely helpful, kind and able to help with anything at all that I need."*

# COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS provides a safe and confidential environment for students to address their concerns in-person or virtually. Mental wellness, 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:

12,623

Total therapy visits

2,793

Total therapy patients

2,209

Total psychiatrist visits

426

Total psychiatrist patients

## 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.

36.4%

Increase in total workshops and groups

2020-21

195

2021-22

266

39.0%

Increase in total attendees

2020-21

736

2021-22

1,023

### Student client feedback on CAPS

*"I feel like a changed person with a totally different perspective on life. I am so glad that I had this experience, and I learned a lot from it. I wouldn't trade the personal growth I experienced for anything....Thank you CAPS for answering my calls and pushing me through to where I am now. Forever grateful."*

### Student patient feedback on psychiatry sessions

*"Very professional, compassionate and allows me to just feel the way I feel without discrediting my emotions and state of mind. Best psychiatrist I have had in while dealing with my depression."*

## HEALTHY CAMPUS

Healthy Campus strives for Clemson University to be a national model of health, safety and sustainability and for our students to experience a way of life that contributes to lifelong health and well-being. Healthy Campus contributes by public health advocacy, engaged learning activities and population-level interventions. Tigers Together suicide prevention advocacy trained over **240** RAs and over **370** deans, department chairs, faculty, staff and students. AlcoholEdu had a **90 percent** Fall completion rate and a **70 percent** Spring completion rate.

## ASPIRE TO BE WELL:

90-minute peer-led health and safety focused dialogue with sessions for graduate students coming in FY23



90.0%

program completion rate for first-year and transfer students



69.0%

program completion rate for Bridge students



90.5%

of student learning outcomes were achieved in responses from the 48-hour post survey

## NOTABLE ACCOMPLISHMENTS

- Reaccredited by The Joint Commission and Commission on Office Laboratory Accreditation
- Achieved a **18 percent** response rate for the National College Health Assessment, higher than **14 percent** national average
- Continued COVID-19 management of positive cases, vaccination administration and hazard analysis and implementation
- Implemented pre-matriculation partnerships with CU-ICAR and ClemsonLIFE
- Enhanced medical and CAPS services through partnerships with MUSC, Prisma and Graduate Student Government
- **60** students and employees attended three thought sessions to focus on root causes, challenges and barriers to well-being