

CLEMSON UNIVERSITY

**SUMMARY REPORT
ON
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO
SC COMMISSION ON HIGHER EDUCATION
AUGUST 2003**

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Majors and Concentrations (Component 2)

As a result of the Self Study for Reaffirmation by the Southern Association of Colleges and Schools, Commission on Colleges, Clemson University initiated an internal academic program review process. Both undergraduate and graduate programs will participate in the 6-year cycle of review conducted by both the Graduate School and Undergraduate Studies. Commencing fall 2002, Mathematical Sciences, History, Sociology, and Economics will develop and submit self-studies. Additional review of academic programs continues through the instituted assessment record as well as external professional accreditation groups as well as the CHE performance reviews, although absent at this time as a result of budget reductions.

Assessment records and other program documents are used as the foundation of the full and interim reports on specific programs. This summary reports examples of program improvement through assessment rather than an overview of the general program. For more specific evidence of program competencies or outcomes, please examine the *Undergraduate Announcements* or *Graduate School Announcements*.

Full Reports

The Assessment Report (2002-2003) for English (BA) included data from student artifacts (solicited samples of work, portfolios, etc), alumni surveys, and exit or graduating students survey/interview. The report noted faculty concerns of student perceptions of advisors. In the past two years, the alumni survey for the department has targeted student input in detailing their experiences with their advisors. These data are being used to enhance the advising practices of the department.

The faculty preparing the Assessment Report for the Master of Arts in English noted that the department chair, graduate faculty, and a selected committee are considering the results of an annual review of seminar papers. The committees and faculty are reviewing data from other assessment methods such as the oral examination reading list, alumni surveys, and annual exit survey of graduating students. Unique to the MA program is a survey administered during the first year of the program to assist in evaluating the extent to which the students are receiving sophisticated training in literature, literary theory, writing, and research. These data are correlated with the results of the first year conference. The Assessment Report indicated that the assessment results from the conference demonstrate a need to expand the survey to include other categories of selected activities and program opportunities.

The assessment protocol for Communication Studies (BA) uses diverse and multiple measures for the assessment of program outcomes. The evaluation of critical thinking and analysis skills is, in part, evaluated through the use of the Watson-Glaser Critical Thinking Appraisal instrument. This national instrument is balanced with a Senior Exit Survey and input from alumni. During the Exit Interview another evaluation is administered, the Conversational Skills Rating Scale. An example of using assessment results for program improvement is the Departmental decision to examine both theory delivery and expectations because the results of the seniors on the objective-based human communications theory exam and the responses to the Senior Exit Survey did not meet the stated criteria for success. As evidenced by the diverse and appropriate assessment activities, the BA program faculty can be emulated for its excellent assessment practices for program improvement.

Enrolled as well as graduating students provide assessment information to the department faculty on Professional Communication (MA). During the faculty meeting in the spring, faculty discussed the review of theses and project portfolios. Concerns were identified in the scoring system, criteria for review, and time allocated for review. The faculty responded to the situation by developing different criteria and considering potential changes in advising and in a core course. Two additional committee meetings have been set around an agenda that include modifications to equipment and facilities, program revisions, developing additional or supplemental resources, and revising the student program handbook. The faculty in the MA program continues to use several methods to assess the achievement of student outcomes and diligently consider the results.

The students in the Health Administration curriculum and the Health Sciences program take a multiple-choice test to assess knowledge and cognitive skills for core outcomes. Although the scores were improved over previous administrations, the random sample of students who completed the core competency examination in Spring 2003 did not meet the established criteria for success. The Assessment Record indicates that the chair and Curriculum Committee will consider the results with a possible programmatic modification to both the assessment instrument and the course content within the major. One measure of assessing the concentration of Health, Promotion, and Education is the use of the CHES exam or CHES Proxy. The pass rate for DPHS students taking the exam in Spring 2003 was 100%. To assess other outcomes, the department relies on the use of alumni surveys and student artifacts (projects). Students are encouraged to demonstrate knowledge of ability to perform standards of professional conduct and ethics in public health through their active membership in the Eta Sigma Gamma Honorary

Health Science Society, participation in voluntary service to a free clinic, and develop public displays such as bulletin boards. These activities continue to be successful. Another form of assessment is the field preceptors' final evaluation of students' ability to collaborate in solving health programs. Although 100% of the professionals noted that the students met or exceeded standards, the department will continue to monitor this educational outcome.

Nursing students in the MSN program take the CNS to demonstrate a high level of achievement in competencies of advanced nursing practices. Similarly, the BS students take the NCLEX-RN. For both degrees, the first time test takers passed or performed at/above the national level. Like all programs at Clemson University, multiple measures are used to assess educational outcomes. The use of the alumni survey, exit surveys, and RN Assessment Examination provide insight into the level of knowledge, skills, and abilities the students have achieved. Modifications to the curriculum have been implemented to enhance critical thinking and learning of therapeutic nursing interventions. Individual tutoring practices have been developed to assist students who failed to achieve the benchmark score for the examinations; retesting of students indicates that tutoring has been successful, as the scores have risen. The capstone course allows the faculty to examine authentic student work. The exit survey provides self-report information regarding communication skills, therapeutic interventions, research skills, computer skills, and ability to influence health policy and health care delivery systems.

Interim Reports

The Clemson University's School of Education continues its program review practices. However, in recent months, the focus has been on developing strategies to demonstrate meeting the revised and newly adopted criteria of NCATE. Members of the School of Education NCATE Steering Committee developed a conceptual framework as a guide. The focus has shifted from 'inputs' to 'outcomes'. To ensure compliance with the new standards, the team is reviewing folio development for each area. Another assessment activity was a mini-survey card administered during the graduation exercises in December. It was suggested that this survey be administered at the time of the comprehensive exam rather than during graduation.

Subcommittee assignments to address the Standards continue to provide recommendations to the full committee. Other feedback to the committee comes from the chairs and coordinators who are making NCATE reports a part of their regular faculty meetings. All actions and feedback are sent to the steering committee. These activities will culminate with a site visit

February 5-9, 2005 when NCATE's Board of Examiners team members will visit Clemson University.

Although the revisions of the assessment protocol are being made, the programs have continued to apply strategic assessment strategies in order to collect data for general evaluation. The assessment record for the master's program in Reading includes great detail the assessment results and how they are being used. For example, the students must be able to select, administer, score, and interpret literacy assessments. In reviewing random selected case reports, the faculty concluded instructional recommendations would be discussed to aid students in determining strategies for overcoming reading difficulties. The consideration of assessment data does not always result in changes to the curriculum or pedagogical practices. The faculty will revise the exit and alumni surveys to evaluate research practices, classroom organizational patterns, and cognitive, social, and contextual based factors influencing their practice.

The Special Education program reports that students appear to be acquiring and expressing appropriate information. However, content in assessment or legal policy issues in special education as well as knowledge of characteristics of individuals with disabilities classes will continue to be revised. The undergraduate students taking the PRAXIS test category of Delivery of Services to Students with Disabilities continue to perform well; however, faculty noted that they need to continue to address new issues as new course content is developed for the new curriculum to be implemented in Fall 2003.

Through the transition to new professional accreditation standards, the programs continue to examine the desired student learning outcomes and document achievements. The College of Education is dedicated to continuous review of student excellence in achievement. This commitment is reflected in the quality of graduates who complete the programs and become successful in their profession.

Aside

Types and diversity of assessment strategies were examined as a part of the audit used to develop this report. Clearly, it can be seen from the following display that the programs at Clemson University are using a diverse number and type of strategies to obtain information for assessing programs. Assessment methods include direct assessment (tests) as well as indirect (self report). The strategies include up to graduation (student) and after graduation (alumni).

Varied constituents are involved in the practical evaluation of the program

1. Advisory Board
2. Alumni Survey
3. Teacher Education Program Evaluation/
Employer
4. Internship or Field Experience Ratings
by Prof/ Supervisor /Preceptors
5. Admin Review of Time to & Diversity of
Employment
6. Counselor Preparation Comprehensive
Exam (CPCE), Certification Exam/
PRAXIS/ NCLEX-RN/ CHES
7. Preliminary Exam (Written or Oral)
8. Internship or Field Experience Report by
Student
9. Seminar papers, Student Samples
ADEPT/ Student work/ Portfolio/ Project
10. Major Course Grade / Graduation GPR/
Other GPR
11. Comprehensive Exam (Written or Oral
Defense)
12. Dissertation, Thesis, Clinical Problem,
(Proposal or Defense
13. Exit/ Graduating Student Survey
/Interview
14. Student Presentations at a Conference
15. Consistency between programs at
different sites: Common Syllabi,
Common Instructors, Common
Internship Evaluations, Common Exams

Clemson University continues to practice institutional effectiveness and assessment as a hallmark of its excellence.

Student Development (Component 13)

Drawing on a decade of assessment records and collecting additional data, the 2000 Self Study Steering Committee noted that Clemson provides and evaluates extensive student development programs and services, ranging from those that meet housing, health, and security needs to those that offer career counseling, leadership training, and cultural, social, and recreational opportunities. The Division of Student Affairs is the principal student development services unit; other units, such as the colleges, provide programs and services designed for students in certain majors or with specific needs. Overall, a variety of student-centered services are provided in order to address the vision and mission of meeting academic and career success in the cultural, social, moral, intellectual and physical development of students.

The Student Affairs leadership emphasizes on-going assessment in all functional areas. Every academic year, each department develops and documents departmental assessment by submitting a plan (fall) and a report (summer). The assessment plan includes relating the mission statement to the institution's purpose, annual goals, intended outcomes, and indicators of benchmark success. Multiple strategies used to collect data come from enrolling students (Orientation Survey), currently enrolled students (Housing Survey, Library survey, Health care, Student Satisfaction Survey, National Survey of Student Engagement, etc.) and one-year and three-year out Alumni. Not only do students assist in the assessment of student services, but also faculty and staff are solicited for their observations, comments, and suggestions. For instance, there is an annual Safety Walk, which engages all of the campus constituencies to evaluate the campus for maximum safety. The groups' reports on each area of the campus are the underpinning upon which modifications to the campus are made to enhance the safety of its users.

These multiple strategies provide a foundation to triangulate the data for stronger assessment interpretation. The Self Study analyzed the broad range of educational support services. Through thoughtful analysis of historical and current data, the Self Study Steering Committee determined that Clemson's strengths in the area of student development services lie in the breadth and depth of the services provided. If the Self Study Steering Committee identified weaknesses, suggestions were made to the academic council and president's cabinet. The following few activities highlight the changes to current practices based on evaluation and appraisal of data, commitment to assess student development in a manner that is meaningful and applicable to the services and curriculum of Clemson, relying on critical decision-making governed by a commitment of excellence tethered by a limited budget. For more specific

plans and programs designed to move Clemson to the Top-20 public institution, please see the Academic Road Map and Academic Emphasis Areas on the Clemson University web site.

The Committee provided suggestions to enhance the services by suggesting that the University should conduct a comprehensive analysis of the needs of all Clemson students located away from the main campus and should use the results to ensure that the University is meeting those needs. Additionally, it was suggested that the Division of Student Affairs should appoint a staff member to be a single point of contact and coordination for programs and services for students located away from the main campus. Another suggestion was that communication between the Division of Student Affairs and the other units that provide student development services needed to be strengthened. It was suggested that increased attention to effective communication likely would benefit all interested parties. All units that provide student development services should work together to ensure the most appropriate, effective and efficient use of time, personnel, and other resources. Such collaboration should be a joint priority for the vice presidents for student affairs and academic affairs.

Student development services include the Robert Muldrow Cooper Library and other campus libraries. The Self Study suggested that Orientation programs for on-campus and off-campus users should be specified in the Libraries' plan. Also, that a policy should be established to ensure a formal, regular review of cooperative agreements with other libraries and agencies and these written agreements should be maintained in a central location. Finally, the University should publicize that all faculty, staff, and students have access to the statewide academic library-borrowing card. Additional dollars from "critical needs" funding was allocated to the Library during the open budget process for 2001-02 based on the review of data marking progress toward meeting the University goals and fulfilling its mission.

Clemson faculty and students have access to a variety of instructional support facilities and services that contribute to effective learning. These are augmented by the Class of 1941 Studio for Student Communication and a centralized Academic Support Center. As result of 2000 Clemson University Self Study the University established the Academic Support Center to provide comprehensive academic support services that enhance students' learning potential, thereby promoting academic success and personal growth. Foremost among existing resources is the Collaborative Learning Environment. The "CLE" is a comprehensive collection of computer tools and services that strongly supports integration of technology into the teaching and learning process. The CLE provides a gateway and forum for collaboration among faculty members

and students, and it is an integral component of academic information systems technology at Clemson University.

Other assessment practices have resulted in positive program or facility development. Counseling, Health Education, Medical Services, and Student Disability Services are provided through the accredited facility, Redfern Health Center (RHC). Redfern Health Center is committed to quality health care as demonstrated by its accreditation by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). JCAHO is the highest level of health care accreditation - the gold standard by which all health care accreditation is measured. Currently only 27 student health centers in the United States are JCAHO accredited. RHC is the only JCAHO accredited one in South Carolina.

Summer orientation is an opportunity for the University to introduce students to Clemson, provide guidance as well as information. Since 1992, Student Development Services has maintained a record of the number of students and parents attending orientation (both freshmen and transfer). The following table displays the summary data of the sessions (either 8 or 9 sessions per year) between 1997 and 2002.

Year	Students	Parents	Total
2002	2975	3548	6523
2001	2904	3519	6432
2000	3572	4280	7852
1999	3510	3969	7479
1998	3417	4154	7571
1997	3300	3773	7073
1996	3187	3887	7074
1995	3123	3840	6963
1994	2730	3561	6291
1993	2517	3173	5690
1992	2964	3548	6512

Clemson University Fire and Emergency Services is located on the campus of Clemson University. The department provides primary fire protection services to the City of Clemson as well as the campus of Clemson University. Also paramedic-level (ALS) ambulance care is provided to students, staff, faculty, and visitors to the campus. One of only a handful of University-based fire departments in the United States, Clemson Fire and Emergency Services Department prides itself on having an innovative student firefighter program. Working along side the department's career personnel, students obtain real-world experience in the fire service and emergency medical services.

The data from Student Surveys and the engagement of academic classes resulted in an exciting and massive renovation project of Fike Recreation Center. The proposal for renovation was described in previous Institutional Effectiveness Reports, relating the integration of multiple sources of information and resources to develop plans for the reconstruction. The project is currently in the construction phase and is slated to finish mid-summer. The renovation is complete; Fike will once again be an exciting, state of the art facility as well as the finest collegiate recreation facility in the Upstate. The new main entrance is utilizing historic Fike Field House, built in the 1940's. The entrance opens into a lobby with a juice bar, lounge and office areas. Beyond the lobby there will be a control desk that leads into a large atrium area with concourse on the right side. The atrium houses 9,000 - 10,000 square feet of weight and cardio equipment and have several cardio "balconies". To the left, a three lane rubberized track is suspended above Fike Gym (3 court gym). The track wraps around the three courts with views into the atrium and new gym. Beyond Fike Gym, two new basketball courts have been constructed. To the right of the atrium is the Club Gym (single court gym). This historic area will remain largely the same with some refurbishing. There are also four aerobics/multi-purpose rooms available for programs, classes and student use. The locker rooms have been completely redesigned and reconstructed. The pool has received a new central entrance point and necessary renovations including lighting, sound system, tile and deck surface. The racquetball courts are receiving cosmetic improvements and several have been made accessible to individuals with disabilities. Two courts have been converted for Squash play. The backside of the racquetball courts is home to a new 35' x 60' climbing wall. After the project, Fike will have approximately 217,000 square feet of recreational and office space. Continued service throughout the renovation occurs in several campus facilities. Additionally, CORE (Clemson Outdoor Recreation and Education) continues offering exciting, low cost trips and programs to students.

Clemson University will continue to evaluate its student development services. Established program review and assessment protocol ensure annual review. Staff participation in professional organizations allows Clemson to learn of and utilize best practices. Certification of the university police, emergency services, fire, health care professionals guarantees qualified practitioners to serve the campus. University constituencies provide feedback to administrators and program directors; students evaluate services and the campus environment; and regional or national accreditation reviews ensure the highest standards are met.

Technologically Skilled Workforce Statement:

Pursuant to the 2001 amended SC59-101, Clemson University reports that relating to its institutional role and mission there are policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technological skilled workforce.

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2003

Institution: **Clemson University**

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	All 10 eligible programs are accredited		An institution may be accredited by the AACSB or the ACBSP			
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	x	x				
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting	x	x				
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and master's level programs in engineering	X (8)	X (8)				
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION						
Construction Education (CONST) - Baccalaureate degree programs	X (1)	X (1)				
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs	X (1)	X (1)	1999		2006	
Dietetics (DIETI) - Post baccalaureate internship programs	X (1)		2003		2007	
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS						
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree	X (1)	X (1)				
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science	X (1)	X (1)				5/1998
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)	X (2)	X (2)				
Architecture (ARCH) - first professional degree programs	X (1)	X (1)				
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN						
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools	X (1)	X (1)				
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE)						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X (21)	X (21)				
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (NUR) - Baccalaureate and higher degree programs	x	x				
SOCIETY OF AMERICAN FORESTERS						
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree	X (1)	X (1)				

Total

THIS INFORMATION TO BE USED AS A BASE FOR PERFORMANCE INDICATOR 3D

Institution: Clemson University

COURSES TAUGHT BY FACULTY

Applicable for Four- and Two-Year Institutions – Measured for Fall 2002

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2004 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Applicable to Four-Year Colleges and Universities

According to Section 59-101-350, the Commission is responsible for collecting “the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses” from four-year institutions to be included in the annual report to the General Assembly. The following information will be collected from the four-year colleges and universities, but excludes the research universities, as these institutions do not offer these types of courses.

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental courses he/she exits and once for each entry level course he/she completes. Appropriate entry-level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

Number of first-time, full-time entering freshmen enrolled in Fall 2001 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2001 if they returned full-time in the Fall 2000)	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2001	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2003
Item (1)	Item (2)	Item (3)
2543	0	0

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2001 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2003.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course

Institution: Clemson University

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Measured for Fall 2002

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2002 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	101
Graduate Students	638

Institution: Clemson University**RESULTS OF PROFESSIONAL EXAMINATIONS***Applicable to all sectors – Measured for April 1, 2002-March 31, 2003*

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
RESEARCH SECTOR					
National Council Licensure Exam. - Registered Nurse	Date Administered varies with each student (electronic options)	92	92	85	94.43
PRAXIS Series II: Core Battery Professional Knowledge	-	-	-	-	-
PRAXIS Series II: Principles of Learning & Teaching (K-6)	4/02,6/02,9/02,11/02,1/03,3/03	191	191	170	89
PRAXIS Series II: Principles of Learning & Teaching (5-9)	-	-	-	-	-
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/02,6/02,9/02,11/02,1/03,3/03	98	95	74	78
PRAXIS Series II: Specialty Area Tests	4/02,6/02,9/02,11/02,1/03,3/03	399	357	317	89

The following information is due August 1, 2003

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: Clemson University

Academic Year for Graduating Students: 1999 - 2000

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column.
(Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many students were surveyed?

How many students responded? 144 Response Rate: #DIV/0!

Was this population a **sample** or the **total group**? *

1. Students' level of satisfaction with:

	Responses to Question % of Total Responses		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	141	97.9%	82	58.2%	50	35.5%		0.0%	9	6.4%		0.0%	0	0.0%
1.2 INSTRUCTION in the major	142	98.6%	91	64.1%	48	33.8%		0.0%	2	1.4%		0.0%	1	0.7%
1.3 GENERAL EDUCATION program of study (non-major requirements)	140	97.2%	59	42.1%	72	51.4%		0.0%	7	5.0%		0.0%	2	1.4%
1.4 INSTRUCTION in general education	140	97.2%	58	41.4%	74	52.9%		0.0%	6	4.3%		0.0%	2	1.4%
1.5 OVERALL ACADEMIC EXPERIENCE	142	98.6%	96	67.6%	44	31.0%		0.0%	2	2.0%		0.0%	0	0.0%

2. How frequently involved in each of the following activities (on or off the job):

	Responses to Question % of Total Responses		Weekly		Monthly		Annually		Less Often		Never	
	#	%	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	142	98.6%	87	61.3%	42	29.6%	11	7.7%	2	1.4%	0	0.0%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	142	98.6%	33	23.2%	62	43.7%	44	31.0%	3	2.1%	2	1.4%
2.3 Professional or service organizations	140	97.2%	25	17.9%	74	52.9%	36	25.7%	2	1.4%	3	2.1%
2.4 Volunteer, public or community service	141	97.9%	33	23.4%	67	47.5%	33	23.4%	5	3.5%	3	2.1%
2.5 Social/recreational organization	142	98.6%	57	40.1%	79	55.6%	6	4.2%	0	0.0%	0	0.0%
2.6 Support or participation in the arts	143	99.3%	14	9.8%	40	28.0%	51	35.7%	36	25.2%	2	1.4%

3. The college experience influenced my participation in the above activities:

	Responses to Question % of Total Responses		Strongly		Moderately		Somewhat		None at all	
	#	%	#	%	#	%	#	%	#	%
3.1 Career-related advanced education or training	142	98.6%	33	23.2%	56	39.4%	30	21.1%	23	16.2%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	142	98.6%	33	23.2%	44	31.0%	42	29.6%	23	16.2%
3.3 Professional or service organizations	140	97.2%	31	22.1%	58	41.4%	30	21.4%	21	15.0%
3.4 Volunteer, public or community service	141	97.9%	29	20.6%	44	31.2%	41	29.1%	27	19.1%
3.5 Social/recreational organization	142	98.6%	53	37.3%	48	33.8%	26	18.3%	15	10.6%
3.6 Support or participation in the arts	143	99.3%	14	9.8%	40	28.0%	48	33.6%	41	28.7%
3A Aggregate										

4. I have voted in ___ of the elections since leaving college.

	Responses to Question % of Total Responses		All		Most		Some		Few		None	
	#	%	#	%	#	%	#	%	#	%	#	%
	142	98.6%	63	44.4%	34	23.9%	19	13.4%	14	9.9%	12	8.5%

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution: <u>Clemson University</u>	
Academic Year Surveyed Students Graduated: <u>1999 - 2000</u>	
Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)	
The hyperlink for this report is: <u>http://</u>	
How many graduates did you survey?	What percent of the graduating cohort does this represent?
How many surveys were returned?	Survey response rate:
Survey Based on (Place "X" in one):	
<input type="checkbox"/> Sample	<input type="checkbox"/> Total Group

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	59	41.3%
b. Less than one month	14	9.8%
c. 1 to 3 months	36	25.2%
d. 4 to 6 months	12	8.4%
e. 7 to 12 months	4	2.8%
f. Over 12 months	3	2.1%
g. Have not obtained a full-time job	6	4.2%
h. Did not seek a full-time job	9	6.3%
Total	143	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	19	13.3%
b. Employed and continuing my education	27	18.9%
c. Employed full-time	83	58.0%
d. Employed part-time	1	0.7%
e. Self-employed	1	0.7%
f. Serving in Armed Forces	4	2.8%
g. Caring for a home/family	0	-
h. Unemployed, seeking work	7	4.9%
i. Unemployed, not seeking work	0	-
j. Other	1	0.7%
Total	143	

3. Indicate the relationship between the student's college major their first full-time job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	53	37.9%
b. Moderately related	27	19.3%
c. Slightly related	22	15.7%
d. Not related	27	19.3%
e. Not employed	11	7.9%
Total	140	

4. Indicate the relationship between the student's college major and their full-time job.

<i>Currently</i>	# of Responses	% of Total
a. Highly related	56	40.0%
b. Moderately related	21	15.0%
c. Slightly related	26	18.6%
d. Not related	15	10.7%
e. Not employed	22	15.7%
Total	140	

5. Indicate the location of the student's first job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	58	40.6%
b. Southeast, outside of South Carolina	40	28.0%
c. Outside the Southeast	35	24.5%
d. Not employed	10	7.0%
Total	143	