CLEMSON UNIVERSITY

REPORT ON
INSTITUTIONAL EFFECTIVENESS

SUBMITTED TO
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

August 2005

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The 2005 Clemson University Institutional Effectiveness summary report includes:
      Component 2 - Majors or Concentrations (annual report)
      Component 3 - Performance of Professional Program Graduates on Licensing and Certification Exams
            (annual table)
      Component 6 - Entry-level Placement and Developmental Education (annual table)
      Component 13 - Library Resources and Services (next report 2009)
      Component 17 - Research: Students Involved in Sponsored Research (annual table)
      Programs Eligible for Accreditation and Programs Accredited (annual table)
      Alumni Survey Placement (next report 2007)

The following remaining elements will be reported by Clemson University in the annotated year:
      Component 1 - General Education (2006)
      Component 5 - Academic Advising (2008)
      Component 8 - Achievement of Students Transferring from Two to Four Year Institutions. Transmitted
            under separate cover, 2004; next reporting period is 2006
      Component 12 - Procedures for Student Development (2007)

CHE COMPONENT 2
MAJORS OR CONCENTRATIONS

Clemson University continues to evaluate the discipline-based programs leading to undergraduate degree majors or concentrations. The review and reporting of program successes and opportunities are embedded in Section 59-101-350 of the South Carolina Code of Laws, 1976. Since its establishment, mandated reporting protocol has been adjusted including its response to state budget reductions. When Clemson University was finalizing its 2002 Self-Study in anticipation of its reaffirmation by the Southern Association of Colleges and Schools (SACS) Commission on Colleges, it drafted, adopted, and implemented the Graduate and Undergraduate Program Review that outlines the process, content, reporting, and cycle of programs to be examined annually. The program review guidelines mimic many of those requirements of the Commission on Higher Education and accept the national discipline accrediting self-study process for discipline specific accreditation.

Clemson University's first full cycle of the process occurred in the academic year 2003-2004 with summary materials reported in the Institutional Effectiveness Report 2004. In the interim, Clemson University hired a Dean of Undergraduate Studies and a Dean of the Graduate School. In winter 2004, the Deans examined the process and the quality of the recent reports for each program review. By the spring it was noted that the process did not include an opportunity to track and rectify those elements which were determined to be weak. Nor did the process establish a measure of accountability for rectifying any identified short comings. Thus, the Deans, in conjunction with the Office for Institutional Effectiveness and Assessment, have begun to revised the program review guidelines. The revised guidelines are anticipated to be implemented in fall 2005. The external accreditation or professional body reviews commenced with the Education and Chemistry disciplines in the 2004-2005 cycle, coincidentally with the Clemson cycle.

The educational degrees covered under Education were: Administration and Supervision (M.Ed, Ed.S), Agricultural Education (B.S., Master' sof Agricultural Education), Career and Technology Education (Master's of Career and Technology Education, Ed.D.), Counselor Education (M.ED.), Curriculum and Instruction (Ph.D.), Early Childhood Education (B.A.), Educational Leadership (Ph.D.), Elementary Education (B.A., M.ED.), Industrial Technology Education (B.S. in THRD), Mathematics Teaching (B.S.), Middle Grades (M.A.T.), Science Teaching (B.S.), English (B.A.), Mathematics (B.A.), Modern Languages (B.A.), Social Studies (B.A), Secondary Education (M.ED.), Reading (M.ED.), Special Education (B.A., M.ED.),

The reviewers for the Education disciplines included the NCATE Board of Examiners, South Carolina Department of Education, and South Carolina Commission on Higher Education (SC CHE). After the site visit, two reports were delivered to Clemson University: NCATE and the SC CHE. The NCATE Team reported that the entire Initial and Advanced standards were met.

In those areas which SC CHE findings were found to be less than acceptable, the College of Health, Education, and Human Development in conjunction with the Eugene T. Moore School of Education have instituted aggressive policy changes and reorganization to rectify the shortcomings including dissolving the unit of Technology and Human Resource Development. Modifications in the program area of Technology and Human Resource Development include adjustments to the delivery of programs and curricula, suspending student admissions in the undergraduate Workforce program and the Master's and Ed.D. of Career and Technology Education programs, and personnel reassignments. The other SC CHE program review recommendations are being addressed in a similar conscientious manner. Clemson University continues to embrace quality enhancement by undertaking a critical review of programs, examining evidence and documentation, and developing action plans to respond to opportunities for improvement. It is the desire for continuous improvement that allows Clemson to rise to meet its goals.

COMPONENT 3
PERFROMANCE OF PROFESSIONAL PROGRAM GRADUATES ON LICENSING AND CERTIFICATION EXAMS

ANNUAL TABLE

RESULTS OF PROFESSIONAL EXAMINATIONS
Applicable to all sectors – Measured for April 1, 2004-March 31, 2005

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 differs for each student. The state notifies the student when to take online test, administered when space is available*	*.See comment*	116	116	97	83.62%
PRAXIS Series II: Principles of Learning & Teaching (K-6)	4/04, 6/04, 9/04, 11/04, 1/05, 3/05	197	193	180	93.3%
PRAXIS Series II: Principles of Learning & Teaching (5-9)	4/04, 6/04, 9/04, 11/04,1/05, 3/05	27	27	21	77.8%
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/04, 6/04, 9/04, 11/04, 1/05, 3/05	88	87	71	81.6%
PRAXIS Series II: Specialty Area Tests	4/04, 6/04, 9/04, 11/04, 1/05, 3/05	672	649	584	90%

CHE COMPONENT 6
ENTRY-LEVEL PLACEMENT AND DEVELOPMENTAL EDUCATION

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.

Item 1. Number of first-time, full-time entering freshmen enrolled in Fall 2002 (include first-time freshmen who enrolled either part-time or full-time in the Summer 2002 if they returned full-time in the Fall 2002)	Item 2. Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2002	Item 3. Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2004
2464	0	0

CHE COMPONENT 13
LIBRARY RESOURCES AND SERVICES

The mission of the Clemson University Libraries continues to be supporting the University in fulfilling its teaching, research and public service goals, including educating individuals for effective life-long learning. The Libraries identify, acquire, preserve, organize and disseminate information from a variety of sources and locations, with priority given to support of the undergraduate and graduate curricula.

Many library assessments have been conducted over the last several years that have resulted in significant modifications to practice, increases in resources and the development of new activities. The following discussion is a brief review of the types of assessments conducted (Measures and Strategies) and some results (Outcomes and Conclusions). It is clear from the national recognition that Clemson University Libraries receives that it is imperative to continue the demonstration of the usefulness of assessment and encourage and aid others to use assessment.

Clemson University is more committed to its users and to fulfilling their needs than ever before. As a result, a series of Library Summits were conducted (Summit I and Summit II 2000, Summit III 2003) to obtain information from the institution's administrators, trustees, faculty, staff, and students to improve the University Libraries. Many positive outcomes have resulted from these Summits as described below.

Clemson University Libraries have received national recognition for the Library Summit assessment tool. This "Summit Model" provides a template for taking quantitative data collected through surveys and using it in structured University-wide meetings (and internal library follow-up sessions) to generate specific suggestions and priorities for improvements, and to foster goodwill and widen institutional involvement in developing library resources and services. This Clemson model is being promoted through the Association of Research Libraries (ARL), and other universities have already held similar summits or are in the early stages of planning. The University of Texas at Austin held its first Library Summit in March 2004 based on the Clemson model. The University of Wisconsin-Madison and University of North Colorado-Boulder are both preparing to launch their first Library Summits. Other institutions (such as University of Massachusetts and Dalhousie) have contacted Clemson with interest in learning more about the model. Clemson librarians have consulted by phone and email, provided Summit materials, and/or directly trained employees of other libraries desiring to enrich their assessment practices. Clemson was invited to show its model and results at national meetings of the Association of College and Research Libraries and the American Library Association. To continue to enhance the Libraries and prepare for the future, Library Summit IV is in the planning stages for 2006.

Partnerships between Clemson's Libraries and other university libraries within the state of South Carolina have fostered greater collaboration and produced many beneficial outcomes for university users, the library staff and the University as a whole. Though **PASCAL** (Partnership Among South Carolina Academic Libraries) Clemson is collaborating with many other universities throughout the state. This collaboration has increased the institutional resources and allows greater efficiency by pooling statewide assets and tools. Cooperative buying of expensive electronic resources has allowed Clemson to increase the number of subscriptions to journals and to purchase joint licenses for electronic journals that would have been too expensive otherwise. PASCAL, working with the Commission on Higher Education, has been the driving force for $2 million Legislative funding for statewide electronic resources in "Collegiate Discus." PASCAL has initiated and operates a state-wide union catalog of resources housed in academic libraries. This union catalog, the backbone for a statewide universal borrowing system, allows each South Carolina college students and faculty to have rapid access to the entire holdings of every academic library in the state. As an extension of the PASCAL partnership, Clemson has recently finished developing "**Millennium,**" a new library system across universities. Through the Innovative Interfaces Millennium software, all acquisition and cataloging processes of library materials have been converted to an electronic system including the union catalog of materials across PASCAL libraries. These cooperative projects save institutions a significant amount of funds as well as provide improved access to the holdings.

In the past few years Clemson has increasingly taken advantage of **student service learning,** a feedback for improvement tool. This is benefiting the students of Clemson by giving them practical applied experiences to use the tools they are learning in the classroom while providing efficiency and added resources to the library. The student

service learning projects are part of a classroom assignment to simulate practical on-the-job experiences while asking as a consultant to enhance the efficiency or effectiveness of the library. Activities the students engage in may include reviewing and making recommendations to electronic practices (such as websites or services). If feasible, the suggestions are implemented by the librarians. Below is a sample of student service learning projects have been implemented to improve its services:

1. Webpage usability examined and modified
2. New options are given for freshman library tours (such as self-guided tours with detailed maps)
3. Modified the collection system of recyclables in the library
4. Designed an Information Kiosk for the lobby
5. Developed a plan to promote the new library system (Millennium)

The Libraries have implemented a program of **increased publicity and marketing.** Assessment results showed that some Clemson students and faculty requested resources and services that were actually available but not known to the individual. It was evident that sharing information about resources was necessary. The list below includes some of the most recent campus-wide publicized library improvements (large and small) directly resulting from user feedback:

1. New purchases of databases, journals, and books have been specifically made to satisfy users
2. Employees wear nametags to help identify service providers
3. Modifications to the subject liaison librarian program serving academic departments
4. Smoking areas have been moved farther away from the entrance to the library
5. Credit cards can now be used for library transactions
6. The lobby has been updated
7. Library balcony was furnished and is now open to patrons
8. There are more frequent cleanings by Facilities staff
9. There is more efficient item inventory and shelf-reading.
10. Furniture has been re-upholstered.
11. The building is open 24 hours a day during the school year
12. Remote storage now houses many materials that are not frequently used but are still needed
13. Improved wireless computer access and added electrical outlets
14. A Snax 'n Stax Convenience Store is now located within the library
15. A new web-page contains "what's happening" at the libraries
16. In select places at non-peak study times, more live events (ie Clemson Steel Drum Band) are offered
17. Modified the entrance doors to be more user-friendly

Association of Research Libraries (ARL) LIBQUAL survey results 2004 and the Student Satisfaction Inventory 2005 give increasingly positive perceptions by the users of Clemson's libraries regarding the resources, library environment and staff members. Faculty and students participated in the 2004 administration of the LIBQUAL survey.

As the chart below displays, their responses rated the libraries higher in all areas than the users of the Top 20 Universities. Clearly, Clemson University Libraries are well-respected and that the libraries are helping Clemson University in its mission to become a Top 20 University.

LIBQUAL survey (2004)	Clemson (ranked 39)	Average of Top 20 Universities
Affect of Service	7.32	7.02
Information Control	7.09	7.06
Library as a place	6.87	6.56
Total Average of all factors	7.15	6.94

Additionally, according to the LIBQUAL survey, the Clemson University library expenditures are improving. When compared to the Top 20 Universities, Clemson is ranked 25 out of 36 for expenditure per student for materials, 31 out of 36 for total library expenditure per student, and 27 out of 36 for expenditure for materials per faculty member. Clemson University Libraries' expenditure increases are shown below:

Expenditures in Dollars ($)

Fiscal Year	Monographs	Print Serials	Electronic Serials	Total Serial	Total
1998/99	419,941	2,261,239	unknown	2,261,239	2,681,180
1999/00	489,588	2,623,030	unknown	2,623,030	3,112,618
2000/01	730,860	2,275,748	409,756	2,685,504	3,416,364
2001/02	768,606	2,318,819	824,397	3,143,216	3,911,822
2002/03	737,028	1,768,503	1,982,231	3,750,734	4,487,762
2003/04	901,190	1,532,758	2,304,970	3,837,728	4,738,918

The majority of Clemson University's Road Map funds have been focused on library materials (both print and electronic). Applying the budget process to the Road Map confirms Clemson's extreme focus on using its resources (monetary and otherwise) to improve the quality of the libraries and to budget according to the plan. Money to the libraries through the budget process or contributions is not the sole approach Clemson has taken to assist in the enhancement of the resources. Palmetto Grand Prix Event, established by President Barker in 2001, is a 5K walk/run race for the libraries (http://www.clemson.edu/pres/race/) to uphold his believe that "**A university can only be as strong as its library."** This USAFT certified activity, across the rolling hills on the beautiful Clemson campus, has generated over $33,000 since its inception with more than 1000 community and state-wide participants. By any standard of assessment, this event exceeds the expectations of the event staff and university as a whole.

Assessment strategies used by the Libraries include survey of students both informally in the library and in the classroom. According to the Student Satisfaction Inventory (2005) results, Clemson students rated the Clemson library statistically significantly higher on the two items related to the libraries than the average 4-Year Public Institution. This indicates that students are highly satisfied with the Clemson Libraries as displayed in the following table:

A Comparison of 2005 Clemson and National Satisfaction Data: Mean Score

	Clemson	National 4 Year Public	Difference CU-Nat'l
13. Library staff are helpful and approachable.	5.52	5.35	.17***
18. Library resources and services are adequate.	5.57	5.33	.24***

difference statistically at the: * .05 level; ** .01 level; *** .001 level

In conclusion, it is unmistakably clear that the Clemson University Libraries have increased their quantity of resources though a greater allocation of university funds, innovative approaches to fundraising, and collaboration with partner institutions. However, the quality of the libraries – in terms of user accessibility and satisfaction – has also been greatly increased by the Libraries taking individuals' recommendations and putting them into action, resulting in high ratings of satisfaction by library users.

CHE COMPONENT 17
RESEARCH: STUDENTS INVOLVED IN SPONSORED RESEARCH

STUDENT INVOLVEMENT IN SPONSORED RESEARCH *Applicable to Four-Year Institutions – Measured for Fall 2004*

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 2004 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research *(Exclude first professional students)*
Upper Division, Undergraduate Students	121
Graduate Students	658

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED
2005 ANNUAL REPORT
Clemson University's National Institutional and Specialized Accrediting Bodies Recognized by the SC Commission on Higher Education

ACCREDITING AGENCIES & AREAS	Accreditable Program	Fully Accredited Program	Details on Program			Next visit
			Date of last visit	Comments	If in process Accreditation Expected,	
AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS - International Association for Management Education *An institution may be accredited by the AACSB or the ACBSP* - Baccalaureate, Master's', & Doctoral degree programs						
Business (BUS)- business administration & management	X	X	2000	Accredited		2010
Business (BUSA)- accounting	X	X	4/2000	Accredited		2010
ACCREDITING BOARD FOR ENGINEERING & TECHNOLOGY, INC. Baccalaureate & master's level programs in engineering						
Engineering (ENG)-	X	X	11/99	Accredited		Fall 2005
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION Baccalaureate degree programs						
Construction Education (CONST) -	X	X	2/2001	Accredited		2007
AMERICAN DIETETIC ASSOCIATION						
Dietetics (DIET) - Coordinated undergraduate programs	X	X	1996	Approved		2007
Dietetics (DIETI) - Post baccalaureate internship programs	X	X	1996	Approved		2007
LANDSCAPE ARCHITECTURE ACCREDITATION BOARD (LAAB) programs leading to the first professional degree						
Landscape Architecture (LSAR) - Baccalaureate & master's	X	X	2002	Accredited		2007
Landscape Architecture (MLA) - Master's				Pending		2008
COMPUTING SCIENCE ACCREDITATION BOARD, INC. Baccalaureate programs in computer science. This accrediting body is now incorporated as a part of ACCREDITING BOARD FOR ENGINEERING & TECHNOLOGY, INC						
Computer Science (COMP)	X	X	1999-2000			2005-06
COUNCIL FOR ACCREDITATION OF COUNSELING & RELATED EDUCATION PROGRAMS (CACREP) Master's degree programs for community counseling, mental health counseling, marriage & family counseling, school counseling, student affairs practice in higher education,						
CACREP master degree	X	X	2000	Accredited		2007
NATIONAL ASSOCIATION OF SCHOOLS OF ART & DESIGN Degree-granting schools & departments & nondegree-granting schools						
Art & Design (ART)	x	x	2002	Accredited		2007
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) Baccalaureate & graduate programs for the preparation of teachers & other professional personnel for elementary &secondary schools						
Teacher Education (TED)	X	X	2005		10/2005	2012
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC. first professional degree programs						
Architecture (ARCH)	x	x	2002	Accredited		2008
NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION, INC (NLNAC Baccalaureate & higher degree programs)						
Nursing (NUR)	X	X	1998	Accredited		2006
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE) nursing education programs						
Nursing - Baccalaureate-degree	X		4/ 2005		10/ 2005	
Nursing - Graduate-degree	X		4/ 2005		10/ 2005	
SOCIETY OF AMERICAN FORESTER- Programs leading to a bachelor's or higher first professional degree S						
Forestry (FOR)	X	X	2002	Accredited		

Total

ALUMNI SURVEY: PLACEMENT DATA Clemson University
Two tables.