



**BUDGET AND CONTROL BOARD  
ACCOUNTABILITY REPORT**

**2007-2008**

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## SECTION I - Executive Summary

### **I.1 Purpose, Mission and Values**

Clemson University's mission "...to fulfill the covenant between its founder and the people of South Carolina to establish a "high seminary of learning" through its historical land-grant responsibilities of teaching, research and extended public service" continues to be the keystone to all activities, programs, and services of the institution. The Vision and Mission are the path to excellence in redefining a land-grant research institution. The Mission is a means for attaining the Vision of Clemson University as one of the nation's top-20 public universities. (<http://www.clemson.edu/president/vision.html>)

### **I.2 Major Achievements of 2007-2008**

During the past year, many achievements have brought Clemson honor and recognition. Clemson's extensive achievements are recorded in the President's Report Card, a quarterly report to the Board of Trustees.

- significant strides toward its goal a top-tier research university ranked 27th among all national public universities according to U.S. News and World Report, 33rd among *all* universities -- public and private -- on Kiplinger's list of the best values in higher education, and the #1 place to work in academia by readers of The Scientist magazine.
- substantive improvement in academic quality, contributions to economic development, and student success and satisfaction resulting in an increased demand for a Clemson degree (2007-2008 record of more than 14,000 applications for 2,800 freshman class slots) with an increasing quality of applicants from South Carolina due to the LIFE Scholarship program created by the General Assembly to reward academic merit and keep the best students in state; enrolled a third of the state's Palmetto Fellows, and nearly half of the freshmen ranked in the top 10 percent of their high school class.
- retention and graduation rates are at an all-time high
- student satisfaction scores on the National Survey on Student Engagement exceed both peers and the national average
- Ph.D. enrollment has nearly doubled, and research awards have grown from \$93 million to \$141 million.
- programs to drive economic development: (1) Carroll Campbell Graduate Engineering Center at CU-ICAR is now open for business, and the first technology neighborhood is near completion. (2) transfer land and facilities from the City of North Charleston, the Hunley Commission and the Friends of the Hunley to create a permanent home for the Clemson University Restoration Institute
- generated start-up companies (2001 – 0; 2007/8 – 4) and licenses for intellectual property (2001 – 10/ 2006/7 35)

### **I.3 Key Strategic Goals for the Present and Future Years**

The University has identified twenty-seven goals that are clustered in 5 areas: (1) Academics, Research and Service, (2) Campus Life, (3) Student Performance, (4) Educational Resources, (5) Clemson's National Reputation. The goals associated with these areas were endorsed by the Clemson University Board of Trustees, January 26, 2001, and continue to provide a benchmark by which the University measures its accomplishments. The 2013 Goals are detailed in Section III Category 2, Strategic Planning and are found at: (<http://www.clemson.edu/president/goals.html>)

#### **I.4 Key Strategic Challenges**

Clusters of challenges and barriers have been identified and shared with South Carolina Commission on Higher Education (CHE) during the formal budget presentation on August 6, 2008. The Strategic Priorities are Intellectual Development, Economic Development, and Support. These three clusters support the clusters identified by the Budget and Control Board for the purposes of this report. On January 23, 2008, President Jim Barker presented the House Ways and Means Budget Subcommittee on Higher Education Clemson University's plans and priorities for 2008 which align with Clemson's strategic priorities and are presented according to this reporting format:

##### *A. Educational challenges*

- Continue progress in keeping the best students in state, building a knowledge-based economy and serving the people of South Carolina
- Garner support for selected priorities such as providing the best possible educational experience for students, meeting the workforce needs of the state, and creating more high-paying jobs for South Carolina

##### *B. Operational challenges*

- Governor's executive budget calls for \$17.7 million in total budget cuts to Clemson's academic, research and public service programs
- Substantial cost increases that are beyond Clemson's control, such as utilities, health insurance and fringe benefits.
- Lack of a state-wide plan for higher education recognizing the difference and unique economic contributions of each sector and tailoring accountability into the mission.
- Inflexibility in regulations including capital outlay for leasing, financial management, procurement, human resources, and Information Technology.
- Funds for strategic Capital Improvement investment of \$10 million for Air Quality and Deferred Maintenance, to upgrade air quality and exhaust systems, and improve building safety and utility infrastructure across the Clemson campus.

##### *C. Human resources challenges*

- Faculty and staff to be included in compensation increases for state employees, since a university is only as good as its people. State funding for cost-of-living increases and health care costs are critical if Clemson is to recruit and retain outstanding teachers, researchers and the support staff it needs to be successful.
- Funding for Academic Road Map to invest in basic, human intellectual infrastructure and for the Cluster Faculty Initiative to recruit established teams of researchers rather than individual faculty members

##### *D. Financial challenges*

- Unstable funding of higher education and lack of sufficient support for educational scholarships.
- Policy restrictions limiting fair competition both within and out of state to attract and recruit top students. State continues to restrict the usable amount of state funding.
- Promote financial stability through increased base funding since state funding levels continue to lag Clemson's counterparts in North Carolina and Georgia (current per-student state funding is roughly 32% of the University of North Carolina's and 48% of Georgia Tech's.; if funded at 100% of the Commission on Higher Education's MRandR formula, Clemson would still be 60% below UNC and about 40% below Georgia Tech)
- Funding for strategic Capital Improvement investment of: \$25 million for an Information Technology Center to allow faculty, students and researchers to take advantage of new information technology resources in a centralized campus location; \$30 million for the

Hunter Chemistry Building to construct a 90,000 square-foot research wing to support the department's goal to provide nationally recognized research and teaching programs.

*E. Community-related strategic challenges*

- Funding to implement specific initiatives to foster economic development and support Clemson's academic goals to continue its mission as a land-grant university.
- Championing annual investments in critical Information Technology infrastructure to supports classroom instruction, student services (the libraries and registration), and business and financial operations
- Support for Clemson University International Center for Automotive Research (CU-ICAR), funding and support for the CU-ICAR Partnership Office, which serves as the business development and operational hub of that campus
- Financial support to Clemson University Restoration Institute to create, develop and foster restoration industries and environmentally sustainable technologies while developing a knowledge-based export-oriented industry cluster in the Lowcountry, positioning South Carolina as the premier home of restoration knowledge and expertise.
- Financial backing of South Carolina Light Rail to provide a premier network as a collaborative project to interconnect universities, research institutions, and research partners to enhance collaboration in support of instruction, research and public service.
- Campus Safety initiative to fund strategic enhancements to Clemson's Fire, EMS and Police departments, enhanced 911 capability and other security improvements.

**I.5 Use of the Accountability Report**

Accountability is a key component of all university activities. The Accountability Report is comprised of selected data points reflecting Clemson University's performance. These data as well as other data continue to be used in making data informed decisions, in guiding the institution toward its Vision. The Institutional Effectiveness Report, prepared annually for the SC Commission on Higher Education, is another accountability report used by Clemson. However, it must be noted that data are shared throughout the year; the on-going sharing of data allows the university to be responsive throughout the year rather than waiting for one report. The Budget and Control Board efforts to improve the reporting elements and process are greatly appreciated.

## SECTION II - Organizational Profile

### **II. 1 Main Educational Programs, Offerings, and Services**

The educational programs, offerings, and services and the primary methods by which these are delivered center around the three missions of Clemson University: Teaching, Research, and Service. As a research university, diverse delivery modes are used. The teaching mission, providing an educated, well-prepared workforce in innovative programs, is typically delivered through classes and laboratories. Teaching and research are integrated for many faculty; the research and economic missions provide the base for new knowledge development that moves from the laboratory to the work place. Findings are disseminated in ways such as professional papers and registration of intellectual properties. The public service mission provides a further interface between faculty, student, and the citizens of South Carolina in outreach community-based projects, consultation, and publications.

### **II. 2 Stakeholder Groups and Their Key Requirements**

For the key student segments, stakeholder group, and market segments, there may be specific expectations as shown in Table II.2-1. Clemson University addresses these proactively, when possible.

Table II.2-1 Stakeholder groups and Key Requirements / Expectations

| <b>Stakeholder Group</b>                 | <b>Key Requirements/Expectations</b>  |
|--|---|
| Students<br>(undergraduate and graduate) | Quality degree programs   |
|  | Classes and research /inquiry experiences   |
|  | Quality faculty   |
|  | Physical space-classrooms, laboratory, library  |
|  | Safety, student life experiences<br>Social, emotional, physical, spiritual support services or programs |
| Faculty and staff                        | Safe work environment   |
|  | Support for teaching, research and service activities   |
| Alumni                                   | Opportunities for continued relationship with University  |
|  | Contributors  |
|  | Stewardship of the funds provided to the University   |
|  | Quality programs and activities   |
| Parents                                  | Safe environment  |
|  | Quality educational programs  |
|  | Support systems for students  |
| Future students                          | Information about the University  |
|  | Variety of program options  |
|  | Opportunity to attend the University  |
| State (legislators, CHE, citizens)       | Wise use of resources   |
|  | Quality education for SC residents  |
|  | Contribution to economic development of SC  |
| Federal funding agencies                 | Compliance with federal policies  |
|  | Completion and reporting related to federal policies  |
| Accreditation bodies                     | Compliance with established standards   |
|  | Participation in voluntary activities   |

### **II.3 Operating Locations**

The physical resources needed to fulfill the teaching, research, and service missions are extensive and include land holdings, buildings, and equipment. Service to the State and its citizens can be substantially documented in each SC county through extension, teaching, and research facilities. The University owns overseas property used for teaching and research in Genoa, Italy (Charles E. Daniel Center) and Caribbean Island of Dominica. Other off-campus facilities used by Clemson are the University Center of Greenville in Greenville, South Carolina; Universitat Politecnica de Catalunya in Barcelona, Spain; and Charleston Architectural Center in Charleston, South Carolina. Other land is held for research and education such as camps or centers. The main campus located in the northwestern corner of South Carolina on the shores of Lake Hartwell, is surrounded by 19,700 acres of land used for research, teaching, and recreation.

### **II. 4 Employees**

In 2007, Clemson employed full-time and part-time personnel as shown in Table II.4-1. These number are based upon budgeted salaries (instruction, research, public service, administration, etc.)

Table II.4-1

| <b>2007 Employee by Category by Status</b> | <b>Full-Time</b> | <b>Part-Time</b> | <b>Total</b> |
|--|------------------|------------------|--------------|
| Administrator                              | 180              | 0                | 180          |
| Administrator with Faculty Rank            | 164              | 0                | 164          |
| Instructional Faculty                      | 1055             | 168              | 1223         |
| Other Professional with Faculty Rank       | 58               | 16               | 74           |
| Public Service Faculty                     | 21               | 0                | 21           |
| Research Faculty*                          | 27               | 88               | 115          |
| Staff                                      | 2531             | 506              | 3037         |
| Total                                      | 4036             | 778              | 4814         |

Source: CUBS HR System, October 1, 2007.

\* The definition for research faculty includes evaluation of salary distribution, title, and home department. If the majority of salary funding is for research programs, or the title is research faculty, or the department is other than an academic department, they may fall into this category.

### **II.5 Regulatory Environment**

As a research institution, Clemson operates under many regulatory systems at the state and federal level. Reporting systems are in place that allow the university to document compliance and to maintain accreditation required by federal and state law. Other accreditation includes the Redfern Health Center (The Joint Commission), Commission on Colleges of the Southern Association of Colleges and Schools, and professional bodies such as:

- American Assembly of Collegiate Schools of Business - International Association for Management Education
- Accrediting Board for Engineering and Technology with Computing Science Accreditation Board
- American Council for Construction Education
- American Society of Landscape Architects
- Commission on Collegiate Nursing Education
- Council for Accreditation of Counseling and Related Education Programs
- National Architectural Accrediting Board, Inc.
- National Association of Schools of Art and Design

National Council for Accreditation of Teacher Education  
Society of American Foresters

## **II. 6 Governance System**

The *Trustee Manual* (<http://www.clemson.edu/bot/manual/manualhome>) clearly delineates the responsibilities of the Board of Trustees, Clemson University's governing body. The relationship between the Board of Trustees and the senior leaders is shown in Table II.11-1, Organizational Structure.

## **II.7 Key Suppliers and Partners**

The University is guided by the state procurement codes for supplies and equipment.

## **II. 8 Key Competitors**

The University competes with all colleges and universities in South Carolina and across the country for in-state residents for student enrollment. The competition for all students includes private as well as public institutions. Competition for funding is with all research universities for which federal and industry funding is given to promote research programs. Clemson has collaborated with many universities to improve opportunities for funding. Collaborations help all universities in being more successful in obtaining funding, improving research opportunities, and reducing competition for limited resources and opportunities. Other higher education institutions (national and international) are competitors for faculty. With many faculty retiring in the next several years and with higher wage expectations, Clemson continues to seek funding to attract and hire quality teachers and researcher. Along with this is the competition with other institutions and communities for qualified staff to support the faculty and students. Competition for contributions from alumni, businesses, and other donors remains a challenge to the development officers.

## **II. 9 Competitive Success**

The University has stated in its Vision statement that the goal is to be ranked as a Top 20 public university. To this end, Clemson uses the 14 U.S. News and World criteria as one method of determining success. However, the 27 goals go beyond the 14 criteria used in the ranking and help in determining the progress being made. For example, the goal of \$100 million in funded research was set when the university was significantly below that amount. Since then, Clemson exceeded \$100 million, and has set the goal to \$150 million. This is a significant amount of external funding for a university that has neither a medical nor a law school.

A key factor in significantly impacting the competitive situation at Clemson has been the successful budget process of aligning the budget with institutional goals. This practice has kept Clemson focused on on-going assessment of progress toward goals that are the foundation of the strategic plan. Without planning and assessment, implementation practices to overcome competitive hurdles would not be as successful or as easily identified.

## **II. 10 Performance Improvement Systems**

- Institutional Effectiveness System (Annual Assessment Plans and Reports, IE Reports to CHE, Accountability Reports)
- Faculty Systems (Promotion, Tenure and Reappointment Processes, Post-Tenure Review, Faculty Activity System)
- Institutional Research (Annual System of Reports, Departmental Activities Summaries, Multiple reports and analysis of data as requested)

- Master Campus Planning
- Research Compliance
- Office of Teaching Effectiveness and Innovation
- Faculty and Staff Evaluations (Annual Faculty Evaluations, Employee Performance Management System)
- Compliance Reports
- Accreditation Reports, Program Reviews, Self-Studies, and Site Visits

**II.11 Organizational Structure**

Clemson University is organized to meet the Mission of the University with three vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) who lead the teaching, research and extended public service missions of the University. The broad organization of the University is shown in Table II.11-1.

Table II.11-1 Organizational Structure

|  |
|--|
| Board of Trustees  |
| President  |
| <p><i>The following report directly to the President</i></p> <p>Vice President for Academic Affairs and Provost<br/> Vice President for Research and Economic Development<br/> Vice President for Student Affairs<br/> Chief Financial Officer<br/> Vice President for Public Service and Agriculture<br/> Vice President for Advancement<br/> Director of Athletics<br/> Assistant to the President and Chief of Staff<br/> General Counsel and Assistant to the President<br/> Chief Diversity Officer</p> |

*Dual appointment: Executive Secretary to the BOT  
Assistant to the President*

**II. 12 Expenditure/Appropriations Chart**

The next page provides the required Expenditure/Appropriations Chart, Chart II.12-1.

**II. 13 Major Program Areas Chart**

The Major Program Areas Chart (Chart II.13-1) follows the Expenditure/Appropriations Chart.

Chart II.12-1 Expenditure/Appropriations Chart

| Major Budget Categories       | FY06-07 Actual Expenditures (\$)** |                    | FY07-08 Actual Expenditures (\$) |                    | FY08-09 Appropriations Act (\$) |                    |
|-------------------------------|------------------------------------|--------------------|----------------------------------|--------------------|---------------------------------|--------------------|
|                               | Total Funds                        | General Funds      | Total Funds                      | General Funds      | Total Funds                     | General Funds      |
| Personal Service              | 241,033,449                        | 85,559,874         | 261,422,197                      | 90,360,685         | 286,116,240                     | 89,569,311         |
| Other Operating               | 180,944,939                        | -                  | 191,465,446                      | 2,000,000          | 154,297,211                     | -                  |
| Special Items                 | 68,678,469                         | 3,537,768          | 84,398,217                       | 7,237,768          | 86,742,730                      | 7,237,768          |
| Permanent Improvements        | -                                  | -                  | -                                | -                  | 3,692,383                       | -                  |
| Case Services                 | -                                  | -                  | -                                | -                  | -                               | -                  |
| Distributions to Subdivisions | -                                  | -                  | -                                | -                  | -                               | -                  |
| Fringe Benefits               | 59,946,377                         | 11,378,844         | 69,512,489                       | 13,260,418         | 52,511,556                      | 13,032,744         |
| Non-recurring                 | 3,700,000                          | 3,700,000          | 1,605,000                        | 1,605,000          | -                               | -                  |
| <b>Total</b>                  | <b>554,303,234</b>                 | <b>104,176,486</b> | <b>608,403,349</b>               | <b>114,463,871</b> | <b>583,360,120</b>              | <b>109,839,823</b> |

**Other Expenditures**

| Sources of Funds      | FY 06-07 Actual Expenditures (\$) | FY 07-08 Actual Expenditures (\$) |
|-----------------------|-----------------------------------|-----------------------------------|
| Supplemental Bills    | 2,800,000                         | 1,605,000                         |
| Capital Reserve Funds | -                                 | -                                 |
| Bonds                 | -                                 | -                                 |

\*\*Revised from prior year's report.

Chart II.13-1 Major Program Area Chart

| <b>Program Number &amp; Title</b>                     | <b>FY 06-07 Budget Expenditures (\$) **</b>  | <b>FY 07-08 Budget Expenditures (\$)</b>  | <b>Key Cross References for Financial Results*</b> |
|---|--|---|--|
| I.A. Educational and General-Unrestricted             | <b>State:</b> 87,042,700.00<br><b>Federal:</b> 11,645,246.00<br><b>Other:</b> 151,874,340.00<br><b>Total:</b> 250,562,286.00<br><b>% of Total Budget: 47%</b>  | <b>State:</b> 96,997,642.00<br><b>Federal:</b> 11,761,698.00<br><b>Other:</b> 159,841,882.00<br><b>Total:</b> 268,601,222.00<br><b>% of Total Budget: 48%</b>   | 7.3  |
| I.B. Educational and General-Restricted               | <b>State:</b> 0.00<br><b>Federal:</b> 80,693,850.00<br><b>Other:</b> 66,192,265.00<br><b>Total:</b> 146,886,115.00<br><b>% of Total Budget: 28%</b>            | <b>State:</b> 0.00<br><b>Federal:</b> 82,724,689.00<br><b>Other:</b> 68,906,004.00<br><b>Total:</b> 151,630,693.00<br><b>% of Total Budget: 27%</b>             | 7.4  |
| II.A. Auxiliary Enterprises-Unrestricted              | <b>State:</b> 0.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 87,734,302.00<br><b>Total:</b> 87,734,302.00<br><b>% of Total Budget: 16%</b>                      | <b>State:</b> 0.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 91,892,075.00<br><b>Total:</b> 91,892,075.00<br><b>% of Total Budget: 16%</b>                       | 7.5  |
| III.C. Employee Benefits-State Employer Contributions | <b>State:</b> 10,748,251.00<br><b>Federal:</b> 3,945,568.00<br><b>Other:</b> 33,859,892.00<br><b>Total:</b> 48,553,711.00<br><b>% of Total Budget: 9%</b>      | <b>State:</b> 11,978,844.00<br><b>Federal:</b> 4,037,796.00<br><b>Other:</b> 34,580,133.00<br><b>Total:</b> 50,596,773.00<br><b>% of Total Budget: 9%</b>       |  |
| TOTAL   | <b>State:</b> 97,790,951.00<br><b>Federal:</b> 96,284,664.00<br><b>Other:</b> 339,660,799.00<br><b>Total:</b> 533,736,414.00<br><b>% of Total Budget: 100%</b> | <b>State:</b> 108,976,486.00<br><b>Federal:</b> 98,524,183.00<br><b>Other:</b> 355,220,094.00<br><b>Total:</b> 562,720,763.00<br><b>% of Total Budget: 100%</b> |  |

**Below: List any programs not included above and show the remainder of expenditures by source of funds.**  
 FY06-07: \$1,300,000 Call Me Mister; \$1,500,000 CUICAR Campbell Graduate Engineering Center.  
 FY07-08: \$1,500,000 SC Light Rail; \$105,000 Deferred Maintenance.

|                                   | <b>FY 06-07 Budget Expenditures (\$)</b>   | <b>FY 07-08 Budget Expenditures (\$)</b>   |
|-----------------------------------|--|--|
| <b>Remaining Expenditures, \$</b> | <b>State:</b> 2,800,000.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 0.00<br><b>Total:</b> 2,800,000.00<br><b>% of Total Budget: 1%</b> | <b>State:</b> 1,605,000.00<br><b>Federal:</b> 0.00<br><b>Other:</b> 0.00<br><b>Total:</b> 1,605,000.00<br><b>% of Total Budget: 1%</b> |

\*\*Revised from prior year's report.

## SECTION III – Elements of Malcolm Baldrige Award Criteria

### III. Category 1 – Senior Leadership, Governance, and Social Responsibility

#### **III.1.1 Develop and deploy of vision and values**

Clemson University is organized to meet the Mission of the University. The three vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) lead the teaching, research and extended public service missions of the University. President Barker developed a Three Core Missions Organizational Concept designed to reduce administrative layers, increase interactions among missions, increase interactions between budget categories (E. and G, PSA, and external), and provide a collaboration and evaluation link between mission areas.

The University goals are broad based and require multiple years to complete. Therefore, the senior leadership meets annually to set measurable goals for the year. The vice presidents solicit input from their constituents prior to a formal retreat that provides an opportunity for planning and directing activities linked to the goals. Once finalized, the goals are shared throughout the University. Throughout the year, quarterly reports monitor and evaluate progress, strategies are modified as necessary, and written results are provided.

Information is distributed at the Town Meetings, forums and summits held across campus and involving various constituent groups. Strategic Planning at the vice presidential and college levels more than adequately address bringing together the University's resource allocation to support institutional goals. The President's Advisory Board and the President's Board of Visitors are composed of many stakeholders from alumni groups, industry, and leaders from the state and nation. College and departmental advisory groups also provide feed back to the senior leaders. The commitment to the University goals is also reflected in the consistent reporting of progress in each area. Quarterly report cards are prepared and distributed to the Board of Trustees, President's Advisory Board, Board of Visitors, and community leaders. The open process ensures that all parts of the University share in the planning and evaluation process.

The commitment of the senior leaders for the organization values are reflected in many activities undertaken by the President and senior leaders. In 2008 the Board of Trustees embraced the Guiding Principles for Planning which frame the 2008-2013 University strategic planning process described in Category 2. The elements of the process are:

1. Adhere to Clemson's guiding principles
2. Ensure that Clemson will still be Clemson
3. Be focused in design
4. Evaluate and filter ideas
5. Follow an inclusive process
6. Address Clemson's student 'core'
7. Promote quality living/learning
8. Use multiple funding strategies
9. Address prioritized capital needs
10. Link University goals and assessments to the plan

#### **III.1.2 Create sustainable organization**

A sustainable organization must have core values to underpin achieving its vision. Clemson is an exemplar in that all planning priorities are linked to university goals and are also clearly aligned with funding strategies. With excellent leadership of President Barker, under the direction of the Board of Trustees, Clemson shall not only focus on its vision but achieve it. To help keep focused,

the “Road Map Filters” allow decisions about programs to be weighed in support of at least one area. Failing to be in support, the program or activity will not be considered for funding.

### **III.1.3 Promote and support legal and ethical environment**

The senior leaders promote, support, and model an environment that fosters legal and ethical behavior and accountability at all levels including fiscal, legal and regulatory. This is a given behavior and unquestionable in importance. The General Counsel’s office serves on the President’s leadership team regarding legal or ethical issues.

### **III.1.4 Create learning environment**

Organizational and workforce learning thrive at Clemson University. This is, in part, a direct result of Clemson’s institutional values reflected in the Planning Principles. These guiding principles buttress the program planning priority “Increase resources and promote good management” which will further an environment not only for organizational and workforce learning, but is tied to the planning process and institutional priorities.

### **III.1.5 Promote development of future leaders**

Senior leaders are involved in on-going professional development, attending professional meetings, maintaining professional and ethical standards and setting goals reflecting best practices.

Senior leaders create an environment for learning by providing development opportunities for the entire workforce. On-campus activities are provided through the year by a variety of offices and centers. Senior leaders promote and participate in succession planning and development of future leaders by financially supporting individuals to attend leadership development opportunities. Each year the University supports participants at the Executive Institute sponsored by the Budget and Control Board. Faculty members attend leadership development conferences associated with professional associations, such as the American Council of Education. Faculty administrative fellowships are available and the senior leaders encourage faculty participation.

### **III.1.6 Communicate, motivate, reward, and recognize**

Clemson has many levels in which communication occurs. There is no prescribed structure for dissemination; however, information to engage, motivate, and empower is typically delivered by the president or one of the three vice presidents. Paper communication has been replaced, for the most part, by electronic messages to individuals or web-site postings.

The University goals are also linked to the EPMS of each employee of the University. Employees have an opportunity to identify how their jobs link directly to the University goals and their contribution to Clemson’s meeting its goals. This step is a valuable link in disseminating the Goals and values of the University throughout the organization as well as empowering faculty and staff throughout the institution. Evaluation and merit based rewards provide recognition of performance related to personal goals.

### **III.1.7 Evaluate senior leaders**

The evaluation form for State Agency Heads is published by Human Resources and used by the Trustees annually to evaluate the performance of the chief executive officer. There is a university-wide system of annual evaluation of academic administrators holding faculty rank, and other high-level administrators holding unclassified positions. Annual evaluations of chairs and deans are done in addition to the required *Faculty Manual* schedule as confirmed by an audit of the Provost’s and

deans' offices. Similar results are available in the President's Office and the offices of all vice presidents.

### **III.1.8 Use performance measures**

The University is committed to the evaluation process and in making data-informed decisions. For each planning priority, specific measurable goals have been identified. The President's Report card is on method of systematic assessment of progress toward the goals.

### **III.1.9 Address and anticipate adverse impacts**

During the 2008 planning process, the University benchmarks and goals addressed those program and services that will contribute to Clemson's ability to achieve its vision. However, the design is not solely focused on those things that need improvement/enhancement (anticipated adverse impacts) but also to sustain programs and services of excellence. Table III. 2.4-1 aligns Clemson's assessment of priorities with the Category 7 reporting areas which includes other measures.

### **III.1.10 Support and strengthen involvement in community**

The 2008-2013 Goals include a Planning Priority of Community and Connectivity. In addition to the other Planning Priorities that have impact on community and economic development, the specific benchmarks are:

- Increase inclusion of diverse perspectives in undergraduate course work.
- Increase opportunities for serious conversation with students of different race or ethnicity.
- Improve our student/staff interactions.
- Increase student participation in study abroad.

The Senior leaders are involved in many community-based projects and activities such as an active Town-Gown relationship with the City of Clemson. The campus and City police departments work closely in developing programs to address student life issues that affect the campus and surrounding communities including limiting underage drinking and improving safety. The University actively participates in community activities in Greenville and Anderson such as community groups and the Chambers of Commerce activities. The leaders speak at luncheons, dinners, meetings, and other invited activities. The leaders are active in several professional organizations and hold elected offices. President Barker has recently been Chair of the SACS Commission on Colleges and is a director on the NCAA Board. Provost Helms chaired the University Center of Greenville. Additionally, she hosted the annual meeting of NASULGC and chaired one of the Voluntary Accountability Committees. Faculty and students are engaged in community service activities, service learning, K-12 programs, and so forth.

## **III. Category 2 – Strategic Planning**

### **III.2.1 Strategic planning process**

#### **a. Strengths, weaknesses, opportunities and threats**

Clemson's Road Map is built upon its strengths as well as a sound structure to succeed in meeting the 2013 goals. The planning parameters include serving more South Carolina residents as undergraduate and graduate students, increasing transfer students from the technical college system, and increasing opportunities for students to engage in co-operative work experiences and study abroad. The Road Map Filters are the strengths against which decisions can be reflected. These

filters allow Clemson to use its strengths to design a strategic plan, budget to the plan, and to implement opportunities for reaching its objectives to enhance intellectual and economical development. Risks (financial, regulatory, etc) are always considered, when known. Therefore, priorities are established whereby responsible and responsive decisions can be made. The strategic plan filters aligned with the key elements of this report as noted below.

**b. Financial, regulatory, societal, and other potential risks**

Long-term organizational sustainability and organizational continuity in emergencies including fiscal resources, physical resources; and human capital. These are addressed strategically as well as in operational plans and policies. Further underpinnings for continuity lie in legislative pieces, the strength and commitment of the Board of Trustees, prudent financial investments, and on-going evaluation of current policies and practices. Vigilance is maintained by using accountability measures that encourage early intervention in areas that may be problematic.

*Filter: Safe and Well Campus*

- Environment
- Safety (police, fire, EMS, traffic)
- Crisis management

*Filter: Personal health*

- Personal health and fitness
- Competitive athletics
- Leadership development

**c. shifts**

Shifts in technology, demographics, markets, and competition are recognized and strategies in the strategic plan have purposely been developed to assure Clemson's competitive edge by implementing an enrollment management plan; investing in academic resources; emphasizing science and technology within the framework of a broad, and well-rounded education that includes languages and arts.

*Filter: Intellectual and Economic Excellence*

- Emphasis Areas
- Niches
- Centers and Institutes
- Ranked PhD programs
- Relevant undergraduate research
- Centers of Economic Excellence (CoEE)

*Filter: Successful Undergraduate and Graduate Students*

- High quality students
- Increased retention and graduation
- Global thinkers, leaders and entrepreneurs
- Good communicators
- Multicultural understandings and ethical behavior

*Filter: Enhanced Reputation, Resources and Relationships*

- Improved awareness and reputation
- Improved development result

#### **d. human resource capabilities and needs**

Human resource capability needs continue to be critically examined. As faculty began retiring in large numbers, positions were reallocated to the strategic emphasis areas. The clear emphasis areas allowed Clemson to pursue opportunities offered by state incentive programs (scholarships, endowed chairs or infrastructure funds).

*Filter: Outstanding Faculty*

- Increased faculty resources
- Research and teaching support
- Increased percentage of faculty with terminal degrees
- Increased outreach and service to the community and state

*Filter: Professional Staff*

- Recruitment and retention of high quality staff
- Strategic compensation levels
- Development of appropriate applicant screening programs

#### **e. organizational sustainability and continuity in emergencies**

The University has developed a plan of action for pandemic situations to protect both students and faculty in the event of a crisis. A RFP has been developed to address financial continuity in the event of a major crisis (such as that experience by university following Katrina). Additional safety and health procedures were developed and implemented following the Virginia Tech tragedy.

*Filter: Quality Facilities and Infrastructure*

- Protecting and improving university infrastructure (Buildings, Technology, Utilities)
- Building infrastructure for current and next generation competitiveness

#### **f. plan implementation**

The ability to execute the strategic plan lies in the unique form of governance: public / private partnership in governance; being a land-grant university engaged in research and public service in support of economic and community development; all budget decisions have been made to further the plan; academic plan (Road Map) focusing on priorities and measurable outcomes; very strategic investments in faculty, IT, an Academic Success Center, research and academic facilities, the libraries and the graduate school are examples of how Clemson University executes its plan.

*Filter: Competitive Organization*

- Maximized return on investments
- Efficient resource use
- Professional management/administration
- Assessment and accountability
- Governmental Affairs

A Road Map for Competitiveness for the next five-year plan and the planning priorities are designed to deliver a Top-20 educational experience to all students and to drive economic development for S.C.. Clemson's intention are to successfully integrate the two in order to: Make students more competitive for jobs and graduate school; make faculty more competitive for external funding; make

S.C. more competitive in recruiting, starting and growing knowledge-based industries, and distinguish Clemson among its peers and increase the long-term value of a Clemson degree.

**III.2.2 Strategic objectives address strategic challenges**

Clemson University’s planning process addresses its strengths, weaknesses, opportunities, and threats with a sincere attempt to capitalize on those qualities that enhance the institution and reduce, change, or modify those that are limiting. For example, financial and regulatory risks continue to be strategically addressed. Table III.2.2-1 displays the assessment of priorities of its current strategic plan, integrated into the general assessment of key strategic objectives for the academic year.

Table III.2.2-1 Key strategic objectives

| <b>Program Number and Title</b>                      | <b>Supported, Organization, Strategic Planning, Goal/Objective</b>   | <b>References for Performance Measures*</b> |
|--|--|---|
| <b>I.A.<br/>Educational and General-Unrestricted</b> | <b>ACADEMICS, RESEARCH AND SERVICE</b>   |   |
|  | 1. Excel in teaching, at both the undergraduate and graduate levels.   | 7.1, 7.2, 7.4                               |
|  | 2. Increase research and sponsored programs to exceed \$100 million a year in research support. (This goal has been met and raised to \$150 million.)  | 7.1, 7.4                                    |
|  | 3. Set the standard in public service for land-grant universities by engaging the whole campus in service and outreach, including a focus on strategic emphasis areas.                                 | 7.1, 7.6                                    |
|  | 4. Foster Clemson’s academic reputation through strong academic programs, mission-oriented research and academic centers of excellence, relevant public service and highly regarded faculty and staff. | 7.0, 7.4, 7.5                               |
|  | 5. Seek and cultivate areas where teaching, research and service overlap.  | 7.1, 7.4, 7.5                               |
|  | <b>STUDENT PERFORMANCE</b>   |   |
|  | 1. Attract more students who are ranked in the top 10 percent of their high school classes and who perform exceptionally well on the SAT/ACT.  | 7.1   |
|  | 2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.   | 7.1   |
|  | 3. Promote excellence in advising.   | 7.2   |
|  | 4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.   | 7.1   |
|  | 5. Improve the national competitiveness of graduate student admissions and financial aid.  | 7.1   |

|  |   |               |
|--|---|---------------|
| <b>I.A.<br/>Educational<br/>and General-<br/>Unrestricted,<br/>Continued</b> | <b>EDUCATIONAL RESOURCES</b>  |               |
|  | 1. Successfully complete our current capital campaign and a subsequent one.   | 7.3           |
|  | 2. Rededicate our energy and resources to improving the library.  | 7.4           |
|  | 3. Increase faculty compensation to a level competitive with top-20 public universities.  | 7.5           |
|  | 4. Increase academic expenditures per student to a level competitive with top-20 public universities.   | 7.5           |
|  | 5. Manage enrollment to ensure the highest quality classroom experiences.   | 7.2, 7.5      |
| <b>CLEMSON'S NATIONAL REPUTATION</b>   |   |               |
|  | 1. Promote high integrity and professional demeanor among all members of the University community.  | 7.5, 7.6      |
|  | 2. Establish a Phi Beta Kappa chapter.  | 7.5 Completed |
|  | 3. Have at least two Clemson students win Rhodes Scholarships.  | 7.5           |
|  | 4. Send student ensembles to perform at Carnegie Hall.  | Completed     |
|  | 5. Have at least two Clemson faculty win recognition by national academies.   | Completed     |
|  | 6. Publicize both national and international accomplishments of faculty, staff and students.  | 7.4,7.5       |
| <b>I.B.<br/>Educational<br/>and General-<br/>Restricted</b>                  | <b>ACADEMICS, RESEARCH AND SERVICE</b>  |               |
|  | 2. Increase research and sponsored programs to exceed \$100 million a year in research support. (This goal has been met and raised to \$150 million.) | 7.1, 7.4,7.5  |
| <b>II.A.<br/>Auxiliary<br/>Enterprises-<br/>Unrestricted</b>                 | <b>CAMPUS LIFE</b>  |               |
|  | 1. Strengthen our sense of community and increase our diversity.  | 7.2,7.6       |
|  | 2. Recognize and appreciate Clemson's distinctiveness.  | 7.2           |
|  | 3. Create greater awareness of international programs and increase activity in this area.   | 7.5, 7.6      |
|  | 4. Increase our focus on collaboration.   | 7.4, 7.5      |
|  | 5. Maintain an environment that is healthy, safe and attractive.  | 7.2, 7.5      |
| <b>CLEMSON'S NATIONAL REPUTATION</b>   |   |               |

|  |  |                                 |
|--|--|---------------------------------|
|  | 7. While maintaining full compliance, achieve notable recognition with another national football championship, two championships in Olympic sports and two Final-Four appearances in basketball. | 7.5                             |
| <b>III.C. Employee Benefits-State Employer Contributions</b> | Provided benefits for employees  | SC Human Resources Requirements |

**III.2.3 Evaluation and improvement of strategic planning process**

When needed, the process of strategic planning is modified as needed. Improvements are always made to assure that the process is effective as well as efficient. Planning phases typically identify specific elements that may need improvement. These include goals, measurable outcomes/benchmarks/objectives, related funding sources(s), individuals responsible for implementation of policies, and methods to assess accomplishments in light of the measures. Dissemination of both the strategic plan and its related assessments assures participants and stakeholders of opportunities to provide feedback.

**III.2.4 Action plan and resource allocation**  
**And III. 2.6 Benchmarks and Measures of the plan**

In 2008, the Board of Trustees set the framework for the planning parameters by accepting specific guiding principles and filters. Data supporting new as well as old initiatives were examined in the light of the filters. The outcome of ‘filtering’ then produced the first draft of a 5-year Road Map to which external and internal funding would apply. The Program Planning Priorities and the funding strategies constitute the current process. Some of the funding strategies include reallocation to strategic priorities, Tuition and Fees, State appropriations, Grants and Contracts, Fund Raising/Endowments/Corporate, PSA, Generated Revenue, and Direct Federal Funding.

Table III.2.4-1 Assessment of priorities

*Economic Development*

| <b>Planning Priorities</b>      | <b>University Goals</b>   | <b>Benchmarks</b>   | <b>Goals (2013)</b>   |
|---------------------------------|---|---|---|
| Emphasis Areas Niches (III.7.1) | Seek and cultivate areas where teaching, research, and service overlap.                               | Implement the Centers of Economic Excellence approved by the state. | 50% of seniors and 70% of graduate students in STEM disciplines will report participating in a learning experience at a CoEE.(Table III.7.1-8 ) |
|                                 | Increase the annual number of doctoral graduates to the level of a top-20 public research university. | Increase graduate enrollment in emphasis area graduate programs.    | 150 doctoral candidates will complete degrees annually. (Table III.7.1-4)   |

*Intellectual Development*

| <b>Planning Priorities</b>                | <b>University Goals</b>                                     | <b>Benchmarks</b>  | <b>Goals (2013)</b>  |
|---|---|--|--|
| Quality Instruction and Support (III.7.1) | Excel in teaching at both undergraduate and graduate level. | Increase MAPP Critical Thinking, Writing Level 3, and Math Level 3 | 60% of seniors will score proficient by 2013. (Tables III.7.1- |

|   |  |   |   |
|---|--|---|---|
|   |  | senior proficiency scores.  | 13)   |
| Living and Learning Communities (III.7.5) | Promote excellence in advising.  | Provide an environment that contributes to the living and learning interaction.               | Increase freshmen to sophomore retention to 95%. (Table III.7.1-3 , Table III.7.5-4)                            |
|   |  | Improve student advising regarding curriculum requirements.                                   | Gap between importance and satisfaction will drop below 0.50. (Table III.7.5-6a)                                |
|   |  | Improve student registration for classes.   | Gap between importance and satisfaction will drop below 0.50. (Table III.7.5-7)                                 |
|   |  | Improve student perception that faculty are available, helpful, or sympathetic.               | 70% of students will report an improved perception. (Table III.7.2-3k)  |
| Engagement (III.7.2)                      | Seek and cultivate areas where teaching, research and service overlap.                   | Increase the number of undergraduate students working with faculty on scholarly activities.   | 60% of seniors will report working with a faculty member. (Table III.7.1-8, Table III.7.2-3c. Table III.7.2-3e) |
|   | Manage enrollment to ensure the highest quality classroom experience.                    | Increase the number of classrooms supporting innovative teaching strategies.                  | 60% of seniors will report satisfaction with teaching strategies. (Table III.7.2-3, Table III.7.5-8)            |
| Community and Connectivity (III.7.6)      | Strengthen our sense of community and increase our diversity.                            | Increase inclusion of diverse perspectives in undergraduate course work.                      | 80% of students will report this occurs (Table III.7.6-1)   |
|   |  | Increase opportunities for serious conversation with students of different race or ethnicity. | 80% of seniors will report this occurs often. (Table III.7.6-2)   |
|   |  | Improve our student/staff interactions.   | 75% of students will report satisfaction with staff interactions. (Table III.7.2-3j)                            |
|   | Create greater awareness of international programs and increase activities in this area. | Increase student participation in study abroad.   | 30% of undergraduate students will have an international experience. (Table III.7.6-3)                          |

*Support*

| <b>Planning Priorities</b> | <b>University Goals</b> | <b>Benchmarks</b>      | <b>Goals (2013)</b> |
|----------------------------|-------------------------|------------------------|---------------------|
| Information Technology     | Rededicate our energy   | Improve the quality of | Faculty report      |

|  |   |   |  |
|--|---|---|--|
| (III.7.5)  | and resources to improving the library.   | IT programs and services.   | satisfaction equal to or greater than peers. (Table III.7.5-9)   |
| Financial Access (III.7.3)   | Improve the national competitiveness of graduate student admissions and financial aid.          | Improve the quality of graduate students.   | Faculty report satisfaction equal to or greater than peers. (Table III.7.4-5a)   |
|  | Successfully complete our current campaign and a subsequent one.                                | Benchmarks to be set by Leadership Team.  |  |
| Increase Resources and Promote Good Management (III.7.5)                   | Increase faculty compensation to a level competitive with top-20 public universities.           | Manage workloads to promote retention of quality faculty.   | Faculty report satisfaction equal to or greater than peers on the expectations for tenure. (Table III.7.4-5e)              |
|  |   | Publish established guidelines for teaching, research, service and economic development that promote faculty success. | Faculty report satisfaction equal to or greater than peers on teaching obligations. (Table III.7.4-5g)                     |
|  |   | Provide childcare for faculty and graduate students.  | Faculty report satisfaction equal to or greater than their peers related to family life and childcare (Table III.7.4-5b,c) |
|  |   | Support opportunities for faculty to interact with colleagues.  | Faculty report satisfaction equal to or greater than their peers related to collegiality. (Table III.7.4-5h,i)             |
| Regulatory and Legal Compliance, Unfunded Mandates and Inflation (III.7.6) | Promote high integrity and professional demeanor among all members of the University community. | Meet all required standards at the highest level.   | Maintain full accreditation, and compliance with state and federal agencies. (Table II.5-1)                                |

**III.2.5 Communicate and deploy strategic objectives, action plans, and performance measures**

Dissemination of information is both formal and informal. Integrating the communication within the Administrative Council in conjunction with efforts of the three vice presidential areas, programs and services are implemented in line with the Board of Trustees’ desire and direction.

Strategic initiatives are deployed by the responsible department or program area. Clemson trusts and relies on each responsible entity to fulfill its goals to meet the vision and goals of the University. Institutional effectiveness and accountability are elements of the Clemson culture and are incorporated in the 2008-2013 Planning Process: Link University goals and assessments to the plans.

**III.2.7 Location of strategic plan**

The current Academic Plan is located on the Provost’s web site (<http://www.clemson.edu/provost/documents/cuacademicplan.pdf>) . The vision, mission, and strategic university goals are found on the President’s home page (<http://www.clemson.edu/president/goals.html>). A second five-year plan is in development and builds upon our current vision, mission, goals and academic plan. When completed the documents will be posted to the University’s web site.

**III. Category 3 – Student, Stakeholder, and Market Focus**

**III. 3. 1 Program Identification**

Clemson University continuously reviews student needs, program success and implements processes as the marketplace demands in the light of the institutional mission. Having adopted a limit on undergraduate enrollment, the numbers and types of services and academic programs are aligned with the demands of the students. Additional evidence such as the number of graduates, the enrollment, community and industry input are considered when examining programs. Students have available the finest educational, financial and personal attention thereby promoting their best performance, creativity, and productivity. Organizational stability through systematic planning and evaluation build strong educational programs, an environment nurturing constituent loyalty and satisfaction.

**III.3.2 Collect information for student and stakeholder needs and expectations**

Decisions are made after critical evaluations have occurred such as: (1) Ensuring that the idea (proposed change) congruent and furthering identified institutional objectives (2) Appropriate funds to support the idea, and (3) Expected outcomes consistent with desired outcomes. There are 3 integrated components to enhance institutional effectiveness: collect and analyze information, use information for improvement and obtain feedback to determine if modifications or enhancements have effectively addressed any concerns, needs, or other critical issues. Table III.3.2-1 displays an institutional effectiveness model that integrates processes, initiatives and data.

Table III.3.2-1 Continuous improvement for institutional effectiveness.

|                                     |   |
|-------------------------------------|---|
| <b><i>Processes</i></b>             | The Institutional Assessment Records, Professional and regional accreditation, Program review, Annual Budget Plan, Discovery Council, President’s Report Card   |
| <b><i>Strategic initiatives</i></b> | Enrollment management model (allows Clemson to integrate student enrollment with institutional capacity), Program and Capital Budget allocations, Academic Emphasis Areas, University and Academic Roadmaps (people and programs, operations, and infrastructure)   |
| <b><i>Data Triangulation</i></b>    |   |
| Faculty productivity                | Faculty Activity System Data, Research productivity, papers, honors & awards, collaboration, Collaborative on Academic Careers in Higher Education (COACHE) Survey, Faculty Surveys   |
| Student satisfaction                | Departmental & university alumni surveys, Student Satisfaction Inventory (SSI), Housing Survey (EBI), Campus Safety Walk, Library evaluation (LibQUAL+), program advising, National Survey of Student Engagement (NSSE); Legacy applications; % Alumni Contributing |
| Student success                     | Graduation rates, Participation in Creative Inquiry, class size, program review, persistence, graduate student enrollment, graduate theses and dissertations, scholarships /  |

|                  |  |
|------------------|--|
|                  | fellowships (NSF, National Defense Science and Engineering, Hertz, Marshall, Goldwater, etc), Summer Reading, e-Portfolio, Living and Learning Communities |
| External measure | National or regional achievements; grants or other external funding, Program or Regional Accreditation   |

### **III.3.3 Use information for continuous improvement**

Data that are collected are used to strengthen the delivery of student learning outcomes as well as to enhance students personal development while at Clemson. In addition to students, faculty and staff need opportunities for professional development; some of the services developed to further continuous improvement are offered to enhance student performance and are listed in Table III.3.-1.

Table III.3.3-1 Services to enhance student performance

|   |   |
|---|---|
| Office of Teaching Effectiveness & Innovation | Workshops and consultation to enhance pedagogy of faculty   |
| Professional conferences & literature         | General educational resources, discipline / area specific for faculty and staff development   |
| Student services                              | Academic Success Center, Program and College Academic Advising, CCIT HelpDesk, Redfern (Physical health, Individual Counseling, Group Counseling, Couples Counseling, Workshops, Referrals, Outreach and Consultation, Testing). Service & professional student organizations, Greek Life, Community service learning, Student Union, Campus Recreation, Student Development Services, Housing programs |
| Student feedback                              | Semester course evaluations for each faculty member for each course, alumni surveys for programs and university by undergraduate and graduate one- and three-year out students, Student Satisfaction Survey (SSI), National Survey of Student Engagement (NSSE), Retention rates and graduation rates   |
| Staff & faculty evaluation                    | Department chairs & deans evaluations, consultations & annual review of faculty, Performance planning and evaluation of staff, Feedback from faculty and staff (COACHE, Senates, etc)   |

### **III.3.4 Determine Stakeholder satisfaction**

Stakeholder satisfaction is determined through many diverse means depending upon the nature of the service, activity, or outcome to be evaluated. In Table III.3.3-1, strategies to collect information are listed. In addition, industrial advisory boards, committees and boards serving the President, and other external agents communicate with Clemson. Satisfaction as expressed by these types of groups may be solicited or volunteered. Communications from all stakeholders is considered useful and examined in light of the strategic plans.

### **III.3.5 Build positive relationships**

Attracting and retaining students is important in all areas of the academic community. Data are collected and services are rendered to help students succeed both within and outside of the classroom. Table III.3.5-1 displays many of the services and programs that are offered. Each has undertaken an annual assessment activity (as recorded in WEAVEonline) to determine the extent to which it is meeting the program goals.

Table III.3.5-1 Synergistic services to attract and retain students.

|  |  |
|--|--|
| <i>Holistic opportunities &amp; services</i>   | Academic Success Center, Redfern Health Center, secular opportunities, Fike Recreational Center and intramural programs, personal review of available financial aid (needs based grants, community scholarships, LIFE scholarships, Tiger Pool/Student Employment, assistantships) |
| <i>Community &amp; social based engagement</i> | Service & professional student organizations, Greek Life, Community service learning, Student Union, Campus Recreation, Student Development Services   |
| <i>Expanded educational boundaries</i>         | Collaboration with industries and community agencies (practicum, internship & co-operative learning), international programs & travel abroad   |

Clemson strives to build strong relationships that lead to satisfaction and loyalty through a quality institution of higher education. Integrated policies and practices insure organizational stability and continuous improvement to enhance quality.

### **III. Category 4 – Measurement, Analysis, and Review of Organizational Performance**

#### **III.4.1 Strategy to select measures**

Examining the performance of Clemson University is integrated into several processes and systems with the sole purpose of strengthening all aspects of the institution. The selection of the data, methods for analysis and tracking, and measurements of progress are drawn from external as well as internal standards of quality such as professional accreditation standards and ethical protocol for research. Both quantitative and qualitative data are relied upon in making judgments about the student and stakeholder needs, institutional effectiveness, and reporting the numerous external agencies, commissions, and boards. In addition to institutional level data, each area collects, analyzes, and uses specific data that are relevant to the outcomes being measured.

#### **III.4.2 Strategies to assure useful data**

Measuring the effectiveness of selected areas requires using relevant data. These data are common to other institutions thereby providing comparison measures. The measures may change over time as well as the benchmarks; all changes reflect ‘best practices’ in assessment as well as reflect the quality standards in the field. For example, in Table III.2.4-1 Assessment of priorities, each method of collecting data is relevant to the area being evaluated and is specifically designed to reflect Clemson’s needs. Based on the critical decisions that must be made using the results of the data, it is imperative that the sources of the data are appropriate as well as useful.

#### **III.4.3 Process to keep measures current**

The on-going strategic planning activities, the use of assessment data by departments and program areas, annual reports, individual evaluations, and other systematic reviews require that the best sources of data be used for evaluation. Among many sources of identifying current measures are business practices and standards, consultants, professional conferences and publications provide insight into current practices. Thus, with extraordinary focus, Clemson University continues to examine best practices and revise processes of data collection, when necessary.

#### **III.4.4 Identify and use comparative data**

Comparative data is possible by using surveys and standard assessment protocols used by others. The Collaborative on Academic Careers in Higher Education (COACHE) allows Clemson to select a peer group from participating institutions for comparison. Also, the University participates in a national survey on faculty salaries prepared by Oklahoma State University, and departmental

standards developed by the University of Delaware. Both surveys provide national comparisons that can be used for data analysis. Survey data such as the NSSE and SSI provide national comparative longitudinal information as reported by the students. Also, the Alumni data allows longitudinal comparisons.

Table III.4.4-1 Comparative Data

|                       |   |
|-----------------------|---|
| Instruction           | <ul style="list-style-type: none"> <li>◦ Quality of the Freshmen class (SAT, top 10% of high school class, acceptance rate), Freshmen to 2<sup>nd</sup> year; 2<sup>nd</sup> year to 3<sup>rd</sup> year, overall retention rate of first-time full-time Freshmen, 6-year graduation rate, and percent of classes under 20 and over 50</li> <li>◦ Percentage of full-time faculty, faculty with terminal degrees, and faculty-student ratio</li> <li>◦ Student learning as reported in annual Assessment Reports</li> <li>◦ Student opinion reported in Alumni surveys of one-and three-year out graduates</li> <li>◦ Student satisfaction with degree programs, advising, and services</li> <li>◦ Reported engagement in academic practices</li> <li>◦ Performance on examinations (NCLEX, PRAXIS, etc)</li> </ul> |
| Research              | <ul style="list-style-type: none"> <li>◦ Revenues to fund infrastructure development</li> <li>◦ Number of undergraduate and graduate students engaged in research, independent study, Creative Inquiry, capstone experiences (internships, co-op programs), etc.</li> <li>◦ Research activities related to economic development outcomes</li> <li>◦ Participation in Research Week/Month to highlight student and faculty research activities</li> <li>◦ Number, type, and amount of sponsored research activities (grants, papers given, and articles published)</li> </ul>  |
| Public service        | <ul style="list-style-type: none"> <li>◦ Number and type of Community Service grants summarized by the level of activities by students</li> <li>◦ Service learning in the classroom (electronic portfolio and program specific evaluation strategies)</li> <li>◦ Student organization communities</li> <li>◦ Faculty service activities including lectures, concerts, conferences, special programming, and other activities in which the student, faculty, and staff are available to the citizens of the state</li> </ul>   |
| Academic Support      | <ul style="list-style-type: none"> <li>◦ Graduation rates for undergraduate and graduate students</li> <li>◦ Opportunities for student success as noted by participation in Academic Success Center tutoring, supplemental instruction, and study groups</li> <li>◦ Library activities, services, and use</li> <li>◦ Other support systems that optimize the opportunity for an individual to complete a degree program, engage in campus activities, and grow as an individual</li> <li>◦ Student satisfaction with degree programs, advising, and services</li> </ul>   |
| Student services      | <ul style="list-style-type: none"> <li>◦ Student programs</li> <li>◦ Leadership development activities for students engaged in student government</li> <li>◦ Opportunities for international activities, including study abroad</li> <li>◦ Student Satisfaction with student services including offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's emotional and physical well-being and to his/her intellectual, cultural, and social development</li> </ul>   |
| Institutional Support | <ul style="list-style-type: none"> <li>◦ Cost of institutional support is assessed at a benchmark level and is reported as a percent of total E&amp;G budget</li> <li>◦ Efficient and effective administration in the implementation of the University's Goals and related activities that are important to the operation of a research university (ie President's Office, the Provost's Office, the General Counsel, Research, Business Office, Human Resources)</li> </ul>  |

|  |  |
|--|--|
| Scholarships and Fellowships               | <ul style="list-style-type: none"> <li>◦ Annual reports of scholarships and fellowships document distribution of funds</li> <li>◦ Needs based grants and community scholarships</li> <li>◦ Financial aid services to undergraduate and graduate students</li> <li>◦ LIFE scholarship retention rates</li> <li>◦ Number/percentage of Undergraduate students in the top 10 percent of their high school classes</li> <li>◦ Number/percentage of Undergraduate students who perform exceptionally well on the SAT/ACT</li> </ul>                       |
| Plant operations                           | <ul style="list-style-type: none"> <li>◦ Progress on deferred maintenance</li> <li>◦ Progress on preventive maintenance program</li> <li>◦ Report LEED certification program</li> <li>◦ Reports from students on the quality of the campus environment including the Student Satisfaction Inventory</li> </ul>   |
| Intercollegiate athletics                  | <ul style="list-style-type: none"> <li>◦ Graduation rates</li> <li>◦ Win/loss records in competitive sports</li> <li>◦ Compliance status</li> </ul>  |
| Auxiliary Services                         | <ul style="list-style-type: none"> <li>◦ Annual surveys of Food Service satisfaction</li> <li>◦ Provide wholesome and attractive food service options to the students</li> <li>◦ Continue to seek out and award competitive privatized contract for bookstore to meet the needs of the students to include availability of materials, reasonable costs, and convenience</li> <li>◦ Self-supporting status with positive fund balance</li> <li>◦ Effective provision of non-educational services to the students, employees and the public</li> </ul> |
| Municipal Services: court, fire protection | <ul style="list-style-type: none"> <li>◦ Advisory boards and committee feedback</li> <li>◦ First response arrival within 4 minutes to scene</li> <li>◦ Monitor customer service feedback and reports</li> <li>◦ Increase in on-line activity and reduction in customer complaints</li> </ul>   |
| Ctr for Advanced Engr Films & Fibers       | <ul style="list-style-type: none"> <li>◦ Number of graduate students involved in center activities</li> <li>◦ Graduation rates</li> <li>◦ Sponsored research activities (grants, papers given, and articles published)</li> </ul>  |
| Center for Wireless Comm                   | <ul style="list-style-type: none"> <li>◦ Number of industry participation</li> <li>◦ Number of graduate students involved in center activities</li> <li>◦ Graduation rates</li> <li>◦ Sponsored research activities (grants, papers given, and articles published)</li> </ul>  |
| Ctr for Optical Mat Science & Engr Tech    | <ul style="list-style-type: none"> <li>◦ Number of graduate students and graduation rates</li> <li>◦ Sponsored research activities in form of grants, papers given, and articles published</li> <li>◦ Development of technology-based new ventures, improved competitiveness of existing firms, and wealth creation in the region</li> </ul>   |

**III.4.5 Ensure data quality**

Data quality is assured by those who collect and use the data. The institution promotes the use of accurate and timely data in all accountability. Through professional development sessions, the academic community can learn how to protect and store data. Prior to the release of data by the Intuition Research Office, a confidentiality statement is signed. Clemson Computing and Information Technology (CCIT) is has developed a series of policies to guide the use of technology, which, in turn, will promote the responsible use of data and resources. (<http://www.clemson.edu/ccit/about/policies/index.html>). Policies and guidelines include:

- Clemson University Policies: Delegation of Administrative Authority and Responsibility; Acceptable Use Policy For Employees; Acceptable Use Policy For Students; Userid and Password Policy
- CCIT Policies and Guidelines

- Userids and Passwords: Creating Strong Passwords
- Network: CCIT Network Security Policy; Information on CCIT Provided Filespace
- Software: CCIT Software Procedures

#### **III.4.6 Use of findings into action plans**

The Board of Trustees uses the President’s Report Cards as only one data source. Each Board of Trustee Committee examines outcomes of on-going evaluations prepared as quarterly markers and judgments of policy or practices. The committees make recommendations to the full board and action plans are developed, executed, and evaluated with the results becoming another cycle of institutional effectiveness.

#### **III.4.7 Preserve institutional knowledge**

Through the University Assessment Committee, the Academic Council, the Provost Advisory Committee, Faculty Senate, Staff Senate, student governments, and other campus committees, boards, and councils, the institution shares and transfers best management practices, institutional memory, and performances. Other groups address the safety and security of the institution regarding issues such as building maintenance and public safety. It is incumbent on each department and division to (1) acquire and utilize relevant data, (2) provide supporting evidence for decisions, recommendations, and conclusions, (3) maintain security of data, and (4) base decisions on accurate and timely data.

Organizational performance review is an integrated, multi-level system of planning, evaluation, and on-going assessment to “close the loop”, and use information to improve the University. Training and development are important concepts. One example is the cross-training between individuals in the Office of Institutional Research. It is a high priority and part of weekly staff meetings. Policies and procedures are developed to provide “in writing” documentation of process as well. CCIT provides ongoing training opportunities for the campus in using many software systems needed to perform data analysis. The University is blessed with invaluable resources such as the faculty expertise in statistics and an updated data management information systems.

### **III. Category 5 – Workforce Focus**

#### **III. 5.1 Intentional organization and management**

Collegiality is a major part of the faculty environment and faculty, students and staff work together for common goals. The institution is organized by colleges and broad administrative groups. Within the colleges are academic departments that are the primary location for faculty and staff. Aligned with the research emphasis areas, Centers and Institutes across the campus create synergy and opportunities for collaboration and interdisciplinary teaching, research and service. The academic departments and colleges align with the University Mission and Goals through their plans and strategies.

#### **III.5.2 Sharing across departments**

Academic support units and institutional support units are organized by functional areas. The administration and staff at Clemson University have opportunities to develop and utilize their full potential and participate in furthering the Vision, Mission, and Goals of the University. All employees are required to align their performance with their job duties that include at least one of the University Goals. It is important to recognize the significant role played by every employee of the University. In order for faculty to teach and conduct research or provide service, requires that

the infrastructure support be in place. Throughout the organization, all employees are valued and opportunities for personal and professional development are encouraged.

The processes of promoting cooperation, initiative, empowerment, and innovation are inherent in the organizational culture. The “One Clemson” theme is a message provided by senior leadership to the campus. The relationships between administrative units are observed in many situations. The athletic department and the library conduct joint fund raising initiatives. Student Affairs representatives attend academic affairs meetings. The Academic Success Center is located in the Library. The colleges collaborate in hiring faculty that can teach in two disciplines and fund centers or institutes that promote collaboration and communication. The 2008 Guiding Principles for Planning include building on Clemson’s remarkable work ethic and believing each individual matters. These principles are certainly a strong foundation for the quality of relationships and communication patterns that are throughout the University.

### **III.5.3 Performance management system**

The employee performance management system (EPMS) at Clemson focuses on the individual; an annual review for staff is monitored by the Human Resources Department. The President is reviewed by the Board of Trustees; and a formal Agency Head evaluation form is submitted to the Budget and Control Board annually following the July meeting of the Board of Trustees. All other administrative personnel are evaluated by their supervisor.

Faculty members are evaluated for promotion, tenure, and post tenure through peer review of agreed upon standards of performance. The faculty who are not tenure track are reviewed by their supervisors and a peer review team annually for reappointment. In addition, all faculty complete an annual planning document (Faculty Activity System <https://dprod9.clemson.edu/FASNet/> ) with specific goals for the academic year. At the end of the year, faculty report their progress and a formal evaluation is completed. In addition, faculty qualifications or credentials are reviewed and documented with original transcripts of their degrees. In all instances, data are used and records are maintained.

### **III.5.4 Succession planning**

Succession planning is accomplished by providing opportunity for professional development. Annually, the President sends a University employee to the SC Executive Leadership Institute. The representatives range from the Director of Financial Aid to the Executive Secretary to the Board of Trustees. Faculty members attend professional development programs at renowned institutions known for preparing future leaders. Each year a faculty member is nominated for the American Council of Education (ACE) leadership program designed to prepare faculty for presidential positions. The institution provides many opportunities and resources for all employees in the “Clemson Family” culture of pride. Professional development opportunities are numerous such as attending professional conferences or on campus training (computer, improving teaching skills and techniques). The major offices that provide training and development opportunities for faculty and staff are Office for Teaching Effectiveness and Innovation, Educational Technology Services, Human Resources Training and Development, Computing and Information Technology, and Clemson University Business Office.

### **III.5.5 Training and development systems address**

Clemson University offers new faculty orientation as well as orientation for the department chairs. It is in these sessions that specific institutional knowledge and expectations are shared. The Administrative Council Retreats, Provost’s Retreats and other leadership retreats, sessions, and

events are specifically designed to share organizational knowledge, ethical practices, and the core competencies, strategic challenges, and accomplishments of action plans. Additionally, committees have been established to represent specific constituencies. It is through the committee structures that similar exchanges take place.

### **III.5.6-5.8 Performance management system**

All employees are involved in annual development of goals and objectives followed by an annual evaluation. Faculty and administrators use a Clemson developed process. Faculty complete their goals and accomplishments using the Faculty Activity Systems. Administrators submit plans in writing. Staff use the Employee Performance Management System and specify how their goals link to the university's goals.

### **III.5.9 Evaluation of training and development systems**

Training and professional development opportunities are available at Clemson. These are being evaluated by both the Staff and Faculty Senates. Performance is assessed through the annual evaluation system (EPMS for staff, FAS for faculty). Performance and merit increases are tied to professional development and exceeding standard job performance.

All programs and activities offered on the Clemson University Campus are assessed by the program coordinators. However, not all training takes place on the campus; therefore, the evaluation of those events or services is handled by other entities.

### **III.5.10 Motivation**

Opportunities for motivation of employees are both intrinsic as well as extrinsic (such as public recognition, pay increase, parking preference, release time, etc.). Obtaining feedback on satisfaction with the work environment, including health and safety, comes through the recognized campus organizations or direct contact of employees with individuals responsible the area of concern. Other data are obtained through surveys, focused discussion groups, "Brown Bag" lunches, departmental assessments, analysis of problems or complaints, and such. Clemson prides itself in that individuals are given more than one way to express concerns, make recommendations, or highlight achievements.

### **III.5.11 Methods to obtain workforce well-being, satisfaction, and motivation**

All employees have at least one avenue of representation. There are committees and senates through which opinions can be expressed, recommendations provided to modify governance, or other appropriate actions suggested that enhance the organizational capacity to improve the culture and productivity of the individual while meeting the needs of the institution in its endeavor to achieve the Vision, Mission, and Goals. Such groups include the Faculty Senate, the Staff Senate and other appointed or elected groups (President's Commission on Black Faculty and Staff, President's Commission on the Status of Women at Clemson, President's Council on Community and Diversity). Individuals may address issues with their supervisors, the Office of Human Resources, Ombudsman, or other identified individuals. Formal grievance processes guide faculty and staff in resolving issues.

Formal faculty and staff surveys are conducted on a regular basis. The purpose of all assessment processes is to identify issues and to provide findings that guide decision making in establishing priorities. Some of the methods of collecting data from faculty and staff include Senate reports and recommendations, Faculty Activity System Data, Research productivity, papers, honors and awards,

collaboration, Collaborative on Academic Careers in Higher Education (COACHE) Survey, and Surveys

### **III.5.12 Use satisfaction for improvement**

Workforce satisfaction is only one measure that is applied to the strategic planning process when considering priorities for improvement. The Board of Trustees established planning priorities. Recommended programs, activities, and services were gathered by the Administrative Council from Deans, students, faculty and staff. Through the strategic planning process these recommendations were filtered prior to their being adopted by the Board of Trustees.

### **III.5.13 Safe and secure work environment**

Specific resources promote safety and security of students, faculty, staff, students, and visitors. Voice alarm/siren system, newsletters, notices on doors regarding evacuation, cell phone emergency protocol, email correspondence regarding issues of immediate importance, and other strategies are employed to promote the soundness of facilities and safety of all who attend, work or visit the campus.

The Office of Environmental Health and Safety plays a key role at the University. Clemson University has a Comprehensive Environmental Health and Safety Plan. This Plan has been approved by the Clemson University Administrative Council, and applies to all Clemson University Faculty, Staff, and Students, as well as all activities carried out on Clemson property regardless of Clemson affiliation. EHS maintains a number of EPA/OSHA/DHEC/NRC required Plans and provides training for employees and monitors units to ensure compliance. The Disaster Management Plan has been revised and is available to the campus. In conjunction with this is the Fire and Emergency Medical department, which responds to on-campus emergency situations. On-line training related to fire safety is required of these personnel and is documented by the Office of Human Resources.

## **III. Category 6 – Process Management**

### **III.6.1 Determining core competencies**

Maximizing student success at Clemson University is a priority. The key learning-centered processes for both academic programs and academic support services are developed, implemented, and continuously evaluated with the sole purpose of furthering effectiveness and efficiency in all areas. If the activities are not aligned with the Strategic Plan, they are not funded. Since the Strategic Plan is tied directly to the Vision, Mission, and Goals of the University, Clemson is assured that the competencies are responsive and necessary.

### **III.6.2 Key work processes**

Key learning-centered processes and support processes are institutionalized to maximize student success and involve a majority of the faculty and staff. Methods of determining processes involve broad-based, complex, and integrated examinations of the need as it meets or furthers the Vision, Mission, and Goals. There are processes and strategic initiatives that require comprehensive and timely data in order to evaluate need. The outcomes of initiatives and processes are evaluated and reported to the President, Board of Trustees, Provost, Deans and Department Chairs, University Vice Presidents and external constituents (press, newsletters, professional meetings/contact). The standards for success and benchmarks for many measures are those that guide Clemson in becoming a Top 20 Public University, standards set by professional bodies including accreditation, national

testing, and licensing. For each key learning-centered process and key academic support processes the University has identified specific expected results and measurable outcomes to assess the success in its delivery and is reported in Section III, Category 7.

### **III.6.3 Incorporating input**

The core mission of educating students integrates academic programs, student life programs, and institutional support that provides the resources and facilities in which the programs can occur. The process that determines the programs of study originate with the faculty whose expertise and professional knowledge of the most current activities in their fields are in the best position to foresee new degrees. The administration works with the faculty in determining the feasibility of a new program of study, the fit with the University mission, the financial implications, and physical needs. Needs assessments of future students, consultations with external stakeholders (industry, market forces), and others results in moving forward with new programs. The same steps are taken when programs are provided in distance locations or when enrollments are increased. The academic departments schedule classes that meet the assessed needs of their students.

Students are evaluated continuously throughout their programs of study. Students have opportunities to provide feedback routinely through end of course evaluations of instructors, surveys conducted by the University, and alumni surveys. All information is provided back to faculty, chairs and deans to make improvements in the process of education, the teaching and learning environment. New strategies are encouraged and faculty development is provided related to instruction, the use of technology in the classroom. The results of recent surveys demonstrate that the processes are in place and are making a difference.

### **III.6.4 Incorporate efficiency and effectiveness factors**

In the process design and delivery of programs and services, organizational knowledge, technology, cost controls, other efficiency/effective factors are considered. Organizational knowledge is imbedded in the University Vision, Mission, and Goals and reflected in the university budget process. Prior to the implementation of any program or service activity, the designing department must demonstrate a framework for support and clear educational or educational support outcomes that assist the institution in meeting its goals. Relying on the process of ensuring there are adequate budget and financial resources for current and new programs and services and that the proposal is congruent with the Vision, Mission, and Goals, programs or services may be implemented. The management of these includes audits and other internal cost controls of accountability. Construction, maintenance, and upkeep of facilities are monitored not only by fiscal accountability but also in meeting design and operational standards.

### **III.6.5 Systematic evaluation and improvement**

Clemson continues to implement institutional effectiveness processes including program and department assessment. These annual practices include measurable objectives and use of direct measures (not solely opinion surveys) to analyze the extent to which the program, service, or other activity has achieved the desired outcome.

These measurable outcomes and many others are reported, examined, analyzed, and used in decision-making at all levels and in all areas of the institution. Reporting of these measures includes internal strategies such as the Clemson University Fact Book, Assessment Reports, and President's Report Card to the Board of Trustees. External reporting includes the Institutional Effectiveness Report and Performance Funding to the SC Commission on Higher Education, and other reports to

the Southern Association of Colleges and Schools (Commission on Colleges). IPEDS, data exchanges, public analysis (*US News and World Report*) rely on institutional data for many reasons including decision making, developing opinions, or evaluation.

In summary, do Clemson's learning-centered processes work? The Princeton Review's annual survey of 115,000 college students of the Best 361 Colleges across the country ranked Clemson as fourth (4<sup>th</sup>), for colleges with "happy" students. "The spirit of 'the Clemson family'" at this tradition-rich Southern school will have students "bleeding orange" in no time. The family spirit extends to student-faculty relations in which professors "are very approachable and truly care about their students." Outside of class, "Clemson football and tailgating are the most amazing experiences of college." The city of Clemson even gets in on the fun and comes alive for games. Although there are an abundance of other things to do around campus including "movies" and "plenty of places to eat," football is definitely the unifying force."

### **Academic Rankings**

*U.S. News & World Report*, America's Best Colleges, 2009

- #22 [Top Public National Universities](#)

*U.S. News & World Report*, America's Best Colleges, 2008

- #14 Undergraduate Civil Engineering Department, Top Public National Universities
- [Outstanding Academic Program, Writing Across the Curriculum](#)

*U.S. News & World Report*, Best Graduate Schools, 2008

Nine graduate engineering programs are ranked in the top-50 among the public national universities:

- #15 Environmental Engineering
- #24 Bioengineering
- #25 Industrial Engineering
- #28 Advanced Materials
- #32 Civil Engineering
- #32 Mechanical Engineering
- #33 Chemical Engineering
- #33 Electrical Engineering
- #35 Computer Engineering

*BusinessWeek* magazine, 2008

- #22 Undergraduate Business School, Top Public National Universities

*Kiplinger's* magazine, 2007

- #33 Best Values in Public Universities

Chronicle of Higher Education, Top Research Universities Faculty Scholarly Productivity Index, 2007

- #9 in nation for Ph.D. program in applied economics

*Design Intelligence*, 2006

- #5 [Architecture Graduate Programs](#), Top Public National Universities

Diverse Issues, Number of African-American engineering baccalaureate graduates

- #19 among public universities
- #20 overall
- #12 among traditionally white universities

National Science Foundation research expenditures, 2008

- #17 for expenditures in engineering
- #19 among public universities without a medical school

National Survey of Student Engagement, 2006

- [Freshmen and seniors rated their educational experience at Clemson as “Good” to “Excellent.”](#)
- Students report that they would attend Clemson again if given the opportunity to start over at any institution.

Planetizen Guide to Graduate Urban Planning Programs, 2008

- #7 among programs offering master’s degrees
- One of the 10 best historic preservation programs in the U.S.

Princeton Review’s “Best 290 Business Schools,” 2008

- Clemson’s MBA program ranked among the best in the U.S.

*The Scientist* magazine, 2007

- [#1 Place to Work in Academia](#)

### III. Category 7 - Organizational Performance Results

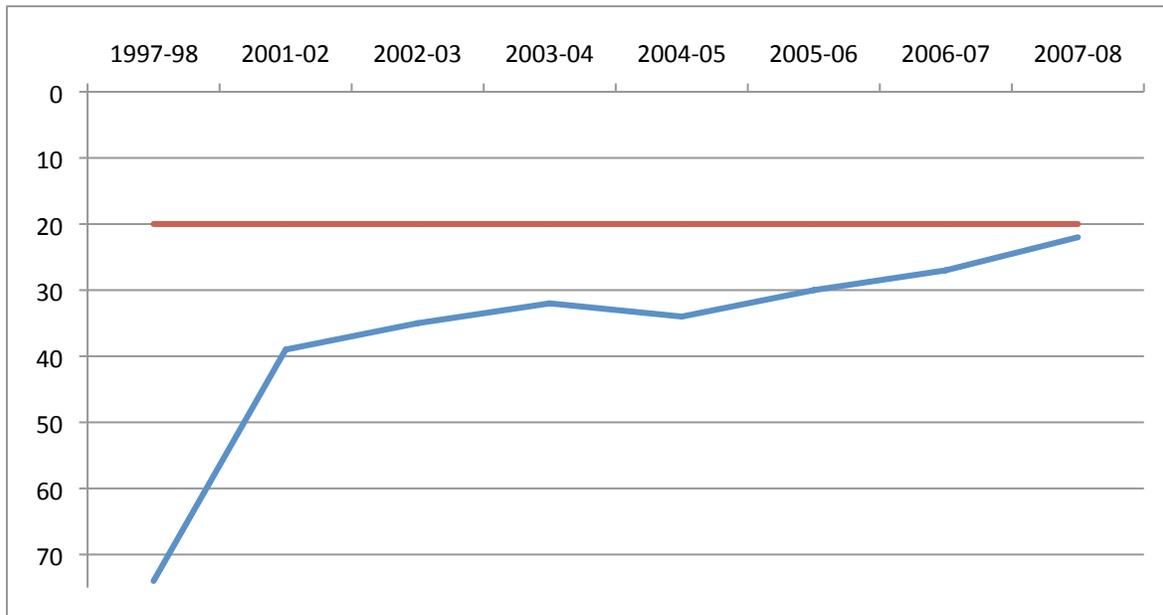
The performance measures associated with the three key areas for Clemson University are aligned with the teaching, research, and service missions of the institution. Additionally, achieving a top 20 public institution recognition continues to be a primary measure of benchmarked success.

#### **7.0 Top-20 Public Institution.**

Clemson University continues to make progress toward being recognized as a top 20 public institution.

#### **7.0-1 Strides toward the Top 20**

It is the intent to achieve Top-20 recognition by 2013, which will demonstrate Clemson's unique organizational performance. This measure of achievement continues to be the benchmark as do all of the elements that contribute to this measure.



**7.1 Student Learning**

Student learning and improvements in student learning lead to graduation, retention, continuous academic success to maintain LIFE scholarships, and participation in learning opportunities.

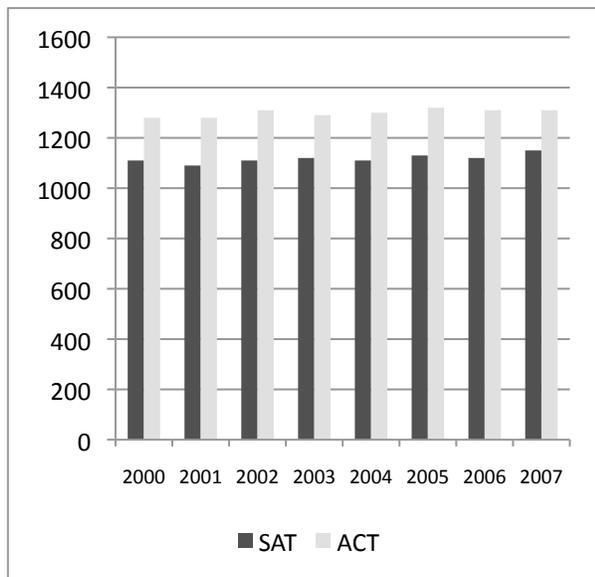
**Quality of the Freshman Class**

Measures of the progress that Clemson has made related to the quality of the freshman class as assessed by mean SAT / ACT scores, rankings in the 10% of high school classes and the acceptance rate are provided in Tables 7.1-1 and 7.1-2.

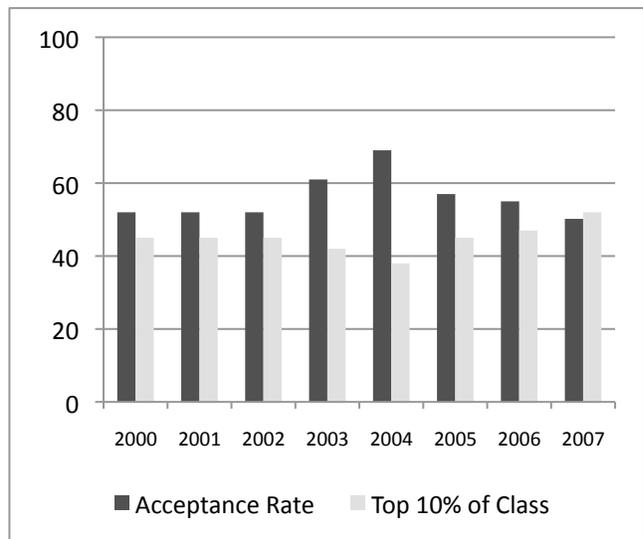
The ACT Institutional Data File, 2007, reports that the SAT/ACT scores for selective institutions range from 1030 to 1220, placing Clemson at the higher end of the range with SAT 1150 in 2007. The percentage of freshmen in the top 10% of their class based on the ACT definition of selective institutions is 25%. Clemson’s admitted rate is 52% placing Clemson in the Highly Selective category and surpassing its benchmark.

In terms of the US News and World Report criteria, Clemson is above 7 of the Top 20 schools in the SAT/ACT scores. Clemson is third from the bottom (52%) in percentage of the freshman class in 2007 being in the top 10% of their class and 15<sup>th</sup> in acceptance rate (50%).

**7.1-1 SAT /ACT Scores**



**7.1-2 Acceptance Rate/Top 10% of HS Class**



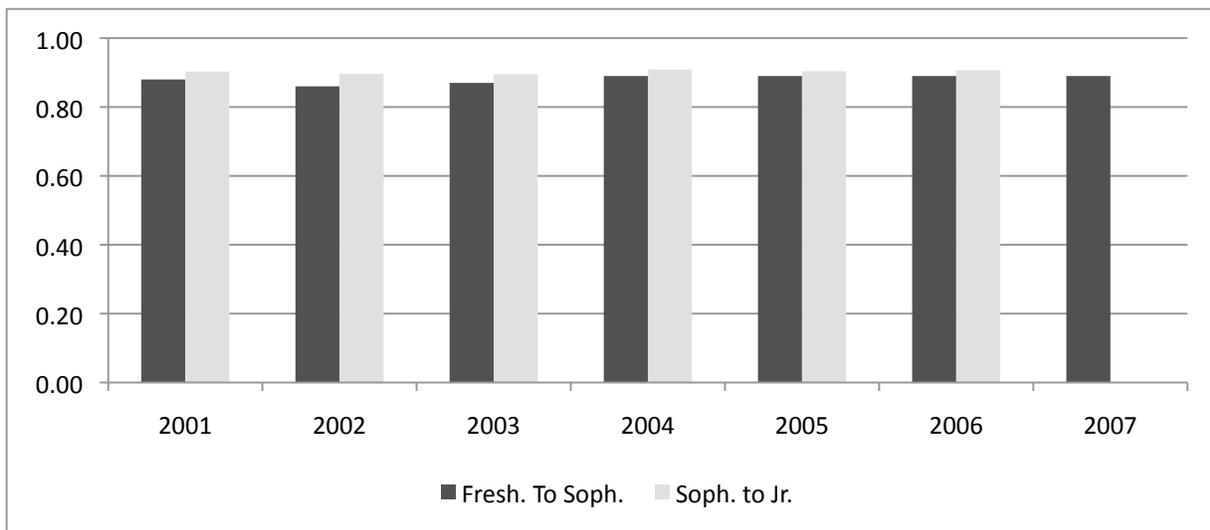
**Fall to Fall Cohort Retention**

Attracting and retaining undergraduate students continues to be a focus for the institution. Since FY 2003-04, Clemson has improved the undergraduate retention freshman to sophomore rate that had been declining. Clemson’s benchmark for retention is 95%. Over 90% of the Sophomores continue as Juniors and almost 90% of the Freshmen return as Sophomores.

The US News and World Report data show Clemson with the lowest freshman retention rate (89%). This indicator is a challenge in spite of the results in the ACT Institutional Data file, 2007. The mean percentage of the first to second year persistence rates for Selective Institutions

is 82%, a rate that Clemson clearly exceeds. Furthermore, Clemson exceed the Selective Institutions persistence rate of 54% and for Highly Selective of 75.8%.

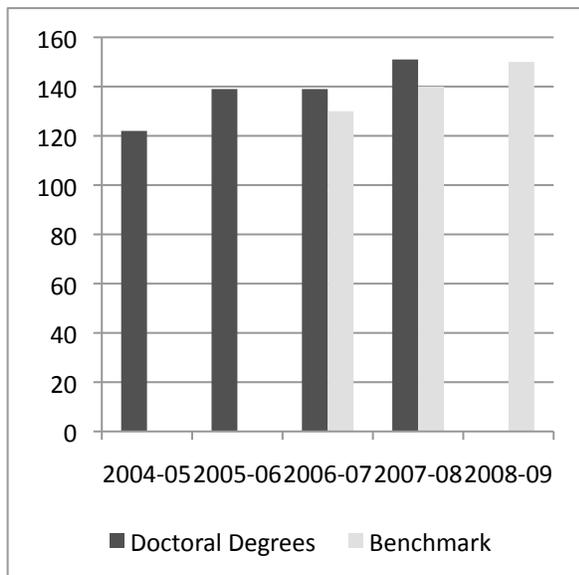
**7.1-3 Freshman to Sophomore and Sophomore to Junior Retention**



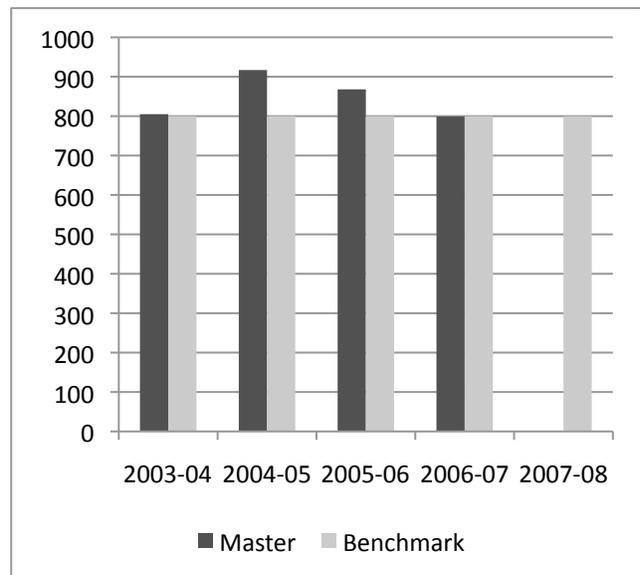
**Degrees Awarded**

Clemson University awards degrees for graduates at three ceremonies during the year. The number of degrees being awarded for doctoral degrees has increased significantly in the past academic year.

**7.1-4 Doctoral Degrees (PhD)**

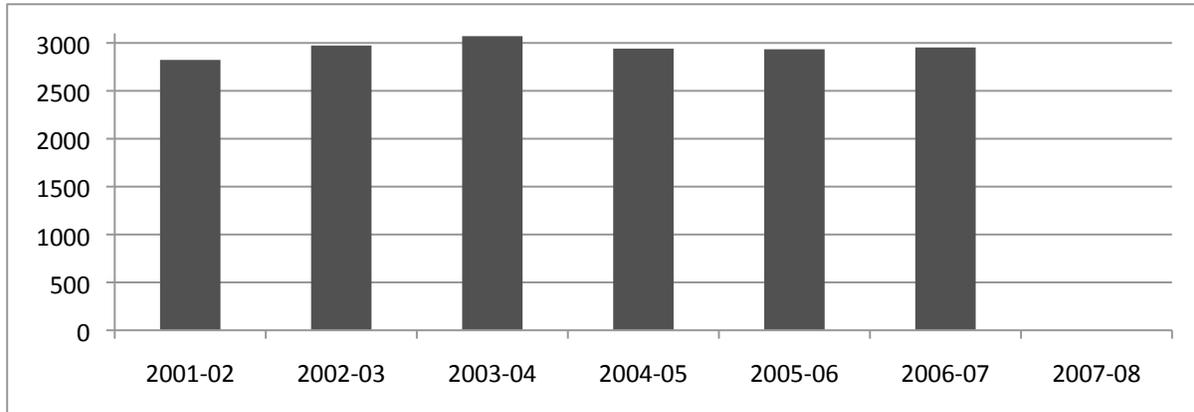


**7.1-5 Masters and Education Specialists Degrees**



### 7.1-6 Baccalaureate Degrees

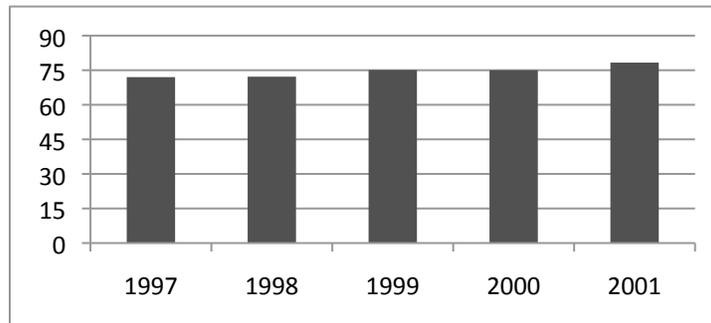
After the large enrollment of undergraduate students in the late 1990's, the University made a decision to hold undergraduate enrollment to 2,800 new students per year. This enrollment management decision is clearly shown in the change in the number of undergraduate degrees being awarded. The University benchmark is to award baccalaureate degrees to 85% of the entering class.



### 7.1-7 Percentage of Student Graduating in Six Years

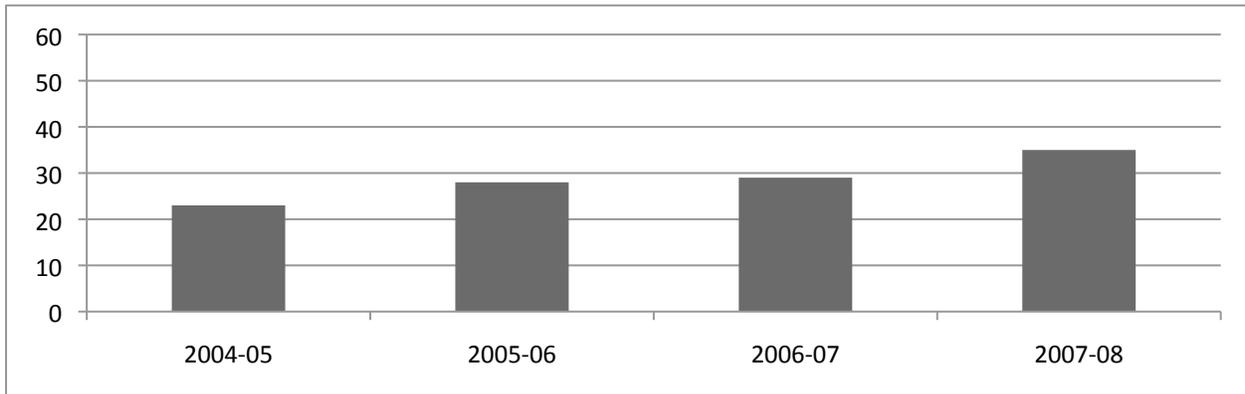
Clemson continues to enhance programs and services to reduce students' time to graduation. The percentage of students graduating in 6 years has improved 6.3% in the past 5 years.

Both the actual and predicted Graduation Rate reported in the US News and World Report is higher than or equal four Top 20 ranking institutions. The University would like to exceed an 85% graduation rate and, thus, will have to increase the graduation rates of the cohort by 8% based on the current rating.



### 7.1-8 Student Learning Opportunities

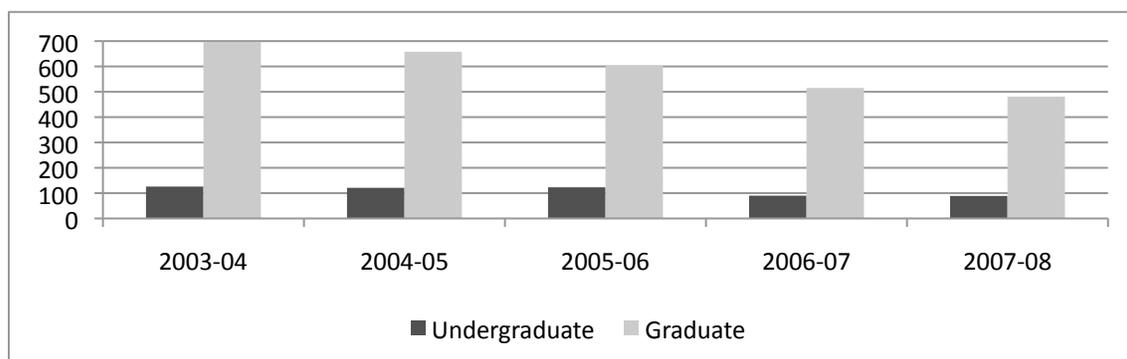
Clemson desires that undergraduate students have a research opportunity and will examine progress toward the benchmark score of 60% of the students. The NSSE will be used to collect the data regarding “Worked on a research project with a faculty member outside of course or program requirements.” With the implementation of the Creative Inquiry program, Clemson anticipates that the seniors indicating “Done” on the NSSE will continue to increase.



### 7.1-9 Sponsored Programs

Typically graduate students hold assistantships at Clemson; however, undergraduates, although fewer than graduate students, are also able to receive assistantships through sponsored research programs. The decline in number of sponsored research graduate students requires further study.

Clemson has added funding for tuition into federal grants and the result of covering tuition for graduate research assistants may have reduced the total number of assistantships provided, but increased the value of the assistantship in terms of stipends and tuition.



### 7.1-10 Retention of LIFE Scholarships

The percentage of undergraduate students at Clemson who retain their LIFE scholarship continuously continues to be at or near 50% of the freshmen to the 2<sup>nd</sup> year. The percentage of the original students with LIFE scholarships continues to decline over the next two periods.

The ability to maintain LIFE scholarships and the retention of students is monitored. The Academic Success Center assists students with the provision of tutoring, supplemental instruction, and disability services with intentional programs to help students succeed.

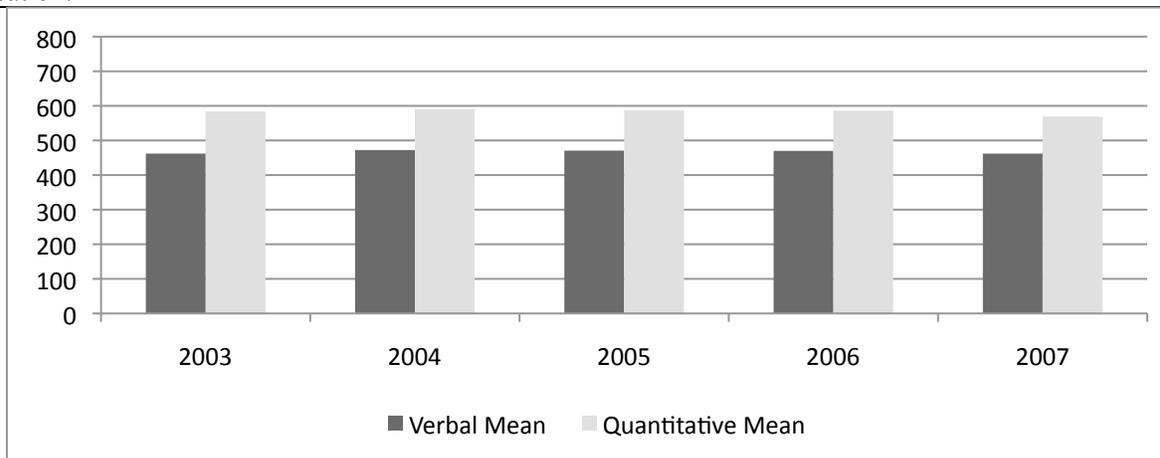
| All LIFE Recipients |               |          | Scholarship Retention to 2nd Year |      | Scholarship Retention to 3rd Year |      | Scholarship Retention to 4th Year |      |
|---------------------|---------------|----------|-----------------------------------|------|-----------------------------------|------|-----------------------------------|------|
| Cohort Year         | LIFE Scholars | Mean SAT | Students                          | Rate | Students                          | Rate | Students                          | Rate |
| 2000                | 1,250         | 1173     | 576                               | 46%  | 476                               | 38%  | 426                               | 34%  |
| 2001                | 1,182         | 1191     | 609                               | 52%  | 521                               | 44%  | 459                               | 39%  |
| 2002                | 1,236         | 1205     | 646                               | 52%  | 540                               | 44%  | 478                               | 39%  |
| 2003                | 1,364         | 1204     | 790                               | 58%  | 643                               | 47%  | 564                               | 41%  |
| 2004                | 1,404         | 1204     | 693                               | 49%  | 575                               | 41%  | 504                               | 36%  |
| 2005                | 1,311         | 1225     | 665                               | 51%  | 575                               | 44%  |                                   |      |
| 2006                | 1,247         | 1218     | 675                               | 54%  |                                   |      |                                   |      |

### 7.1-11 University-wide GRE Performance

The Graduate Record Examination is not a professional exam but provides insight into the general performance of students who select to take the examination and report that they are graduates of Clemson University. The exam may be taken by either undergraduate or graduate students and it may be taken multiple times.

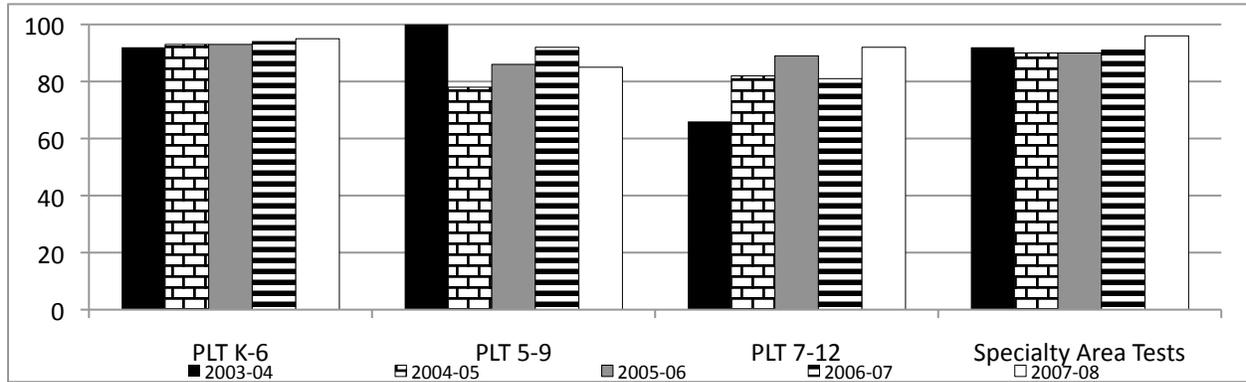
In addition to the quantitative and verbal sections of the examination, students take a writing exam. However, the scale is not the same as these other two scales; therefore, results are not included.

Clemson students continue to perform at a higher rate on the quantitative section of the examination. This is a consistent finding with other standardized exams (MAPP, C-Base) that Clemson has used to assess general education.



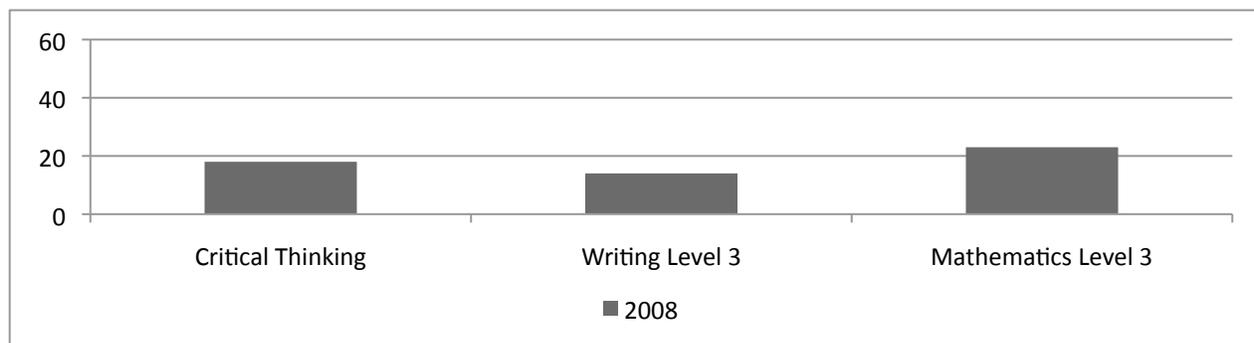
### 7.1-12 Standardized Test: Principles of Learning and Teaching and Specialty Area Tests

Education students must take and pass both the Principles and Learning and Teaching and their specialty area test before a grade can be given for student teaching or an Initial Certification can be granted. Typically, these two tests are taken prior to the senior year. The following table displays the percentage of first time students passing the examinations.



**Table 7.1-13** Excel in undergraduate teaching and learning

The skills measured by Measures of Academic Proficiency and Progress (MAPP) are grouped into proficiency levels. In the spring 2008 administration, 685 Seniors participated. These data become the baseline data for Clemson University. The benchmark of success is that 60% of seniors will score proficient by 2013.



### Learning outside of Classrooms

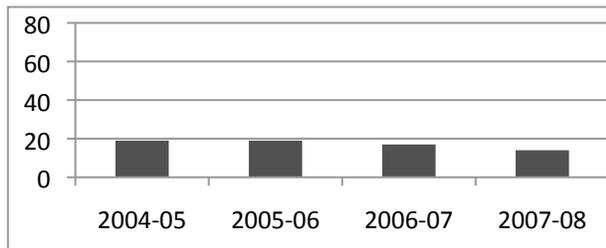
Student learning is possible with opportunities. To enhance their educational experience beyond the classroom, undergraduate students are able to participate in residential communities, service learning, and research projects.

**7.1-14 Community service and Service learning**

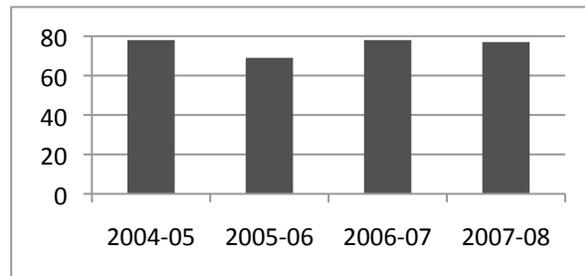
The National Survey of Student Engagement asks seniors about their participation in community activities. Clemson recognizes the importance of activities beyond the classroom. It adopted the benchmark for success as qualifying for the classification of a Carnegie Engaged University.

The percentage of seniors responding sometimes or often to participation in activities as a part of a regular course is shown in table 7.1-14(a). Table 7.1-14(b) is the percentage of seniors who respond that they have participated in either community service or volunteer work.

**7.1-14(a)** Participated in a community-based project as a part of a regular course



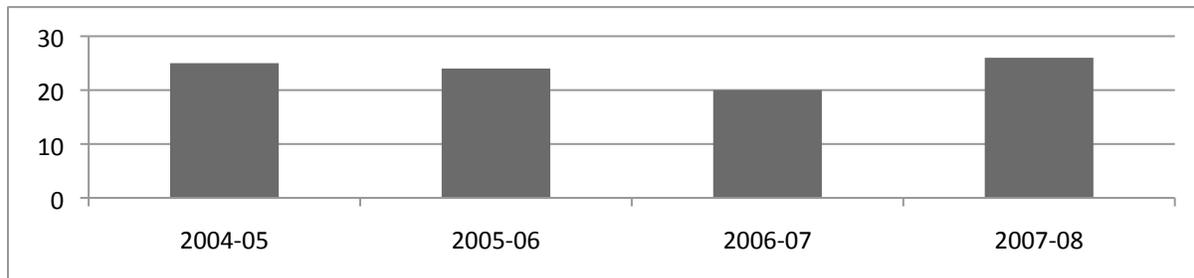
**7.1-14(b)** Participate in community service or volunteer work



**7.1-15 Learning Communities**

Clemson University continues to provide opportunities to students outside of the classroom. In the recent years, learning communities have been successful components of student experiences. The number of students responding to the NSSE and participating in a learning community increased in 2007.

Clemson has received recognition for its Living and Learning Community programs. The benchmark for success will be continued recognition of Clemson's programs.



**7.2 Student Satisfaction**

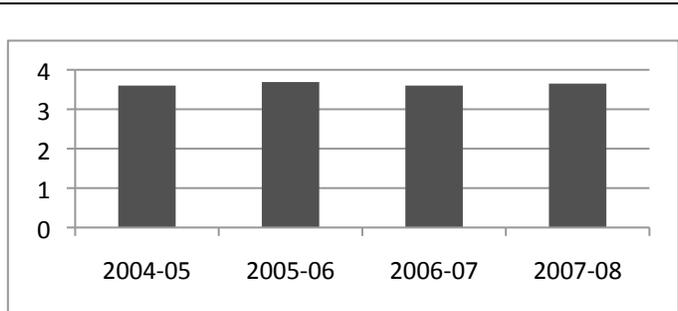
Clemson University’s bi-annual administration of the Student Satisfaction Inventory shows that the students have continued to report higher levels of satisfaction since 1998. Clemson students are statistically significantly more satisfied on 9 of the scales compared to other 4-year public institutions. The scale rating is 1-Not Satisfied at All to 7-Very Satisfied and the mean scores are displayed in the following table. These tables will be revised after the next administration.

**7.2-1 Student Satisfaction Survey**

| Satisfaction Scales   | 1999<br>CU | 2001<br>CU | 2000<br>CU | 2005<br>CU | 2007<br>CU | 4 yr<br>public<br>2007 | Sig. |
|---|------------|------------|------------|------------|------------|------------------------|------|
| * Difference between 2007CU and group norm is statistically significant |            |            |            |            |            |                        |      |
| Student Centeredness  | 5.18       | 5.37       | 5.28       | 5.4        | 5.47       | 5.08                   | *    |
| Campus Support Services   | 5.1        | 5.31       | 5.18       | 5.42       | 5.43       | 5.23                   | *    |
| Campus Climate  | 5.07       | 5.33       | 5.21       | 5.32       | 5.34       | 5.05                   | *    |
| Instructional Effectiveness   | 5.1        | 5.24       | 5.18       | 5.25       | 5.29       | 5.12                   | *    |
| Campus Life   | 4.86       | 5.13       | 4.95       | 5.09       | 5.08       | 4.83                   | *    |
| Service Excellence  | 4.77       | 4.98       | 4.87       | 4.96       | 4.98       | 4.9                    | *    |
| Safety and Security   | 4.04       | 4.41       | 4.22       | 4.6        | 4.54       | 4.47                   | *    |
| Responsiveness to Diverse Populations                                   | 4.73       | 4.88       | 4.73       | 4.83       | 4.88       | 5.05                   | (-)* |
| Registration Effectiveness  | 4.67       | 4.84       | 4.67       | 4.77       | 4.8        | 4.92                   | (-)* |
| Academic Advising   | 5.2        | 5.3        | 5.13       | 5.12       | 5.11       | 5.2                    | (-)* |
| Concern for the Individual  | 4.8        | 4.93       | 4.82       | 4.87       | 4.94       | 4.93                   |      |
| Recruitment and Financial Aid   | 4.66       | 4.85       | 4.74       | 4.74       | 4.83       | 4.8                    |      |

**7.2-2 Alumni Surveys** Each year Clemson conducts a survey of alumni to access their opinions about their educational experience at Clemson. Both undergraduate and graduate students are surveyed at one-year and three-year intervals. In addition, departmental questions are sent to alumni as well for specific data to be used by faculty related to the curriculum. The following three tables show the response to questions.

**7.2-2 (a) Undergraduate 1 year out: *My knowledge, skills, and abilities compare equally to those of my peers.***

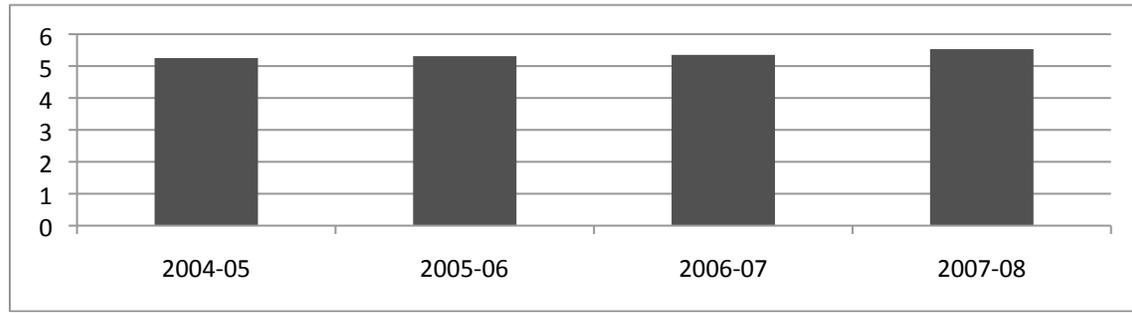


When asked to indicate their agreement on a scale of 1 (not at all) to 4 (much), Clemson Alumni have historically indicated their knowledge, skills, and abilities are comparable to that of their peers.

Clemson desires to continue to have a positive response from its alumni on their perception of preparation.

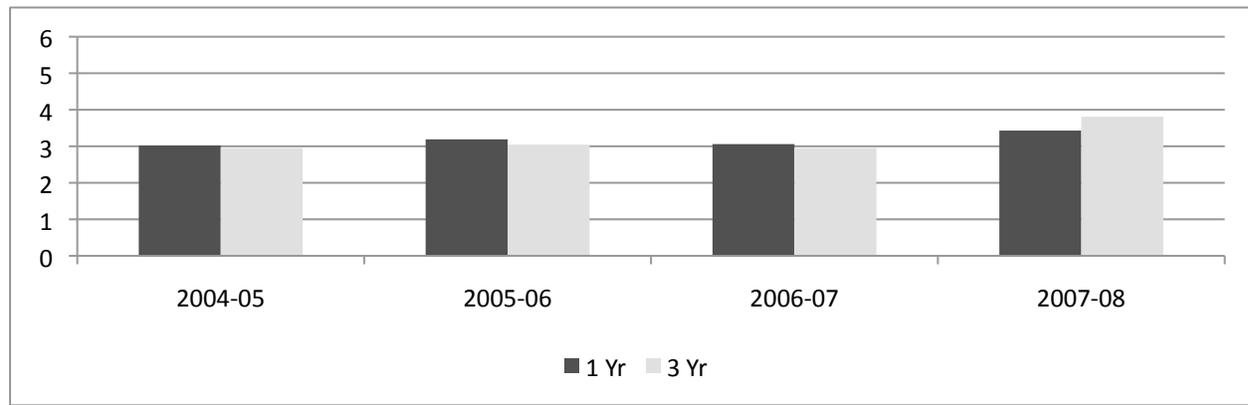
**7.2-2 (b)** Undergraduate 3 year out: How satisfied were you with your overall academic experience?

On a scale of 1 (very dissatisfied) to 6 (very satisfied) Clemson Alumni have historically reported a high level of satisfaction with their academic experience.



**7.2-2 (c)** Graduate 1 and 3 year out: Would you recommend your program to prospective students?

When asked to indicate their agreement on a scale of 1(not at all) to 4 (much), Clemson Graduate-level Alumni have historically indicated they would recommend their program to prospective students. As seen, this past year was a significant increase in a positive response.



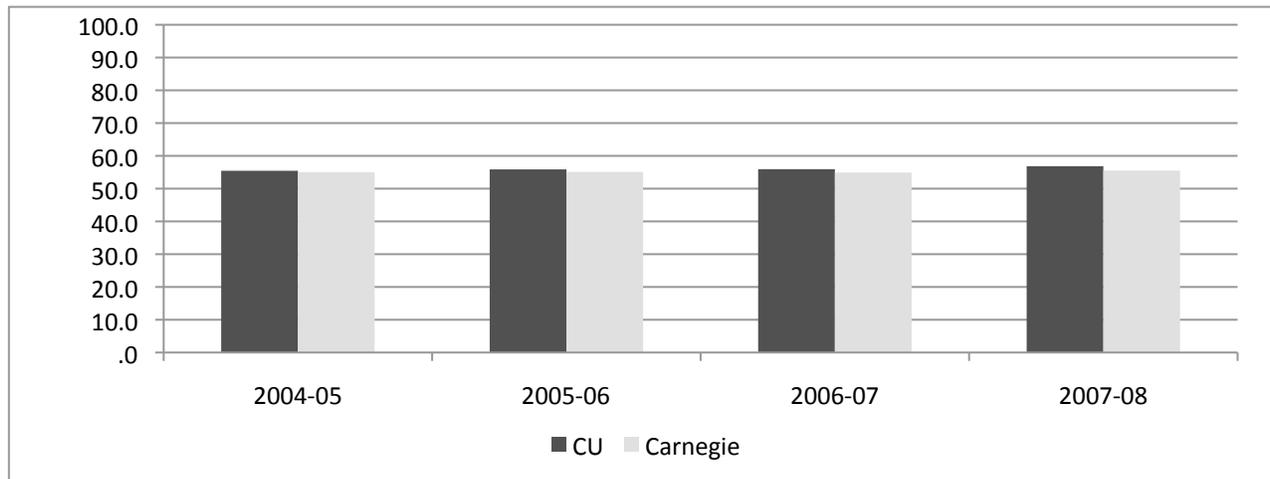
**7.2-3 Student Effectiveness** The National Survey of Student Engagement (NSSE) measures Student Effectiveness. The university has used the NSSE for three years and monitor student responses for trends and areas for improvement. In the NSSE Report, “Exploring Different Dimensions of Student Engagement,” the Clemson University Freshmen and senior responses are

statistically compared against other students from selected peer and Carnegie peer institutions. In 2005 the comparison consisted of doctoral extensive institutions rather than Carnegie peers. Of the five benchmarks of effective educational practice, the Clemson students' responses are statistically significantly higher than both groups. Clemson rose above both groups for most of the items comprising each benchmark.

**Table 7.2-3(a)** *Level of Academic Challenge:*

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectation for student performance.

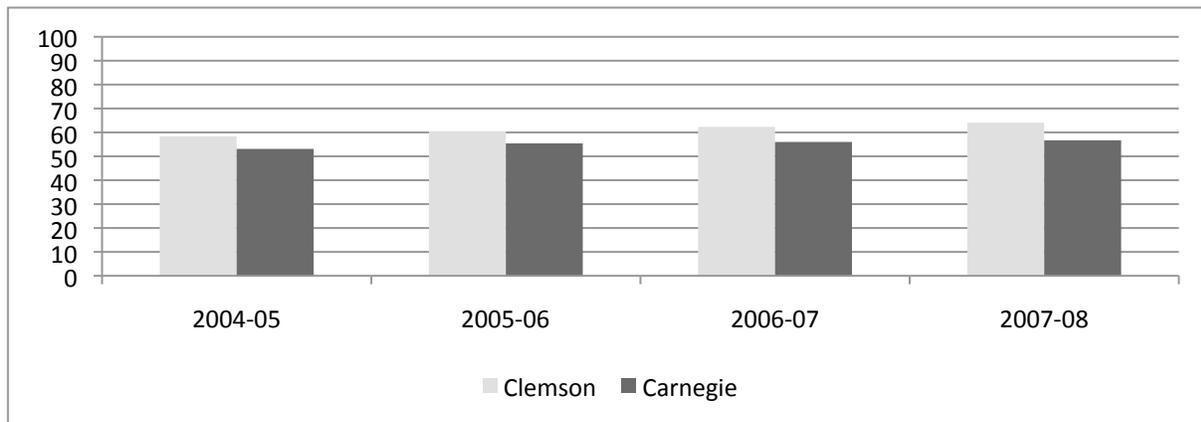
The Clemson Seniors had a higher mean score than the Carnegie Peers. In 2007-08, there was a statistically significant difference in scores. Clemson strives to meet or exceed the Senior LAC scores for Carnegie or Top 20+ peer institution.



**Table 7.2-3(b)** *Supportive Campus Environment:*

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

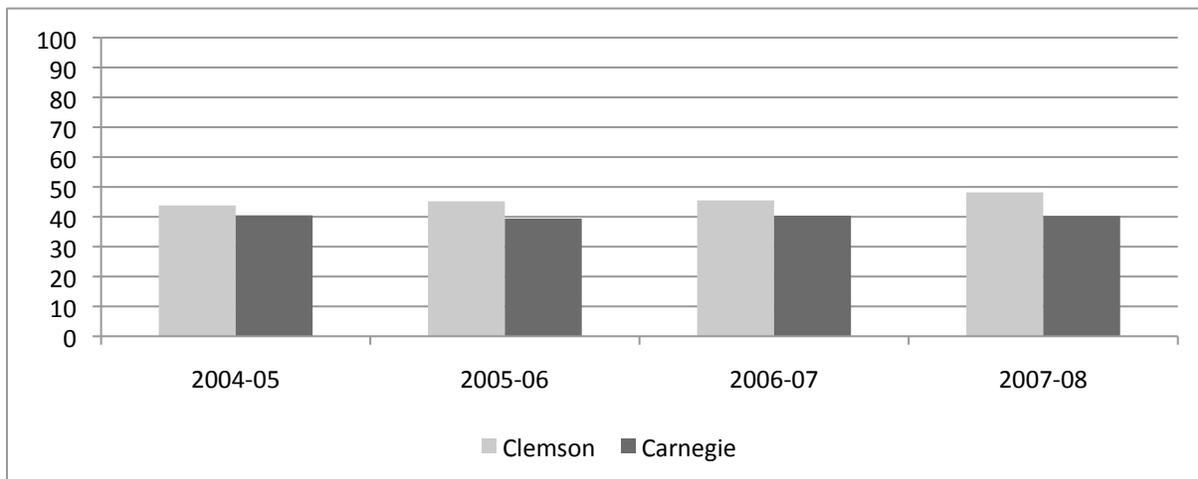
Seniors at Clemson scored statistically significantly higher on this benchmark than their Carnegie Peers for the past four years. Clemson strives to meet or exceed the Senior SCE scores for Carnegie or Top 20+ peer institution.



**Table 7.2-3(c) *Student-Faculty Interaction***

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

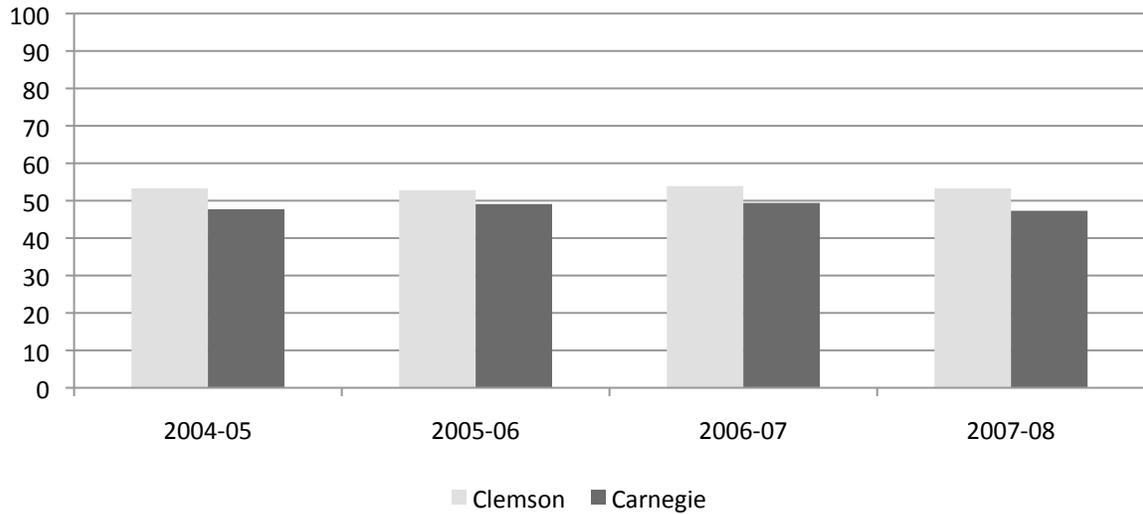
Overall, student-faculty interaction is statistically significant higher for Seniors over Carnegie institutions. Clemson strives to meet or exceed the Senior Student Faculty Interaction scores for Carnegie or Top 20+ peer institution.



**Table 7.2-3(d) *Active and Collaborative Learning***

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the problems they will encounter daily during and after college.

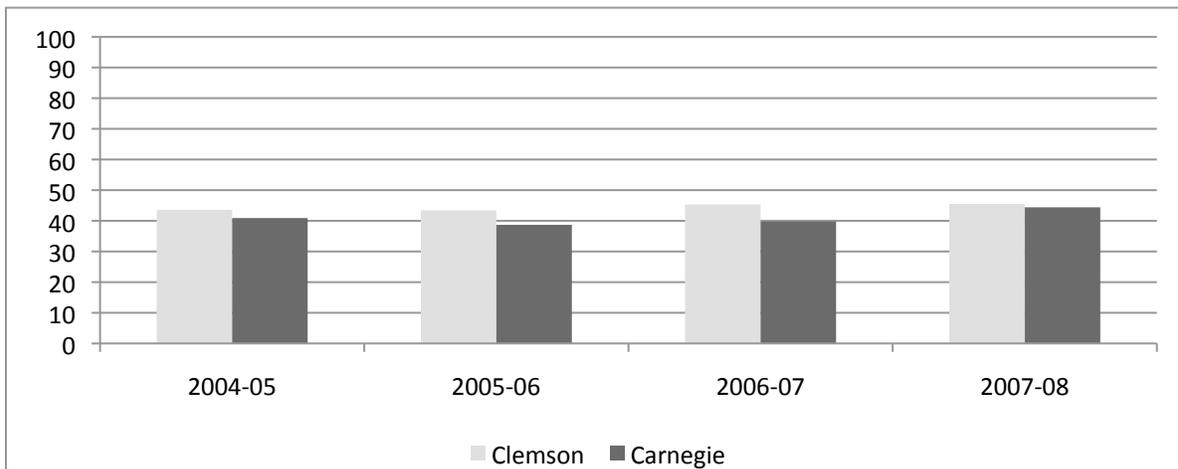
Seniors rated this benchmark statistically significantly higher than Carnegie institutions. Clemson strives to meet or exceed the Senior ACL scores for Carnegie or Top 20+ peer institution.



**Table 7.2-3(e) *Enriching Educational Experiences***

Academic programs are augmented by complementary learning opportunities in and out of class.

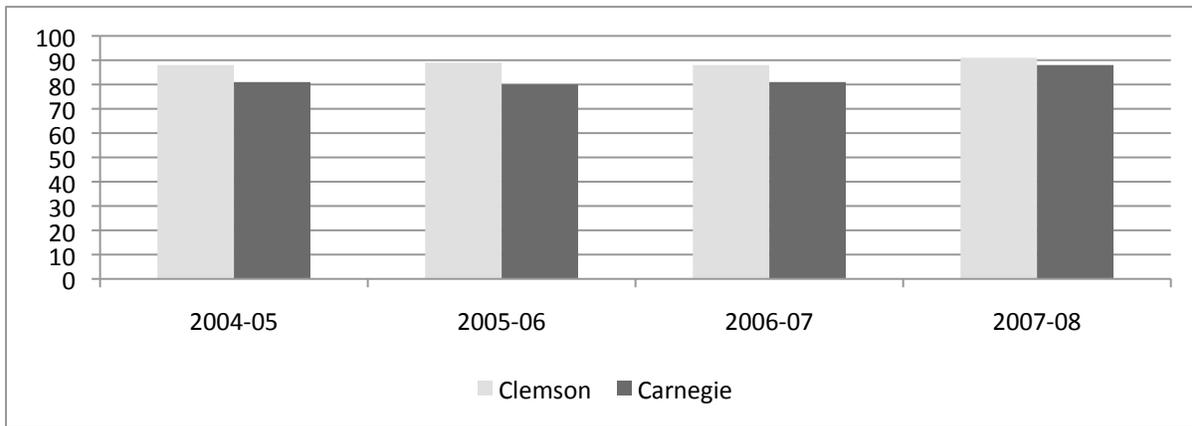
Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge. Overall, Clemson Seniors have had statistically significantly higher responses than Carnegie peers until 2007-08. Clemson strives to meet or exceed the Senior ACL scores for Carnegie or Top 20+ peer institution.



*Other Items:* In addition to the factors and selected items of the benchmarks, there are other worthy items measured by the NSSE.

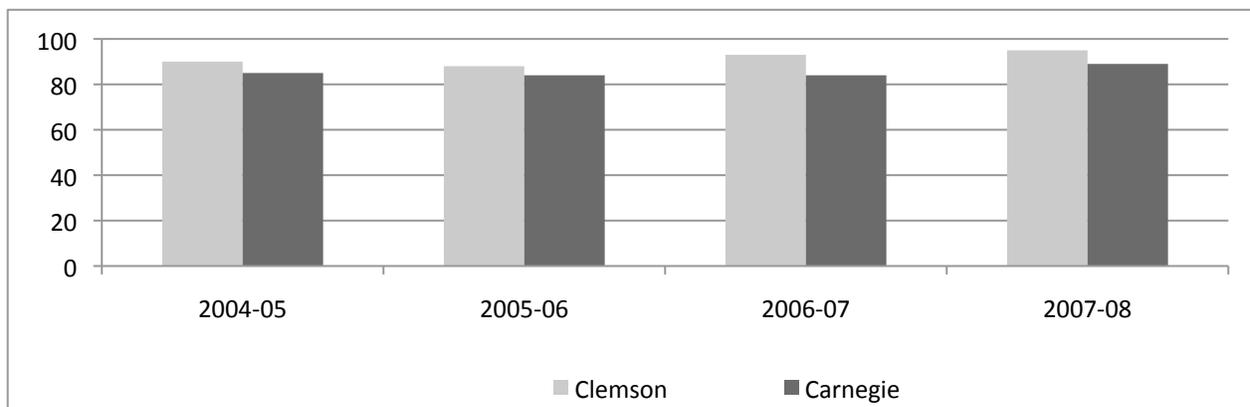
**Table 7.2-3(f)** *If you could start over again, would you go to the same institution you are now attending?*

Clemson Seniors continue to report significantly higher satisfaction with the university than Carnegie peers. Clemson strives to meet or exceed the Senior ACL scores for Carnegie or Top 20+ peer institution.



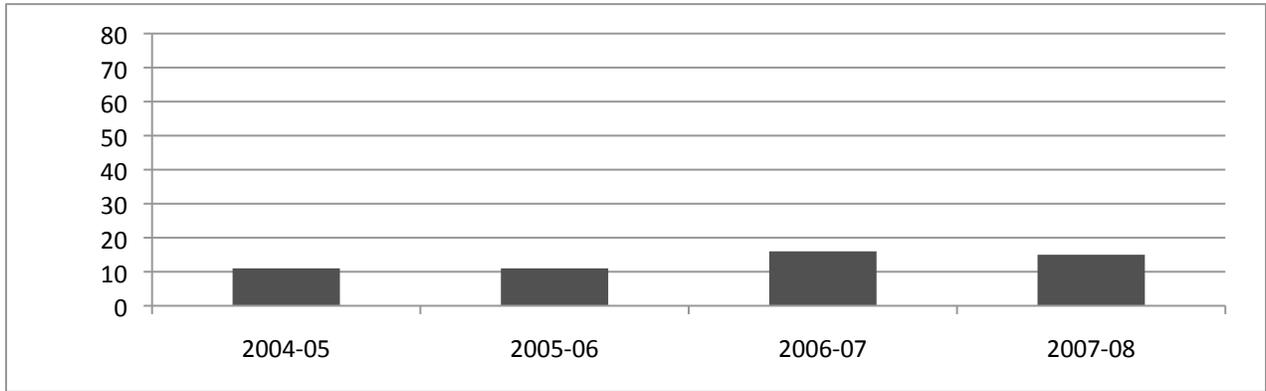
**Table 7.2-3(g)** *How would you evaluate your entire educational experience at this institution?*

Clemson Seniors continue to report significantly higher level of satisfaction with their educational experience than Carnegie peers. Clemson strives to meet or exceed the Senior ACL scores for Carnegie or Top 20+ peer institution.



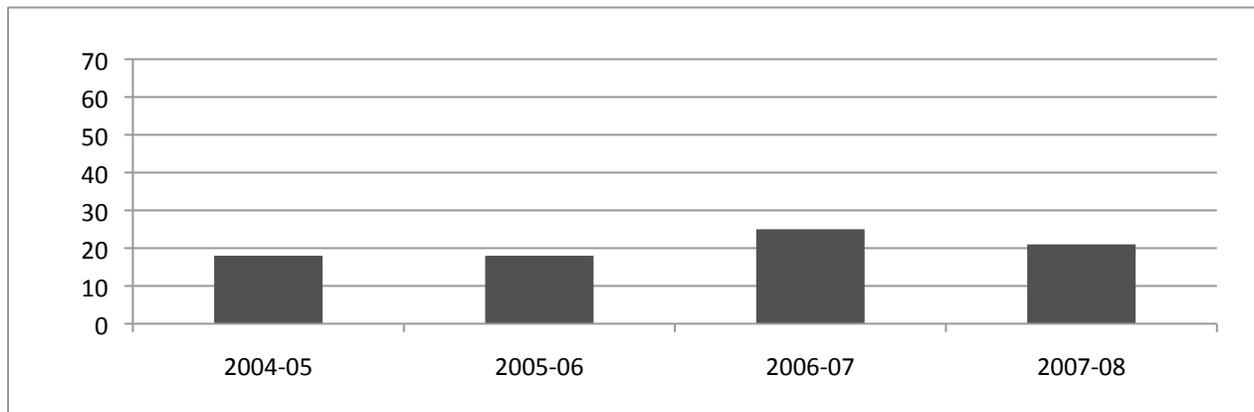
**Table 7.2-3(j)** Improve our student/staff interactions.

The assessment of the 2008-2013 Strategic Plan includes a benchmark of success to that 75% of students will report satisfaction with staff interactions.



**Table 7.2-3(k)** Improve student perception that faculty are available, helpful, or sympathetic.

The assessment of the 2008-2013 Strategic Plan includes a benchmark of success of 70% of students reporting an improved perception.



### **7.3 Budgetary and Financial Performance**

Operational efficiency is monitored through the University “Discovery” process. A Discovery Council, appointed by President Barker, seeks ways in which to ensure that the university is examining its processes and procedures to save money and to be more efficient. In addition to the Discovery process, the University is examining more effective way to use the lean methods. A consulting firm, the Huron Consulting Group is assisting the campus in this process. A report is due later this year.

### 7.3-1 Discovery Council Quarterly Progress Report

A report is provided quarterly to the Board of Trustees, describing the actions and progress being made by the Council in improving effectiveness and efficiency of the organization. The Quarterly Progress reports addressed initiatives of the Discovery Council and can be found on the President's Report Card at: <http://www.clemson.edu/president/reportcard.pdf>

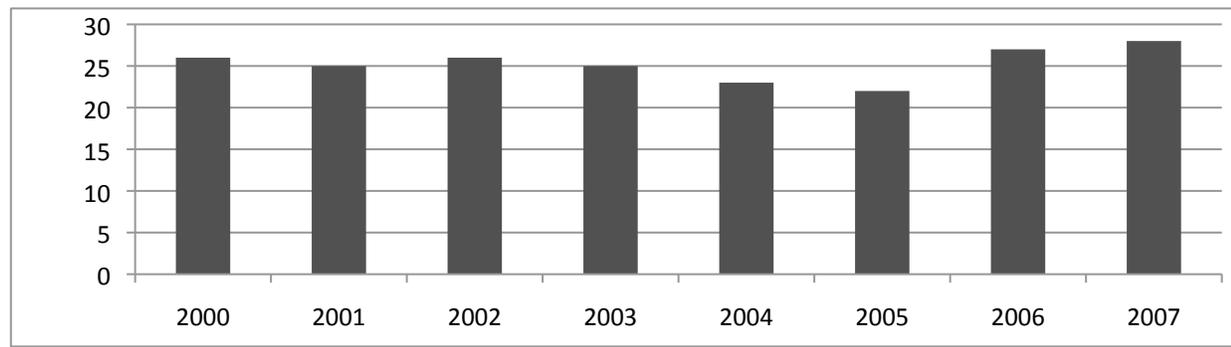
### 7.3-2 Alumni Giving

A strong indicator of student satisfaction is related to alumni giving with the assumption that if alumni are satisfied with their college experience then they will contribute to the institution.

The office identifies alumni by graduation dates as well as their participating in programs or activities as a student.

In the past year, Clemson University alumni contributions have increased to an all-time high.

Clemson is next to the highest (28%) in the US News ranking of Top 20 Public institutions, the highest being 31%. It is Clemson's goal to maintain or enhance the current status.



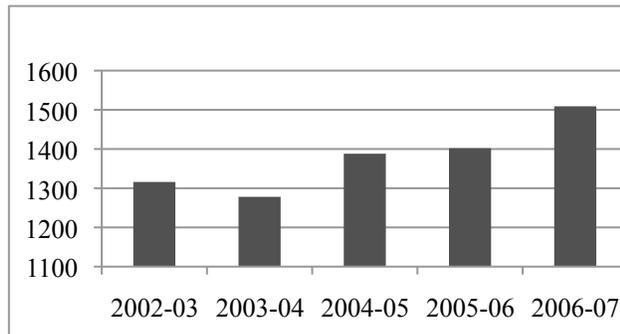
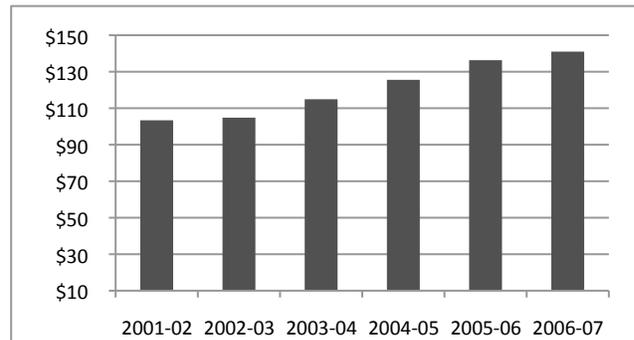
### 7.4 Work Systems Performance, Faculty, and Staff Learning and Development, Faculty and Staff Well-being and Satisfaction

The number of external awards for faculty has increased annually. The data for 2006-07 has not been finalized as of the date of this report but expectations are for an increase for the academic year.

#### External Grants

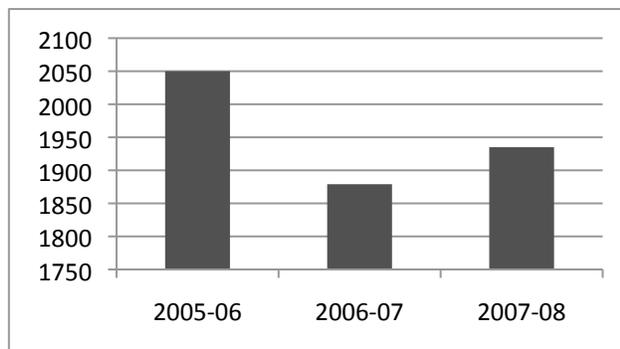
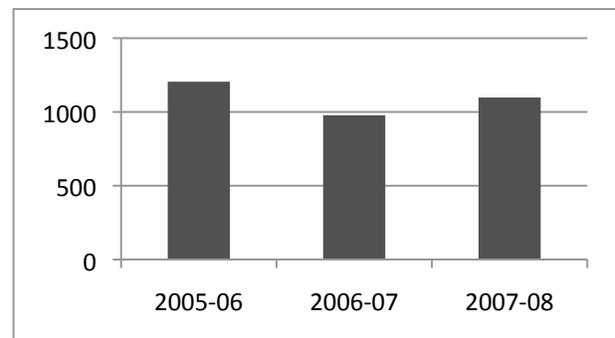
Two indicators of quality are the number of grant proposals submitted and the amount of external funding awarded. The following two graphs show the continued increase in both of these measures.

Clemson adopted the goal of achieving \$150,000,000 in external awards. This benchmark appears to be in sight based on continued progress.

**7.4-1 External Grant Proposals****7.4-2 External Awards Received****Peer Review Articles and Peer Review Presentations.**

How a faculty is perceived by its peers is a frequent measure of the quality of the faculty. Counting the number of articles that are reviewed by a committee of peers and printed in professional journals is one measure of the quality and productivity of the faculty. Clemson University's faculty continues to increase the number of articles published in peer reviewed journals.

The number of peer-reviewed publications and presentations shown in the following tables are only unique records; however, this does not eliminate the possibility of duplicate records found in the Faculty Activity System. Clemson continues to support faculty productivity.

**7.4-3 Number of peer-reviewed publications****7.4-4 Number of peer-reviewed presentations****Collaborative on Academic Careers in Higher Education (COACHE)**

Clemson University participated in a national study of faculty in higher education coordinated by Harvard Graduate School of Education and will do so again in spring 2008. In Clemson's first administration, over 7800 faculty in tenure track positions nationally participated in the survey.

Clemson response rate for faculty eligible to participate was 50%. Comparison data is available from Iowa State, Michigan State, Ohio State, UNC Chapel Hill and University of Virginia.

| <b>7.4-5 (a) Financial Access: Improve the quality of graduate students.</b> |   |         |         |          |          |   |
|--|---|---------|---------|----------|----------|---|
|  | <table border="1"> <tr> <th>2005-06</th> <th>2007-08</th> </tr> <tr> <td>3.52 (-)</td> <td>3.45 (-)</td> </tr> </table> | 2005-06 | 2007-08 | 3.52 (-) | 3.45 (-) | <p>The 2008-2013 Strategic Plan includes a metric regarding faculty and graduate student interaction. The COACHE item “Nature of Work: Satisfaction with the quality of graduate students with whom they interact” will monitor the faculty’s attitude. As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson’s mean scores are below that of its peers for both 2005-06 and 2007-08.</p> |
| 2005-06  | 2007-08   |         |         |          |          |   |
| 3.52 (-)   | 3.45 (-)  |         |         |          |          |   |
| <p>(+ higher than peers; = equal to peers; - less than peers)</p>            |   |         |         |          |          |   |

| <b>7.4-5 (b) and (c) Increase Resources and Promote Good Management: Provide childcare for faculty and graduate students.</b> |   |         |         |          |          |  |
|---|---|---------|---------|----------|----------|--|
| <b>7.4-5 (b) Effectiveness of childcare.</b>  |   |         |         |          |          |  |
|   | <table border="1"> <tr> <th>2005-06</th> <th>2007-08</th> </tr> <tr> <td>1.94 (-)</td> <td>1.93 (-)</td> </tr> </table> | 2005-06 | 2007-08 | 1.94 (-) | 1.93 (-) | <p>Childcare is included in the 2008-2013 Strategic Plan. The metric for this is COACHE item: Policies and Practices: Effectiveness of childcare.</p> <p>As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson’s mean scores are below that of its peers for both 2005-06 and 2007-08.</p>                             |
| 2005-06   | 2007-08   |         |         |          |          |  |
| 1.94 (-)  | 1.93 (-)  |         |         |          |          |  |
| <p>(+ higher than peers; = equal to peers; - less than peers)</p>   |   |         |         |          |          |  |
| <b>7.4-5 (c) Children and tenure.</b>   |   |         |         |          |          |  |
|   | <table border="1"> <tr> <th>2005-06</th> <th>2007-08</th> </tr> <tr> <td>2.46 (-)</td> <td>2.65 (-)</td> </tr> </table> | 2005-06 | 2007-08 | 2.46 (-) | 2.65 (-) | <p>A second measure regarding childcare is another COACHE item: Policies and Practices: Institution does what it can to make having children and the tenure-track compatible.</p> <p>As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson’s mean scores are below that of its peers for both 2005-06 and 2007-08.</p> |
| 2005-06   | 2007-08   |         |         |          |          |  |
| 2.46 (-)  | 2.65 (-)  |         |         |          |          |  |
| <p>(+ higher than peers; = equal to peers; - less than peers)</p>   |   |         |         |          |          |  |

| <b>7.4-5 (d) Increase Resources and Promote Good Management: Publish established guidelines for teaching, research, service and economic development that promote faculty success.</b> |   |         |         |          |          |  |
|--|---|---------|---------|----------|----------|--|
|  | <table border="1"> <tr> <th>2005-06</th> <th>2007-08</th> </tr> <tr> <td>3.74 (-)</td> <td>3.78 (-)</td> </tr> </table> | 2005-06 | 2007-08 | 3.74 (-) | 3.78 (-) | <p>Regarding guidelines for tenure, Clemson monitors the faculty’s response COACHE item: Nature of Work: Satisfied with the number of courses they teach.</p> <p>As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson’s mean scores are below that of its peers</p> |
| 2005-06  | 2007-08   |         |         |          |          |  |
| 3.74 (-)   | 3.78 (-)  |         |         |          |          |  |
| <p>(+ higher than peers; = equal to peers; - less than peers)</p>  |   |         |         |          |          |  |

for both 2005-06 and 2007-08.

**Increase Resources and Promote Good Management: Manage workloads to promote retention of quality faculty.**

**7.4-5 (e)** Clarity of prospects to earn tenure.

| 2005-06  | 2007-08  |
|----------|----------|
| 3.56 (-) | 3.66 (-) |

(+ higher than peers; = equal to peers; - less than peers)

Retaining quality faculty is challenging to any institution. Clemson will monitor the faculty's perception of the COACHE item: Tenure: Clarity of their own prospects for earning tenure.

As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson's mean scores are below that of its peers for both 2005-06 and 2007-08.

**7.4-5 (f)** Time to conduct research.

| 2005-06  | 2007-08  |
|----------|----------|
| 2.55 (-) | 3.03 (=) |

(+ higher than peers; = equal to peers; - less than peers)

A second measure of the goal to retain quality faculty is based on the COACHE item :Nature of Work: Satisfied with the amount of time they have to conduct research. Faculty success is, in part, based on research and sufficient time to undertake quality research is necessary for faculty to achieve tenure.

As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson's mean score for 2007-08 improved since the last administration to equal the peer score.

**7.4-5 (g)** Satisfaction with expectations for teaching

| 2005-06 | 2007-08 |
|---------|---------|
| 3.74(-) | 3.78(-) |

(+ higher than peers; = equal to peers; - less than peers)

Several COACHE items relate to teaching obligations. Faculty expressed concerns over the number of courses being assigned during the tenure process that requires a high research commitment.

As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson's mean scores are below that of its peers for both time periods.

**7.4-5 (h)** Support opportunities for faculty to interact with colleagues.

Increase Resources and Promote Good Management: Interaction with senior colleagues

| 2005-06 | 2007-08 |
|---------|---------|
| 3.19(-) | 3.25(-) |

(+ higher than peers; = equal to peers; - less than peers)

The COACHE item Climate, Culture, and Collegiality: Satisfaction with the amount of professional interaction they have with senior colleagues in their department provides insight into the faculty perception of collegiality and climate.

As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson's mean scores are below that of its peers for both 2005-06 and 2007-08.

**7.4-5 (i)** In Department

| 2005-06 | 2007-08  |
|---------|----------|
| 3.91(=) | 3.80 (+) |

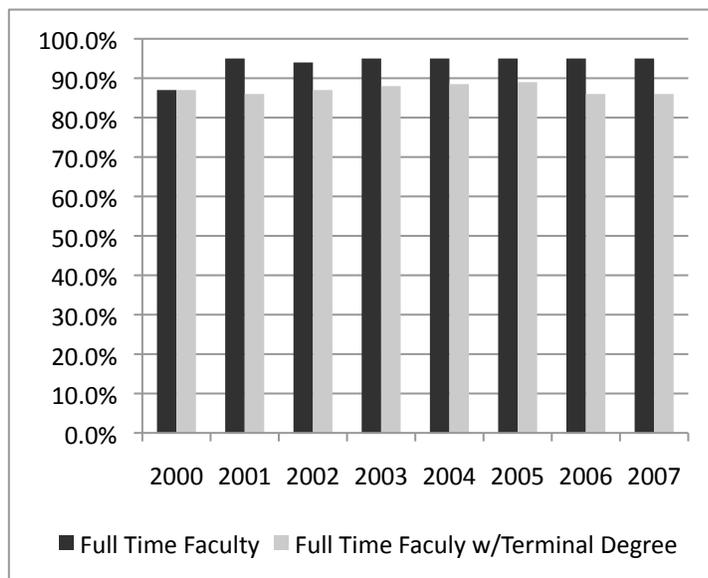
(+ higher than peers; = equal to peers; - less than peers)

The second measure of faculty regarding Climate, Culture, and Collegiality is the COACHE item: Satisfaction with how well they 'fit' in their department.

As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson's mean score is above of its peers for 2007-08.

## 7.5 Organizational Effectiveness and Efficiency, Support Processes

### **7.5-1 Percent Full-Time Faculty and Percent with Terminal Degrees**



Full-time faculty numbers at Clemson fluctuate during this period of TERI retirements.

New hires are anticipated and the overall number of new faculty will increase. TERI faculty may be hired as temporary or part-time as the new hiring process continues.

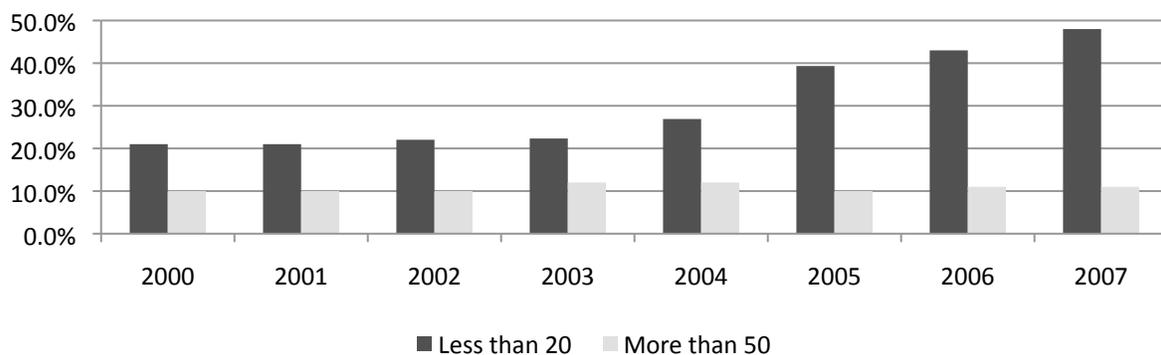
Clemson's percentage of full time faculty as reported in the US News and World report is 95%, an extraordinary achievement that it intends to maintain. The percent of full-time faculty with terminal degrees continues to exceed 80% but, as a benchmark, would like to be increased.

### **7.5-2 Undergraduate Class Size**

Clemson values its atmosphere of being a "family" and a part of a community. One element that contributes to this sense of caring as well as being able to provide more interaction between faculty and students is the size of a class.

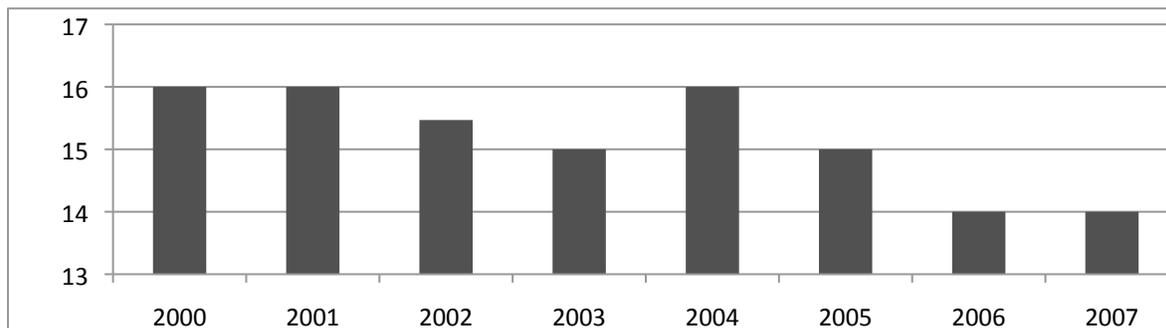
Clemson continues to make improvements in reducing the class size for undergraduate classes by increasing the percentage of all class sections with less than 20 students and reducing the percentage of all class sections with more than 50 students.

The smaller the class size allows greater faculty interaction with students. Clemson has set a benchmark of 10% or less of the classes will be 20 or less students. The percentage of classes with 50 or more students should be maintained or reduced.



### 7.5-3 Ratio of Students to Faculty

The number of students in classes as well as the ratio of faculty members to students are indicators of quality of the educational environment. The ratio of students to faculty members is lower than it has been in the past 5 years. Clemson had adopted a benchmark of maintaining the ratio of students to faculty which stands using 2007 data at 14 students for each faculty member as reported to US News and World Report.



### 7.5-4 Retention Rates

Clemson has undertaken an extensive study of persistence patterns. The examination includes the first time full time students of the Fall 1999 cohort. Demographic characteristics as well as indicators of engagement will comprise the longitudinal study. These additional data will allow examination of policies and practices to enhance retention rates. Clemson clearly demonstrates an extraordinarily high persistence rate, above 80%.

The assessment of success of the 2008-2013 Strategic Plan is a benchmark increase in freshmen to sophomore as well as sophomore to junior years to a yield 95% retention rate.

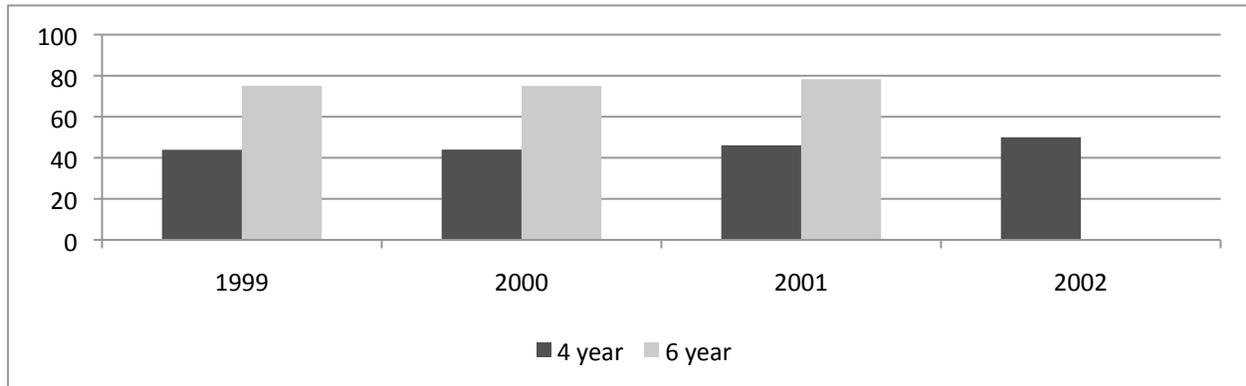
| Cohort Year | Head Count | Average SAT | %Continued to 2nd Yr | %Continued to 3rd Yr |
|-------------|------------|-------------|----------------------|----------------------|
| 1998        | 2,699      | 1146        | 85.10%               | 79.60%               |
| 1999        | 2,885      | 1158        | 87.10%               | 81.10%               |
| 2000        | 3,033      | 1172        | 87.60%               | 81.90%               |

|      |       |      |        |        |
|------|-------|------|--------|--------|
| 2001 | 2,531 | 1191 | 89.30% | 83.90% |
| 2002 | 2,464 | 1205 | 89.60% | 85.80% |
| 2003 | 2,749 | 1204 | 88.70% | 83.10% |
| 2004 | 3,009 | 1203 | 87.70% | 81.90% |
| 2005 | 2,893 | 1225 | 88.90% | 85.20% |

**7.5-5 Graduation Rates**

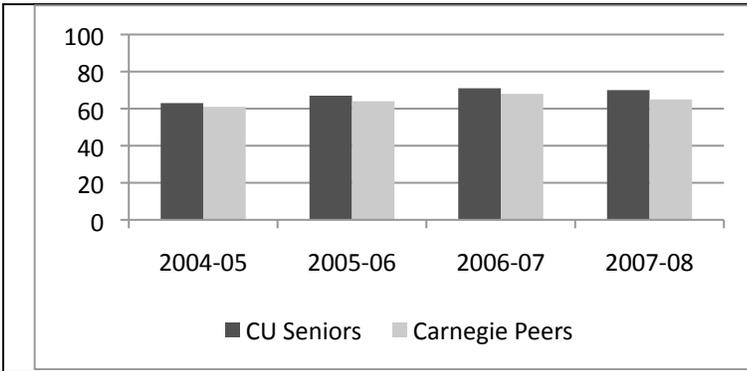
In addition to the study of retention rates; the University is examining the graduation rates of first time full time students.

The progression of students through their course work culminates in graduation. Effective and efficient practices may assist students to achieve graduation in a timely manner. Therefore, Clemson values the importance of monitoring time to graduation and will use the findings from the on-going analysis with the desire to improve graduation rates.



**Table 7.5-6 Intellectual development: Promote excellence in advising**

| <b>Table 7.5-6 (a)</b> |                   |  |            | The assessment of success of the 2008-2013 Strategic Plan is a benchmark decrease in the difference between level of importance and level of satisfaction as reported on the Student Satisfaction Survey general scale for academic advising. The benchmark for success is that the gap between importance and satisfaction will drop below 0.50. |
|------------------------|-------------------|--|------------|---|
|                        | <b>Importance</b> | <b>Satisfaction (Standard Deviation)</b> | <b>Gap</b> |   |
| <b>2007</b>            | 6.25              | 5.11 /1.27                               | 1.14       |   |
| <b>2005</b>            | 6.25              | 5.12/1.27                                | 1.13       |   |
| <b>2001</b>            | 6.27              | 5.30/1.20                                | 0.97       |   |
| <b>2000</b>            | 6.28              | 5.13/1.25                                | 1.15       |   |
| <b>Table 7.5-6 (b)</b> |                   |  |            | A second measure being used to examine: 4 point scale to evaluate   |



quality. The percentage of senior students reporting “good” or “excellent” continues to rise. And, Clemson continues to exceed the Carnegie peers.

As a benchmark, Clemson strives to meet or exceed the percent of Carnegie or Top 20+ peer institution.

**Table 7.5-7 Registration effectiveness**

|             | <b>Importance</b> | <b>Satisfaction (Standard Deviation)</b> | <b>Gap</b> |
|-------------|-------------------|--|------------|
| <b>2007</b> | 6.03              | 4.80 / 1.00                              | 1.23       |
| <b>2005</b> | 6.06              | 4.77/1.02                                | 1.29       |
| <b>2001</b> | 6.12              | 4.84/.097                                | 1.28       |
| <b>2000</b> | 6.14              | 4.67/1.04                                | 1.47       |

The assessment of success of the 2008-2013 Strategic Plan is a benchmark decrease in the difference between level of importance and level of satisfaction as reported on the Student Satisfaction Survey general scale for academic advising. Although these has been a general improvement in the past years, it primarily results from the students lowering their value of importance. Clemson has an opportunity to meet the benchmark for success, the gap between importance and satisfaction being lower than 0.50.

**Table 7.5-8 Increase the number of classrooms supporting innovative teaching strategies.**

In 2008 Clemson adopted a benchmark for success: 60% of seniors will report satisfaction with teaching strategies. However, at this time, these data are not being collected but will be through the unique institutional items on the Student Satisfaction Survey

**Table 7.5-9 Information Technology:** Continue to improve the quality of IT programs and services.

| <b>2005-06</b> | <b>2007-08</b> |
|----------------|----------------|
| 3.56 (-)       | 3.47 (-)       |

Information technology support and services are critical to the success of a university. Included in the 2008-2013 Strategic Plan is the metric of a COACH item: Satisfaction with the quality of computing services.

As an assessment, the benchmark of success is that the faculty will report satisfaction equal to or greater than peers. Clemson’s mean scores are below that of its peers for both 2005-06 and

|  |          |
|--|----------|
|  | 2007-08. |
|--|----------|

In addition to the above trends, each University goal is assessed qualitative as well. The combination of quantitative data, survey results, and observable measures is reported publically through a President’s Report Card. The report card addresses many of the organizational effectiveness and support process performance items.

Furthermore, Clemson University will meet all required standards at the highest level to maintain full accreditation, and compliance with state and federal agencies. The list of accredited programs that are reported to the CHE are shown in Table II.5-1

**7.6 Leadership and Social Responsibility**

The University leadership is involved in many community and state initiatives that demonstrate social responsibility. The senior leadership team speaks with community groups about the university, about higher education, and about the University’s mission. Administrators, faculty, and staff are engaged in community service projects and service learning activities. Across the campus students are engaged in the community as well. The current Report Card can be accessed from the President’s webpage. It provides greater details and examples in the section on campus life and notable activities of the faculty, staff and students.

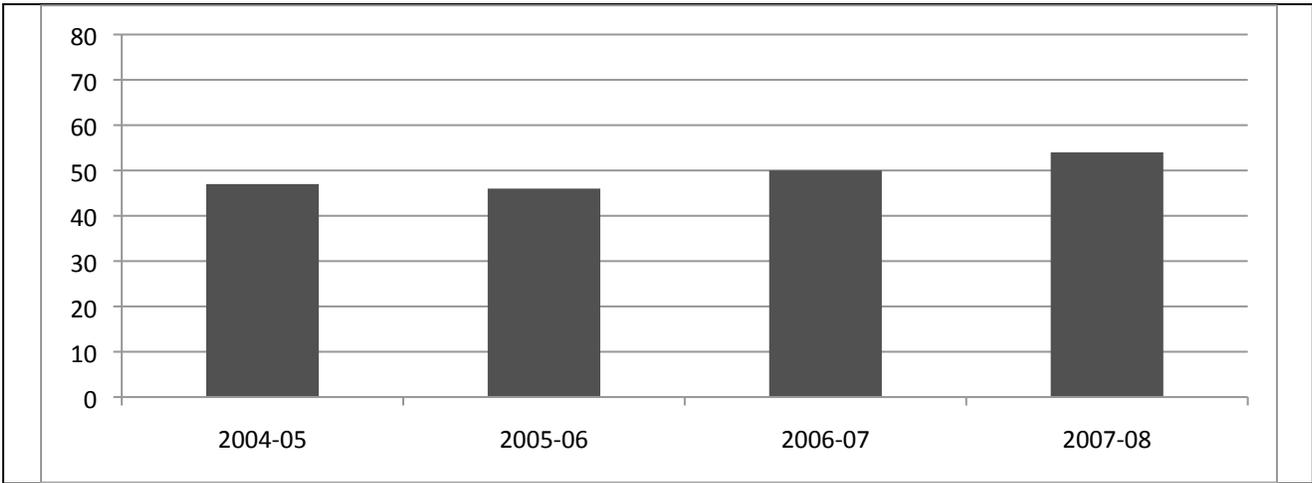
In addition, the University awards Community Service grants to financial needy students who perform community service hours as a component of the grant. An office on campus coordinates the student community service programs. Faculty have service learning groups that meet and discuss ideas and strategies. Clemson has been recognized by CHE with state wide for two state wide service learning programs.

Students are actively engaged in social development. Opportunities come both within the classroom as well as outside. The following tables

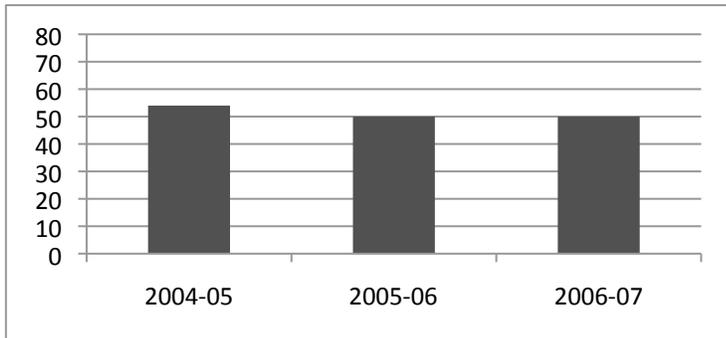
**NSSE Survey**

The National Survey of Student Engagement asks students to respond to a number of questions including diversity and study abroad. The following three items are a part of the Assessment of the 2008-2013 Strategic Plan. Associated benchmarks are included in Tables III.7.6-1 through 3.

|  |
|--|
| <p><b>Table III.7.6-1 Strengthen sense of community and increase diversity:</b> Increase inclusion of diverse perspectives in undergraduate course work.</p> <p>The assessment of the 2008-2013 Strategic Plan includes a benchmark of success of 80 % of students reporting an improved perception.</p> |
|--|

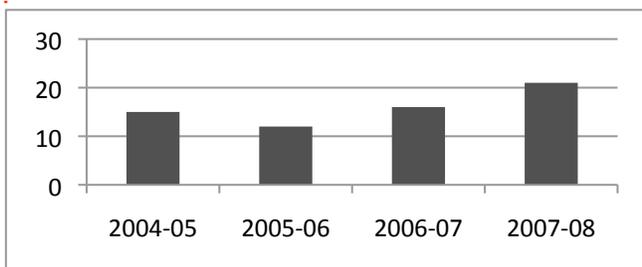


**Table III.7.6-2 Strengthen sense of community and increase diversity:** Increase opportunities for serious conversation with students of different race or ethnicity.



The assessment of the 2008-2013 Strategic Plan includes a benchmark of success of 80% of seniors will report this occurs *often or very often*.

**Table III.7.6-3 Strengthen sense of community and increase diversity:** Increase student participation in study abroad



The assessment of the 2008-2013 Strategic Plan includes a benchmark of success of 30% of undergraduate senior students will report that they have had an international experience.