

## Project Summary

### Institutional Context

For our videos, we chose Clemson University as our institutional context. Clemson University is a sub-urban, mid-sized, public land grant, R1 university. Our undergraduate population is 22,566 and graduate population is 5,900. In which the international students represent the majority of the graduate population. Clemson University mission goals include committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others. All the offices on campus work on this mission goal to make students feel welcomed, respected and make a better citizen.

### Counseling and Psychological Services (CAPS)

For the script we created on Clemson's Counseling and Psychological Services (CAPS) on campus, we wanted to recognize an important service that has been impacted both recently by the effects of the COVID pandemic but also over the past decade as mental health becomes a vital part of human health, especially in the college experience. As students who have used CAPS and other counseling services ourselves, we felt it important to highlight some of the very successful and easily accessible resources that Clemson's CAPS offers.

As mentioned in the video, the CDC reported some key statistics regarding student wellbeing. In their recent report, "Youth Risk Behavior Surveillance Data Summary & Trends Report: 2011-2021," the CDC reported that in 2021, more than 4 in 10 (42%) students felt persistently sad or hopeless and nearly one-third (29%) experienced poor mental health. In addition, more than 1 in 5 (22%) students that year seriously considered attempting suicide and 1 in 10 (10%) attempted suicide. This provided a baseline for us to show the importance of mental health to students. From our university's services directly, we found that in 2022, 52% of Clemson students reported that stress impeded on their academic performance. The next two highest mental health concerns were anxiety and depression (NCHA, 2022). The study also showed that 28.4% of Clemson students have received professional mental health care services in the past year (NCHA, 2022). We were surprised to learn that Student Health Services (SHS), located in Redfern Health Center, our health center on campus, is one of only 17 student health centers in the United States that is accredited by The Joint Commission. These statistics were very important in highlighting the resources we shared, such as Therapy Assistance Online and 1-on-1 counseling.

Some important theories that we thought about while creating this project were Chickering's Seven Vectors of Identity Development and Schlossberg's Transition Theory. For college students, finding the ability to connect to and balance campus life and personal life is important. Thus, we connected our services to the goal of a graduate student finding purpose and balance with their workload. Similarly, many students at our university identify as transfer students. In fact, a large portion of on-campus housing (1 in 8 beds) is dedicated to students as part of a transfer program, called the Bridge to Clemson program. Knowing the social support from Schlossberg's theory and Developing Competence and Identity vectors from Chickering play vital roles in student development during their first years in higher education, we focused

on allowing students to have the options to explore what they need to through Therapy Assistance Online, which provides a large range of topics to learn about.

From this case study, we hope that students are able to learn basic options that they can explore on our campus and hopefully similar resources that are available at their home institution. We also hope to challenge stigmas surrounding mental health as college students, especially as this is a key period of development where mental health and its effects can affect us the most. Although our case study focuses on our university and its services, by showing that even graduate students may seek and importantly, may benefit from counseling services, we wish to add to the growing community of people that make mental health a more normal and salient part of human health as a whole. We don't see any advertisements or sources where the student talks about their experience with the counseling services. We hope that videos like this gains trust in students to use counseling services when they need.

### Center for Student Leadership And Engagement (CSLE)

For our second video, we chose to focus on the Center for Student Leadership and Engagement; their mission is to help students to begin their Clemson experience successfully, find a sense of belonging, connect to campus, and become a Clemson leader. It is an undeniable fact that with COVID-19, student engagement was at a very low point in every college campus and students were not able to experience the college learning outside classrooms; now with things returning to normal and all safety protocols in place, students are sometimes having a hard time interacting with other students and finding their place on campus. It has been proven that the more actively the students are engaged with campus the more they persist in education and achieve their goals.

According to the 2021 national survey of student engagement. 65 percent of first year students took remote classes, 16 percent took hybrid and 7 percent took in-person. With this in mind, a big part of the student population in 2021 did not engage with campus outside the classroom to the fullest extent. This has created a gap for students to understand the campus offerings, when they come back to campus the next year.

Some important theories that we can identify with student engagement are Chickering, sense of belonging theory and exploring their own identities. We believe that having a sense of belonging makes college student experience more enjoyable, increase in grades and satisfaction.

From our CSLE video, we hope that students find their place on campus and explore their own adventure. Most of the time students are not aware of the campus activities happening around them and miss the opportunity to see a different side of the campus community. We hope that videos like these provide students a glimpse of the campus activities from a student standpoint and see the potential opportunities to have a good time and meet new people. We believe that learning happens not only in the classroom but outside environments and this makes them a better citizen and leader once they graduate from college.

We would like to take this opportunity to recognize our friends Micah Jordan, Rees Bendetti who acted in our CSLE video and Luc Avelar who acted in our CAPS video. In the midst of the midterms and work they have volunteered to be part of this case study to depict one of many student experiences on our campus. We have enjoyed our time doing this case study.

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All the music used in the video are under creative commons and adobe

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