



CLEMSON

U N I V E R S I T Y

**SOUTH CAROLINA BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2009-2010

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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," is the keystone to all activities, programs and services of the institution. Our Vision and Mission are pathways to excellence that help direct our service as a land-grant research institution, and to become one of the nation's top-20 public universities.

I.2 Major Achievements of 2009-2010

The University has received both honor and recognition during the past year. Clemson's extensive achievements are recorded in the [President's Report Card](#), a quarterly report to the institution's Board of Trustees. These achievements include:

- Significant strides toward the goal as a top-tier research university, ranked [23nd](#) among all national public universities according to *U.S. News & World Report*; and ranked [33rd](#) among all universities -- public and private -- on *Kiplinger's* list of 'best values in higher education' (up from 34th last year).
- Substantial improvement in academic quality, contributions to economic development, and student success and satisfaction are resulting in an increased demand for a Clemson degree. Freshman applications are 4% ahead of last year, and set a new record. The Fall, 2010 freshman class is projected to be stronger than 2009 in terms of both SAT scores and high school performance.
- Student satisfaction scores on the National Survey on Student Engagement (NSSE) exceed both peers and the national average
- Retention and graduation rates are at an all-time high.
- Graduate applications are up 17.4% over the same time last year.
- First-time pass rate on the NCLEX by Clemson nursing graduates is 90.63%, exceeding the national average of 90.11%.
- Nine Clemson graduate students and seniors were awarded the prestigious National Science Foundation Graduate Research Fellowship. Five students were awarded Honorable Mention Status.
- *The Princeton Review's Guide to 286 Green Colleges* ranks Clemson as one of the country's most environmentally responsible colleges.

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

In January, 2001, the University's Board of Trustees endorsed 27 goals that are clustered in five areas: Academics, Research and Service; Campus Life; Student Performance; Educational Resources; and Clemson's National Reputation. These goals continue to provide a benchmark by which the University measures its accomplishments. The [2013 Goals](#) are detailed in Section III Category 2, Strategic Planning.

I.4 Key Strategic Challenges

Challenges facing Clemson University and some solutions for those challenges were presented by Clemson President James F. Barker to the South Carolina Commission on Higher Education during a formal budget presentation on August 5, 2009. The Strategic Priorities are Intellectual Development, Economic Development and Support. Strategic priorities support clusters identified

by the South Carolina Budget and Control Board for the purposes of this report. Major points made by President Barker in the budget presentation are:

A. *Delivering Quality and Value*

- Ranked #22 among national public universities (*U.S. News & World Report*)
- Ranked #2: “Up and Coming Schools” (*U.S. News & World Report*)
- Ranked #8 in return on investment (*SmartMoney*)
- Ranked #34 among best values (*Kiplinger’s*)
- 18 nationally-ranked programs

B. *Delivering for Students*

- Record number of undergraduate applications
- Record freshman retention and graduation rates
- Record LIFE/Palmetto Scholarship retention
- 14-1 student-to-faculty ratio
- Nearly half of all classes have fewer than 20 students
- #1 choice of the State’s Palmetto Fellows
- Over 90% of seniors say they would attend Clemson again, compared to a national average of 79% (National Survey of Student Engagement-NSSE)
- #2: “Nation’s Happiest Students” (*Princeton Review*)

C. *Delivering Economic Development*

- Technology Neighborhood I at CU-ICAR completed
- Rhodes Engineering Center will be occupied Fall 2009
- Advanced Materials Innovation center to begin this year (2009-10)
- Translational Research facilities at Greenville Hospital System under construction
- 18 partners representing private technology-based companies have licensed Clemson intellectual property or are located in university-based facilities
- 5 Research and Education Centers redirect focus toward 21st century agricultural needs and emerging opportunities such as bio technology, biofuels and nutraceuticals

D. *Financial Challenges*

- State support cuts:
 - Education and General \$26.8 Million
 - Public Service Activities \$13.9 Million
 - Endowment support decline \$5.0 Million
 - **Total Cuts in Funding \$45.7 Million**
- State funding now accounts for 16.5% of Clemson’s budget
- Per-student educational funding is more than 40% less than it was in the early 1970s, adjusted for inflation

E. *Looking Ahead:*

- Implement budget-cut strategies that protect academic quality and minimize the impact to students.
- A privately funded program to help students hardest hit by recession and state budget cuts.
- Implement strategies in support of a Statewide Plan for Higher Education:
 - Make South Carolina one of the nation’s most educated states.
 - Increase research and innovation in South Carolina.
 - Increase workforce training and educational services for South Carolina.

- Implement the Clemson Road Map, scaled appropriately for the current economic climate, to continue institutional progress and momentum.

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 that measure Clemson University's performance in key success areas. Insights gleaned from this report and other sources such as the Institutional Effectiveness Report (prepared annually for the South Carolina Commission on Higher Education), provide awareness and support data-informed decision making that guide the institution toward its vision. Notably, data is collected and reviewed throughout the year, not just during report preparation. This activity contributes to a culture of quality enhancement and institutional renewal. South Carolina Budget and Control Board efforts to improve reporting elements and processes are greatly appreciated.

SECTION II - Organizational Profile

II.1 Main Educational Programs, Offerings, and Services

Academic programming, research, student services and administrative staff directly support Clemson’s tripartite mission of teaching, research and service. The *teaching mission* prepares an educated, well-rounded workforce trained through innovative programs and by a dedicated faculty. Students typically receive classroom and laboratory instruction, but online instruction is also available. *Research and economic development missions* provide structure for moving new knowledge from the laboratory to the classroom and to the world. Findings are disseminated through professional papers, presentations, websites, and registration of intellectual properties. The *public service mission* provides an interface between faculty, students and the citizens of South Carolina in community-based projects, consultations and publications.

II.2 Stakeholder Groups and Key Requirements

Students, parents, other internal and external stakeholders and the higher education marketplace exhibit various expectations as listed in Table II.2-1. Clemson welcomes feedback from all stakeholders, and responds to requirements and expectations through its strategic planning process and through a variety of programming.

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

Stakeholder Group	Key Requirements/Expectations
Students (undergraduate and graduate)	Quality educational/degree programs
	Classes and research/inquiry experiences
	Quality faculty
	Quality facilities: classrooms, laboratories, libraries
	Safe campus environment Rich student life experiences; social, emotional, physical, spiritual support services/programs
Faculty and Staff	Safe work environment
	Support for teaching, research and service activities
Alumni	Opportunities for continued relationship with the University
	Contribute toward the enhancement of the University
	Stewardship of the funds provided to the University
	Quality programs and activities
Parents	Safe campus environment
	Quality educational/degree programs
	Support systems for students
Future students	Information about the University
	Variety of educational/degree/program options
	Opportunity to attend the University
State (legislators, CHE, citizens)	Wise use of resources
	Quality education for South Carolina residents
	Contribution to South Carolina’s economic development
Federal funding agencies	Compliance with federal policies

	Completion and reporting relative to federal policies
Accreditation bodies	Compliance with established standards
	Participation in voluntary activities

II.3 Operating Locations

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

II.4 Employees

In 2009, the University employed 4,735 full and part-time personnel as shown in Table II.4-1. These numbers are based on budgeted salaries (instruction, research, public service, administration, etc.)

Table II.4-1

2009 Employees by Category and Status	Full Time	Part Time	Total
Administrator	210	0	210
Administrator with Faculty Rank	154	0	154
Instructional Faculty	1019	132	1151
Other Professional with Faculty Rank	60	22	82
Public Service Faculty	14	1	15
Research Faculty	27	85	112
Staff	2324	687	3011
Total	3808	927	4735

Source: CUBS HR System, October 1, 2009

^Classification of *research faculty* includes an evaluation of salary distribution, title, and home department. A faculty member may receive this designation if the majority of salary funding is for research programming; one’s position title is ‘research faculty,’ or department is other than an academic department.

II.5 Regulatory Environment

As a research institution, Clemson operates under many regulatory systems at state and federal levels. Reporting systems allow the University to document compliance and maintain accreditation. Accreditation entities include, but are not limited to, The Joint Commission (Redfern Health Center), SACS (Southern Association of Colleges and Schools Commission on Colleges), and professional agencies including:

- 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* clearly delineates the responsibilities of the Board of Trustees, Clemson University's governing body. The relationship between the Board of Trustees and senior leadership is noted 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 public and private colleges and universities in South Carolina and across the country to enroll the best students. Competition for federal and industry funding between research universities is more vigorous than ever. This has encouraged Clemson to seek funding and partnership collaborations with several institutions. This is intended to improve overall chances of funding, broaden research opportunities, and reduce competition for limited resources and opportunities. With many faculty members retiring in the next several years, and the concomitant wage expectations of new hires, Clemson continues to seek funding to attract and hire quality teachers and researchers. The search for qualified staff to support the faculty and students also remains competitive, but the University is committed to increasing quality through new hires. Contributions from alumni, businesses, and other donors remains a challenge for development officers, especially in the current economic climate.

II.9 Competitive Success

In Clemson's Vision Statement, the University has established a primary goal to be ranked a top-20 public university. Clemson uses the *16 U.S. News & World Report criteria* as one benchmark of institutional quality and success. The 27 goals go beyond the 16 criteria used in the *U.S. News and World Report* ranking. For example, the University's goal of \$100 million in funded research was set when the university was significantly below that amount. Since then, Clemson has exceeded \$100 million, and has set a new goal of \$150 million-a notable level for a university having neither a medical school nor a law school. Clemson's successful budget alignment with institutional priorities within the strategic plan has kept the institution focused on foundational goals. Planning and assessment activities facilitate implementation at all levels.

II.10 Performance Improvement Systems

- Office for Institutional Effectiveness and Assessment (Annual Assessment Plans and Reports, IE Reports to the South Carolina Commission on Higher Education, Accountability Reports)
- Faculty Systems (Promotion, Tenure and Reappointment Processes, Post-Tenure Review, Faculty Activity System)
- Office of 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, Site Visits

II.11 Organizational Structure

Three vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) lead the University’s teaching, research and public service missions. The University’s broad organization is noted in Table II.11-1 Organizational Structure.

Table II.11-1 Organizational Structure

Board of Trustees
President
<i>The following report directly to the President:</i>
Vice President for Academic Affairs and Provost Vice President for Research and Economic Development Vice President for Public Service and Agriculture Vice President for Advancement Vice President for Student Affairs Chief Financial Officer General Counsel and Assistant to the President Director of Athletics Assistants to the President and Chief of Staff
<i>Dual appointment:</i>
Executive Secretary to the Board of Trustees and Assistant to the President

II.12 Expenditures/Appropriations Table

The following page provides an Expenditures/Appropriations Table (Table II.12-1).

II.13 Major Program Areas Table

The Major Program Areas Table (Table II.13-1) follows the Expenditure/Appropriations Table.
 Table II.12-1 Expenditures/Appropriations Tables

Table II.12-1 Expenditures/Appropriations Table

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 261,700,369	\$ 75,037,521	\$ 265,312,452	\$ 68,496,310	\$ 280,844,441	\$ 54,154,702
Other Operating	\$ 183,682,661	\$ -	\$ 183,833,169		\$ 283,164,854	
Special Items	\$ 85,100,267	\$ -	\$ 76,824,440		\$ 118,697,557	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 73,677,353	\$ 10,990,840	\$ 73,155,931	\$ 10,001,822	\$ 85,043,681	\$ 7,858,822
Non-recurring	\$ 700,000	\$ 700,000	\$ -			
Total	\$ 604,860,650	\$ 86,728,361	\$ 599,125,992	\$ 78,498,132	\$ 767,750,533	\$ 62,013,524

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills	\$ 700,000	\$ -
Capital Reserve Funds		
Bonds		

II.13-1 Major Program Areas Table

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross-References for Financial Results*
I.A. Educational and General-Unrestricted		State: 75,037,521.00 Federal: 11,879,315.00 Other: 168,207,702.00 Total: 255,124,538.00 % of Total Budget: 46%	State: 68,496,311.00 Federal: 8,900,000.00 Other: 263,657,776.00 Total: 341,054,087.00 % of Total Budget: 49%	7.3
I.B. Educational and General-Restricted		State: 0.00 Federal: 84,996,301.00 Other: 72,700,429.00 Total: 157,696,730.00 % of Total Budget: 28%	State: 0.00 Federal: 64,626,210.00 Other: 106,931,918.00 Total: 171,558,128.00 % of Total Budget: 25%	7.4
II.A. Auxiliary Enterprises-Unrestricted		State: 0.00 Federal: 0.00 Other: 96,257,738.00 Total: 96,257,738.00 % of Total Budget: 17%	State: 0.00 Federal: 0.00 Other: 101,945,554.00 Total: 101,945,554.00 % of Total Budget: 15%	7.5
III.C. Employee Benefits-State Employer		State: 10,990,840.00 Federal: 4,142,329.00 Other: 35,336,483.00 Total: 50,469,652.00 % of Total Budget: 9%	State: 10,001,821.00 Federal: 4,751,361.00 Other: 63,915,932.00 Total: 78,669,114.00 % of Total Budget: 11%	
TOTAL		State: 86,028,361.00 Federal: 101,017,945.00 Other: 372,502,352.00 Total: 559,548,658.00 % of Total Budget: 100%	State: 78,498,132.00 Federal: 78,277,571.00 Other: 536,451,180.00 Total: 693,226,883.00 % of Total Budget: 100%	

*Key Cross-References are a link to Category 7 - Organizational Performance Results. These references provide a chart number that is included in Section Seven.

Below: List any programs not included above and show the remainder of expenditures by source of funds.

- FY 08-09 \$700,000 SC Light Rail; FY 09-10 \$14,691,917 ARRA Stabilization Funds (Stimulus)

Remainder of Expenditures:	State: 700,000.00	State: 0.00
	Federal: 0.00	Federal: 14,691,917.00
	Other: 0.00	Other: 0.00
	Total: 700,000.00	Total: 14,691,917.00
	% of Total Budget: 0%	% of Total Budget: 2%

SECTION III – Elements of Malcolm Baldrige Award Criteria

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

III.1.1 Develop and Deploy Vision and Values

Clemson University's organizational structure is designed to meet the University's mission. The three mission 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 budget categories (E&G, PS, and external) and provide a collaboration and evaluation link between the mission areas.

The University's goals are broad-based, requiring multiple years to complete. Annually the senior leadership meets to set measurable goals for the year. Vice presidents solicit input from their constituents prior to the formal retreat. This retreat provides an opportunity for planning and directing those activities linked to the goals. Once finalized, goals are shared throughout the University. Throughout the year, quarterly reports monitor and evaluate progress.

Many forms of information sharing are readily available, including: town meetings, focus groups, forums and summits. These meetings are held across campus and involve various constituent groups. Strategic planning at vice presidential and college levels coordinate the University's resource allocations to best support and achieve institutional goals. The President's Advisory Board and the President's Board of Visitors are composed of stakeholders from alumni groups, industry, and leaders from the state and nation. College and departmental advisory groups provide feedback to the senior administrative team. The commitment to University goals is reflected in the consistent reporting of progress in each area. President's Report Cards are prepared and distributed to the Board of Trustees, the President's Advisory Board, the Board of Visitors, and to community leaders. This open process ensures that all areas of the University share in the planning and evaluation process.

The commitment of senior leaders for organizational values is reflected in many activities undertaken by the President and senior leaders. In 2008, the Board of Trustees embraced the Guiding Principles for Planning which frames the 2008-2013 University strategic planning process described in Category 2. Elements of the process include:

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 that support the achievement of its vision. At Clemson, all planning priorities are linked to University goals and clearly aligned with funding strategies. Road map filters provide measurement of programs, and allow decisions to be weighed in support of any designated program or activity area. Those programs or activities supportive in achieving the vision will be given proper consideration for funding.

III.1.3 Promote and Support Legal and Ethical Environment

The senior leaders support an environment model of legal and ethical behavior, promoting accountability at all levels including fiscal, legal, and regulatory. This is a central tenet of all levels of the administration. 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 a direct result of Clemson's institutional values as reflected in the Planning Principles. These guiding principles buttress the program planning priority of 'increase resources and promote good management'. This principle provides an environment for enhanced organizational and workforce learning that is supported by both planning processes and institutional priorities.

III.1.5 Promote Development of Future Leaders

Senior leaders are offered opportunities for on-going professional development, and funding is available to attend and present at professional meetings. Faculty administrative fellowships are available, and senior leaders encourage faculty participation which affords interaction with peers. It further allows future leaders the experience of interacting in a professional and ethical setting that is reflective of best practices. Mentoring programs provide valuable information and training in succession planning and development of future leaders. Each year the University supports participants at the Executive Institute sponsored by the South Carolina Budget and Control Board.

III.1.6 Communicate, Motivate, Reward and Recognize

Clemson employs multiple communication channels and technologies, but no prescribed structure for dissemination. 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 messaging or Web postings. The EPMS process links the goals of the employee to the University goals. Each employee has the opportunity to identify how one's job duties link directly to University goals and how they contribute to the accomplishment of those goals. Evaluation and merit-based rewards provide recognition of performance related to personal goals. Faculty Awards and Staff Awards offer the Board of Trustees the opportunity to recognize outstanding contributors on an annual basis.

III.1.7 Evaluate Senior Leaders

The evaluation form for State Agency Heads is published by Human Resources and used by the Trustees evaluate the performance of the chief executive officer. There is a university-wide system of annual evaluation of academic administrators holding faculty rank, and for other high-level administrators holding unclassified positions. Annual evaluations of chairs and deans are conducted in addition to the required [Faculty Manual](#) schedule, and are confirmed by an audit of the Provost and dean 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 to making data-informed decisions. Specific, measurable goals have been identified for each planning priority, and progress toward these goals are reported in the President's Report Card.

III.1.9 Address and Anticipate Adverse Impacts

The 2008 planning process identified programs and services that will contribute to Clemson's ability to achieve its Vision. However, the design is not focused solely on items which require improvement or enhancement. The process also seeks to sustain programs and services of excellence. Table III. 2.4-1 aligns Clemson's assessment of priorities with 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, specific benchmarks include:

- 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

Senior leaders are involved in many community-based projects and activities such as town-gown relationship with the City of Clemson. Campus and city police departments work closely to develop programs that address student life issues affecting the campus and surrounding communities. One such life issue includes promoting alcohol awareness, therefore limiting underage drinking and improving safety.

The University actively participates in community activities in Greenville and Anderson such as community groups and chambers of commerce. Leaders speak at luncheons, dinners, meetings and other invited activities. They are active in several professional organizations, and hold elected offices. President Barker currently chairs the Division I Committee of the NCAA Board of Directors and has chaired the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and led the ACC Council of Presidents during the league's expansion to 12 schools. Provost Helms chaired the University Center of Greenville. Additionally, she hosted the annual meeting of the National Association of State Universities and Land-Grant Colleges (NASULGC), chairing one of the Voluntary Accountability Committees. Faculty and students are engaged in community service activities, service learning, K-12 and other programs.

III. Category 2 – Strategic Planning

III.2.1 Strategic Planning Process

a. Strengths, weaknesses, opportunities and threats

The institution's strategic plan is based upon Clemson's Road Map, which is built upon its recognition of its strengths and with 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. Road Map Filters are strengths against which decisions can be measured, offering the opportunity to review the plan and make necessary adjustments. Filters allow Clemson to use its strengths to design a strategic plan, budget to the plan, and implement opportunities for reaching its objectives to enhance intellectual and economical development. All known risks such as financial, regulatory or other, are always considered. Priorities are established to guide responsible and responsive decisions. Strategic plan filters align with the key elements of this report as noted below.

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

Potential risks include long-term organizational sustainability and organizational continuity in emergencies. Fiscal resources, physical resources; and human capita are included. These are addressed strategically as well as in operational plans and policies. Further support for continuity lies 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 recognition and attention to 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. Strategies in the strategic plan have purposely been developed to assure Clemson's competitive edge by implementing an enrollment management plan and investing in academic resources. Emphasis on science and technology within the framework of a broad, well-rounded education that includes languages and arts further assure this competitive edge.

Filter: Intellectual and Economic Excellence

- Emphasis Areas
- Niches
- Centers and Institutes
- Ranked Ph.D. 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. An RFP has been developed to address financial continuity in the event of a major crisis. Additional safety and health procedures have been developed and implemented.

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: Clemson's unique form of governance; public-private partnerships; the land-grant mission; budget decisions that have been made to further the plan; the Road Map; and strategic investments in faculty, IT, the Academic Success Center, research and academic facilities, the libraries and the graduate school.

Filter: Competitive Organization

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

The Road Map for Competitiveness and the planning priorities are designed to deliver a top-20 educational experience to all students and to drive economic development for South Carolina. Clemson intends to successfully integrate the two.

III.2.2 Strategic Objectives Address Strategic Challenges

Clemson's planning process addresses our strengths, weaknesses, and opportunities with a sincere desire to capitalize on those qualities that enhance the institution. This planning process is designed to reduce, change, or modify any limiting qualities. 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

Program Number and Title	Supported, Organization, Strategic Planning, Goal/Objective	References for Performance Measures*
I.A. Educational and General-Unrestricted	ACADEMICS, RESEARCH AND SERVICE	
	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
	STUDENT PERFORMANCE	
	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	
I.A. Educational and General-Unrestricted (continued)	EDUCATIONAL RESOURCES	
	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	7.5	

	public universities.	
	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
CLEMSON'S NATIONAL REPUTATION		
	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
ACADEMICS, RESEARCH AND SERVICE		
I.B. Educational and General- Restricted	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
CAMPUS LIFE		
II.A. Auxiliary Enterprises- Unrestricted	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
CLEMSON'S NATIONAL REPUTATION		
	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.	

III.C. Employee Benefits-State Employer Contributions	Provided benefits for employees	7.5
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III.2.3 Evaluation and Improvement of Strategic Planning Process

Strategic planning is a dynamic process by which modifications or improvement may be made as needed. Improvements are made to assure that the process is both effective and 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. Dissemination of the strategic plan and its related assessments provide opportunities for participants and stakeholders 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

Planning Priorities	University Goals	Benchmarks	Goals (2013)
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

Planning Priorities	University Goals	Benchmarks	Goals (2013)
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 senior proficiency scores.	60% of seniors will score proficient by 2013. (Tables III.7.1-13)
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.	Increase student participation in study abroad.	30% of undergraduate students will have an international experience. (Table III.7.6-3)

Support

Planning Priorities	University Goals	Benchmarks	Goals (2013)
Information Technology (III.7.5)	Rededicate our energy and resources to improving the library.	Improve the quality of IT programs and services.	Faculty report 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 desire and direction of the Board of Trustees.

Strategic initiatives are deployed by the responsible department or program area. Clemson trusts and relies on each responsible entity to fulfill its goals of the University. Institutional effectiveness

and accountability are important elements of Clemson’s culture, and were incorporated in the 2008-2013 Planning Process.

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, building upon our current vision, mission, goals and academic plan. When completed, the documents will be posted to the University’s web site. On March 30, 2010, President Barker inaugurated a University wide strategic planning process to establish priorities and strategies for the next decade entitled [Clemson 2020](#).

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 ensuring that the proposed change is congruent and furthers identified institutional objectives; appropriate funds are available to support the proposed change; and actual outcomes are consistent with desired outcomes. There are three 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

Processes	The Institutional Assessment Records, Professional and regional accreditation, Program review, Annual Budget Plan, Discovery Council, President’s Report Card
Strategic initiatives	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)
Data Triangulation	
Faculty productivity	Faculty Activity System Data, Research productivity, papers, honors & awards, collaboration, Collaborative on Academic Careers in Higher Education (COACHE) Survey, Faculty Surveys
Student	Departmental & university alumni surveys, Student Satisfaction Inventory (SSI),

Satisfaction	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 Measurements	National or regional achievements; grants or other external funding, Program or Regional Accreditation

III.3.3 Use information for continuous improvement

Data collected are used to strengthen the delivery of student learning outcomes as well as enhance the student’s personal development while at Clemson. In addition to students, faculty and staff have 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 and Innovation	Workshops and consultation to enhance pedagogy of faculty
Professional Conferences and 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 and 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 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. Clemson receives expert input from industrial advisory boards, committees and boards serving the President, and other external agents. Input may be solicited as well as volunteered. All communications from stakeholders is considered useful and examined in light of the strategic plan.

III.3.5 Build Positive Relationships

Attracting and retaining students is important in all areas of the academic community. Data collected is analyzed to help students succeed inside and outside of the classroom. Table III.3.5-1 provides examples of the many services and programs that are available to our students. An annual

assessment activity (as recorded in WEAVEonline®) determines the extent to which the programs meet the desired goals.

Table III.3.5-1 Synergistic Services to Attract and Retain Students

Holistic Opportunities and Services	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)
Community and Social-based Engagement	Service & professional student organizations, Greek Life, Community service learning, Student Union, Campus Recreation, Student Development Services
Expanded Educational Boundaries	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 3.6 Student, Stakeholder, and Market Focus

Clemson University students, faculty and permanent staff have informal and formal methods available for resolving concerns and complaints whether academic or employment-related. The information below is a summary of the available procedures.

Undergraduate Students

Undergraduate students are encouraged to seek the assistance of the Ombudsman to resolve complaints and conflicts informally. The Ombudsman’s Office provides an independent, neutral, point of view in an informal and confidential environment for faculty members, graduate students, postdocs, undergraduate students and staff to discuss their concerns. For more information about the services of the Ombudsman or to request assistance, contact the Office of the Ombudsman at (864) 656-6353 or by e-mailing ombudsman@clemsun.edu.

For those matters that cannot be resolved informally or with the assistance of the Ombudsman, the Academic Grievance Committee may hear grievances regarding:

- Complaints of discrimination in academics (excluding student employment) against a faculty or staff member based upon race, sex, religion, national origin, age, disability, sexual orientation or other legally protected status;
- Complaints of a personal or professional nature involving an individual undergraduate student and a faculty member;
- Claims of inequitable final grades; and
- Claims of unfair treatment in an attendance related issue.

Detailed rules and procedures for filing an academic grievance, including important time periods and appeal rights, are set forth in the [Undergraduate Announcements](#).

Graduate Students

Graduate students are encouraged to seek the assistance of the Ombudsman as an informal method for resolving complaints, problems and conflicts. For more information or to request assistance, call (864) 656-6353 or e-mail ombudsman@clemsun.edu.

For matters that cannot be resolved informally or with the assistance of the Ombudsman, the Graduate Student Academic Grievance Committee may hear grievances regarding:

- complaints of a personal or professional nature involving an individual graduate student and a faculty member;
- claims of inequitable final grades;
- cases involving graduate student employment; and
- cases involving graduate student academic dishonesty.

Detailed rules and procedures for filing an academic grievance, including important time periods and appeal rights, are set forth in the *Graduate Announcements*.

Faculty

The Faculty Senate, through the Provost, provides an Ombudsman to help resolve disagreements or faculty issues before they reach the formal grievance process. The Ombudsman, a professor knowledgeable about the grievance process, may be reached at (864) 656-6353 or at ombudsman@clemsun.edu.

For those matters that cannot be resolved through informal methods or with the assistance of the Faculty Ombudsman, there are two grievance procedures available to faculty members and academic administrators with faculty rank – Faculty Grievance Procedure I (GP-I) and Faculty Grievance Procedure II (GP-II). GP-I is reserved for grievances regarding:

- the dismissal or termination of tenured faculty;
- the dismissal or termination of non-tenured faculty prior to the expiration of their “employment” contract;
- complaints of discrimination based upon race, sex, religion, national origin, age, disability, sexual orientation or other legally protected status; and
- complaints by non-tenured faculty that violations of academic freedom significantly contributed to a decision to cease, in any manner, his/her appointment with the university.

GP-II is available for grievances not covered by GP-I, such as complaints of inequitable work assignments, unfair performance reviews, or improper implementation of policies and procedures.

Grievance counselors appointed by the Faculty Senate advisory committee are available to assist faculty in understanding which grievance procedure to use; however, they do not have the authority to render a decision on the merits of the grievance. For more detailed information regarding the Faculty Grievance Procedures, including important deadlines and the right to appeal, please refer to the Part V of the Faculty Manual.

Staff

Employees are encouraged to meet with their immediate supervisor in an effort to resolve any complaint informally. Alternatively, staff may wish to work with the [Staff Ombudsman](#) at <http://www.clemson.edu/ombudsman> to resolve complaints and conflicts informally. For more information about the Staff Ombudsman or to request assistance, call (864) 656-5353 or e-mail tomward@clemson.edu.

When informal resolution is not possible, permanent, non-faculty employees may seek resolution for adverse employment actions through the University's Employee Grievance Procedure. An "adverse employment action" means a demotion, including involuntary reassignment, salary decrease based on performance, suspension or termination. For more detailed information regarding the Employee Grievance Procedure, including important deadlines and the right to appeal, please refer to the Clemson University [Personnel Policies and Procedures Manual](#).

Athletic coaches and employees in temporary, temporary grant and time-limited positions do not have grievance rights.

III. Category 4 – Measurement, Analysis, and Knowledge Management

III.4.1 Strategy to Select Measures

Clemson University's performance is enhanced by processes and systems which strengthen all aspects of the institution. Data selection, analysis and tracking methods, and measurements of progress are evaluated by external and internal standards. Data is collected by student performance on tests for professional accreditation standards, such as PRAXIS and NCLEX, ethical protocols for research such as CITI certification, and standardized nationally administered tests such as the ETS Proficiency Profile. Clemson relies on quantitative and qualitative data in making judgments about student and stakeholder needs, institutional effectiveness, and reporting to numerous external agencies, commissions and boards. In addition to institutional level data, each area collects, analyzes, and uses specific data relevant to the outcomes being measured.

III.4.2 Strategies to Assure Useful Data

Relevant data is used to measure the effectiveness of selected areas. Data from other institutions is used to provide comparison measures. The measures and the benchmarks may change from time to time, with all changes reflecting 'best practices' and quality standards in the field of assessment. For example, in Table III.2.4-1 Assessment of Priorities, each method of collecting data is relevant to the area being evaluated and 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 accurate, appropriate and 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. Consultants, professional conferences and publications provide insight into current practices. 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 gained 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. Clemson also 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. The National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI) provide national comparative information as reported by the students. Also, the data from alumni surveys is used for comparisons.

Table III.4.4-1 Comparative Data

Instruction	<ul style="list-style-type: none"> • Quality of the Freshmen class (SAT, top 10% of high school class, acceptance rate), Freshmen to 2nd year; 2nd year to 3rd year, overall retention rate of first-time full-time Freshmen, 6-year graduation rate, and percent of classes under 20 and over 50 • Percentage of full-time faculty, faculty with terminal degrees, and faculty-student ratio • Student learning as reported in annual Assessment Reports • Student opinion reported in alumni surveys of one-and three-year out graduates • Student satisfaction with degree programs, advising, and services • Reported engagement in academic practices • Performance on examinations (NCLEX, PRAXIS, etc)
Research	<ul style="list-style-type: none"> • Revenues to fund infrastructure development • Number of undergraduate and graduate students engaged in research, independent study, Creative Inquiry, capstone experiences (internships, co-op programs), etc. • Research activities related to economic development outcomes • Participation in Research Week/Month to highlight student and faculty research activities • Number, type, and amount of sponsored research activities (grants, papers given, and articles published)
Public Service	<ul style="list-style-type: none"> • Number and type of Community Service grants summarized by the level of activities by students • Service learning in the classroom (electronic portfolio and program specific evaluation strategies) • Student organization communities • 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
Academic Support	<ul style="list-style-type: none"> • Graduation rates for undergraduate and graduate students • Opportunities for student success as noted by participation in Academic Success Center tutoring, supplemental instruction, and study groups • Library activities, services, and use • Other support systems that optimize the opportunity for an individual to complete a degree program, engage in campus activities, and grow as an individual • Student satisfaction with degree programs, advising, and services
Student Services	<ul style="list-style-type: none"> • Student programs • Leadership development activities for students engaged in student government • Opportunities for international activities, including study abroad

	<ul style="list-style-type: none"> • 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
Institutional Support	<ul style="list-style-type: none"> • Cost of institutional support is assessed at a benchmark level and is reported as a percent of total E&G budget • 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 (i.e. President's Office, the Provost's Office, the General Counsel, Research, Business Office, Human Resources)
Scholarships and Fellowships	<ul style="list-style-type: none"> • Annual reports of scholarships and fellowships document distribution of funds • Needs based grants and community scholarships • Financial aid services to undergraduate and graduate students • LIFE scholarship retention rates • Number/percentage of Undergraduate students in the top 10 percent of their high school classes • Number/percentage of Undergraduate students who perform exceptionally well on the SAT/ACT
Plant Operations	<ul style="list-style-type: none"> • Progress on deferred maintenance • Progress on preventive maintenance program • Report LEED certification program • Reports from students on the quality of the campus environment including the Student Satisfaction Inventory
Intercollegiate Athletics	<ul style="list-style-type: none"> • Graduation rates • Win/loss records in competitive sports • Compliance status
Auxiliary Services	<ul style="list-style-type: none"> • Annual surveys of Food Service satisfaction • Provide wholesome and attractive food service options to the students • 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 • Self-supporting status with positive fund balance • Effective provision of non-educational services to the students, employees and the public
Municipal Services: court, fire protection	<ul style="list-style-type: none"> • Advisory boards and committee feedback • First response arrival within 4 minutes to scene • Monitor customer service feedback and reports • Increase in on-line activity and reduction in customer complaints
Center for Advanced Engineering Films and Fibers	<ul style="list-style-type: none"> • Number of graduate students involved in center activities • Graduation rates • Sponsored research activities (grants, papers given, and articles published)
Center for Wireless Communication	<ul style="list-style-type: none"> • Number of industry participation • Number of graduate students involved in center activities • Graduation rates • Sponsored research activities (grants, papers given, and articles published)
Center for Optical Materials Science and Engineering Technology	<ul style="list-style-type: none"> • Number of graduate students and graduation rates • Sponsored research activities in form of grants, papers given, and articles published • Development of technology-based new ventures, improved competitiveness of existing firms, and wealth creation in the region

III.4.5 Measurement, Analysis, and Knowledge Management Ensure Data Quality

Clemson University provides data to its workforce, students, and stakeholders in an efficient and secure environment. There are multiple data resources, including:

(A) Institutional Research: The Office of Institutional Research serves as a comprehensive source for information about Clemson University. Some sources of data available on the IR website are:

- Mini Fact Book
- The Clemson Fact Book
- Historical Enrollment
- Selected Presentations, Reports and Analyses
- Common Data Set (information about Common Data Sets)
- Historical Tuition and Fees
- FA–Faculty Activity System, tracks faculty credentials, publications, conference presentations etc.

In addition, Institutional Research can provide any other information via the Request Form for Data and Mailing Lists.

(B) Student Data Warehouse: Another source of data for the workforce, students, and stakeholders is the Student Data Warehouse. The Student Data Warehouse is a web-based reporting application that provides faculty and staff with easy access to student information by semester (e.g., demographic, enrollment, and course information). Faculty and staff who require access to Student Data Warehouse must first complete a course which provides a basic introduction to the data available. A security form must be completed and submitted to the instructor prior to attending the class to gain the appropriate access.

(C) CUBS System: CUBS (Clemson University Business Systems) provides implementation and maintenance support for strategic administrative applications at Clemson. The core systems include Financials, Human Resources, Payroll, and Data Warehousing/Reporting.

(D) Blackboard: Blackboard® is Clemson University’s Learning Management System that instructors can use to deliver course content, communicate with students, enable student interaction, and provide on-line assignments and assessments. Whether the course is taught face to face, fully online, or as a hybrid, instructors can use Blackboard® to more fully engage students in learning activities while reducing some of the administrative overhead of managing a class.

Blackboard Features:

- Collaboration: discussion rooms, bulletin boards, blogs.
- Course Content: books, documents, handouts.
- Early Warning System
- Keeping Students Informed: bulletin boards, mass emailing, automatic reminders, podcasts.
- Measuring Student Performance: grade books, quizzes, surveys.

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 activities. Through professional development sessions, the academic community can learn how to protect and store data. Prior to the release of

data by the Institutional Research Office, a confidentiality statement is signed. Clemson Computing and Information Technology (CCIT) has developed a series of policies to guide the use of technology that 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
- User IDs 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 in Action Plans

The Board of Trustees uses the President’s Report Cards as a data source. Each Board of Trustees 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 to inform another cycle of institutional effectiveness.

III.4.7 Preserve Institutional Knowledge

Through the University Assessment Committee, the Academic Council, the Provost’s 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 maintenance, safety, and security of the institution. 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”. Training and development are important concepts. One example is the “cross-training” implemented in many offices. Policies and procedures are developed to provide documentation of processes. CCIT provides ongoing training opportunities for the campus in using many software systems needed to perform data analysis. The University is fortunate to have invaluable resources of faculty expertise in statistics and an updated data management information system.

III. Category 5 – Workforce Focus

III. 5.1 Intentional Organization and Management

Collegiality is a major part of the faculty environment where faculty, students and staff work together toward common goals. The institution is organized by colleges and broad administrative groups. Colleges include academic departments which serve as home for faculty and staff. Aligned with research emphasis areas, centers and institutes across the campus create 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 University's Vision, Mission, and Goals. 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. 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. Faculty who are not tenure-track are reviewed by their supervisors and a peer review team annually for reappointment. In addition, all faculty members complete an annual planning document ([Faculty Activity System](#)) 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.

III.5.4 Succession Planning

Succession planning is accomplished by providing opportunity for professional development. Annually, the President sends a University employee to the South Carolina 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, etc.). 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 orientation for new faculty orientation and department chairs. It is in these sessions that specific institutional knowledge and expectations are shared. Administrative Council Retreats, Provost's Retreats and other leadership retreats, sessions, and events are specifically designed to share organizational knowledge, ethical practices, core competencies, strategic challenges, and accomplishments of action plans. Additionally, committees have been established to represent specific constituencies.

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 enter their goals and accomplishments using the Faculty Activity System (FAS). Administrators submit plans in writing. Staff members use the Employee Performance Management System (EPMS) 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. Training and professional development are of central interest to 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 program coordinators.

III.5.10 Motivation

Opportunities for employee motivation include both intrinsic as well as extrinsic programming (such as public recognition, pay increase, parking preference, release time, etc.). Other motivation insight is obtained through surveys, focused discussion groups, Brown Bag lunches, departmental assessments, and analysis of problems or complaints. Clemson takes pride in the fact that individuals are afforded multiple channels 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. These avenues 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 University's 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 the 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, The *Chronicle of Higher Education's* "Great Colleges to Work For" survey and institutional [faculty](#) and [staff](#) 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 planning priorities of the institution are established by the Board of Trustees. Recommended programs, activities, and services are gathered by the Administrative Council from Deans, students, faculty, and staff. Through the strategic planning process these recommendations are filtered prior to consideration 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. The 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 safety of all who attend, work or visit the campus.

The Office of Environmental Health and Safety (EHS) 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, 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.

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 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/contacts). 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.

III.6.3 Incorporating Input

The core mission of educating students integrates academic programs, student life programs, and institutional support. 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 off-campus or online 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 and the teaching and learning environment. New strategies are encouraged and faculty development is provided related to instruction and 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/effectiveness factors are considered. Organizational knowledge is embedded in the University's Vision, Mission and Goals, and is 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 University's 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 (*U.S. News & 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 120,000 college students of the "Best 373 Colleges" ranked Clemson as fifth 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 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, 2010

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

U.S. News & World Report, America's Best Colleges, 2010

- [Outstanding Academic Program, Writing Across the Curriculum](#)
- #12 Best Undergraduate Teaching

U.S. News & World Report, Best Graduate Schools, 2010

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

- #19 Environmental Engineering
- #22 Bioengineering
- #24 Industrial Engineering
- #32 Civil Engineering
- #38 Mechanical Engineering
- #39 Chemical Engineering
- #32 Electrical Engineering
- #34 Computer Engineering

U.S. News & World Report, America's Best Colleges, 2010

- #20 Undergraduate Civil Engineering department

BusinessWeek magazine, 2009

- #27 Undergraduate Business School, Top Public National Universities

Kiplinger's magazine, 2009

- #14 Best Values in Public Universities in South Carolina

SmartMoney magazine, 2009

- #8 in terms of student's return on investment

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

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

Design Intelligence, 2009

- #11 [Architecture Graduate Programs](#), Top Public National Universities
- #12 [Planning and Landscape Architecture Undergraduate Program](#)

Diverse Issues, Number of African-American engineering baccalaureate graduates, 2008

- #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 (NSSE), 2010

- 96% of freshmen and 95% of seniors rated their educational experience at Clemson as “Good” to “Excellent.”
- 92% of Clemson students report that they would attend Clemson again if given the opportunity to start over at any institution.
- 86% of Clemson students believe the institution has a substantial commitment to their success.
- 87% of Clemson students believe the institution puts an emphasis on academics.

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.

Princeton Review 2010

- #1 in Town-Gown Relations
- #3 in Career Services
- #5 Happiest Students
- #10 Quality of Life
- Best Southeastern College
- Best Value College-Public

The Scientist magazine, 2007

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

Nine Clemson seniors and graduate students won the prestigious National Science Foundation Graduate Research Fellowship in 2010. Five additional students won honorable mention.

The Clemson Academic Quiz Bowl Team took 2nd place at the National Academic Quiz Bowl Intercollegiate Championship Tournament.

III. Category 7 - Organizational Performance Results

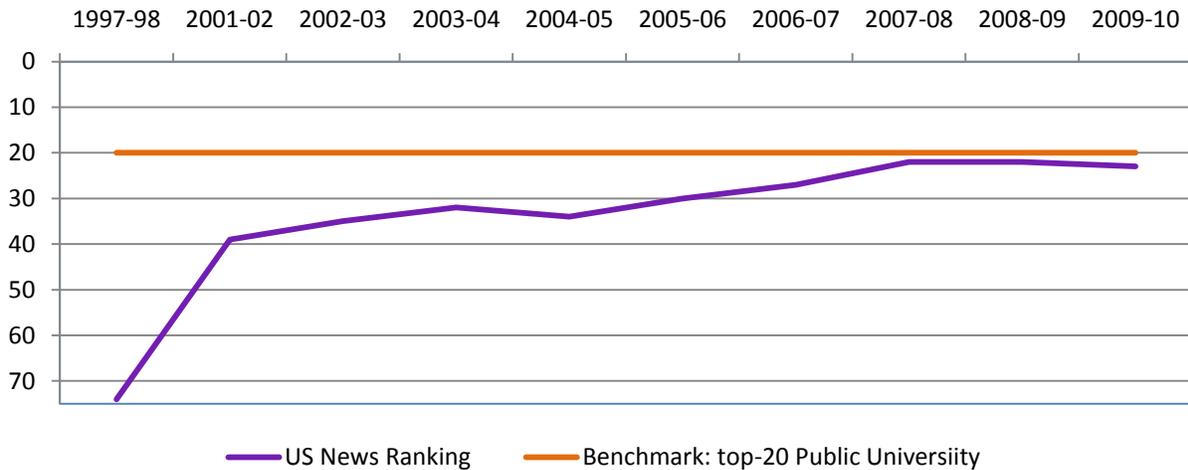
Performance measures associated with the University's three key areas are aligned with teaching, research and service missions of the institution. Additionally, achieving top-20 public institution recognition by *U.S. News & World Report* continues to be a primary measure of benchmarked success.

7.0 Top-20 Public Institution

Clemson University continues to make progress toward recognition as a top-20 public institution by *U.S. News & World Report*.

7.0-1 Strides Toward the Top 20

It is Clemson's goal to achieve top-20 recognition by 2013, which will demonstrate the institution's unique organizational performance. This measure of achievement continues to be a key benchmark, along with elements that contribute to this measure.



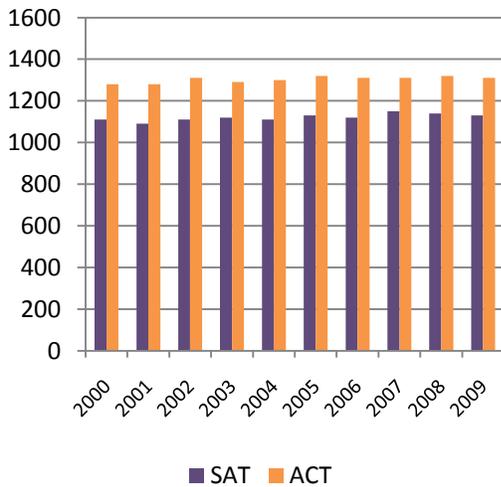
7.1 Student Learning

Improvements in student learning programming contribute to overall academic success, increased retention, maintaining LIFE and other scholarships, greater participation in learning opportunities, and increased graduation rates.

Quality of the Freshman Class

Tables 7.1-1 and 7.1-2 report Clemson's progress in increasing the quality of the freshman class measured by mean SAT/ACT scores, rankings in the top 10% of high school classes and the institution's acceptance rate. The ACT Institutional Data File 2008 reports that SAT/ACT scores for selective institutions range 1030-1220, placing Clemson at the higher end with an average SAT score of 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 applicant acceptance rate is 54%, placing Clemson in the highly selective category and surpassing its benchmark. 45% of incoming 2009 freshman is from the top 10% of their high school classes. The acceptance rate for 2009 is 63%, only slightly lower than three of the top-20 public universities.

7.1-1 SAT /ACT Scores



7.1-2 Acceptance Rate/Top 10% of High School Class

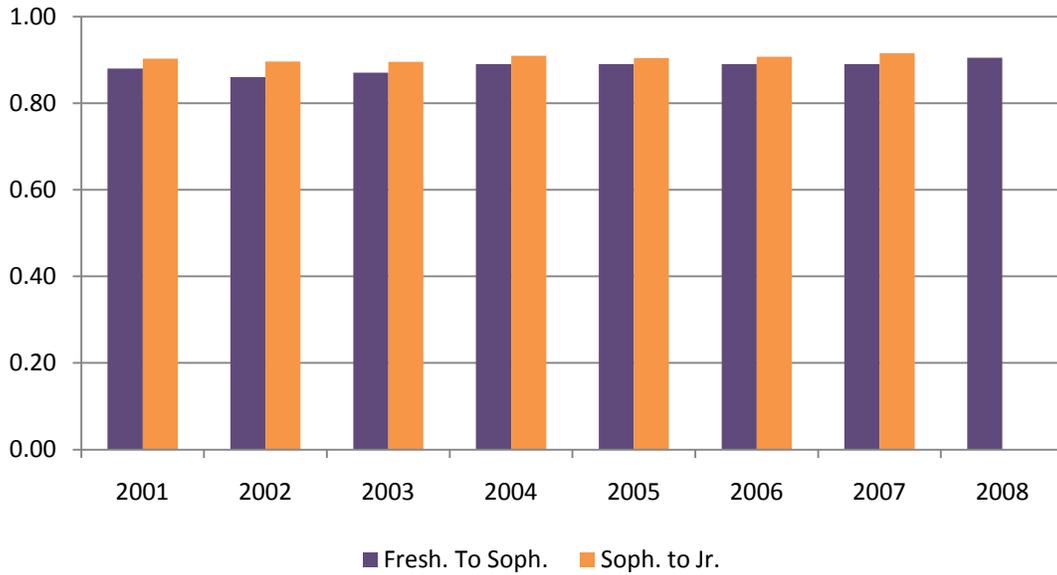


Fall-to-Fall Cohort Retention

Attracting and retaining undergraduate students continues to be a major focus for the institution. Since the 2003-04 academic year, Clemson has improved undergraduate retention. Clemson's benchmark for retention is 95%. Over 90% of freshmen continue as sophomores (90.5% for the 2008 cohort).

According to the 2008 ACT Institutional Data File, the average first-to-second-year persistence rate for public Ph.D.-granting institutions is 72.9%. The mean percentage of first-to-second-year persistence rates for selective institutions is 82%, a rate that Clemson clearly exceeds. Furthermore, the institution exceeded the selective institutions persistence rate of 54% and the highly selective persistence rate of 75.8%.

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

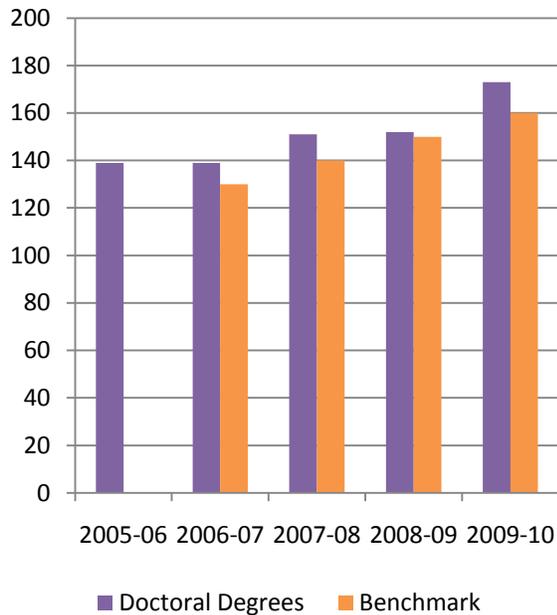


*Third-year retention data for 2008 cohort not yet available.

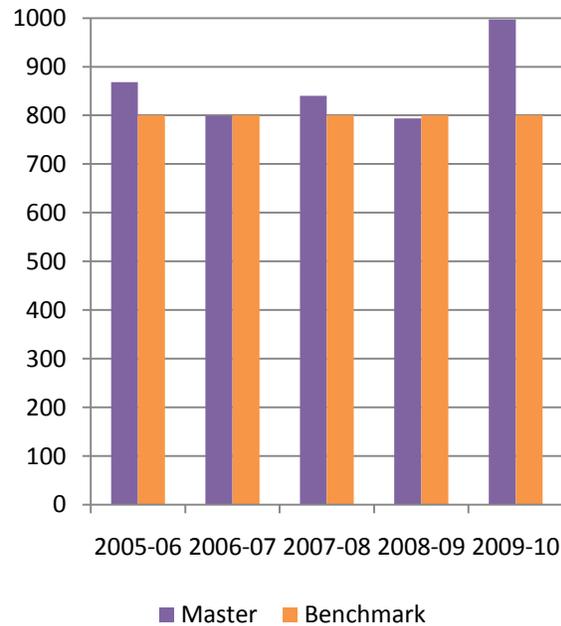
Degrees Awarded

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

7.1-4 Doctoral Degrees (Ph.D.)

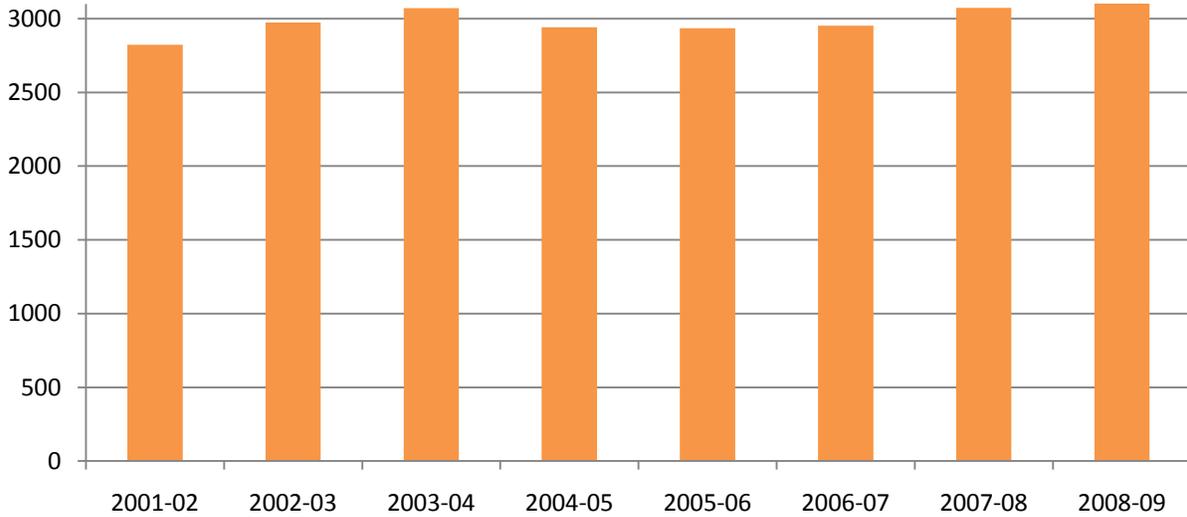


7.1-5 Masters and Education Specialists Degrees



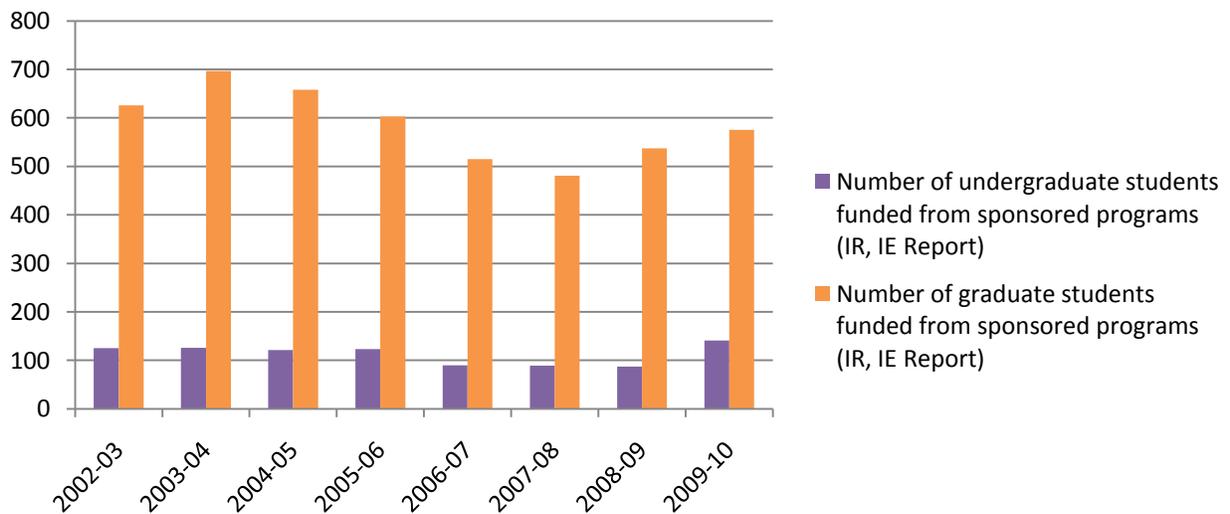
7.1-6 Baccalaureate Degrees

After large enrollment of freshmen undergraduate students in the late 1990's, the University made a decision to hold freshmen enrollment to approximately 2,800 new students per year. The goal has remained the same until the last several years when it was adjusted to approximately 3,000 freshmen. The University's benchmark is to graduate no less than 85% of each student cohort.



7.1-9 Sponsored Programs

Many graduate students hold assistantships at Clemson. Undergraduates are also able to receive assistantships through sponsored research programs. After a decline in the number of undergraduate and graduate students funded from sponsored research, the numbers have shown an upward trend in the past three years. Clemson has added funding for tuition in federal grants.



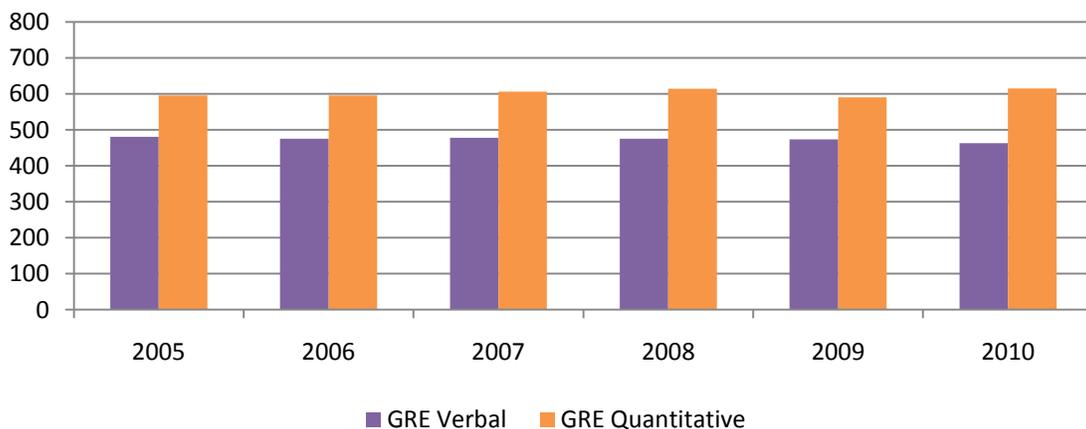
7.1-10 Retention of LIFE Scholarships

The percentage of undergraduate students at Clemson who retain their LIFE scholarship from their freshmen to their sophomore year continues to increase. The ability to maintain LIFE scholarships and the retention of students is closely monitored. One of the services offered by Clemson is the Academic Success Center (ASC), which enhances student success through tutoring, supplemental instruction, disability services and other instructional programs.

Retention of LIFE Scholarship to Sophomore Year			
First Year		Sophomore Year	
Cohort Year	LIFE Scholars	Number of Students	Rate
2000	1,290	605	46.9%
2001	1,229	625	50.9%
2002	1,273	666	52.3%
2003	1,428	823	57.6%
2004	1,462	725	49.6%
2005	1,298	669	51.5%
2006	1,277	690	54%
2007	1,212	707	58.3%
2008	1,368	849	62.1%

7.1-11 University-wide GRE Performance

The Graduate Record Examination (GRE) provides insight on the general performance of students who select to take the examination. The exam may be taken by either undergraduate or graduate students, and may be taken multiple times. In addition to quantitative and verbal sections of the exam, students take a writing exam. The scale for this section is not the same as the other two scales, so results are not reported. Clemson students continue to perform at a higher rate on the quantitative section of the GRE. This is a consistent finding with other standardized exams (MAPP, C-Base) that Clemson uses 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 of Learning and Teaching and their specialty area test before a grade can be awarded 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.

**PRAXIS II Examination Pass Rates: 2009-10 Academic Year
Program/Certification Completers¹**

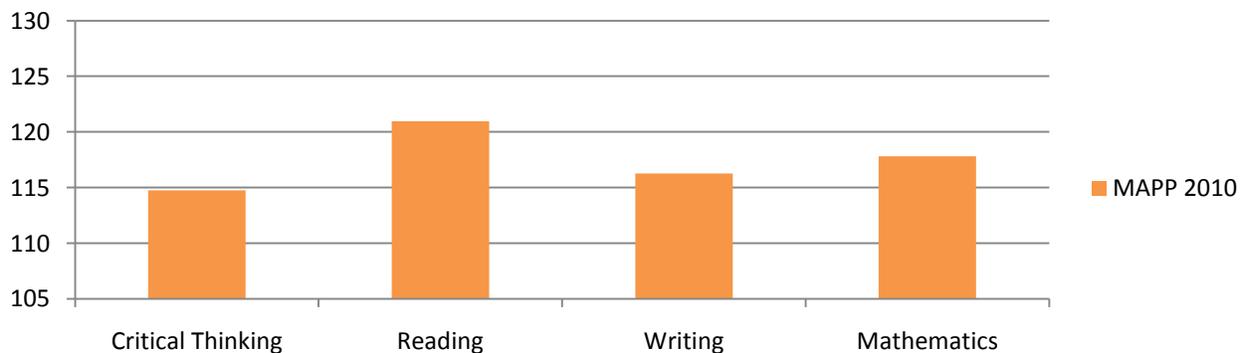
Name of Exam	Date(s) Administered	# of Examinees	# of Examinees Who Passed	% Examinees Passing
<i>Teaching and Research Sectors</i>				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	Bi-monthly 2009-2010	105	100	95%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	Bi-monthly 2009-2010	35	30	86%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	Bi-monthly 2009-2010	61	60	98%
PRAXIS SERIES II: SPECIALTY AREA TESTS	Bi-monthly 2009-2010	399 ²	390	98%

¹Note that this is not official Title II data approved by Clemson University, the South Carolina State Department of Education and U.S. Department of Education. The last official Title II Report was published in April, 2010 with 2008-09 official data. The 2009-10 Title II Report will be released in April, 2011. Data includes tests taken by 2009-10 program completers, but does not include August, 2010 graduates whose status is unconfirmed at this time.

² 399 tests taken by students. Because candidates are required to take more than one test, a candidate is counted more than once.

Table 7.1-13 Excel in Undergraduate Teaching and Learning

The skills measured by Measures of Academic Proficiency and Progress (MAPP, now ETS Proficiency Profile) are grouped into proficiency levels. In the Spring, 2010 administration, 574 Clemson seniors participated. The possible range of subscores is 100-130. The benchmark of success is that 60% of seniors will score proficient by 2013.



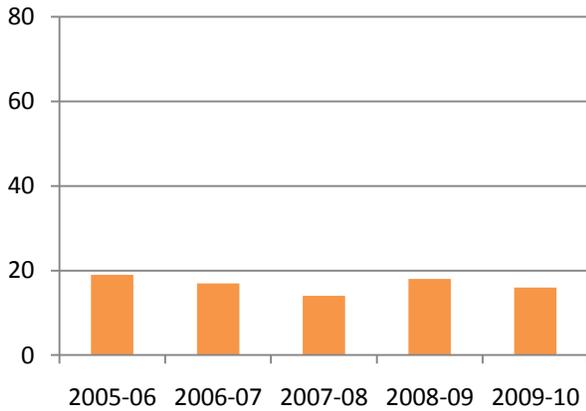
Learning Outside of Classrooms

To enhance the 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 (NSSE) asks seniors about their participation in community activities. Clemson recognizes the importance of activities beyond the classroom. Clemson adopted the benchmark for success to qualify for the classification of a Carnegie Engaged University. Clemson [achieved that status in 2009](#). The percentage of seniors responding sometimes or often to participation in service 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 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

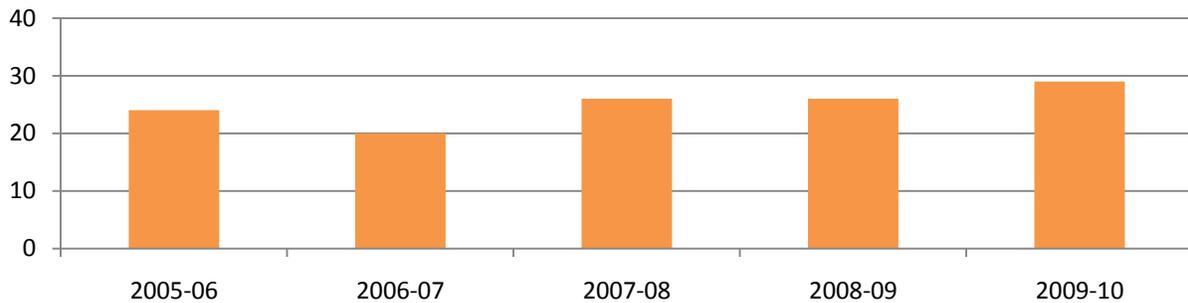


7.1-14(b) Participated in community service or volunteer work



7.1-15 Learning Communities

Clemson University continues to provide opportunities to students outside of the classroom. In recent years, learning communities have been successful components of student experiences and engagement. The number of students responding to National Survey of Student Engagement (NSSE) and participating in a learning community increased significantly 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 biannual administration of the Student Satisfaction Inventory (SSI) shows that the students have continually reported higher levels of satisfaction since 1998. Clemson students are statistically significantly more satisfied on nine scales compared to other four-year public institutions. The scale rating is 1-Not Satisfied at All to 7-Very Satisfied, and mean scores are displayed in the following table. These tables will be revised after the next administration in Fall, 2010.

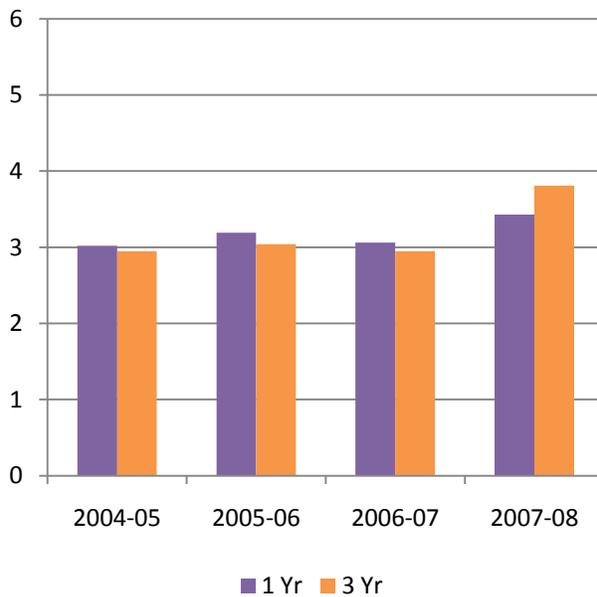
7.2-1 Student Satisfaction Survey (SSI)

Satisfaction Scales	1999 CU	2001 CU	2000 CU	2005 CU	2007 CU	4-year public 2007	Sig.
*difference between 2007 CU 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 the institution conducts a survey of alumni to assess opinions about their educational experience at Clemson. All alumni are surveyed at one- and three-year intervals. In addition to general questions, targeted departmental questions regarding the curriculum are sent to alumni. For the first time, the alumni survey was conducted over the Web in Fall, 2009. The survey instrument itself has been improved to be program-centric, which allows individual programs to more closely follow the opinions and experiences of their alumni. The following three tables show the response to questions.

7.2-2(a) Alumni One Year Out: *“My knowledge, skills, and abilities compare equally to those of my peers.”*

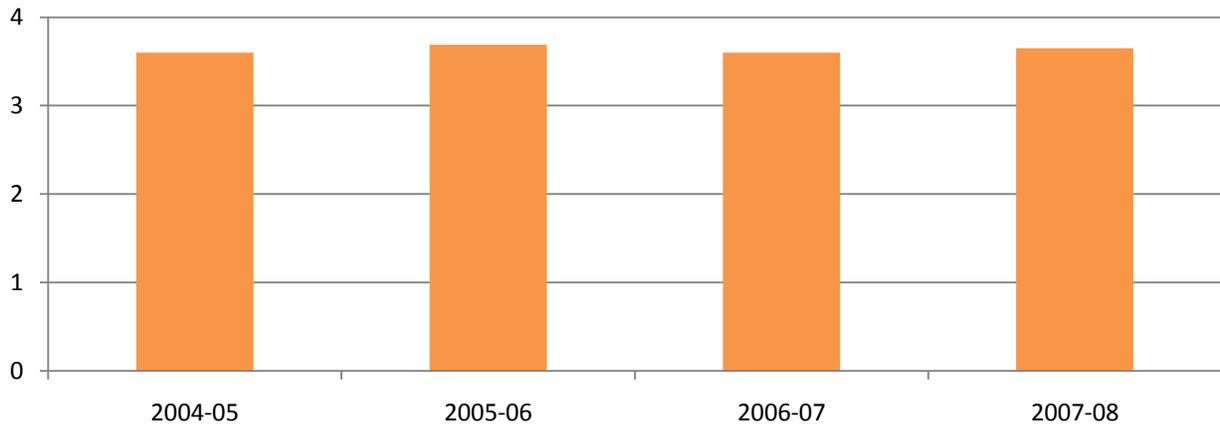


When asked to indicate their agreement on a scale of 1- Not at all to 4-Much, Clemson alumni have historically indicated their knowledge, skills and abilities are comparable to peers. Clemson desires to continuously increase positive responses from alumni on their perception of preparation.

The format of the alumni survey was changed in Fall, 2009. The questions were modified and ranked on a 5-point scale. Additionally, the survey was administered on-line for the first time, so a direct comparison with previous years' responses is not possible. However, on the 2009 survey item, "I felt well-prepared for a career or graduate school upon graduation," the mean response was 4.1. 80% of respondents either agreed or strongly agreed with the statement.

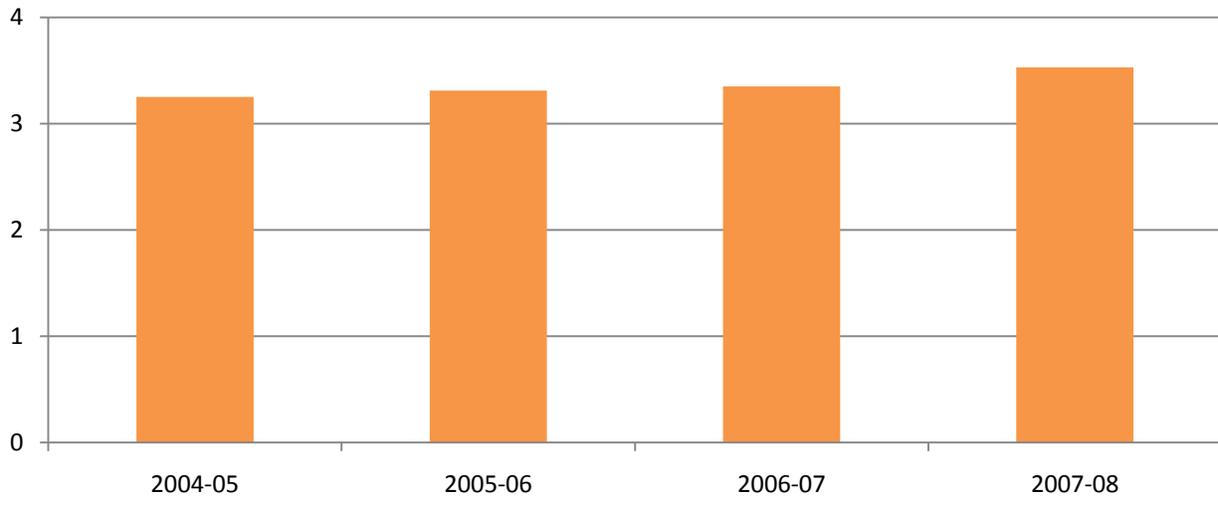
7.2-2(b) Alumni Three Years Out: “How satisfied were you with your overall academic experience?”

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. The format of the alumni survey was changed in Fall, 2009. Questions were modified to be more program-specific, and ranked on a 5-point scale. Additionally, the survey was administered on-line for the first time, so a direct comparison with previous years’ responses is not possible. On the 2009 survey item, ‘Please provide a rating of your department in the following area: Overall Curriculum,’ the mean response was 4.28. 91.3% of respondents either agreed or strongly agreed with the statement.



7.2-2(c) Alumni One and Three Years 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 alumni have historically indicated they would recommend their program to prospective students. As seen in the graph below, there has been a steady increase in positive responses. The format of the alumni survey was changed in Fall, 2009. Questions were modified to be more program-specific, and ranked on a 5-point scale. Additionally, the survey was administered on-line for the first time, so a direct comparison with previous years’ responses is not possible. On the 2009 survey item, “I would recommend my major to potential students,” the mean response was 4.2. 82.2% of respondents either agreed or strongly agreed with the statement.



7.2-3 Student Engagement

The National Survey of Student Engagement (NSSE) measures student engagement in campus activities and programming. The university has participated in NSSE for seven years. Clemson monitors and analyzes student responses for trends and seeks areas for improvement. In the NSSE Report, “Exploring Different Dimensions of Student Engagement,” Clemson University freshmen and senior responses are statistically compared against other students from selected peer and Carnegie Classification peer institutions. In 2005 the comparison consisted of *doctoral extensive institutions* rather than Carnegie peers. Of the five benchmarks for effective educational practice, Clemson students’ responses are statistically significantly higher than both groups. Clemson exceeded 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 expectations for student performance. Clemson seniors had a higher mean score than the Carnegie peers, and 2008-09 scores were statistically significant. Clemson strives to meet or exceed the Senior LAC scores for Carnegie Classification and top-20 peer institutions.

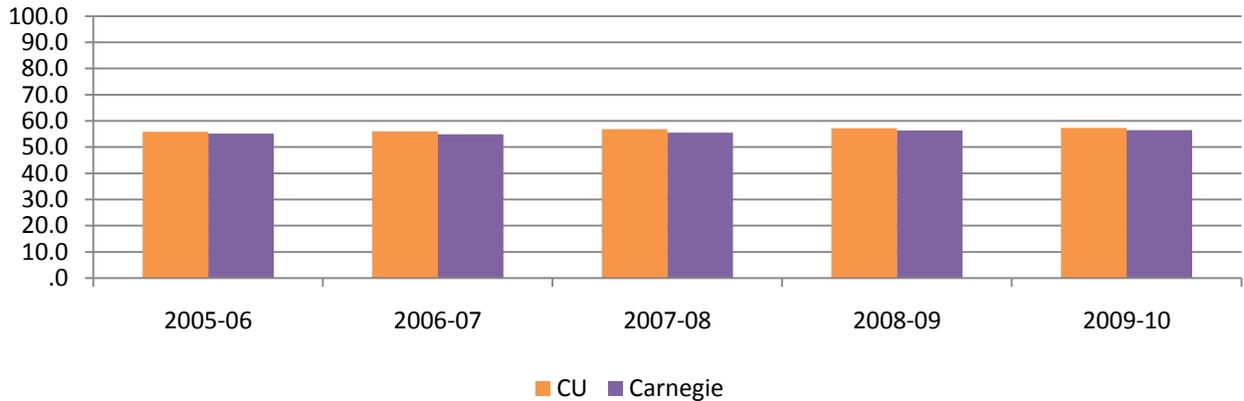


Table 7.2-3 (b) Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success. For the past five years, seniors at Clemson have scored statistically significantly higher on this benchmark than their Carnegie Peers. Clemson strives to meet or exceed the Senior SCE scores for Carnegie Classification and top-20 peer institutions.

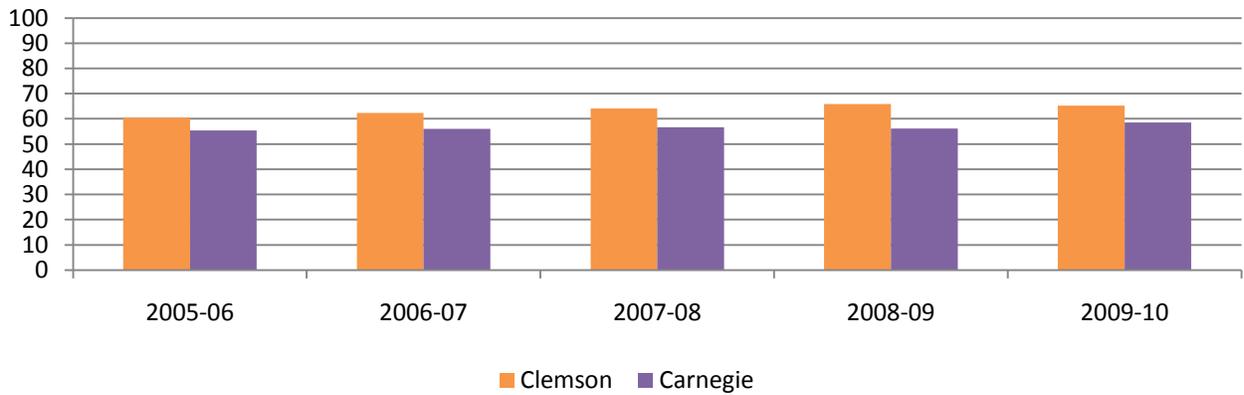


Table 7.2-3 (c) Student-Faculty Interaction

Students learn first-hand 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 at Clemson is statistically significantly higher than Carnegie Classification Peers. The institution strives to meet or exceed the Senior Student Faculty Interaction scores for Carnegie and top-20 peer institutions.

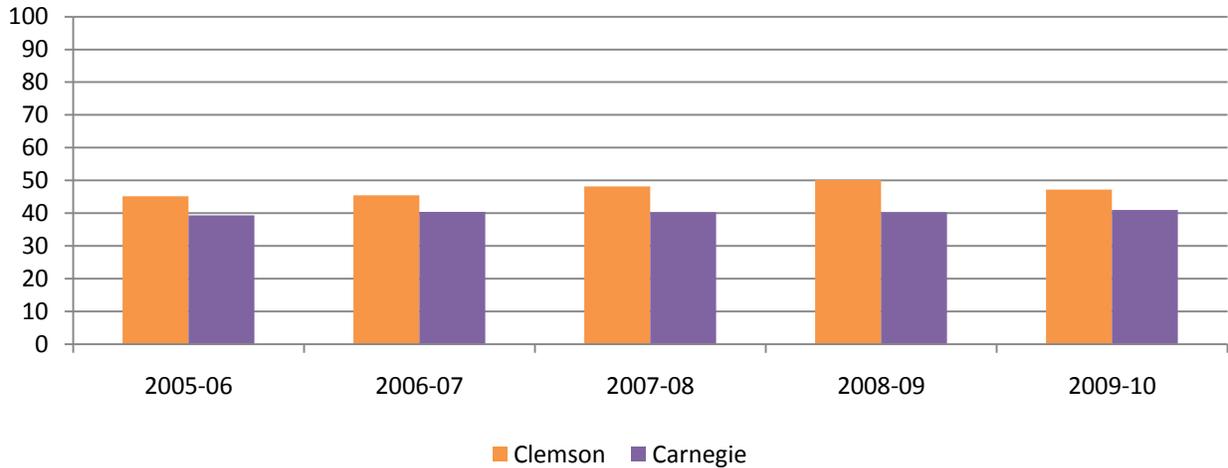


Table 7.2-3(d) Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning. Collaborating with others in solving problems or mastering difficult material prepares students for the problems they will encounter during and after college. Seniors rated this benchmark statistically significantly higher than Carnegie Classification Peers. Clemson strives to meet or exceed the Senior ACL scores for Carnegie Classification and top-20 peer institutions.

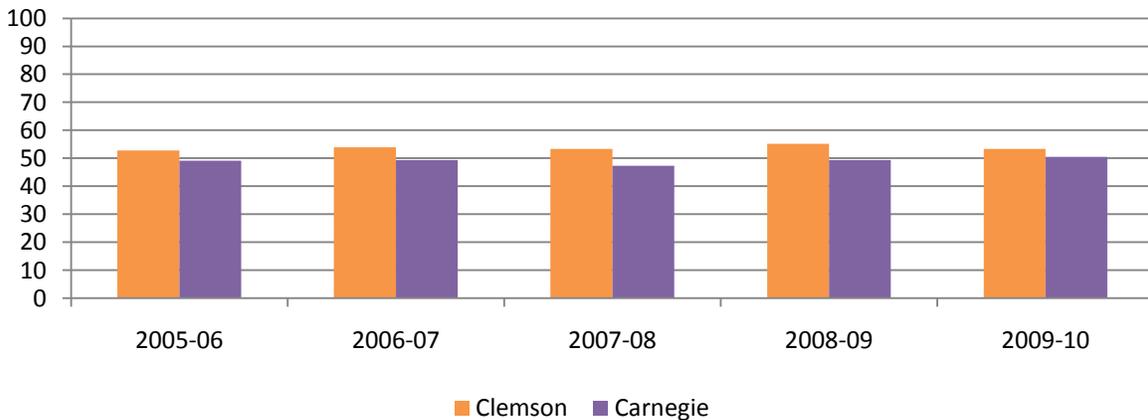


Table 7.2-3 (e) Enriching Educational Experiences

Academic programs are augmented by complementary learning opportunities in and out of class. Diversity experiences offer valuable life lessons to students. Technology facilitates collaboration between peers and instructors. Internships, community service and senior capstone courses provide opportunities to integrate and apply knowledge. Overall, seniors at Clemson have had statistically significantly higher responses than Carnegie Classification Peers until 2007-08. The institution strives to meet or exceed the Senior ACL scores for Carnegie Classification and top-20 peer institutions.

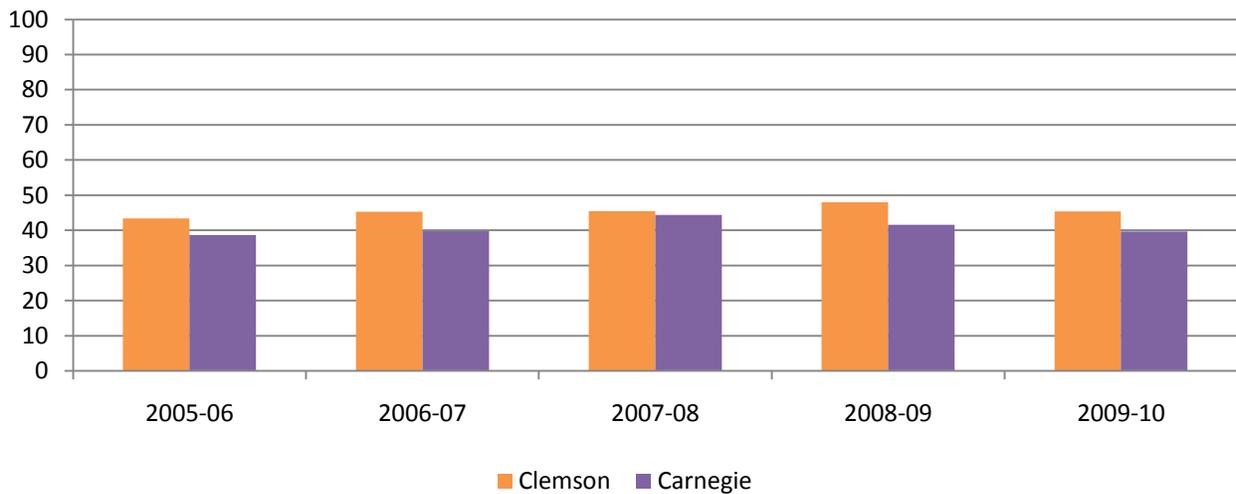


Table 7.2-3(f) “If you could start over again, would you go to the same institution you are now attending?”

Seniors at Clemson continue to report significantly higher satisfaction with the University than Carnegie Classification Peers. Clemson strives to meet or exceed the Senior ACL scores for Carnegie Classification and top-20 peer institutions.

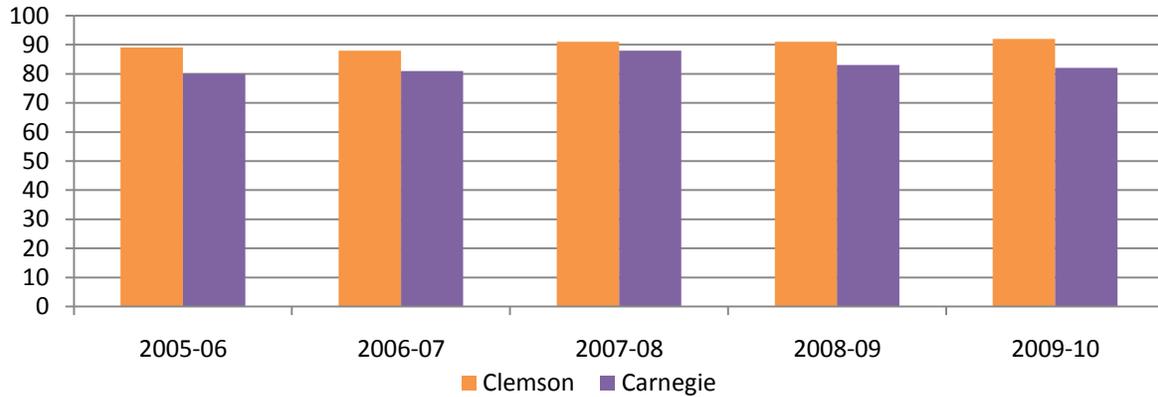


Table 7.2-3(g) “How would you evaluate your entire educational experience at this institution?”

Seniors at Clemson continue to report significantly higher level of satisfaction with their educational experience than Carnegie Classification Peers. Clemson strives to meet or exceed the Senior ACL scores for Carnegie Classification and top-20 peer institutions.

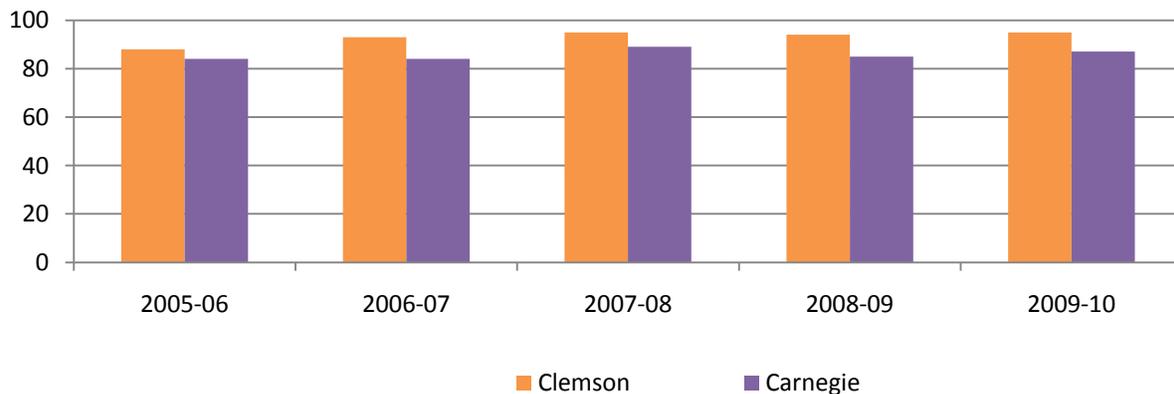
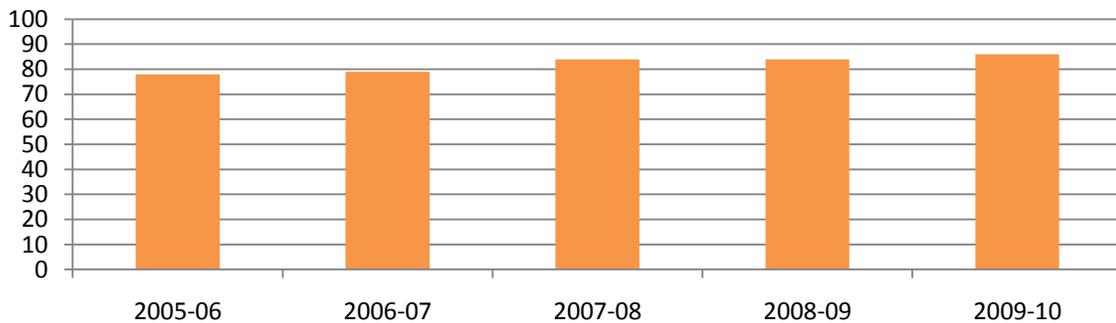


Table 7.2-3(h) Improve Our Student/Staff Interactions

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

Table 7.2-3(i) 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 of the faculty.



7.3 Budgetary and Financial Performance

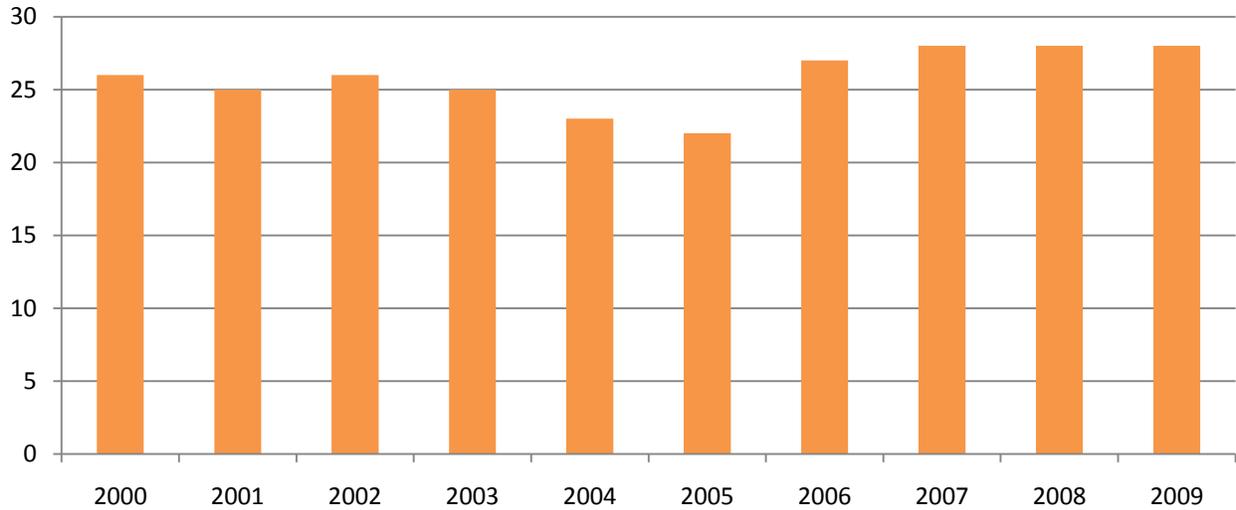
Operational efficiency is monitored through the University “Discovery” process. A Discovery Council, appointed by President Barker, seeks ways in which to ensure that the University is examining its processes and procedures to save money and to be more efficient. In addition to the Discovery process, the University is examining more effective way to use lean methods.

7.3-1 Discovery Council Quarterly Progress Report

A quarterly report to the Board of Trustees describes the actions and progress being made by the Council to improve the institution’s effectiveness and efficiency. Quarterly progress reports addressing initiatives of the Discovery Council can be found on the [President’s Report Card](#).

7.3-2 Alumni Giving

A strong indicator of student satisfaction is related to alumni giving. There is a presumed connection between alumni giving and a positive Clemson experience. The Office of the Vice-President for Advancement identifies alumni by their graduation dates and their participation in undergraduate programs or activities. In the past year, Clemson alumni contributions have increased to an all-time high. Clemson's alumni giving is one of the highest levels reported (28%) in the *U.S. News & World Report* ranking of top-50 public institutions. It is Clemson's goal to maintain or enhance the current status.

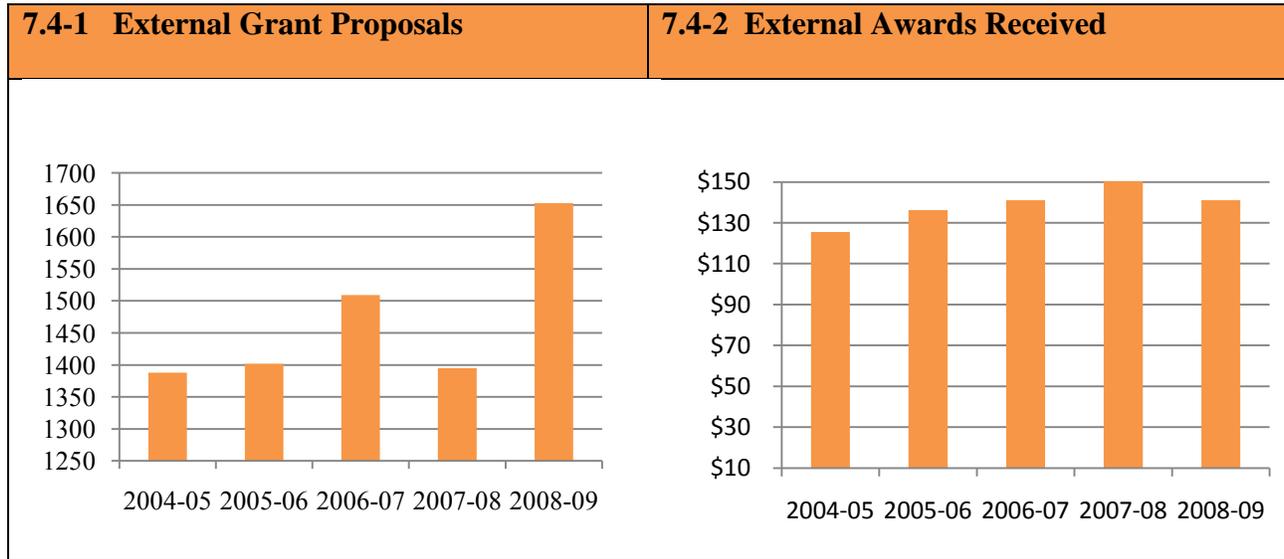


7.4 Work Systems Performance, Faculty, and Staff Learning and Development, Faculty and Staff Well-being and Satisfaction

The number of external awards for faculty has increased annually. Data for 2008-09 had not been finalized at the time of this report, but an increase for the academic year is expected.

External Grants

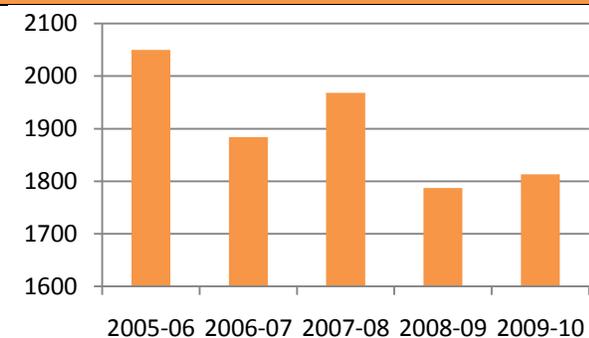
Two indicators of quality are the number of grant proposals submitted and the amount of external funding awarded. The following two graphs show the continued increases in both measures. Clemson had previously adopted the goal of achieving \$150,000,000 in external awards. This benchmark was reached in 2007-08, a level which had declined slightly in the past year.



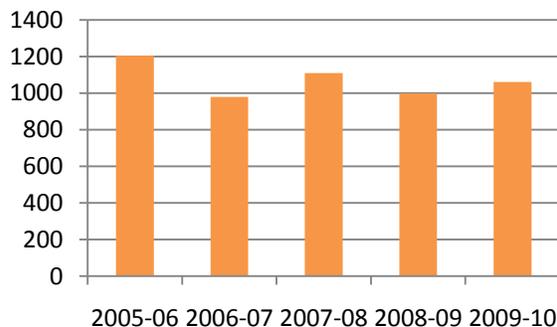
Peer Review Articles and Peer Review Presentations

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. 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)

This past year, the University participated in a national study of faculty in higher education coordinated by Harvard Graduate School of Education. Clemson will participate again in Spring, 2011. In Clemson’s first administration, over 7,800 national faculty in tenure-track positions participated in the survey. Clemson’s 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.

7.4-5(a) Financial Access: Improve the Quality of Graduate Students

2005-06	2007-08
3.52 (-)	3.45 (-)

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

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.

7.4-5(b) and (c) Increase Resources and Promote Good Management: Provide Childcare for Faculty and Graduate students

7.4-5(b) Effectiveness of Childcare

2005-06	2007-08
1.94 (-)	1.93 (-)

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

Childcare is included in the *2008-2013 Strategic Plan*. The metric for this is COACHE item: Policies and Practices: Effectiveness of Childcare.

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(c) Children and Tenure

2005-06	2007-08
2.46 (-)	2.65 (-)

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

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.

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(d) Increase Resources and Promote Good Management: Publish Established Guidelines for Teaching, Research, Service and Economic Development That Promote Faculty Success.

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

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

Regarding guidelines for tenure, Clemson monitors the faculty's response on COACHE item: Nature of Work: Satisfied with the number of courses they teach.

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.

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.

Increase Resources and Promote Good Management: Manage Workloads to Promote Retention of Quality Faculty

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 (+)

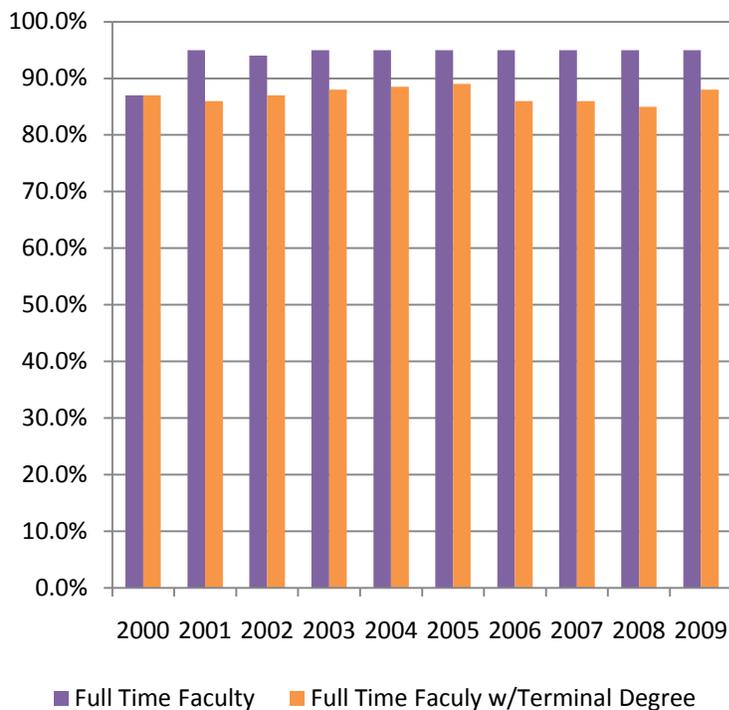
(+ higher than peers; = equal to peers; - less than peers)

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

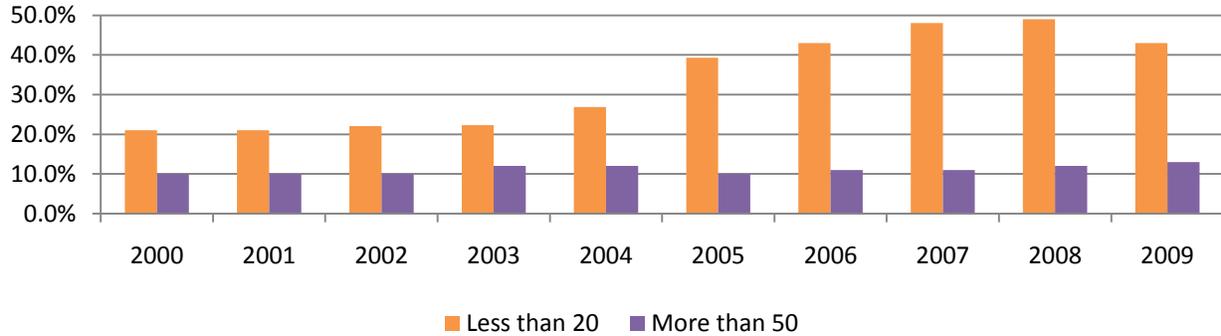


Full-time faculty numbers at Clemson fluctuate during this period of economic uncertainty and retirements. New hires are anticipated, and the overall number of new faculty will increase.

Clemson's percentage of full time faculty as reported in the *U.S. News & World Report* is 96%, an extraordinary achievement that it intends to maintain. The percent of full-time faculty with terminal degrees continues to exceed 88% but as a benchmark, Clemson would like to increase that percentage.

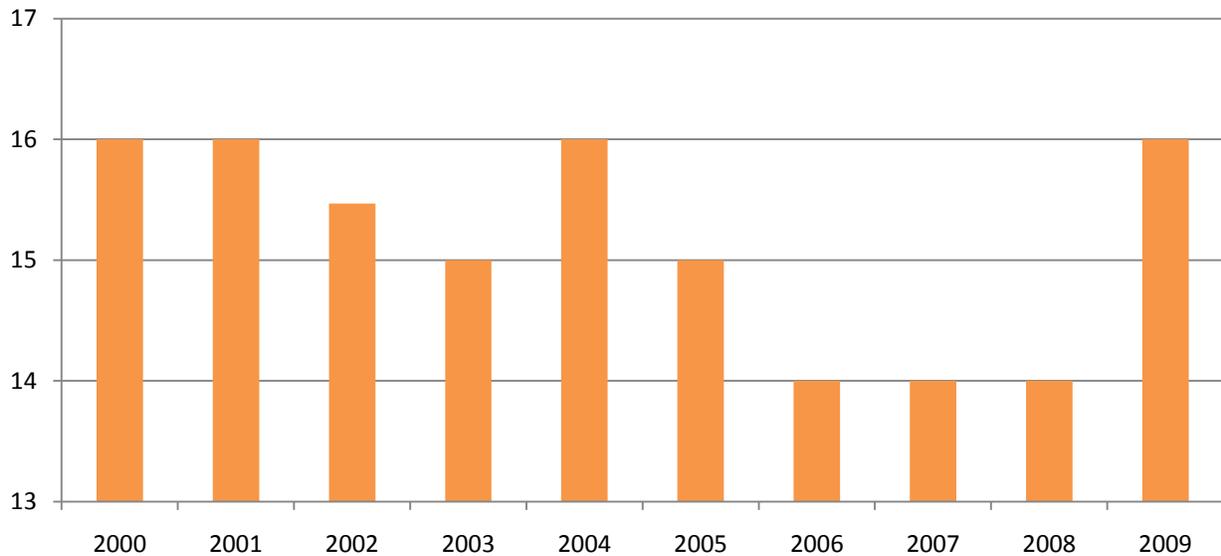
7.5-2 Undergraduate Class Size

Clemson values the atmosphere of being a “family” and part of a community. One element that contributes to this sense of caring is providing more interaction between faculty and students and the size of a class. Clemson continues to strive toward improvement 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. A smaller class size allows greater faculty interaction with students. Clemson contends that the percentage of classes with 50 or more students should be reduced. However, due to the current economic climate and other issues, the percentage of classes with less than 20 students dropped slightly.



7.5-3 Ratio of Students to Faculty

The ratio of faculty members to students is another indicator of the quality of the educational environment at Clemson. In 2006, 2007 and 2008, Clemson achieved a ratio of 14:1. However, due to the current economic climate and other issues, the ratio of students to faculty increased slightly in the past year.



7.5-4 Retention Rates

Clemson has undertaken an extensive study of persistence patterns. The examination includes first-time, full-time students from the Fall, 1999 cohort. Demographic characteristics as well as indicators of engagement will comprise the longitudinal study. Additional data will enable examination of policies and practices to enhance retention rates. Clemson clearly demonstrates an extraordinarily high persistence rate of 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 yield at 95% retention rate.

Cohort Year	Head Count	Average SAT	%Continued To 2 nd Year	%Continued To 3 rd Year
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%
2006	2758	1217	90.10%	86.30%
2007	2707	1221	91.50%	86.60%
2008	2868	1228	90.50%	

7.5-5 Graduation Rates

In addition to the study of retention rates, the University is examining 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 in achieving graduation in a timely manner. Therefore, Clemson values the importance of monitoring time-to-graduation, and will use findings from on-going analyses to improve graduation rates.

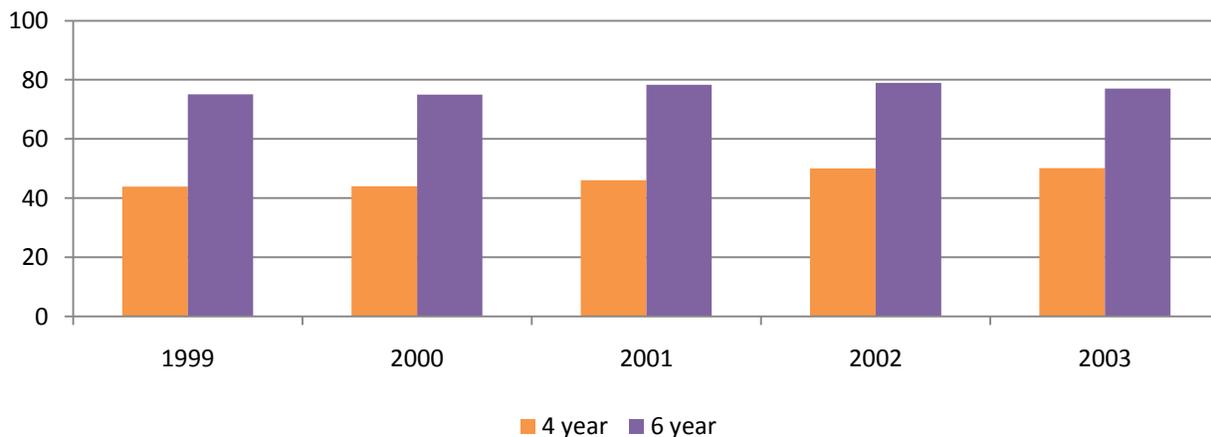


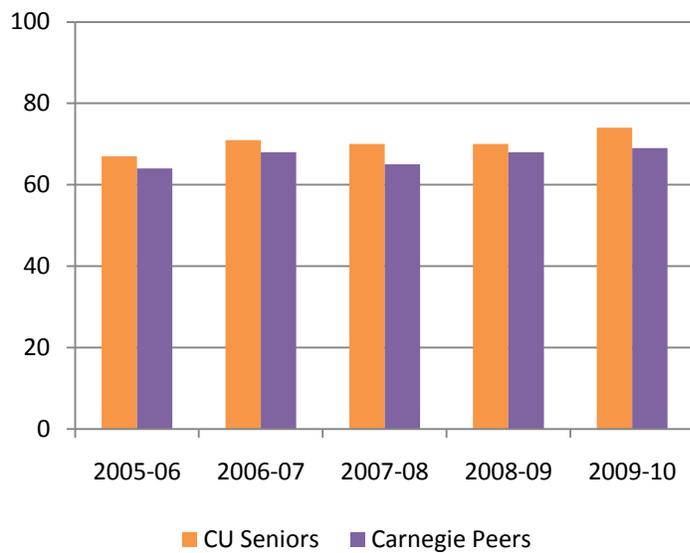
Table 7.5-6 Intellectual development: Promote excellence in advising

Table 7.5-6(a) Student Satisfaction Inventory: Academic Advising

	Importance	Satisfaction (Standard Deviation)	Gap
2007	6.25	5.11 /1.27	1.14
2005	6.25	5.12/1.27	1.13
2001	6.27	5.30/1.20	0.97
2000	6.28	5.13/1.25	1.15

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. Clemson will administer the SSI again in Fall 2010.

Table 7.5-6(b) National Survey of Student Engagement (NSSE)



Another important measure being used to examine student satisfaction with academic advising is the National Survey of Student Engagement (NSSE). The percentage of senior students reporting good or excellent continues to rise. In this measure, Clemson continues to exceed its Carnegie Classification Peers.

As a benchmark, Clemson strives to meet or exceed its Carnegie Classification and top-20 peer institutions.

Table 7.5-7 Registration Effectiveness (SSI)			
	Importance	Satisfaction (Standard Deviation)	Gap
2007	6.03	4.80 / 1.00	1.23
2005	6.06	4.77/1.02	1.29
2001	6.12	4.84/.097	1.28
2000	6.14	4.67/1.04	1.47

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 there has been a general improvement in the past years, it primarily results from 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. Clemson will administer the SSI again in Fall 2010.

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. This data will be collected in Fall, 2010 through unique institutional items on the Student Satisfaction Inventory Survey (SSI).

Table 7.5-9 Information Technology: <i>Continue to Improve the Quality of IT Programs and Services.</i>					
<table border="1"> <thead> <tr> <th>2005-06</th> <th>2007-08</th> </tr> </thead> <tbody> <tr> <td>3.56 (-)</td> <td>3.47 (-)</td> </tr> </tbody> </table>	2005-06	2007-08	3.56 (-)	3.47 (-)	<p>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 COACHE item: Satisfaction with the quality of computing services.</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				
3.56 (-)	3.47 (-)				

In addition to the aforementioned trends and metrics, each University goal is also assessed *qualitatively*. The combination of quantitative data, survey results and observable measures is reported publically through the [President’s Report Card](#). The report card addresses multiple organizational effectiveness and support process performance items.

In addition, the University will meet all required standards at the highest level to maintain full accreditation and compliance with state and federal agencies. A list of accredited programs that are reported to the South Carolina Commission on Higher Education is noted in Table II.5-1.

7.6 Leadership and Social Responsibility

University leaders are involved in many community and state initiatives that demonstrate social responsibility. The senior leadership team speaks with community groups about the university, higher education and the University's mission. Administrators, faculty, and staff are engaged in community service projects and service learning activities.

Students are engaged in the community as well. The current [President's Report Card](#) provides details and examples in the section on Campus Life and Academics, Research and Service. Students are actively engaged in social development. Opportunities come both within the classroom as well as outside, such as the [Clemson Service Alliance](#).

The faculty has service learning groups that meet and discuss ideas and strategies. Clemson has been recognized by the South Carolina Commission on Higher Education for two statewide service learning programs.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) 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 7.6-3.

Table III.7.6-1 Strengthen the sense of community and increase diversity: *Increase Inclusion of Diverse Perspectives in Undergraduate Coursework*

The assessment of the 2008-2013 Strategic Plan includes a benchmark of success of 80% of students reporting an improved perception.

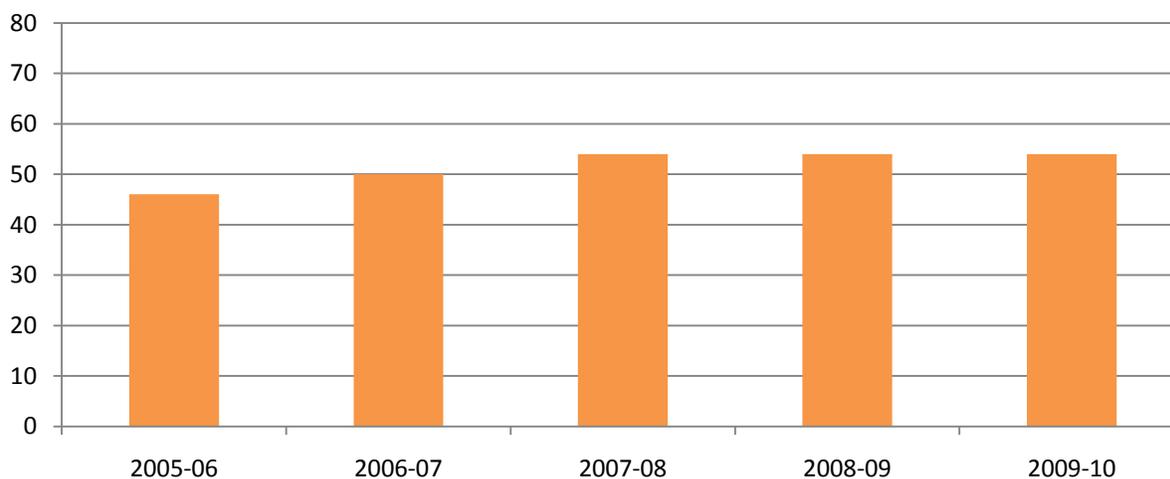
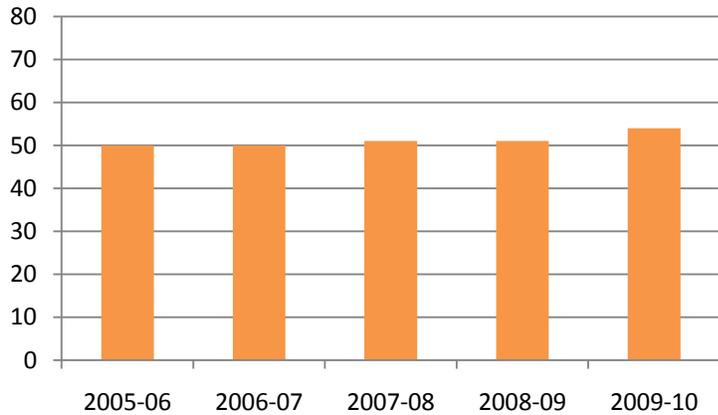
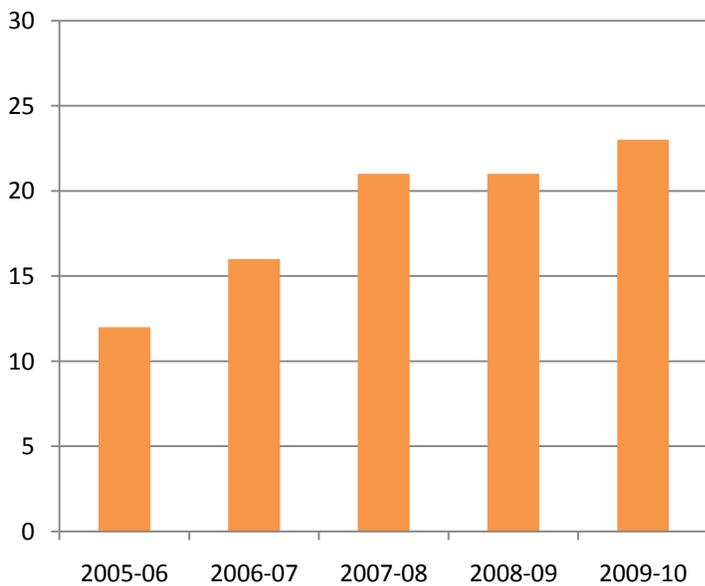


Table III.7.6-2 Strengthen the Sense of Community and Increase Diversity: *Increase Opportunities for Serious Conversation with Students of Different Race or Ethnicity*



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 the 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.



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