The Commission on Colleges
Southern Association of Colleges and Schools

THE FIFTH-YEAR INTERIM REPORT

Clemson University
April 15, 2009

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April 15, 2009

PART I: SIGNATURES ATTESTING TO INTEGRITY

Name of Institution: Clemson University

Address of the Institution: 201 Sikes Hall, Clemson, SC 29634

Name, title, contact numbers of person(s) preparing the report:
Dr. Debra B. Jackson
Vice Provost and Assistant to the President
(O) 864-656-4592; (C) 864-650-0667; email dbj@clemson.edu

Part I: Signatures Attesting to Integrity

By signing below, we attest to the following:

That _Clemson University_ has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
Date of Submission: _April 15, 2009_

Accreditation Liaison

Name of Accreditation Liaison: Debra B. Jackson, Vice Provost

Signature: _Debra B Jackson_

Chief Executive Officer

Name of Chief Executive Officer: James F. Barker, President

Signature: _____

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PART II: INSTITUTIONAL SUMMARY

Name of Institution: Clemson University

Address of the Institution: 201 Sikes Hall, Clemson, SC 29634

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History and Characteristics

When one man of wisdom and foresight can look among the despair of troubled times and imagine what could be, great things can happen. That is what the University's founder, Thomas Green Clemson, was able to do in the post-Civil War days. He looked upon a South that lay in economic ruin, once remarking that "conditions are wretched in the extreme" and that "people are quitting the land." Still, among the ashes he saw hope. Mr. Clemson envisioned what could be possible if the South's youth were given an opportunity to receive instruction in scientific agriculture and the mechanical arts. He once wrote, "The only hope we have for the advancement of agriculture (in the U.S.) is through the sciences, and yet there is not one single institution on this continent where a proper scientific education can be obtained." When he was president of the Pendleton Farmers Society in 1866, Mr. Clemson served on a committee whose purpose was to promote the idea of founding an institution for "educating the people in the sciences" and "which will in time secure permanent prosperity."

When he died on April 6, 1888, a series of events began that marked the start of a new era in higher education in the State of South Carolina, especially in the study of science, agriculture, and engineering. Mr. Clemson's passing set the stage for the founding of the university that bears his name, the beginning of a true "people's university," which opened the doors of higher education to all South Carolinians, rich and poor alike. In his Will, Mr. Clemson bequeathed the Fort Hill plantation and a considerable sum from his personal assets for the establishment of an educational institution of the kind he envisioned. He left a cash endowment of approximately $80,000 as well as the 814-acre Fort Hill estate to South Carolina for such a college. The biggest obstacle in the creation of an agricultural college—the initial expense—was removed by Mr. Clemson's bequest.

In November 1889, Governor Richardson signed the bill accepting Thomas Green Clemson's gift. Soon after, a measure was introduced to establish the Clemson Agricultural College of South Carolina, with its trustees becoming custodians of Morrill Act and Hatch Act funds made available for agricultural education and research by federal legislative acts. The founding of Clemson Agricultural College supplanted the South Carolina College of Agriculture and Mechanics, which had opened in Columbia in 1880.

Thomas Green Clemson came to the foothills of South Carolina when he married Anna Maria Calhoun, daughter of South Carolina's famous statesman John C. Calhoun. Born in Philadelphia, Mr. Clemson was educated at schools both in the United States and France, where he attended lectures at the Royal School of Mines, studied with prominent scientists in the private laboratories of the Sorbonne Royal College of France, and received his diploma as an assayer from the Royal Mint in Paris. Mr. Clemson, then in his mid-20s, returned to America greatly influenced by his European studies. He became a great advocate of the natural sciences, achieving a considerable reputation as a mining engineer and a theorist in agricultural chemistry. He also was a gifted writer whose articles were published in the leading scientific journals of his day, an artist and a diplomat who represented the U.S. government as *charge d'affaires* to Belgium for almost seven years.

Mr. Clemson had a lifelong interest in farming and agricultural affairs. He served as the nation's first superintendent of agricultural affairs (predecessor to the present secretary of agriculture position) and actively promoted the establishment and endowment of the Maryland Agricultural College in the 1850s. Though remembered today for these accomplishments, Thomas Green Clemson made his greatest historical contribution when, as a champion of formal scientific education, his life became intertwined with the destiny of educational and economic

development in South Carolina. Although he never lived to see it, his dedicated efforts culminated in the founding of Clemson Agricultural College.

At the time of his death, Mr. Clemson was living at the Fort Hill homeplace, which today is a national historic landmark and provides a historic centerpiece for the Clemson University campus. He had inherited the house and plantation lands of his famous father-in-law, Senator Calhoun, upon the death of Mrs. Clemson in 1875.

Clemson College formally opened in July 1893, with an enrollment of 446. From the beginning, the college was an all-male military school. It remained this way until 1955, when the change was made to "civilian" status for students, and Clemson became a coeducational institution. In 1964, the college was renamed Clemson University as the State Legislature formally recognized the school's expanded academic offerings and research pursuits. The Southern Association of Colleges and Schools first accredited Clemson University in 1927.

On November 27, 1989, the University observed the 100th anniversary of the State's acceptance of the terms and conditions of Mr. Clemson's bequest.

The enrollment of Clemson has grown from 446 students at the opening of the University to 18,317 in Fall 2008. Since the opening of the University, 80,284 students have been awarded Bachelor's degrees. During this same period, 426 Associate degrees, 21,847 Master's, 1,993 Doctor of Philosophy, 84 Doctor of Education, and 288 Education Specialist degrees have been awarded, a total of 104,922 degrees.

Today, more than a century later, the University is much more than its founder ever could have imagined. With its diverse learning and research facilities, the University provides an educational opportunity not only for the people of the State, as Mr. Clemson dreamed, but for thousands of young men and women throughout the country and the world.

This summary of the history of Clemson is from the *Undergraduate Announcements* 2008-09 http://www.registrar.clemson.edu/publicat/catalog/2008/cover.htm

Recent History

In December 1999 James F. Barker, selected as Clemson's 14th President, introduced a vision for Clemson to be ranked in the top-20 of public institutions. Clemson was ranked in the third tier of public universities when President Barker assumed office; by 2008 Clemson was ranked twenty-second among public universities. The change in ranking occurred because of a focus on quality—the undergraduate and graduate student experience, the faculty, focused research, and a unified campus commitment to the vision and goals of the University.

Clemson's vision for becoming a top-20 public university is not so much about a magazine rating. Top-20 universities are known for the quality of their undergraduate experience. A student at a top-20 university is less likely to drop out, more likely to graduate on time, and will generally be more actively engaged in academic activities such as service-learning, study abroad and undergraduate research. (Sources: The Center, "The Top American Research Universities," August 2002; "America's Best Colleges 2003," U.S. News & World Report, September 2003)

Many of the criteria used to rank universities are variables that directly impact the quality of the undergraduate experience — such as class size, student-to-faculty ratio and the quality of the faculty. Research confirms that these factors make a difference.

At least four published studies conducted between 1992 and 2002 clearly establish the link between class size and student achievement. The studies show that classes with fewer than 20 students:

- make modest increases in academic achievement,

- benefit students from economically disadvantaged homes,

- improve teacher morale,

- reduce dropout rates, and

- engage students in learning.

Clemson cares about jobs for our graduates, higher wages, access to top graduate programs, increased personal wealth of the state's citizens and greater public service.

Below are the University's vision, mission and goals. The University's five-year plan is based on these guiding documents. The current five-year plan may be found in Appendix II. 1. The slide presentation provided in the appendix provides some context for the roadmap that helps the university achieve its goals and vision. Clemson's vision and goals have not changed, the emphasis areas for research have remained constant, but the link between intellectual development of our students and the university's role in economic development are better articulated. In addition, the need to involve the campus, not just academics is more apparent in this updated plan *(*Vision, Mission, and Goals Approved by the Clemson University Board of Trustees, January 26, 2001).

Vision Statement

Clemson will be one of the nation's top-20 public universities.

Mission Statement

The mission of Clemson University is 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.

Clemson University is a selective, public, land-grant university in a college-town setting along a dynamic Southeastern corridor. The University is committed to world-class teaching, research

and public service in the context of general education, student development and continuing education. Clemson's desire is to attract a capable, dedicated and diverse student body of approximately 12,000 to 14,000 undergraduate and 4,000 to 5,000 graduate students, with priority to students from South Carolina.

Clemson offers a wide array of high-quality baccalaureate programs built around a distinctive core curriculum. Graduate and continuing education offerings respond to the professions, while doctoral and research programs contribute to the economic future of the state, nation and world. The University emphasizes agriculture, architecture, business, education, engineering, natural resources, science and technology. The University also promotes excellence in education and scholarship in selected areas of the creative arts, health, human development, the humanities and social sciences. In all areas, the goal is to develop students' communication and critical-thinking skills, ethical judgment, global awareness, and scientific and technological knowledge. Students remain the primary focus of the University.

Just as Clemson values its students, the University also values its faculty and staff who have committed their talents and careers to advance its mission. Clemson pledges to support their work, to encourage their professional development, to evaluate their professional performance and to compensate them at nationally competitive levels.

2011 University Goals

In 2001, President Barker, in coordination with the Clemson University Board of Trustees, set out to create a list of ambitious yet reachable goals for our institution. To do this, they looked at both who we are today and who we want to be tomorrow (namely, a top-20 public university). The goals address academic excellence, research, the student experience and Clemson's national reputation. These goals stay top-of-mind for our University administrators,

and progress toward these goals is continually monitored. (February 2009 and October 2008 quarterly President's Report Card to the Board of Trustees may be found in Appendix II. 2.)

Academics, research and service

1. Excel in teaching, at both the undergraduate and graduate levels.

2. Increase research and sponsored programs to exceed $100 million a year in research support.

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.

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.

5. Seek and cultivate areas where teaching, research and service overlap.

Campus life

1. Strengthen our sense of community and increase our diversity.

2. Recognize and appreciate Clemson's distinctiveness.

3. Create greater awareness of international programs and increase activity in this area.

4. Increase our focus on collaboration.

5. Maintain an environment that is healthy, safe and attractive.

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.

2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.

3. Promote excellence in advising.

4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.

5. Improve the national competitiveness of graduate student admissions and financial aid.

Educational resources

1. Successfully complete our current capital campaign and a subsequent one.

2. Rededicate our energy and resources to improving the library.

3. Increase faculty compensation to a level competitive with top-20 public universities.

4. Increase academic expenditures per student to a level competitive with top-20 public universities.

5. Manage enrollment to ensure the highest quality classroom experiences.

Clemson's national reputation

1. Promote high integrity and professional demeanor among all members of the University community.

2. Establish a Phi Beta Kappa chapter.

3. Have at least two Clemson students win Rhodes Scholarships.

4. Send student ensembles to perform at Carnegie Hall.

5. Have at least two Clemson faculty win recognition by national academies.

6. Publicize both national and international accomplishments of faculty, staff and students. While maintaining full compliance, achieve notable recognition with another national football championship, two championships in Olympic sports and two Final Four appearances in basketball.

Accomplishment toward Goals over the Last Five Years

The University's has made strives toward reaching our vision and each of the twenty-seven goals identified above. The University has moved from 38th to 22nd in national ranking by US News and World report. The important aspect of the Vision to be a top-20 public university is about the criteria upon which the ranking is based. Quality students (input variables of SAT/ACT, high school rank), quality faculty (terminal degrees, compensation, resources, full-time, faculty-student ratios), support systems for students (freshmen retention, graduation rates, classes under 20), and outcomes that reflect quality (learning outcomes, employment of students, alumni giving) are important components that we value. We have developed an Academic Success Center, opportunities for students and faculty to work together on creative scholarly projects over several semesters (creative inquiry), expanded study abroad, and developed new degree programs.

The goals are a mix of goals that are on-going and meant to serve as a guide for improvement, other goals can be reached and re-set. For example, we reached our goal "Increase research and sponsored programs to exceed $100 million a year in research support" and set a goal of $150 million that was reached in 2009.

Other notable achievements include being selected by Carnegie Foundation for the 2008 Community Engagement Classification in Curricular Engagement and Outreach and Partnership categories; increasing classes under 20 from 23% (2003) to 49% (2009) while maintaining classes over 50 at 11% over the same time period; and increasing our number of doctoral graduates from 120 to over 150 annually. Clemson now has a Phi Beta Kappa chapter and has inducted three classes of students. Students have performed at Carnegie Hall. Two Clemson physicists have been inducted into a national academy.

University Characteristics

Clemson University is a selective, public, land-grant university located in a small college-town setting. Clemson provides -- undergraduate degrees, -- master's degrees, one specialist degree and -- doctoral degrees in a wide array of disciplines. The student body ranges annually from 12,000 to 14,000 undergraduates and 4,000 to 5,000 graduate students. The University is organized around five academic colleges. The colleges of the University are:

- Agriculture, Forestry and Life Sciences (CAFLS)

- Architecture, Arts and Humanities (AAH)

- Business and Behavioral Science (CBBS)

- Engineering and Science (CoES)

- Health, Education, and Human Development (HEHD)

The three mission areas of the University—academics, research, and public service—are headed by three vice presidents who have been charged to work together to support the core missions of the University. The three mission vice presidents work together to provide leadership for the University and link all University activities to the Vision, Mission and 2011 Goals. The University is a research and land-grant institution and has been recognized by the Carnegie Foundation as a Research University (RU/H) and in the elective classification, as Community Engagement (curricular engagement and outreach and partnership).

A key characteristic of Clemson is that the university is student centered. Described as the Clemson Experience— we strive to provide students with academic excellence, rich traditions, athletic spirit and a strong sense of family and community. Students have opportunities to study with professors who take the time to get to know them. We promote learning through hands-on participation and teamwork. One strategy implemented over the last

four years is Creative Inquiry. A series of classes offered by each discipline that allow students to work with individual faculty in small groups to conduct research, engage in scholarship, or engage in other creative activities. Students and faculty work together over several semesters. Students have opportunities to present their findings nationally, regionally, and on campus. We have students who participate in high levels in intramural activities and support Division I athletics. Students connect with the community through service-learning and community service programs.

The Fall 2008 enrollment for the University was 18,317 students, of which 14,713 were undergraduates, 1,933 master's, and 1,230 doctoral. The Board of Trustees has established the in-state and out-of-state mix for the University at 65%-35%. Table II. 1 provides a breakdown by college of the Fall 2008 enrollment.

Table II. 1 Student Enrollment by Class Level and College for Fall 2008

College	Undergraduate	Masters	Doctoral	Unclassified Graduate	Specialist	Total
CAFLS	2,708	189	278	20	-	3,195
AAH	2,084	347	43	18	-	2,492
BBS	4,142	313	69	26	-	4,550
COES	3,615	504	608	55	-	4,782
HEHD	2,076	558	192	308	14	3,148
Interdisciplinary	-	22	40	-	-	62
Non-degree	88	-	-	-	-	88
Total	14,713	1,933	1,230	427	14	18,317

The Fall 2008 Freshman class consisted of 2927 freshmen, 50% in the top 10% of their graduating class with an average SAT of 1227 on the math and verbal sections. The freshman retention rate for Fall 2008 was 91.5%, up from 90.1% in Fall 2007. The six-year graduation rate for the 2002 cohort was 79.2%.

Between December 2007 and August 2008, Clemson University awarded 4,073 degrees.

Table II. 2 provides a five year breakdown on degrees awarded by college.

Table II. 2 Degrees awarded December 2002 through August 2008

College	Baccalaureate	Doctorate	Masters	Specialist	Total
AAH	2,596	1	657	-	3,254
BBS	6,003	29	939	-	6,971
CAFLS	2,534	224	408	-	3,166
COES	3,395	404	1,540	-	5,339
HEHD	3,416	127	1,426	52	5,021
Interdisciplinary	-	7	29	-	36
Total	17,944	792	4,999	52	23,787

University admissions is selective. Freshman admission to Clemson is competitive and based largely on high school curriculum, grades, class standing, SAT or ACT scores, and choice of major. We encourage applicants to submit materials early in the fall of their senior year. Decisions are communicated to most applicants beginning in mid-February.

Budgetary Constraints

At the time of preparation of this Fifth-Year Interim report, Clemson is experiencing dramatic state budget cuts. This is situation is affecting all universities and states and not limited to Clemson. Clemson is responding to the immediate financial crisis — including a $38 million cut in state funds since July 1, 2008 — by eliminating vacant and temporary positions, freezing hiring, cutting nonessential travel, deferring construction projects, and implementing a mandatory 5-day furlough for all faculty and staff.

By June 30, 2009, we must replace all of the one-time funds that we used to balance this year's budget with permanent dollars – either reductions in spending or new revenue. Guided by our top 20 vision and the Clemson Road Map, Clemson must also find ways to fund our new five-year plan in a time of economic uncertainty.

We have nearly 100 people engaged in 11 new Budget Task Forces, which will help advise us. Each group has a well-defined topic and a specific financial target to meet. The list of Task Forces and Reports from the task forces submitted February 15, 2009 may be found in Appendix II. 3. At this time current efforts are being made to integrate the task force recommendations into a cohesive plan for implementation next year.

According to President Barker, "Clemson's recent success is due to the strong community we have built on this campus. We did it by listening to each other, working hard and working together. These same qualities will help us with the challenges we now face."

Table II. 3 provides a list of degrees currently offered by Clemson University.

Table II. 3 Clemson University Degrees

Degree	Program Name	Concentrations	
BS	Accounting		
MPAcc	Accounting		
EdS	Administration & Supervision		
MEd	Administration & Supervision		
MEd	Administration and Supervision		
BS	Agricultural Education		
MAgEd	Agricultural Education		
BS	Agricultural Mechanization & Business		
BS	Animal & Veterinary Science		
		Animal Agribusiness	
		Equine Business	
		Pre-veterinary Science	
MS	Animal and Veterinary Sciences		
PhD	Animal and Veterinary Sciences		
PhD	Applied Economics		
BS	Applied Economics and Statistics		
		Agribusiness	
		Community & Economic Development	
MS	Applied Economics and Statistics		
		Nonthesis Option	
MS	Applied Psychology		
		Human Factors Psychology	
		Industrial/Organizational Psyc	
MS	Applied Sociology		
BA	Architecture		
MARCH	Architecture		
		Architecture	
		Architecture & Health	
MS	Architecture		
MS	Automotive Engineering		
PhD	Automotive Engineering		
BS	Biochemistry		
MS	Biochemistry and Molecular Biology		
PhD	Biochemistry and Molecular Biology		
BS	Bioengineering		
		Bioelectrical Engineering	
		Biomaterials Engineering	
MS	Bioengineering		
PhD	Bioengineering		
BA	Biological Sciences		
BS	Biological Sciences		
MS	Biological Sciences		
PhD	Biological Sciences		
BS	Biosystems Engineering		

		Applied Biotechnology	
		Natural Resources & Environ	
MS	Biosystems Engineering		
PhD	Biosystems Engineering		
MS	Biotechnology		
MBA	Business Administration		
		Health Services	
EdD	Career and Technology Education	(Program Terminated once last student has graduated.)	
MCTE	Career and Technology Education	(Program Terminated once last student has graduated.)	
BS	Career and Technology Education (CTE)	(No new students are being accepted into the program.)	
		Industrial Technology	
		Workforce Training	
BS	Ceramic and Materials Engineering		
BS	Chemical Engineering		
		Biomolecular Engineering	
MS	Chemical Engineering		
PhD	Chemical Engineering		
BA	Chemistry		
BS	Chemistry		
MS	Chemistry		
PhD	Chemistry		
MCRP	City & Regional Planning		
BS	Civil Engineering		
MS	Civil Engineering		
PhD	Civil Engineering		
BA	Communication Studies		
BS	Computer Engineering		
MS	Computer Engineering		
		General	
PhD	Computer Engineering		
BS	Computer Information Systems		
BA	Computer Science		
BS	Computer Science		
MS	Computer Science		
PhD	Computer Science		
BS	Construction Science & Management		
MCSM	Construction Science & Management		
		Construction	
		Construction (via distance Ed)	
MEd	Counselor Education		
		Clinical Mental Health Counsel	
		School Counseling	
		Student Affairs	
PhD	Curriculum & Instruction		
		Elementary Education	
		Reading	

		Secondary Education	
		Special Education	
MFA	Digital Production Arts		
BA	Early Childhood Education		
MEd	Early Childhood Education		
BA	Economics		
BS	Economics		
MA	Economics		
PhD	Educational Leadership		
		K-12 Administration	
		Higher Education	
BS	Electrical Engineering		
MEngr	Electrical Engineering		
MS	Electrical Engineering		
PhD	Electrical Engineering		
BA	Elementary Education		
MEd	Elementary Education		
BA	English		
MA	English		
MS	Entomology		
PhD	Entomology		
BS	Environmental & Natural Resources		
		Conservation Biology	
		Nat Resource & Envir Policy	
		Natural Resources Management	
MEngr	Environmental Engineering and Science		
MS	Environmental Engineering and Science	Environmental Health Physics	
PhD	Environmental Systems Engineering		
MS	Environmental Toxicology		
PhD	Environmental Toxicology		
BS	Financial Management		
BS	Food Science		
PhD	Food Technology		
MS	Food, Nutrition & Culinary Sciences		
PhD	Forest Resources		
MFR	Forest Resources		
MS	Forest Resources		
BS	Forest Resources Management		
BS	Genetics		
MS	Genetics		
PhD	Genetics		
BA	Geology		
BS	Geology	Environmental Science	
		Hydrogeology	
BS	Graphic Communications		
MS	Graphic Communications		
BS	Health Science		
		Health Promotion and Education	
		Health Services Administration	

		Pre-Professional Health Studies	
PhD	Healthcare Genetics		
		Bench Research	
		Ethics and Public Policy	
		Interventionist	
MS	Historic Preservation (joint with CofC)		
BA	History		
MA	History		
BS	Horticulture		
		Horticulture	
PhD	Human Factors Psychology		
MHRD	Human Resources Development		
MS	Hydrogeology		
BS	Industrial Engineering		
MS	Industrial Engineering		
		General	
PhD	Industrial Engineering		
MEngr	Industrial Engineering		
		Supply Chain and Logistics	
BS	Industrial Management		
PhD	Industrial/Organizational Psychology		
PhD	International Family and Community Studies		
BLA	Landscape Architecture		
MLA	Landscape Architecture		
BS	Language & International Health		
BA	Language & International Trade		
		Applied International Econ.	
		International Trade	
		Textiles	
		Tourism	
BS	Management		
MS	Management		
PhD	Management		
BS	Marketing		
MS	Marketing		
MS	Materials Science and Engineering		
PhD	Materials Science and Engineering		
BA	Mathematical Sciences		
BS	Mathematical Sciences		
		Biology	
MS	Mathematical Sciences		
PhD	Mathematical Sciences		
BS	Mathematics Teaching		
BS	Mechanical Engineering		
MS	Mechanical Engineering		
		General	
PhD	Mechanical Engineering		
BS	Microbiology		
		Biomedicine	

MS	Microbiology		
PhD	Microbiology		
MAT	Middle-Level Education		
BA	Modern Languages		
		French	
		German	
		Japanese	
		Spanish	
		Italian	
		Chinese	
		American Sign Language	
MS	Nursing		
		Adult/Gerontology Nurse Pract.	
		General	
		Nurse Practitioner	
BS	Nursing (BSN Generic)		
BS	Nursing (RN-BSN Completion)		
BS	Packaging Science		
MS	Packaging Science		
BS	Parks, Recreation & Tourism Management		
		Commty Rec, Sprt & Camp Mgmt	
		Park & Protected Area Mgmt.	
		Professional Golf Management	
		Therapeutic Recreation	
		Travel & Tourism Management	
MPRTM	Parks, Recreation & Tourism Management		
MS	Parks, Recreation & Tourism Management		
PhD	Parks, Recreation & Tourism Management		
BA	Philosophy		
BA	Physics		
BS	Physics	Biophysics	
MS	Physics		
PhD	Physics		
PhD	Planning, Design and the Built Environment		
MS	Plant and Environmental Science		
PhD	Plant and Environmental Science		
PHD	Policy Studies		
		Agricultural Policy	
		Economic Development	
		Environ & Nat Res Policy	
		Science & Technology	
BA	Political Science		
BS	Political Science		
		American Politics	
		Global Politics	
		Political Economy	
		Public Administration	
		Public Policy	
BS	Polymer and Fiber Chemistry		

MS	Polymer and Fiber Science		
PhD	Polymer and Fiber Science		
BA	Production Studies in Performing Arts		
		Music	
		Theater	
MA	Professional Communication		
BA	Psychology		
BS	Psychology		
MPA	Public Administration		
MEd	Reading		
		ESOL Certification	
MRED	Real Estate Development		
PhD	Rhetorics, Communication and Information Design		
BA	Science Teaching		
		Biological Science	
BS	Science Teaching	Biological Science	
		Physical Science	
BA	Secondary Education and Teaching, English		
BA	Secondary Education and Teaching, French		
BA	Secondary Education and Teaching, Spanish		
BA	Secondary Education and Teaching, Mathematics		
BS	Secondary Education: Social Studies (Economics)		
		Economics	
		History	
		Psychology	
		Sociology	
		Political Science	
MEd	Secondary Education and Teaching, English		
MEd	Secondary Education and Teaching, Mathematics		
MEd	Secondary Education and Teaching, Natural Sciences		
MEd	Secondary Education, Social Studies		
MAT	Secondary Education		
		Mathematics	
		Science	
		English/Language Arts	
BA	Sociology	Criminal Justice	
		General Sociology	
		Social Services	
BS	Sociology		
		Criminal Justice	
		General Sociology	
		Social Services	
BS	Soils and Sustainable Crop Systems		
		Agricultural Biotechnology	

		Soil & Water Environmental Sci	
		Sustainable Crop Production	
BA	Special Education		
MEd	Special Education		
BS	Textile Management		
BS	Turfgrass		
BFA	Visual Arts		
MFA	Visual Arts		
BS	Wildlife and Fisheries Biology		
MS	Wildlife and Fisheries Biology		
PhD	Wildlife and Fisheries Biology		
		Conservation Biology	
		Fisheries Biology	
		Wildlife Biology	
MS	Youth Development Leadership		

Certificates (post Baccalaureate)

Construction Science and Management

Digital Production Arts

Engineering and Science Education

Health Communications

Historic Preservation

International Family and Community Studies

Policy Studies

Public Management

Reading

Services Science, Management and Engineering

Supply Chain and Logistics

Technology Entrepreneurship

Writing Assessment

Certificates (Baccalaureate)

Sports Coaching and Character Development

Sport First Aid and Conditioning

Sport Psychology and Motivation

Locations and Distance Education

Since the previous reaffirmation visit, Clemson has expanded the locations we use in

Greenville and Greenwood, SC. In Greenville, Clemson has opened two research locations that

provide space for graduate students. The Renaissance Center houses business faculty and

promotes relationships between the business faculty and partners in Greenville. The state of

South Carolina has provided the three research universities with incentives through an endowed

chairs program and infrastructure funds to collaborate with industry. In maximizing Clemson's

participation in these activities, several new research and economic centers have been developed.

Clemson University International Center for Automotive Research (CU-ICAR) is also located in

Greenville and serves primarily as a research park for the university faculty and automotive

related industry. The Campbell Graduate Engineering Center is located on the property and

provides a location for graduate student classes and research laboratories. The MS and PhD

students in automotive engineering and their faculty are at this facility. We have one additional

research campus in Charleston, SC. The Clemson University Restoration Institute has been

developed with land provided by the city of North Charleston. No programs of study have been

located on the campus, but students do conduct research on the site.

In addition, Clemson has opened a Center in Brussels that serves as a portal to our

students who wish to study abroad. Students spend a semester at the Center, but at this time we

do not offer more than 50% of the course work in a degree in a traditional format at the center.

Table II. 4 provides a list of all locations where coursework toward a degree can be obtained primarily through traditional classroom instruction.

Table II. 4 Degrees Earned at Off-Campus Sites

Degree	Program Name	Location	% Available
GREENVILLE, SOUTH CAROLINA			
MPAcc	Accounting	University Center Of Greenville(UCG)	100%
MEd	Administration & Supervision	University Center Of Greenville(UCG)	100%
MBA	Business Administration	University Center Of Greenville(UCG)	100%
MEd	Counselor Education	University Center Of Greenville(UCG)	100%
Post Master's Cert	Health Communication	University Center Of Greenville(UCG)	100%
MHRD	Human Resources Development	University Center Of Greenville(UCG)	100%
MAT	Middle-Level Education	University Center Of Greenville(UCG)	100%
MS	Nursing	University Center Of Greenville(UCG)	100%
BS	Nursing (BSN Generic)	University Center Of Greenville(UCG)	100%
BS	Nursing (RN-BSN Completion)	University Center Of Greenville(UCG)	100%
Cert	Public Management	University Center Of Greenville(UCG)	100%
MAT	Secondary Education	Blended Delivery @ University Center of Greenville	100%
MEd	Secondary Education and Teaching, English	Blended Delivery @ University Center of Greenville	100%
MEd	Secondary Education and Teaching, Mathematics	Blended Delivery @ University Center of Greenville	100%
MEd	Secondary Education and Teaching, Natural Sciences	Blended Delivery @ University Center of Greenville	100%
MS	Automotive Engineering	International Center for Autom Research	100%
PhD	Automotive Engineering	International Center for Autom Research	100%
GREENWOOD, SOUTH CAROLINA			
MEd	Administration and Supervision	Western Piedmont Education Consortium (Greenwood, SC)	100%

MEd	Counselor Education	Lander University (Main Campus)	100%
CONWAY, SOUTH CAROLINA			
PhD	Educational Leadership	Coastal Carolina University (Main Campus)	100%
CHARLESTON, SOUTH CAROLINA			
MS	Civil Engineering	The Citadel (Main Campus)	100%
MS	Computer Engineering	The Citadel (Main Campus)	100%
MEngr	Electrical Engineering	The Citadel (Main Campus)	100%
MS	Electrical Engineering	The Citadel (Main Campus)	100%
MS	Historic Preservation (joint with CofC)	Charleston Center	

Table II. 5 provides a list of programs of study available through distance education and electronic delivery. This table identifies the programs of study that are available and the means/location of the delivery.

Clemson has actively moved degree programs online or offered the programs through a blended electronic delivery including asynchronous online courses. We have contract courses with school districts across the state as well. The following programs can be obtained primarily through electronic means. In addition to the new sites identified above, Clemson continues to provide students opportunities to study abroad. We have several facilities that serve as central points for students to stay and study with faculty (Daniel Center, Italy; and Barcelona, Spain). We have students in bioengineering who spend time at the Medical University of South Carolina and a semester at the Charleston Architectural Center.

Table II. 6 provides the enrollment and semester hours earned at the locations. Distance education and courses through the internet are noted first.

Table II. 5 Programs of Study Available Through Distance Education and Electronic Delivery

Degree	Program Name	Location
MEngr	Industrial Engineering	Online Degree Programs
MEd	Secondary Education and Teaching, English	Online Degree Programs
MEd	Secondary Education and Teaching, Mathematics	Online Degree Programs
MEd	Secondary Education and Teaching, Natural Sciences	Online Degree Programs
MEd	Secondary Education, Social Studies	Online Degree Programs
BS	Electrical Engineering	Distance Education, Out-of-State
Cert	Services Science, Management and Engineering	Distance Education Receiver Site Unknown (online)
PhD	Educational Leadership	Distance Education Receiver Site Unknown
Cert	Health Communication	Distance Education Receiver Site Unknown
MEd	Secondary Education, Social Studies	Distance Education Receiver Site Unknown
Cert	Substance Abuse	Distance Education Receiver Site Unknown
MS	Youth Development Leadership	Distance Education Receiver Site Unknown
Cert	Supply Chain and Logistics	Distance Education Receiver Site Unknown (online)
Cert	Construction Science & Management	Distance Education
PhD	Educational Leadership	Courses Offered Through The Internet
MHRD	Human Resources Development - On-line	Courses Offered Through The Internet
MS	Youth Development Leadership	Courses Offered Through The Internet
Cert	International Family and Community Studies	Blended Distance Education
MPA	Public Administration	Blended Distance Education
MEd	Reading	Blended Distance Education

Table II. 6 Location or Delivery of Courses
Course Enrollment and Student Credit Hours for Fall Semesters 2004 to 2008

Site Name	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Course Enrllmnt	SCH	Course Enrllmnt	SCH	Course Enrllmnt	SCH	Course Enrllmnt	SCH	Course Enrllmnt	SCH
DISTANCE EDUCATION RECEIVER SITE UNKNOWN	13	39	33	99	5	15	13	39	21	64
SITE UNKNOWN, INSIDE UNITED STATES	6	12	12	55	9	42	12	59	10	50
COURSES OFFERED THROUGH THE INTERNET	990	2,946	1,150	3,297	1,738	5,079	2,632	6,785	2,281	6,011
PENDLETON HIGH SCHOOL					24	72				
CLEMSON UNIV. (Charleston Center)	43	125	68	210	104	347	115	370	141	441
CLEMSON UNIV. (Daniel Center)	68	252	89	297	70	218	71	222	76	228
CLEMSON UNIV. (Spain)	45	165	79	228	64	190	120	360	45	135
COLLEGE OF CHARLESTON (Main Campus)	12	36			1	3				
MEDICAL UNIV. OF SOUTH CAROLINA (Main Campus)	44	67	29	53	28	50	26	50	28	49
COASTAL CAROLINA UNIV. (Main Campus)			10	21						
MIDLANDS TECHNICAL COLLEGE (Airport)	6	18								
TRI-COUNTY TECHNICAL COLLEGE (Main Campus)	26	78	10	30						
UNIV. CENTER OF GREENVILLE (UCG)	1,084	2,574	1,170	2,749	443	949	**	**	1,537	3,555
PEE DEE RESEARCH & EDUCATION CTR					3	9	11	11		
CLEMSON UNIV. (Italy)	4	24			10	30	4	15		
STUDY ABROAD, OUTSIDE UNITED STATES, SITE UNKNOWN			4	4	5	5	3	3		

**CHEMIS Student Records did not capture courses at UCG, though there were courses and student credit hours generated Fall 2007

Source: CHEMIS Day Time Manage Tables and CHEMIS Course Enrollment Tables

Office of Institutional Research

Appendix II. 1

University Five-Year Plan 2008-13

A TOP-20 UNIVERSITY PLAN

A Distinctive Integration of
Intellectual and Economic Development

2008 - 2013

CLEMSON
UNIVERSITY

A TOP-20 UNIVERSITY PLAN

- A TOP-20 Clemson must:
  - Provide a UNIQUE CLEMSON EXPERIENCE that combines

Intellectual Development	LEARNING
+	↕
Economic Development	DOING

⬇

A STUDENT-CENTERED RESEARCH UNIVERSITY

A TOP-20 UNIVERSITY PLAN

- Our most important product is creative graduates
  - Critical **thinkers**
  - Dynamic **leaders**
  - Instinctive **entrepreneurs**
  - Ethically-minded **global citizens**
- Our most important resource is creative faculty
  - Outstanding **teachers**
  - Collaborative **researchers**
  - Inspiring **mentors**
  - Imaginative **innovators**

A TOP-20 UNIVERSITY PLAN
(2008-2013)

- Our plan must

  - Drive economic development:

  - Drive intellectual development:
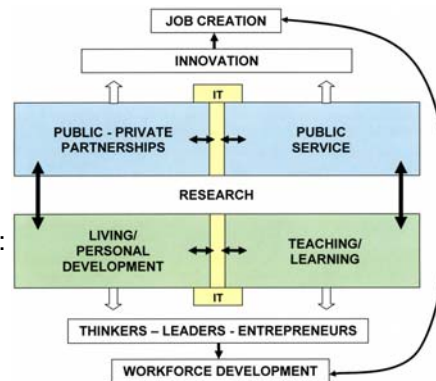
  - Attract and retain exceptional faculty and staff to LINK economic development to intellectual development

LINKING ECONOMIC AND INTELLECTUAL DEVELOPMENT

- Economic development is inextricably linked to intellectual development:
    - Creative graduates drive economic growth*
        - Creative sector – 10 million jobs (2004-2014)
        - Currently employs 40 million (1/3rd total employment)
        - $2 trillion in wages
    - Lifetime earnings increase with education**
        - BS – worth $ 900K over lifetime
        - MS – worth $ 400K > BS
        - PhD - worth $ 1.3M > BS, $900K > MS
        - MD/JD – worth $2.3M > BS
    - Lifelong earnings are impacted by the quality of the institution awarding the bachelor's degree***
        - Middle quality public   9.2%
        - Middle quality private   10.6%
        - High quality public   18.0%
        - High quality private   17.5%

  - Florida, Richard: The University and the Creative Economy, 2006.
  ** Burleson Consulting: Increased earning income from bachelors masters and doctoral (PhD) degrees, http://www.dba-oracle.com2008
  *** McPhearson, Peter and David Shulemburger: university Tuition, Consumer Choice and College Affordability. 2008.

A TOP-20 UNIVERSITY PLAN

- To drive intellectual and economic development, Clemson's 2008-2013 PLAN
    - Evolves from the original Academic Plan
    - Strategically invests in emphasis area **niches**
    - Reinvents the living/learning experience and changes the campus culture to **engage students** and promote creativity
    - Builds a robust **cyberinfrastructure** to support teaching and research
    - Provides a **supporting environment** and state-of-the art **facilities**
    - Focuses on **outputs** more than **inputs**

A TOP-20 UNIVERSITY PLAN

- The plan must evolve from the original plan:

ACADEMIC PLAN 2001-2007		UNIVERSITY PLAN 2008-2013
FOCUS OUR WORK (EMPHASIS AREAS)	ECONOMIC DEVELOPMENT	STRATEGICALLY INVEST IN NICHES
REVAMP THE CURRICULUM	INTELLECTUAL DEVELOPMENT	REDESIGN STUDENT LEARNING AND LIVING
ALIGN THE REWARDS SYSTEM (TENURE/PROMOTION)	SUPPORT	ALIGN UNIVERSITY SUPPORT AND OPERATIONS

THINKERS, LEADERS, ENTREPRENEURS
GLOBAL CITIZENS

ACADEMIC REPUTATION → NATIONAL TOP-20 RANKING

ECONOMIC DEVELOPMENT

- The plan must strategically invest in emphasis area niches:
  - Accelerate successful areas and invest in emerging areas that provide a competitive advantage
  - Build a supportive research cyberinfrastructure
  - Provide modern research facilities for faculty and graduate student work
  - Engage the graduate and undergraduate student core
  - Move intellectual property to the market place

ECONOMIC DEVELOPMENT

EMPHASIS AREAS – INNOVATION AND JOB CREATION NICHES				
Automotive and Transportation Technology	**Advanced Materials**	**Biotechnology and Biomedical Sciences**	**Sustainable Environment**	**Information and Communications Technology**
CU-ICAR A	Photonics/ Optoelectronics B	Biofabrication/ Bioengineered Devices C	CURI, Restoration Ecology D	Cyberinfrastructure, High Performance Computing E
Senior Mobility Human Factors Supply Chain F	Thermoelectrics, Sustainable Building G	IBIOE/Tissue Testing Health Architecture Veterinary Collaborative H	Alternative Energy Resilient Infrastructure Sustainable Development I	Visualization Human-Centered Computing Informatics J
Safety Design K	Packaging Design and Development L	Biopharma, Genetics/Genomics M	Food Systems N	Digital Arts, Remote Sensing O

ECONOMIC DEVELOPMENT

EMPHASIS AREAS – COMMUNITY DEVELOPMENT NICHES		
Family and Community Living	**Leadership and Entrepreneurship**	**General Education**
		Communication Across the Curriculum Creative Inquiry P
Early Childhood/Youth Development Parks and Tourism Family and Neighborhood Life Q	Entrepreneurial Development Economic, Environmental, Educational Policies and Politics R	Leadership Across the Curriculum Ethics Across the Curriculum S
Innovations in Education STEM Education T	Family Economics U	Entrepreneurship Across the Curriculum V

INTELLECTUAL DEVELOPMENT

- Reinvent the living/learning experience to engage students and promote creativity
  - Retool, redirect, and enhance personnel resources and campus facilities
  - Provide an opportunity-rich environment to enhance critical thinking, communication, and leadership skills
  - Provide IT resources to enhance learning
  - Build a modern, safe, and inviting campus
  - Focus on learning outcomes

ACADEMIC PLAN 2002 – 2007
CURRENT CULTURE

FACULTY / STAFF

Teachers | Support

Economic Development — Emphasis Areas

Intellectual Development — Curriculum

Classroom

Students

SUPPORT

INPUTS — SAT, TOP 10%, Classes <20, Faculty Resources

OUTPUTS — % Retention, Graduation Rate, US News Ranking, Research Funding
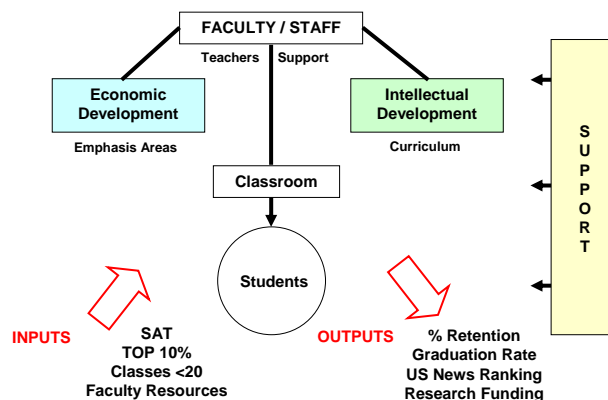
UNIVERSITY PLAN 2008 – 2013
A CHANGE IN CULTURE

FACULTY / STAFF

Mentors Guides

ECONOMIC DEVELOPMENT

ENGAGED STUDENTS

INTELLECTUAL DEVELOPMENT

Niches

Interactive
Experiential
Global

Experiences

SUPPORT

INPUTS

OUTPUTS

**Extraordinary Students
Exceptional Faculty
Visionary Leadership
Fiscal Resources**

**Enhanced Learning
Creative Graduates
Global Citizens
Intellectual Property**
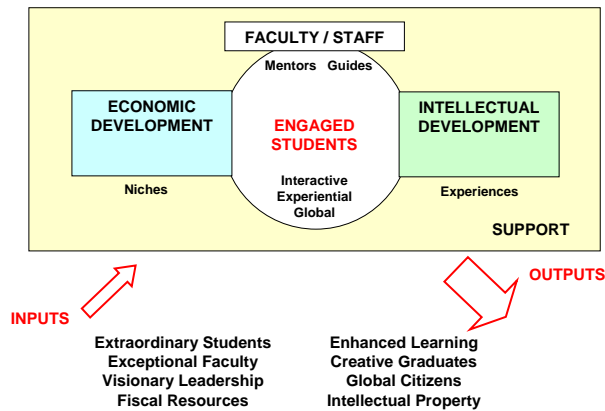
STUDENT EXPECTATIONS*

CAMPUS	LIVING	LEARNING	TEACHING
Upgrade dining to include themed restaurants 1	Internationalize the campus community 8	Increase Study Abroad opportunities 15	Emphasize different teaching methods 22
Upgrade housing to compete with off-campus 2	Bring cohesion to a diverse student body 9	Reinvent General-Ed 16	Unbundle the curriculum 23
Renovate the library to better serve student needs 3	Enhance leadership development opportunities 10	Allow students to "turn the university machine" 17	Connect to the real world – business, industry, and arts 24
Design a cutting-edge core campus and union experience 4	Diversify student programs/activities 11	Offer a more rigorous curriculum/rethink honors 18	Transform academic advising into mentoring activities 25
Create a Visible Technology Presence on campus 5	Improve communication 12	Offer new minors, majors, and certificates 19	Make "Smart" Classrooms state-of-the-art 26
Take advantage of our Outdoor Campus 6	Focus on socialization and "hanging out" places 13	Enhance campus cyberinfrastructure 20	Take classroom discussions out of the classroom 27
Evaluate campus quality NSSE, SSI, Campus surveys 7	Evaluation campus living NSSE. Alumni/campus surveys 14	Evaluate learning: e-portfolio, MAPP, CLA, Alumni Survey 21	Evaluate teaching: embedded, WEAVEonline, COACHE 28

*Student Body Recommendation to the Administrative Council, May 12, 2008.

A TOP-20 UNIVERSITY PLAN

- To be successful, Clemson's 2008 – 2013 plan must:
  - Enhance the Clemson brand
  - Advance Clemson's TOP-20 vision
  - Ensure that "Clemson will still be Clemson"
  - Build on a realistic funding plan

IMPLEMENTING THE PLAN

- We will:
  - Hire additional world-class "new generation" faculty and staff
  - Enhance our learning, living, and teaching spaces
  - Transform the campus teaching culture → engagement culture
  - Integrate cutting-edge technology into teaching, research, and campus operations
  - Protect / up-date existing facilities and build a 21st century campus
  - Employ and engage entrepreneurial, efficient support functions to maximize institutional effectiveness and productivity

FUNDING THE PLAN: CONTEXT

- Comprehensive university plan
  - Currently excludes athletics and housing master plan
- Aspirational: TOP-20
- Developed from a campus-wide effort
- Budgeting to a plan; not planning to a budget (we will fund the University PLAN)
- Includes all available funding sources – NOT just a tuition plan

FUNDING THE PLAN

- Incorporates strategic enrollment management
- Requires focus and discipline
- Requires emphasis on efficiency and productivity
- Demands continual assessment
- Invests in value
- Realizes price derives from product; product is not a function of price
  - Further differentials
  - Non-mandatory fees
- Includes non-financial elements
  - Regulatory relief
  - Policy changes
  - Incentives to generate revenue
- **Reminder:** Includes all available funding sources – NOT just a tuition plan

How can the BOT help?

- Provide oversight to ensure that the academic experience is evolving to meet future demands of students and the marketplace
- Engage in annual reviews and discussions on how economic development is enhancing the academic experience for all students while improving South Carolina
- Adopt funding and operational approaches to "get the job done"
- Support a new integrated brand marketing plan for Clemson and engage in quarterly reviews of results
- Hold the administration accountable for "finishing" big ideas
- Focus on outcomes of agreed-upon deliverables

UNIVERSITY ROAD MAP

RECRUITMENT

K-12 Experiences
Camps

Scholarships, Fellowships, Stipends

ENROLLMENT MANAGEMENT

CFO

CUF

FUNDING SOURCES

DISCOVERY

STUDENTS

UNDERGRAD

TRANSFER

BRIDGE

FIRST

INTERNATIONAL

MS/PhD

REVENUE

GOVERNMENTAL AFFAIRS

DEVELOPMENT

FRESHMAN SOPHOMORE EXPERIENCE

BUSINESS SYSTEMS

BUSINESS SYSTEMS

HR

PERSONNEL/PROGRAMS

SUPPORT

CAPITAL PLAN

FACULTY & STAFF

INTELLECTUAL DEVELOPMENT

ADVISING
HONORS
GEN ED
CURRICULUM
LEADERSHIP
TA TRAINING
DIVERSITY

BS
MS/PhD

NSSE

LIVING/ LEARNING

CORE CAMPUS HOUSING PLAN

COACHE

e-portfolio

STUDENT AFFAIRS

REDFERN FIRE/EMS/POLICE

NEW LEARNING SPACES

SMART CLASSROOMS

STUDENT ACTIVITIES

ATHLETICS

ACADEMIC BUILDINGS

CREATIVE INQUIRY CAMPUS WORK STUDY ABROAD INTERNSHIPS CO-OP

e-stadium

LIBRARY

CCIT

FACILITIES OPERATIONS

MAPP

CYBER-INFRASTRUCTURE

UTILITIES

Certificate Programs

Service Learning

Capstone Courses

SCLR

TOP-20 PhD PROGRAMS

High Performance Computing

BS

ECONOMIC DEVELOPMENT

RESEARCH LABS

Start-Up

MS/PhD

EMPHASIS AREA NICHES

CURF
CUREF
OUR
PSA

RESEARCH CAMPUSES/RECS

CU-ICAR

CURI

AMRL

PATEWOOD

GENERAL COUNSEL GOVERNMENTAL AFFAIRS

ASSESSMENT / IR

MARKET OUR DISTINCTIVENESS

TOP - 20

Appendix II. 2

President's Report Cards

Left Panel

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
V. Clemson's national reputation		*U.S. News* Rankings
6. Publicize both national and international accomplishments of faculty, staff and students.	**Kathleen Richardson** was elected to board of directors of American Ceramic Society. **Curtis White** received Honorary American FFA Degree at 81st National FFA Convention. Clemson Extension employees who received awards at recent national and state Epsilon Sigma Phi meetings include: **Marlyne Walker**, Early Career Service; **Michael McManus**, Mid-Career Service; **Russell Duncan**, Distinguished Service; **Michael McManus**, **Debra Clowney-Parnell**, **Sharon Grice**, **Sharon Strickland**, **Mary Margaret McCaskill** and **Terri Sumpter**, Team Award; **Della Baker**, Administrative Leadership; **Linda Kelly**, **Sherry Davis-Livingston**, **Robert Guinn**, **Cory Tanner** and **Della Baker**, Professionalism; **Charles Davis**, **Carlin Munnerlyn** and **Robin Glenn**, Tenure Award; **Judy Brock**, Retirees Service; **Katherine Cason**, Mid-Career Service; and **Deborah Thomason**, Continued Excellence. **Thomason** was also elected national vice president. **Caron St. John** received Dr. Charles Townes Individual Achievement Award. **Brett Wright** was installed in American Academy for Park and Recreation Administration. S.C. Theatre Association named **Mark Charney** its 2008 Outstanding Educator of the Year. **Claude Lilly** was re-elected chairman of Federal Reserve of Richmond's Charlotte branch. **Robert Miller** received national Creative Achievement Award from Association of Collegiate Schools of Architecture. **Casey Munson** attended presidential inauguration as one of select group of students. **Lamont Flowers** was honored as Emerging Leader by Phi Delta Kappa International. **Drew Lanham** received national Audubon-Toyota TogetherGreen fellowship designed to advance work of individuals to share brighter environmental future. **Keisha Robinson** was selected 2008-09 participant in GE Leadership DELTA. **Kristin Bridgman** was named 2008 Champion Scholarship recipient at American Cancer Society South Atlantic Division's 2008 Division Wide Youth Summit. Institute for Operations Research and Management Sciences awarded international Frederick W. Lanchester Prize to **Warren Adams**. **Jack M. Whetstone** was recognized as Conservation Educator of the Year for dedicated leadership in natural resource education by Georgetown County Soil & Water Conservation district. American Association of Blacks in Higher Education named **Roy Jones** winner of 2009 AABHE Pacesetters Award. **President James F. Barker** received honorary Doctor of Humane Letters from MUSC. **Brett Ellis** was selected as Fulbright U.S. Student Program grantee. **Dennis Smith** received American Chemical Society 2008 Charles H. Stone award. **Dina Battisto** was named one of "Twenty Who Are Making a Difference" by *Healthcare Design* magazine. **William Maker** was elected president of Hegel Society of America. **Keith Morris'** new book, *The Dart League King*, was Barnes and Noble's "Discover Great New Writers" selection as well as *Publishers Weekly* "pick of the week" in 2008. **Elaine Worzala** was reappointed as National Association of Industrial and Office Properties Distinguished Fellow. **David Reinking's** Maymester in Italy program was awarded Institute of Higher Education's Andrew Heiskell Award for Innovation in International Education in study abroad category. **Nikki Dodd** received Rachel Tanur Award in Visual Sociology for work to help establish Landscapes for Learning-Dominica. ↑	
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.	Clemson running back **C.J. Spiller** was named first-team All-ACC player and made Dean's List in fall 2008. He is first running back in school history to accomplish both feats in same semester. **Dabo Swinney** coached football team to 4-1 record over last five games of season, leading Clemson to January 1 bowl game for first time since 2003. Clemson finished season with winning record for 9th consecutive year. Clemson is one of 13 Division I programs to post at least nine consecutive winning seasons. Men's basketball team reached top-10 national ranking after winning first 16 games of season, posting Clemson's highest ranking in basketball since 1997. Golf team is ranked 6th in nation at midyear. Tigers are led by **Kyle Stanley**, who was named midseason All-American by *Golf World Magazine*. Men's soccer team defeated North Carolina and Maryland, two teams that played for National Championship; 2008 season marked first time Clemson defeated two national finalists in same season. Women's tennis team is ranked 11th in national preseason poll. Volleyball team advanced to 2nd round of NCAA Tournament for 2nd consecutive year and finished with 23-10 record. **Danielle Hepburn** was named ACC Player of the Year and was 3rd team All-American, just 2nd volleyball player in Clemson history to make All-America team. ↑	

Individual score cards are available from Student Affairs and CU-ICAR to highlight their progress toward division goals.

Center Panel

October 2008 Quarterly Progress

- All efficiency-enhancing and cost-saving efforts are on track to meet $3.4M goal for fiscal year.
- University is developing strategies to manage $9.1M reduction in state funding.
- Board of Economic Advisors (BEA) announced additional revenue cuts. CU is developing additional strategies.

Resource Efficiency & Process Improvement (REPI)
- Brent Emerson was hired as director of REPI on Aug. 11.
- Discovery Council is incorporating faculty, students and top administrators to better leverage appropriate expertise and leadership to create sustainable lean culture.
- Partnerships with faculty and students are creating customer-driven lean culture within University's academic areas.
  - Honors students in undergraduate cost accounting course are participating in campus cash receipts process improvement project.

P-Card and ePayables
- P-Card transactions increased 4% in FY08, and dollar volume increased by 12% (includes P-Card and ePayables).
- University's FY08 net savings from P-Card plan and ePayables is estimated at $260K, 3% increase over FY07.

Faculty Business Information System (FBIS)
- Released in September, Web-based system provides faculty with timely financial information related to grants and contracts and ability to monitor financial performance at a glance and perform financial projections.
- Benefits include reduced reliance on administrative staff for basic financial information, reduction in time required to generate financial data for analytics and sponsor-required reports, and enhanced financial management and accountability.

February 2009 Quarterly Progress

- Discovery Council focused on providing analyses to University leaders and Budget Task Forces in developing strategies to manage $37.2M reduction in state funding. All efficiency-enhancing and cost-saving efforts ($3.4M) are focused on meeting these unprecedented cuts.

Streamline Cash Receipts Process
- Honors students developed improved cash receipts process that will yield estimated savings of $250K.
- New process will be implemented by June.

Student Affairs Housing Lean Initiatives
- Large contingency of Student Affairs employees completed Lean Training in the fall. Initiative yielded 24 projects for completion by April that will deliver estimated savings of $100K in labor and materials from improved efficiencies.

Lab and Office Printing
- CCIT and Discovery Council initiated efforts to measure campuswide printing. Research from peer institutions indicates that creating awareness that printing is being monitored dramatically reduces unnecessary overuse. Systems will be in place for spring 2009 semester and could save as much as $100K.

Discovery Council
- Discovery Council jump-started improvement activities during October 2008. Team has been divided into several small groups, which are in process of planning project work for six to eight key initiatives targeted to yield $4M in annual savings by year end.

Right Panel

PRESIDENT'S REPORT CARD TO THE BOARD OF TRUSTEES

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
I. Academics, research and service		*U.S. News* Rankings
1. Excel in teaching at both the undergraduate and graduate levels.	Graphic communications Creative Inquiry group participated in national seminar for print leaders. Clemson MBA students are among "most competitive" in U.S., ranking 7th on *Princeton Review's* "The Best 296 Business Schools." Master of Real Estate Development program was featured in *Journal of Real Estate Literature* as one of four top new programs in nation. ↑	Percent of full-time faculty, faculty with terminal degrees ↔
2. Increase research and sponsored programs to exceed $100 million a year in research support.	Sponsored research funding for fiscal year 2008 exceeded goal of $150M with more than $500,000 to spare. Clemson celebrated longtime connection with Nobel Prize-winner Charles H. Townes by naming optical science laboratories in his honor. S.C. Centers of Economic Excellence program received national attention for report that lauded job creation and investment and highlighted CU-ICAR as prime example of success. Tetramer Technologies LLC (a CU high-tech spinoff company) and Elevance Renewable Sciences Inc. announced partnership to bring new products to market. Clemson will lead effort to reduce state dependence on oil with bioethanol research project to find best way to produce plant-based fuels in region. Private gifts and state match have raised $8M to establish Research Center of Economic Excellence and J.E. Sirrine Textile Foundation Chair in Advanced Fiber-Based Materials. ✓	Clemson currently has 15 endowed chairs @ $88M.
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.	Carnegie Foundation for Advancement of Teaching selected Clemson for 2008 Community Engagement Classification in Curricular Engagement and Outreach and Partnerships categories. CU-ICAR was official tour stop for Carbon E7, world's first purpose-built law enforcement patrol vehicle in development by homeland security company Carbon Motors. ↑	
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.	*DesignIntelligence* ranked Clemson's graduate program in architecture 11th nationally; ranked planning and landscape architecture program 12th among undergraduate programs; and ranked Clemson a "World Class School of Architecture with High Distinction." Palmetto Cluster, supercomputer that provides cost-effective shared computing infrastructure for faculty and graduate students, is ranked No. 6 among U.S. academic institutions and No. 60 worldwide on list of TOP500 Supercomputing Sites. Clemson's Computational Center for Mobility Systems is on TOP500 overall list at No. 100. American Titanium Works LLC will locate applications development and engineering technical center at CU-ICAR, in connection with $422M titanium mini-mill facility to be located in Laurens County. Call Me MISTER® program expanded to Florida as national model to place more black male teachers in classrooms in seven states. *SmartMoney* magazine, published by *Wall Street Journal*, ranked Clemson 8th, ahead of Purdue and UNC-Chapel Hill, based on relationship between tuition and graduates' median salary four years after graduation. Clemson received two National Architectural Accrediting Board NCARB Awards in "Architecture & Health" and "Localizing Global Climate Change." Clemson was ranked 34th in *Kiplinger* magazine's "Best Values in Public Colleges for 2008-09." *U.S.News & World Report's* "America's Best Colleges, 2009" ranks Clemson No. 2 in new "up and coming" category as "a college that has recently made striking improvements or innovations." *U.S.News & World Report's* "Best Graduate Schools, 2008" ranks nine Clemson graduate engineering programs in top 50 among public national universities: No. 16 environmental engineering, No. 23 bioengineering, No. 24 industrial engineering, No. 30 advanced materials, No. 33 civil engineering, No. 33 computer engineering, No. 34 mechanical engineering, No. 34 chemical engineering, No. 39 electrical engineering. Clemson's undergraduate business program is ranked 22nd among U.S. public schools according to *BusinessWeek* magazine's 2008 ranking of "The Best Undergraduate Business Schools." ↑	Academic reputation 3.1 ↔ Clemson ranks 22nd in *U.S.News & World Report's* 2009 annual college rankings. ↑

University 2011 Goals / Progress Toward Goals in '08-'09 / Progress Toward Top 20

University 2011 Goals	Progress Toward Goals in '08-'09	Progress Toward Top 20
I. Academics, research and service		*U.S. News* **Rankings**
5. Seek and cultivate areas where teaching, research and service overlap.	Design-Build Student Competition Team, under direction of **Shima Clarke**, won first place at 2008 Associated School of Construction/ Associated General Contractors of America Region II. Student chapter of Institute of Industrial Engineers (IIE) hosted annual IIE Regional Conference for Mid-Atlantic Region Feb. 5-8. ▲	
II. Campus life		*U.S. News* **Rankings**
1. Strengthen our sense of community and increase our diversity.	2008 United Way Campaign raised $93,209.72, an increase of $2,318 from 2007. 4,449 students participated in diversity education programs between August and December 2008, compared with 2,479 students during same period in 2007, a 79% increase. Clemson hosted 7th annual Best Practices in Black Student Achievement Conference in January. Clemson was one of 39 colleges and universities recognized for commitment to diversity at National Role Models Conference by Minority Access Inc., national nonprofit organization. Programs included Call Me MISTER, Women in Science and Engineering, One Clemson, PEER, Emerging Scholars, disability services, international affairs and Charles H. Houston Center. Rolls-Royce awarded $120,000 in scholarships to PEER students. Alcoa Inc. awarded two-year $80,000 grant to support programs for recruiting and retaining underrepresented students in science, math and engineering majors. ▲	
2. Recognize and appreciate Clemson's distinctiveness.	New employers interested in Clemson students increased by 14%. Greek community experienced highest number of new members with 930 men and women joining fraternities and sororities in fall 2008. $150,000 gift from Wolseley North America to Clemson's Michelin® Career Center honored Clemson alumnus with naming of David Peebles Room in Hendrix Student Center. Student organization FeelGood fought hunger with grilled cheese sandwiches sold in Union loggia. Performing arts students held rally to show support to save downtown Clemson Astro Theatre as well as bring attention to importance of arts. S.C. Board of Review unanimously elected to nominate original part of Lee/ Lowry complex to National Register of Historic Places. National Survey of Student Engagement, 2008 reports: 93% of Clemson students report favorable image of University; 91% of seniors would choose Clemson if they could start college career over again; 89% of Clemson students believe this school has substantial commitment to academic success; and 89% of students believe Clemson places substantial emphasis on academics. ▲	
3. Create greater awareness of international programs and increase activity in this area.	Clemson Language Partner Program (language development program pairing international and domestic students for dialogue across cultures) had all-time high of 254 pairs in fall 2008, a 69% increase over fall 2007. College of Business and Behavioral Science will offer first Business Semester in Brussels at CU Brussels Center. Institute of International Education 2008 Open Doors reported number of international students at colleges and universities for 2007-08 academic year in U.S. increased by 7%, while Clemson numbers increased 17%. Number of Americans studying abroad increased by 8%, while Clemson numbers increased 23%. Spring 2009 international student and scholar numbers are up from spring 2008 by 197, or 22%. ▲	
4. Increase our focus on collaboration.	Various campus and civic organizations collaborated to provide logistical oversight for *The Wall That Heals*, traveling Vietnam War Memorial Wall set on Bowman Field during Homecoming week and attracting more than 12,000 registered visits. Department of Languages hosted 36th annual Declamation Contest for high school students. Cultural Exchange Community, joint project of Office of International Affairs, Gantt Intercultural Center, Department of Modern Languages and Housing Office, is among best in nation according to National Study of Living-Learning Programs. ▲	

University 2011 Goals	Progress Toward Goals in '08-'09	Progress Toward Top 20
II. Campus life		*U.S. News* **Rankings**
5. Maintain an environment that is healthy, safe and attractive.	In 2008, there was a 9% decrease in campus-reported crimes. Dean of Students Office coordinated faculty and staff efforts to provide support to 356 students in 433 incidents through CARE Network during fall 2008. With help of two new online student success networks, TigerWire-Freshman and TigerWire-Sophomore, over 1,600 students experiencing academic, social and/or financial difficulties were identified and provided early intervention services during fall 2008. Redfern Health Center laboratory was awarded COLA Laboratory Excellence Award, highest level of recognition for quality in clinical laboratory accreditation, for 5th consecutive time. For 15 years, Clemson Habitat for Humanity chapter has built home during Homecoming; this past year's was environmental "green" home. U.S. Green Building Council, S.C. Chapter, recognized CU-ICAR for efforts to promote design, construction and operation of buildings that are environmentally responsible, profitable and healthy places to live and work. Coldwell Banker reported Clemson to be most affordable college town in ACC. ▲	
III. Student performance		*U.S. News* **Rankings**
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.	Freshman applications are 5% ahead of last year's record-breaking year. Clemson is guaranteeing all Palmetto Fellows in College of Engineering and Science additional scholarship support to make up for costs not covered by Palmetto Fellows program. ▲	Acceptance rate 54% ↔ SAT average 1227 ▲ Top 10% – 50% ▼
2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.	Sophomore to junior retention for fall 2006 freshman cohort increased to 86.3% (from 85.2% for fall 2005 freshman cohort). As a group, first-year students from fall 2007 freshman cohort who resided in on-campus Living-Learning Communities (LLC) were retained for sophomore year at rate of 91.8%. This is 0.8% higher than rate for first-year students who lived elsewhere on campus, not in LLC (91%), and 1.6% higher than first-year students who lived off campus (90.2%). First-year students residing in four specific LLCs (out of 12) report first to second year retention rates for 2007 cohort are statistically significantly higher than overall cohort rate of 91.5%. Those communities are: • Call Me MISTER (23 residents) — 8.2% higher, 100% retained • Cultural Exchange Community (89 residents) — 2.9% higher, 94.7% retained • Professional Golf Management (19 residents) — 8.2% higher, 100% retained • Residence in Science & Engineering (213 residents) — 4.7% higher, 96.5% retained ▲	Retention rate 91.5% ▲ Graduation rate 79.2% ▲
3. Promote excellence in advising.	As part of Freshman Academic Progress Program, staff from Student Affairs partnered with Office of Undergraduate Studies to reach out to students whose midsemester reports included unsatisfactory academic performance. Approximately 370 students received personal contacts with offers of assistance, support and referral. In addition, Residential Life student staff made one-on-one contact with each on-campus fresh-man, urging students to pay attention to midsemester progress report and to take action on "red flag" warnings. ▲	Student/faculty ratio 14/1 ↔
4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.	Clemson awarded record 151 Ph.D.s in 2007-08, up by 12 over previous year of 139. ▲	
5. Improve the national competitiveness of graduate student admissions and financial aid.	$30,000 gift from Stäubli Corp. will provide graduate fellowships for students in CU-ICAR automotive engineering program. Clemson gradu-ate school reports increases of 18% admissions offers, 23% first-time enrollment and 19% total enrollment. ▲	

University 2011 Goals	Progress Toward Goals in '08-'09	Progress Toward Top 20
IV. Educational resources		*U.S. News* **Rankings**
1. Successfully complete our current capital campaign and a subsequent one.	Gifts recognized this quarter include: $2.01M from Pinnacle Partners of Carolinas Inc. (Jim Anthony) for Youth Learning Institute; $250,000 from Pattillo Family Foundation Inc. for Lee Hall; $2M from Spartanburg Regional Healthcare System (SRHS) through Health Sciences of South Carolina to support state-matched Endowed Chair in Architecture and Healthcare Testing and Research; $500,000 from KENTWOOL for KENT-WOOL Distinguished Professorship in Natural Fibers and KENTWOOL Educational Endowment; two commercial real estate software packages valued at $500,000 from Argus Software Inc. for Master of Real Estate Development program. ▲	Exceeded alumni participation goal for FY07-08 at 28.5%. ▲
2. Rededicate our energy and resources to improving the library.	To provide increased access to remote users such as CU-ICAR, Libraries converted print publications to online from Institution of Civil Engineers, American Society of Mechanical Engineers, Transportation Research Board and American Society for Testing and Materials. ▲	
3. Increase faculty compensation to a level competitive with top-20 public universities.	*U.S.News & World Report* faculty resource ranking moved to 27th from 30th among public universities.	▲
4. Increase academic expenditures per student to a level competitive with top-20 public universities.	*U.S.News & World Report* financial resources ranking moved from 37th to 35th among public universities.	▲
5. Manage enrollment to ensure the highest quality classroom experience.	Classes with fewer than 20 students increased to 49% from 48%. Classes with over 50 remained constant at 11%.	Classes over 50 (fewer) ↔ Classes under 20 (more) ▲
V. Clemson's national reputation		*U.S. News* **Rankings**
1. Promote high integrity and professional demeanor among all members of the University community.	According to Office of Community and Ethical Standards statistics for fall 2008, total number of cases received decreased by 19% in comparison to fall 2007 (1,371 to 1,104). Total number of cases in fall 2008 involving alcohol violations by freshmen and sophomores significantly decreased in comparison to fall 2007. Freshman alcohol cases decreased by 25% (267 to 200). Sophomore alcohol cases decreased by 32% (125 to 63). ▲	
2. Establish a Phi Beta Kappa chapter.	Completed.	✓
3. Have at least two Clemson students win Rhodes Scholarships.	For 2008-09, Clemson has a total of nine Fulbright Scholars. This is a significant increase over last year's number of five. ▲	
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.	The Housing e-mercial "A Tale of Two Mornings" produced by **Rose Ellen Davis-Gross**, associate director of University Housing, and CU Video Production Services received Award of Excellence in 38th University & College Designers Association design competition. **Kelsey Armstrong** of Running Club was National Cross-Country Champion, winning National Intercollegiate Running Club Association Nationals at Penn State. Editors of ASCE (*American Society of Civil Engineers*) *Journal of Geotechnical and Geoenvironmental Engineering* selected **Hsein Juang** as recipient of 2008 Outstanding Editorial Board Member award. Physicist Apparao Rao was named Fellow of American Physical Society. **Josh Summers** was named 2009 SAE Ralph R. Teetor Educational Award recipient. **Concrete Canoe Team** finished 7th in national competition. **Caroline Mason**, mechanical engineering senior, and **Kristen Wallis**, electrical engineering senior, received scholarships from Society of Women Engineers. **Alpha Chapter of Tau Beta Pi** received four awards at Tau Beta Pi national convention in Sacramento, Calif. **Joseph R. Johnson**, who received B.S. in mechanical engineering from Clemson in May '08 and now attends Stanford University, received graduate fellow award, and **Clifford G. Milner**, mechanical engineering senior, was named undergraduate scholar by Tau Beta Pi. **Thomas R. Kurfess**, BMW Endowed Chair, was named Fellow of American Association for Advancement of Science. Former linebacker **Levon Kirkland** will be honored by ACC as one of 2008 ACC Football Championship Game Legends. Students **Martin Manning** and **Jake Hendrickson** were named $5,000 winners of sculpture contest sponsored by Greenville-area apartment complex. ▲	

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
V. Clemson's national reputation		*U.S. News* **Rankings**
6. Publicize both national and international accomplishments of faculty, staff and students.	**Verna Howell** was inducted into Parthenon Society of Association of College and University Housing Officers – International. **Alpha Delta Pi** received Diamond Four Point Award, highest national chapter recognition. **Delta Delta Delta** received highest national chapter honor by becoming Two Star Chapter. **Sigma Chi** won Peterson Significant Chapter Award, highest national chapter recognition. **Fran Mainella** was elected to National Park Trust board of trustees. ⬆	
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.	Two Clemson athletes participated in 2008 Summer Olympic Games, **Shawn Crawford** and **Travis Padgett**. Former Clemson All-American, Crawford won Silver Medal in 200 meters, his fourth Olympic career medal. He has won most medals in Olympic history among former Clemson athletes. Padgett finished third in 100 Track and Field trials. As of Sept. 24, Clemson's golf team was ranked sixth in nation. Clemson's volleyball team ranked in top 25 preseason national poll. Football season ticket sales record was broken for second straight year. ⬆	

Individual score cards are available from Student Affairs and CU-ICAR to highlight their progress toward division goals.

July 2008 Quarterly Progress

All efficiency-enhancing and cost-saving efforts were met at $3.1M for fiscal year.

Printing Services Outsourcing
- Contracts for standard printing jobs (i.e., business cards, letterhead and digital printing, etc.) have been awarded. Cost savings are estimated at 20-30%, yielding estimated benefits of at least $100K annually.

Graduate Student Partnerships
- Students in Dr. Frances Kennedy's Accounting 821 Controllership graduate course analyzed value stream maps for travel reimbursement, student time sheet and new employee orientation processes. Recommended improvements were presented to project sponsors in April.

Motor Pool
- Contact for short-term vehicle rentals has been awarded to Enterprise. Travelers will benefit from one-way rentals, unlimited mileage, shuttle services and a newer, more fuel-efficient fleet. One-time benefits estimated at $2M.
- Intent-to-award for maintenance services contract has been issued to Performance Motor Company in Seneca.
- Contracts will result in annual benefits of at least $100K.

Purchase Order Approval Process
- Purchase Order Approval Process has been reviewed and updated. Request throughput will be reduced by approximately 68%, thereby reducing overall processing costs by approximately $6K annually.

Cell Phone Policy
- Personal Communication Stipend Policy is under review. Based on current cell phone spending levels, potential cost savings are estimated at $360K.

October 2008 Quarterly Progress

- All efficiency-enhancing and cost-saving efforts are on track to meet $3.4M goal for fiscal year.
- University is developing strategies to manage $9.1M reduction in state funding.
- Board of Economic Advisors (BEA) announced additional revenue cuts. CU is developing additional strategies.

Resource Efficiency & Process Improvement (REPI)
- Brent Emerson was hired as director of REPI on Aug. 11.
- Discovery Council is incorporating faculty, students and top administrators to better leverage appropriate expertise and leadership to create sustainable lean culture.
- Partnerships with faculty and students are creating customer-driven lean culture within University's academic areas.
  - Honors students in undergraduate cost accounting course are participating in campus cash receipts process improvement project.

P-Card and ePayables
- P-Card transactions increased 4% in FY08, and dollar volume increased by 12% (includes P-Card and ePayables).
- University's FY08 net savings from P-Card plan and ePayables is estimated at $260K, 3% increase over FY07.

Faculty Business Information System (FBIS)
- Released in September, Web-based system provides faculty with timely financial information related to grants and contracts and ability to monitor financial performance at a glance and perform financial projections.
- Benefits include reduced reliance on administrative staff for basic financial information, reduction in time required to generate financial data for analytics and sponsor-required reports, and enhanced financial management and accountability.

PRESIDENT'S REPORT CARD TO THE BOARD OF TRUSTEES

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
I. Academics, research and service		*U.S. News* **Rankings**
1. Excel in teaching at both the undergraduate and graduate levels.	Lynn O'Shaughnessy's new book *The College Solution* has one chapter entitled "The Value of Undergraduate Research," which focuses on Clemson's Creative Inquiry program. ⬆	Percent of full-time faculty, faculty with terminal degrees ⬌
2. Increase research and sponsored programs to exceed $100 million a year in research support.	Clemson hired industry leader Paul Venhovens as fourth endowed chair for CU-ICAR automotive engineering program. Nuclear Regulatory Commission has awarded more than $500,000 in grants to environmental engineering and earth sciences department to help broaden pool of candidates needed in environmental and safety arena of burgeoning nuclear industry. Drawn by Clemson's focus on advanced materials, two out-of-state high-tech startup companies, StormRider Technologies Inc. and Gulf Fiberoptics Inc., are leasing space at Advanced Materials Center. National Institutes of Health has awarded Naren Vyavahare more than $1.5M over four years to develop durable bioprosthetic heart valves. State's fiber network, SC Light Rail, now reaches MUSC in Charleston. A $1.2M grant awarded to CCIT by Dept. of Energy connects majority of Clemson's Research and Education Center sites to SC Light Rail. ✓	Clemson currently has 15 endowed chairs @ $88M.
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.	EPA has designated Clemson and partner SC DHEC as Center of Excellence for Watershed Management in South Carolina. This is third Center of Excellence to be designated in Southeast Region and first in state. Brooks Center will present more than 20 concerts, theatrical productions and workshops for outreach to children as part of Tri-ART program. ⬆	
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.	*The Chronicle of Higher Education's* July 25, 2008, ran a front-page article highlighting Clemson's Plan. Osher Lifelong Learning Institute received ACHE Older Adult Model Program Award for 2008. Research, education and training institute for park professionals at Clemson was named for George B. Hartzog Jr. Clemson was recognized by *The Chronicle of Higher Education* as great place to work in area of Collaborative Governance. CBBS business programs received membership to European Foundation for Management Development (EFMD) in Brussels, Belgium. This is initial step in seeking European Quality Improvement System accreditation from EFMD. Clemson faulty have been awarded $1.5M grant from NSF to promote use of 3-D technologies in STEM education in middle schools as part of Carolinas Virtual World Consortium, coalition of Carolina universities, school districts, state agencies and businesses.	Academic reputation 3.1 ⬌ Clemson ranks 22ⁿᵈ in *U.S.News & World Report's* 2009 annual college rankings. ⬆
5. Seek and cultivate areas where teaching, research and service overlap.	Howard Hughes Medical Institute sent two members of award-winning media design team to Clemson to train elite group of S.C. teachers in advanced DVD production. *Golf Digest* magazine gave John E. Walker Sr. Golf Course 4.5 out of 5 stars in 2008-09 edition of "Best Places to Play." A $444,000 gift-in-kind from Argus Software will enable students in business and Master of Real Estate Development programs to gain expertise in industry-standard development software. ⬆	
II. Campus life		*U.S. News* **Rankings**
1. Strengthen our sense of community and increase our diversity.	During 2007-08 academic year, President's Home hosted over 8,000 visitors. Clemson/CU-ICAR received Minority Economic Development Institute Inc.'s Corporate Suppliers Minority Business Award for University's diversity programs, noting leadership at CU-ICAR for employment of minority contractors during construction of Technology Neighborhood One. Eugene T. Moore School of Education to launch ClemsonLIFE, program designed to provide college experience for students with intellectual disabilities. Student Government and Residential Life staff collected furniture from departing students to give to incoming international exchange students; seven apartments were furnished. ⬆	

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
II. Campus life		*U.S. News* Rankings
1. Strengthen our sense of community and increase our diversity.	Total of 3,384 incoming students participated in "One Clemson" program, increase of 69.2%. More than 3,500 new students participated in New Student Convocation designed to strengthen new students' sense of community and introduce Clemson's Core Values. ▲	
2. Recognize and appreciate Clemson's distinctiveness.	*The Princeton Review* rankings highlight Clemson students' feelings about their school, including Happiest Students and Jock Schools (1), Town-Gown Relations are Great (2), Best Quality of Life (6), Best Athletic Facilities (7), Students Pack the Stadium (7), Best Career Services (8), Everyone Plays Intramural Sports (8) and School Runs Like Butter (20). TAPS received Most Outstanding University Yearbook award for 2008 for fourth consecutive year. Over 800 students, faculty and staff welcomed new students to campus by serving as move-in volunteers. University Housing hosted over 11,000 guests participating in 56 different summer camps and conferences during summer 2008. iTiger, student-driven research project, brings new wireless "infotainment" fan experience to Memorial Stadium. ▲	
3. Create greater awareness of international programs and increase activity in this area.	During 2007-08, 835 students participated in study abroad, 11% increase over 2006-07. Forty-eight exchange students were welcomed to campus in August. Clemson joined The Killam Fellowships Program, residential exchange program between Canadian and U.S. institutions. University Studies Abroad Consortium selected two Clemson professors as on-site professors for programs in Mexico and Czech Republic during summer 2009. CBBS has joined exclusive community of business schools and executive education centers worldwide that will help business students broaden global horizons and increase networking opportunities and study experiences abroad. Chinese Students and Scholars Association hosted viewing party for opening ceremonies of 2008 Olympic summer games. CBBS is offering semester-long study abroad program in spring 2009 at The Thomas Green Clemson University Brussels Center. Two hundred forty international students participated in International Student Orientation; 25 continuing international and American students volunteered and served as mentors. ▲	
4. Increase our focus on collaboration.	Clemson's Lee Gallery and Pickens County public schools reached 900 students last year with art outreach program. CUPD, Parking Services and Facilities developed RFP for CCTV monitoring of R-1 parking lot. Kuang-Ching Wang, electrical engineering, included project in research grant, providing camera equipment worth $70,000. CLEMSONLiVE co-sponsored two summer events in collaboration with President's Home. Burgers with the Barkers entertained 450 students; and Pizza with the President attracted 550. ▲	
5. Maintain an environment that is healthy, safe and attractive.	Advanced Materials Research Lab is first "publicly financed" building in S.C. to be classified as a "green building" by LEED. EMpower Clemson will host tailgating event at Littlejohn Coliseum Oct. 18 to promote alcohol safety and awareness among students. Clemson has committed to reducing its carbon footprint by reducing energy consumption by 20% by 2020. President Barker was charter signatory of American College and University Presidents Climate Commitment. Building security coordinators viewed "Shots Fired" video, which emphasizes preparation before unusual or violent incidents occur. According to alcohol statistics for 2007-08 academic year, total number of cases adjudicated involving high-risk behaviors for freshmen decreased by 11% in comparison to 2006-07. ▲	

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
III. Student performance		*U.S. News* Rankings
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.	Clemson received record number applications for freshmen (15,542) and transfer (1,933) students. For 2007-08, 36% of all Palmetto Fellows recipients attended Clemson, and 47% of public Palmetto Fellows recipients attended Clemson. ▲	Acceptance rate 54% ▲ SAT average 1227 ▲ Top 10% - 50% ▼
2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.	Clemson's living-learning communities ranked among nation's best by National Study of Living-Learning Programs. Students living in First Year Experience communities and sophomores and juniors in on-campus housing have .02 to .28 higher GPAs than students who do not. Freshman and sophomore students seeking summer internship increased by 79% over summer 2007.	Retention rate 90.1% ▲ Graduation rate 78.3% ▲
3. Promote excellence in advising.	Over 430 students used career services in summer 2008, 19% increase from summer 2007. Clemson Connect, new extended fall orientation program, was collaborative venture between Office of Undergraduate Studies and New Student and Sophomore Programs. ▲	Student/faculty ratio 14/1 ◄►
4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.	Clemson awarded record 151 Ph.D.s in 2007-08, up by 12 over previous year of 139. ▲	
5. Improve the national competitiveness of graduate student admissions and financial aid.	Clemson had seven incoming Fulbright Scholars for fall 2008. ▲	
IV. Educational resources		*U.S. News* Rankings
1. Successfully complete our current capital campaign and a subsequent one.	Gifts recognized this quarter include: $200K from Paul W. Hund III for Athletics and College of Engineering and Science in honor of his father; $3.5M from BB&T for Capitalism Institute within College of Business and Behavioral Science; $1.25M from John C. Morse (faculty member) and his wife Suzanne's family foundation, W.C. English Foundation, for Endowed Chair in Arthropod Biodiversity; $2.5M from C. Tycho Howle family for two endowed chairs in College of Engineering and Science; $217,795 from ExxonMobil Foundation; $2.3M from Tiger Band Association for band scholarships; $100,000 from alumnus David A. Brown for endowment in mechanical engineering department. ▲	Exceeded alumni participation goal for FY07-08 at 28.5%.
2. Rededicate our energy and resources to improving the library.	Campbell Graduate Engineering Center library was established with print and electronic resources available to students and faculty onsite. JSTOR Arts & Sciences VI Collection will include 120 titles in economics, education, linguistics and political sciences when completed in 2010. Special Collections coordinated with USC's South Carolina Political Collections, which arranged and described Clemson's Carroll Campbell papers from service as congressman prior to being elected governor. Papers are now accessible for research use. ▲	
3. Increase faculty compensation to a level competitive with top-20 public universities.	*U.S.News & World Report* faculty resource ranking moved to 27th from 30th among public universities. ▲	
4. Increase academic expenditures per student to a level competitive with top-20 public universities.	*U.S.News & World Report* financial resources ranking moved from 37th to 35th among public universities. Clemson received Certificate of Achievement for Excellence in Financial Reporting for 2007 Comprehensive Annual Report from Government Finance Officers Association. ▲	
5. Manage enrollment to ensure the highest quality classroom experience.	Classes with fewer than 20 students increased to 48% from 42.7%. Classes with over 50 remained constant at 11%.	Classes over 50 (fewer) ◄► Classes under 20 (more) ▲

University 2011 Goals	Progress Toward Goals in '08–'09	Progress Toward Top 20
V. Clemson's national reputation		*U.S. News* Rankings
1. Promote high integrity and professional demeanor among all members of the University community.	Clemson MBA held first Ethical Leadership Case Competition with four area executives serving as judges. Number of student conduct violations in 07-08 decreased by 6% from previous year. Number of violations by freshmen in 07-08 decreased by 4% from previous year. University adopted new research compliance policy and designated research integrity officer. ▲	
2. Establish a Phi Beta Kappa chapter.	Completed. On April 11, 2008, 70 new students were inducted into Phi Beta Kappa, Delta Chapter, including for the first time five student athletes: **Matt Balderston**, swimming; **Sue Eckman**, volleyball; **Kathryn Gerber**, tennis; **Lizzy Jennings**, rowing; and **Jimmy Maners**, football. Every college at Clemson had at least one student who accepted PBK invitation. ✓	
3. Have at least two Clemson students win Rhodes Scholarships.	For 2008-09, Clemson has a total of nine Fulbright Scholars. This is a significant increase over last year's number of five. ▲	
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.	**Stefan Zollinger** received Congress' highest honor for youth service, The Congressional Award Gold Medal. **Linda Li-Bleuel** was named 2008 Fulbright Scholar. **Starlett Craig** was appointed to national board of Bardoli Global Inc. **Bob Polomski** received three National Association of County Agricultural Agent communication awards. **Jim Bottum** gave invited keynote address to joint EDUCAUSE-Coalition for Advanced Scientific Computing workshop. Visiting Professor **Roger Stolen** was elected to prestigious Russian Academy of Sciences as foreign member. **Desmond Layne** was named president of American Pomological Society. **Vanessa Dodd** won international Rachel Tanur Award in Visual Sociology. **Ning Zhang** received prestigious 2008 Early Career Translational Research Award from Wallace H. Coulter Foundation. **Tony Cawthon** was elected knowledge enhancement director of Association of College & University Housing Officers-International board. **Daniel Lafontaine** was honored with 2008 American Veterinary Medical Association Public Service Award. **David S. Fleming** was named program chair and president-elect of Out-of-School Time, national Special Interest Group of American Educational Research Association. **Esin Gulari** was appointed to National Science Board for six-year term by President Bush and was confirmed by U.S. Senate. **Jillian Weise** was named 2009 Fulbright Scholar. **Mansi Patel** and **Christopher Attaway** received Killam Fellowships to study in Canada for one semester. **Alpha Lambda Delta National Honor Society** won Silver membership award and Maintaining the Flame award for 2007-08 academic year. **Eric Muth** received Humboldt Research Fellowship from Alexander von Humboldt-Stiftung Foundation to research eating disorders. **Hailey Herleman** and **Lindsey Sears** were chosen to participate in I-O Psychology Doctoral Seminars at Procter and Gamble in Cincinnati, Ohio. **Robert Sinclair** was named president of Society of Occupational Health Psychology. **Kate Parks** received Corre Anding Stegall Collegiate Leadership Award, highest undergraduate honor, at Kappa Delta's National Convention. **Patrick Linehan** won Sigma Chi Balfour Award, which recognizes outstanding contributions to student chapter. **Michelin Career Center** ranked eighth in country for career services and placement by *Princeton Review*. ▲	

Budget Task Forces and Reports

Office of the President

Budget Task Forces & Chairs

Eleven Budget Task Forces have been established to advise the university on its phase two response to the current funding crisis.

Guided by the road map and Clemson's top 20 vision, each group has a well-defined topic and a specific financial target to meet. There is broad representation, and the interests of all constituents, especially graduate and undergraduate students, will be considered.

Interim Reports of most task forces were made to the Administrative Council on January 12, 2009. These are internal documents for discussion purposes only.

Task force chairs presented final reports to the Administrative Council on February 20 and 23, 2009. Executive summaries of those final reports are available now.

The work of three task forces that relate to the core academic mission are coordinated through the Provost's Advisory Council. The links below will provide more information on each task force membership and how to submit comments to the chair.

Budget Task Forces & Chairs

Academic Structures & Organization
Tom Scott, Professor of Animal and Veterinary Science

Administrative & Support Structures & Organization
Jim Barker

Continuing & Executive Education
Jeff Martin, Director of Conference and Guest Services

Curriculum & General Education
Jerry Waldvogel, Professor of Biological Sciences

Distribution Systems (summer school, Maymester, Intermester, online & distance learning)
Anand Gramopadhye, Professor and Chair, Industrial Engineering

Information Technology
Jim Bottum, Vice Provost for Computing and Information Technology and CIO

Living-Learning Environments
Tony Cawthon, Professor of Counselor Education and Leadership Technology

Off-campus Economic Development Sites
Bob Geolas, CU-ICAR and Karl Kelly, CURI (co-chairs)

Scheduling
Stan Smith, Registrar

Summer Programs (youth programs, camps)
>   Jorge Calzadilla, Executive Director, Youth Learning Institute

Tuition & Scholarships
>   Bobby McCormick and Bruce Yandle (co-chairs), Professor Emeriti, Economics

Clemson University, Clemson, S.C. 29634, (864) 656-3311

Office of the President

Final Reports

Executive summaries of the final Budget Task Force reports are available here. Contact the task force chair to obtain a full report.

These are draft internal documents for discussion purposes only. No final decisions have been made on any proposals in these reports.

Administrative Structures & Organization (pdf)

Academic Structures & Organization (pdf)

Continuing & Executive Education (pdf)

Curriculum & General Education (pdf)

Distribution Systems (online/distance learning; summer school, etc.) (pdf)

Information Technology (pdf)

Living-Learning Environments (pdf)

Off-campus Economic Development Sites (pdf)

Scheduling (pdf)

Summer Programs (youth program, camps, etc.) (pdf)

Tuition & Scholarships (pdf)
 • Supplemental Report – Thomas Green Clemson Society Proposal (pdf)

Clemson University, Clemson, S.C. 29634, (864) 656-3311

Administrative Structures and Organization Task Force
James F. Barker, Chair

Relevant Guiding Principles:
1. Students are our top priority.
2. Budget cuts will be disproportionately larger at areas furthest from the core.
3. We will work to protect people, though not necessarily specific jobs.
4. We will not sacrifice gains made in our quest to Top 20.
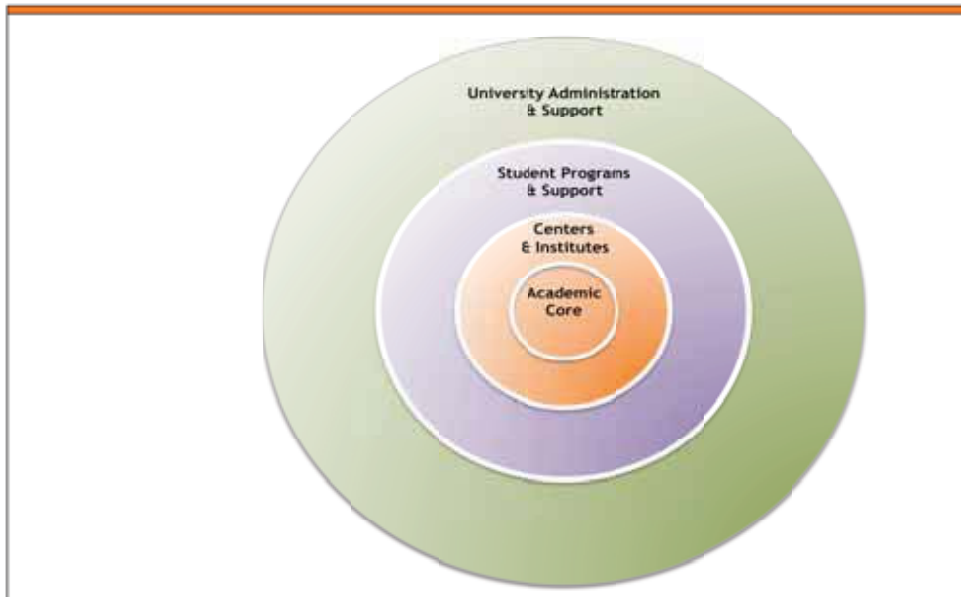
Observations:
1. Compared to peer institutions, Clemson's administrative and support costs are below average, and many reductions and cost efficiencies have already been implemented through the ongoing work of the Discovery Council, a standing university council established in 2003 to continually review institutional support operations to find ways to cut costs and increase efficiencies.
2. State regulations often add significant costs and decrease efficiencies.
3. All new investments in administrative and support programs or services since 2001 must be re-evaluated in light of current economic conditions.

Recommendations:
1. Administrative and support units will be given a specific budget cut target ranging from 10 to 15 percent and asked to develop a plan for review by the budget strategies team. Staff members and directors are the most knowledgeable about their operations and are best positioned to recommend specific strategies for meeting budget cut targets. Actual cuts will be determined as part of the overall budget planning process.
2. Administrative organizational structures will be reviewed for possible consolidation and elimination of duplicative infrastructure. There will be direct communication with individuals impacted by organizational changes before details are publicly released.
3. Given the current economic environment, administrative positions and compensation will be evaluated.
4. State regulatory relief should be a priority as it has the potential to yield greater operational cost reductions than any salary, organizational or staffing changes.

Academic Structure & Organization Budget Task Force

Guiding Beliefs

(1) **Compared to peer institutions, most colleges at Clemson are very lean now** – and we do not have the ability to cut costs as much as needed without also eliminating our capacity to generate revenue while maintaining quality.

(2) **The activities of faculty, rather than state appropriations, are the primary drivers of the University's budget.** Other than state allotments and gifts from donors, there are only three activities at Clemson that bring in money: (a) tuition dollars when faculty teach classes, (b) grant dollars when faculty have extramural funded activities, and (c) revenues for services rendered in support of the work of the university. The state appropriation is a relatively small part of the overall budget and will likely decline over time, which makes the revenue generating capacity of faculty even more important to our future economic health.

(3) **We must grow our way out of this situation.** To grow, we must create a more entrepreneurial environment where colleges are rewarded for revenue generation, efficient operations, and fiscal responsibility, and where the supporting, overhead activities of the university are more directly aligned with the core academic work of the university. Each college is different and therefore may pursue these avenues differently and should be given the tools to succeed.

Recommendations for Academic Administration

(1) **We recommend moving toward a model where all revenues flow directly into colleges – and colleges then pay a portion of revenues for administrative and student support services.** The university's budget system should provide incentives for generating more revenues in a cost-efficient manner. For example, no direct link currently exists between the number of majors or number of student credit hours taught by a college and the college's budget. Our proposed model resembles the model followed by some colleges at the University of Virginia and the University of South Carolina and also resembles the model employed by Cornell University. For example, UVA College of Business pays 10% of tuition to the university and receives no additional state funds from the university.

> (a) **We recommend conducting a complete "activity-based" assessment of all overhead and support functions of the university** to determine demand drivers, (i.e., which units or groups are making use of the support functions) and the real costs of operating these support functions.
> (b) **We recommend implementing an appropriate fee structure and charge-back method so that users pay for use of supporting functions.** For example, the colleges with the most students, who then collect the most tuition, should pay for a larger proportion of student services. Similarly, the colleges with the most sponsored program activity should pay for a larger proportion of sponsored programs services. This alignment of interests will provide an incentive for higher quality and more efficient operations.

(2) **We recommend moving the Experiment Station and Extension Service out of PSA and into CAFLS.** This will improve efficiency, effectiveness and focus and lay a foundation for future cost savings.

(3) **We recommend a full strategic audit of all centers/institutes including all sources and uses of funds, with the goal of achieving self-sufficiency within 3 years.** In general, we believe that centers and institutes should be self-supporting. The Fund 15 balances fail to capture sufficient detail and nuance for us to make meaningful recommendations about where and how to cut costs. Potential cost savings goal: $12m.

Recommendations for Revenue Generation and Cost Management

(1) **Charge additional tuition for all credit hours taken above 16.** Potential revenue: $3.77m

(2) **Grow the student body by accepting more out-of-state students**. For example, every 100 additional out-of-state students accepted produces $2.4 million in revenue per year.

(3) **Increase our teaching capacity.** If needed, increase the number of well-qualified faculty lecturers, Ph.D. students (GTAs) and adjuncts and adjust faculty teaching loads in situations where it is warranted.

(4) **Schedule classes during non-peak times to improve facilities utilization**. Convert under-utilized storage spaces to classrooms, if needed.

CLEMSON
U N I V E R S I T Y

Task Force on Executive and Continuing Education
February 15, 2009

President Barker:

Following is the report of the task force on Executive and Continuing Education. Our group felt that we needed to engage colleges to develop relationships and revenue producing programs in continuing education.   This would be essential as a revenue generator to recapture recent budget cuts during the current budget crisis. The College of Business and Behavioral Sciences, through the PACE program is engaging in the development of a strong executive education presence – this needed time to unfold.   We felt a move in establishing a Greenville, SC presence for executive education is prudent.

Further, we felt that while there was merit in establishing a strong central presence in executive and continuing education, it was not prudent to recommend a new infrastructure and related costs <u>at this time</u>.   However, following a continued study, and an evaluation of the college response, a Steering Committee, also recommended, could move toward this centralized system – and this concept is offered as a potential long-range direction for Clemson University.

The task force sought counsel from continuing education professionals at Clemson University, studied structures from other institutions, and held an open summit for feedback.   This report was shared across campus for feedback.   Our response was very positive to the attached plan.

Thank you for allowing us the opportunity to study this structure and we welcome the opportunity to share our recommendation further at your request.

Task Force Members

Jeff Martin, PhD	**Jason Schwier**
Jane Lindle, PhD	**Caron St. John, PhD**
George Smith, PhD	**Nina Norris**
Jerry Knighton	

Executive and Continuing Education Task Force
Executive Summary

The Executive and Continuing Education Task Force recognizes the value of executive and continuing education as a college-based programming unit of each college.   Relationships, program expertise and reputation are established at the individual faculty, department and college level.   Given existing budget cuts, executive and continuing education will serve as a resource recovery arm of each college – an important strategy to meet budget reductions as required by recent state mandate.   Each college must seek isolated and uncoordinated programming efforts and create an environment and revenue-sharing program to sustain the college budget.

We offer an immediate and a long-term strategy addressing executive and continuing education.   The immediate strategy offered by this task force is the following:

1. Reorganize and emphasize existing programs at the college level.   Each college would organize program offerings consistent with the specialized academic expertise of the faculty of the college. Each College will recover E&G funding (already cut from base budgets) that will be made up through the continuing education effort in a fair and transparent revenue sharing program.
2. As required by SACS, one unit (CBBS – PACE) will have the authority to issue continuing education units (CEUs) relevant to academic program emphasis areas.   College partnerships will be created to support college efforts.
3. Two service bureaus will be established outside of the academic arena. These bureaus will provide expertise in all areas of program delivery, not to include academic program origination.

We additionally recommend the creation of an ongoing Steering Committee to study executive and continuing education as an entity beyond college programs and to seek new niche areas of Clemson expertise for program development and revenue generation.

1. The Steering Committee on Executive and Continuing Education (Steering Committee) will serve to establish a clear mission and vision for centralized continuing education at Clemson University, if needed.
2. The Steering Committee will have representation from each college and will be chaired by an appointee of the President of Clemson University.
3. Within one year, the Steering Committee will evaluate existing executive and continuing education efforts and prepare a report, with recommendations to take the "next-step" in executive and continuing education.

_____
Task Force on Executive and Continuing Education.

Current		2009-2010		2010 and beyond		
3	English Composition	3	English Composition	3		English Composition
3	Advanced Writing	3	Oral Communication			
3	Oral Communication					
2	Professional Development[1]	2	Professional Development[1]	2-3		Professional Development[1]
3	Math	3	Math	3	SACS Core[3]	Math
4	Science w/Lab	4	Science w/Lab	3-4		Science (lab optional)[4]
3	Math or Science	3	Math or Science			
3	Humanities - Literature	3	Humanities - Literature	3		Humanities
3	Humanities – Non-Literature	3	Humanities – Non-Literature			
6	Social Sciences	6	Social Sciences	3		Social Sciences
				6		Additional Global Challenges[5,6]
0	Cross-Cultural Awareness	0	Cross-Cultural Awareness			
0	Science and Technology in Society	0	Science and Technology in Society			
				6		Theory to Practice[1,2,5,7]
33	Total	30		30		Total

[1]taught in the discipline
[2]co-curricular opportunities

[3]SACS Core requirement may be met with either a foundational course in the disciplinary area (a course required for that major) or Global Challenges courses.

[4]Disciplines must determine: a) if science course should have a lab; b) if student should take specific foundational courses or Global Challenges; c) what type of Theory to Practice activities are available for their students.

[5]Global Challenges courses fit within certain specific multidisciplinary themes. Examples might include 'Peace and Conflict,' 'Environmental Sustainability,' 'Value Systems,' 'World Commerce,' 'Health and Wellness,' and other areas that address current global issues. Faculty from every discipline will have the opportunity to contribute to this new aspect of the core curriculum. Cross-Cultural Awareness becomes a required learning outcome for all Global Challenges courses, and STS outcomes will become part of GLCH courses in the areas of science, engineering, environment, etc.

[6]Appropriate faculty committees will develop learning outcomes for and approve current and new courses.

[7]Theory to Practice (T2P) courses may include Creative Inquiry, Co-op, Internship, Studio, Field Work, Capstone Experience, Study Abroad, Service Learning, Independent Study, Off-campus Research, Student Teaching, Clinical, and other Co-Curricular Organized Activities. All T2P courses shall include a faculty approved, rigorous academic component with measurable outcomes.

DISTRIBUTION SYSTEMS TASK FORCE

February 8, 2009

Dear President Barker:

Following your charge to the various budget task forces, the Distribution Systems Task Force is pleased to offer the following recommendations, which are a result of extensive deliberations by the members of the team and a dialogue initiated with key stakeholders across campus. In formulating them, we have ensured that our proposed changes result in recurring revenues that will enable us to meet our financial targets.

Our recommendations focus on the development of a three-pronged strategy that includes the following: tapping the online market, developing off-campus and summer residency programs, and creating a new Winter Session. We believe that if these proposed initiatives are implemented effectively, Clemson University will be in the forefront of pedagogical innovation and student retention in the 21st Century. This directly aligns with our goal to be a Top 20 public institution.

As you requested, this report is divided into two parts, a one-page executive summary outlining the specific revenue generation strategies that will help us meet the charge given to this taskforce and a report supporting these strategies. This report includes a detailed explanation of the desired outcomes, the specific revenue generation products and the systemic changes that need to be implemented if the full potential of these recommendations is to be realized. Great care has been taken to ensure that our recommendations align with the Clemson Roadmap and the Faculty Senate Resolution passed on January 13 both in spirit and in letter.

It is clear that if we are to develop a new revenue generation strategy, we need to take the bold action required to engage the faculty and to provide them with the ownership of a quality educational delivery system. **In summary, the cornerstone of any successful strategy has to be high quality education that builds on the Clemson brand.** All members of this task force welcome the opportunity to work with you and the administration during these challenging times to further develop and implement these policy recommendations

Sincerely,

Task Force Members

The findings of this Task Force are supported through an analysis of the current trends in the education market place as reported in various higher education publications; four surveys conducted with industry, students, alumni, and department chairs across campus; separate interviews with relevant stake holders; and data provided by Clemson University's Budget Office and appropriate Budget Centers. They clearly align with Clemson's roadmap, faculty senate recommendations and our goal to become a Top 20 public institution. Table I below provides revenue projections for three academic years based on the current educational delivery system and the proposed recommendations of this Task Force:

Table I: Recurring New Net Revenue Projections for Distribution Systems [for credit courses only]

On-Line and Off-Campus Projections	2009	2010	2011	2012
New Summer Programs Recurring Net Revenue	$1,012,109	$1,327,077	$1,673,543	$2,054,654
New Certificate Programs Recurring Net Revenue	$0	$105,000	$315,000	$504,000
New Degree Programs Recurring Net Revenue	0	$236,250	$630,000	$1,181,250
Winter Session Recurring Net Revenue	$52,500	$157,500	$393,750	$787,500
On-Line and Off-Campus Recurring Net Revenue	$1,064,609	$1,825,827	$3,012,293	$4,527,404

On-Campus Projections	2009	2010	2011	2012
May Semester and SSI Recurring Net Revenue	$64,316	$135,063	$135,063	$135,063
SSII Recurring Net Revenue	$13,165	$27,646	$27,646	$27,646
On-Campus Recurring Net Revenue	$77,481	$162,709	$162,709	$162,709

Total Recurring Net Revenue	$1,142,090	$1,988,536	$3,175,002	$4,690,113

These revenue projections are achieved through a three-pronged revenue generation strategy which includes the following:

- Increased revenues through Clemson on-line programs **[CU Digital]**
- Increased revenues through Clemson residency programs [**CU Live**]
- Increased revenues through the addition of a new session in the winter

These revenue projections are conservative and achievable; in fact in the long-term, they have the potential to be considerably higher. This report details the mechanism/processes for achieving the system-related, faculty-related and student-related outcomes forming the basis for this proposed revenue generation strategy.

INFORMATION TECHNOLOGY TASK FORCE FINAL REPORT

COST SAVINGS	FY-08 Actual	Approach	FY10-FY11 Projected/Annual	Explanation
ITEM:		**RECOMMENDATION:**		
Personal Computers	$3.5 M	- Provide either a desktop OR a laptop out of E&G funds, but not both - Centralize ALL machine purchases. (> 1.25M purchased by P-cards) - Standardize and centralize support and increase automated software delivery - Encourage laptop vs desktop to reduce corollary power budget - Encourage virtualization of applications to leverage reduced compute power	$612,500	Over a two-year period estimated savings should reach 15-20%; standard imaging, configuration, and central support will lead to efficiencies, savings and reduced - support staff time. Generally, desktops utilize 2-4X more energy than laptops impacting power consumption.
Wireless Communications	$1.4 M	- Eliminate university purchasing of wireless devices and monthly plans. - Implement a campus wide stipend policy up to $80 per month. Decision on the amount will determine savings up to 1.4M. - Ensure rigourous review of the need for wireless devices for university work. - Eliminate providing air cards, DSL, cable, and other personal communications services at staff homes.	$600,000	This recommendation provides the Executive Budget Strategies Team with flexibility. Also recommended is a more modest stipend than the university currently offers and a more rigorous review of the need. Optimizing personal plans produces savings due to personal plans being cheaper than business plans. CCIT transitioned to stipends July 1, 2008; modest stipend plan coupled with rigorous review resulted in downsizing number of employees with cell phones and 50% YTD savings over FY08.
Telephones - Land Lines	$4.2 M	- Move away from analog phones (Centrex) to IP telephony by FY2011. - Renegotiate lower analog vendor charges for the university during the interim transition period - Reduce internal telecom operational expenses - Assess and update current funding model	$400,000	Land line revenue has been decreasing for a number of years. In addition, recent events are likely to accelerate the downturn. A recent G&A tax further reduced these revenues by $243,000 in FY09. Historically, the telecom reserve has been used to fund lifecycle replacement in the infrastructure (network). The only remaining predictable source of recurring revenue to fund CU's infrastructure is the student IT fee ($381,477). In response to these conditions, CCIT is reducing telecom operational costs, some services and associated cost in conjunction with the decline in land line business.
Lab Printing	$350K	- Reduce student lab printing cost by 50%. - Establish a quota based on the student's direct contribution to the cost via student IT fee	$175,000	Process has begun in central labs. Recommend that counters be installed in all labs. Student IT Advisory Committee has been engaged on approach.
Departmental Printing	$950K	- Centralize and outsource departmental printing (all departments). - Encourage the university to modify business processes to reduce the need for printing such as using e-signature and e-forms.	$475,000	Vendors contacted suggested Clemson's price per page .09 cents a page can be cut in half to 4 1/2 cents a page.
Plotting (posters)	$242,089	- Considered eliminating but recommend maintaining service based on student input - Establish charge per plot (currently no charge) - Charge students (external funds) - review with SAC to look at including printing allocations/quota	$145,253	Charge users for service, including students and departments. Charges to departments not included in calculation
Other IT Services: *Training - Hardware Repair - Email*	$1.4 M	- Training: assess, reduce, consolidate to match needs - Hardware repair: continue service, but eliminate E&G subsidy; review vendor warranty model - Email: further evaluation recommended including need for email storage policy	$400,000	Actual cost savings TBD. Estimate based on elimination of E&G HW repair subsidy and some amount of savings in training.
Licensing	$4 M	Consolidate; procure centrally, renegotiate, drop with customer input. (Administrative/Contractual effort)	$269,759	Consolidation, elimination, and/or renegotian. Actual savings to date in FY09 - $269,759.
Subtotal			**$3,077,512**	
REVENUE OPPORTUNITIES				
Sponsored Research		E&G salary savings; currently $2.2M in awards and $22 M in pending proposals joint CCIT-Faculty	$250,000	Calculation made by moving projected number of staff off E&G salaries; new staff are TGP.
Services		Hosting for external institutions/organizations	$500,000	Several discussions underway.
Contracts		E&G salary savings by moving salaries to contract	$100,000	
Fees		Implement Board approved student IT fee increase from $115/sem to $120/sem; also, exclude a smaller group than Freshman if, in fact, a group must be excluded.	$750,000	
Subtotal			**$1,600,000**	
CCIT BUDGET REDUCTIONS				
Reductions in place		Closed open positions; Reduced travel and operations; Reduced academic portion of HPC budget; returned roadmap funds	$1,627,891	Recommend Clemson keep HPC fuding level using Sponsored Research funding
Reductions under consideration			$475,000	
Subtotal			**$2,102,891**	
TOTAL SAVINGS and REVENUES			**$6,780,403**	

Memorandum

To: James Barker, Clemson University, President
From: Tony W. Cawthon, Chair
         Task Force on Living-Learning Environments
RE: Executive Summary of Recommendations
Date: February 16, 2009

The Living Learning Environments Task Force offers the following seventeen recommendations for consideration. These recommendations reflect financial cuts and/or opportunities to generate new revenue, and they are in no specific order of priority. Pages 2-7 offer the rationale for our final recommendations. On behalf of the task force, I am happy to address any questions, and thank you for allowing us to participate in this process.

#	Financial Decisions		
1	Merge Cooperative Education into Michelin Career Center	Saves	$100,000
2	Implement a Honor Program Fee	Generates	$550,000
3	Eliminate E&G Funds for CU 101	Saves	$50,000
4	Explore ways to more fully integrate staff and align programs in Center of Student Involvement and Gantt Intercultural Center that currently have the same purpose or mission focus	Saves	$171,000
5	Identify existing student services positions whose responsibilities could be fulfilled via work study, internship and/or co-op students	Saves	$141,000
6	Examine workload, staffing and peer comparisons as to the number of necessary positions at the Student Affairs executive staff level	Saves	$296,336
7	Increase Retention Initiatives : a) Require sophomores to live on campus; b) Expand living learning communities to include Freshman Interest Groups; c) Develop strategies to retain out-of-state students	Generate: a) $360,000, b) $210,000, c) $100,000	$670,000
8	Implement a transition programs fee to fund University transition programs and appropriate staff	Generates	$241,600
9	Require students on academic probation and academic alert to enroll in intervention programs and workshops with fee to cover materials/interventions delivered	Generates	$61,300
10	Redevelop housing security program from privatized contract to CUPD (mix of FTE and student staff)	Saves	$250,000
11	Implement a program fee for appropriate living learning communities to make them self-supporting	Generates	$32,850
12	Implement Enrollment Management fees for: *Credit by examination *Course Substitution *Excess Credit Surcharge *Request to Take Course Elsewhere *AP Credit Fee	Generates 1854 courses annually x $200 = $370,800 1500 course substitutions x $10 = $15,000 100 students x 2 semesters x $500 = $100,000 2000 courses annually x $10=$20,000 14000hrs/year x $10/hr =$140,000	$645,800
13	Implement a test proctoring fee	Generates	$1,500
14	Implement changes to existing structure of Honors Program and National Scholars Program	Saves	$200,000
15	Expand Career Center services for alumni/community members to include workshops	Generates	$5,000
16	Explore strategies to generate private funding *Alcohol Ed; EMpower; Diversity Programs	Generates	$75,000
17	Increase the current fee and the number of students participating in nonacademic internships that are coordinated by Michelin Career Center	Generates	$8,200
		Total	$3,499,586

Living Learning Environments Task Force

The charge to the Living–Learning Environments Task Force was to re-invent the living-learning environment, the ultimate goal being to "prepare students to thrive in a global marketplace that values diversity, creativity, ethical judgment, the ability to collaborate and leadership skills as much as subject - matter competence."

Given a financial target of $2 million in cost savings or new revenues over a two year period, Task Force members explored strategies to integrate the academic and non-academic settings in more effective ways. The intent behind these efforts was (1) the development of student programs that create a socially inclusive and academically supportive living-learning environment; and (2) programs that address the physical, social, emotional, and mental needs of students, with an emphasis on the transitional freshman and sophomore years. The Task Force focused on five broad areas:
*   Advising/Career Counseling Activities
*   General Education – Student Engagement Activities
*   Orientation and New Student Programs
*   Comprehensive Retention Initiatives
*   Diversity Initiatives

This addendum provides a more detailed explanation of the Task Force rationale behind each proposed recommendation. Please note that some proposed recommendations may be more strategic, others more financial. However, the Task Force believes that implementation of the recommendations could result in program innovations and/or improvements in educational quality that 1) would achieve a Clemson road map priority; and/or 2) result in revenue gains or cost savings through increased student retention or improved graduation rates in the long term. In our rationale, where appropriate, we have tried to provide possible cautions or roadblocks that must be addressed prior to implementation of the recommendation. In all possible cases that we can, we would like to see people kept that are currently employed. While our primary focus in on creating a more supportive living-learning environment, we encourage the budget group to make every effort to maintain existing staff members (saving people) whenever possible by maintaining positions and moving individuals to critical vacant positions. We advocate creating "generalists" with a broad set of skills and responsibilities instead of "specialists" in specific areas or fields.
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Off-Campus Budget Task Force Summary Report   *February 13, 2009*

Revenue Opportunities

The revenue options are founded on the primary mission of the off- campus economic development and education sites: To link economic development with intellectual development creating a knowledge-based economy for South Carolina. Revenue plans for each site will be required to draw from four primary sources including new corporate research, real estate, community support, and expanded educational opportunities. ***All potential revenues identified below represent the total potential of all combined off-campus operations ramping up to a three year annual recurring value.***

The committee projects that each site, through a combination of revenue sources and cost reductions, can achieve self sufficiency within 36 months provided that the additional resources and requirements are provided. Further, this committee recommends that each site develop a detailed business plan for review to confirm revenue goals, assure site cooperation and establish new metrics for annual review.

Revenue Option 1: New Research   **Goal $9 mm ($4.32mm Indirects)**

This option directs the partial responsibility to each site to create new relationships that produce research, scholarships and gifts. This would include federal and state grants; with an emphasis on new corporate research.

Requirements for New Corporate Research Expansion

1. **New Indirect Model:** New model allocating 60% of indirects to provide incentive and measurement to establish new corporate research opportunities with each site.
2. **Corporate Agreements:** Create a dedicated process to provide a rapid response on CDAs and research agreements for corporate agreements only.

Revenue Option 2: Enhanced Indirect Recovery/Corporate Research   **Goal $2-$3 mm**

Establish new policy mandating full indirects for all corporate research under multiplier structure plus investigator incentives for GAD payments and Clemson content. Estimate includes all university research activities.

Revenue Option 3: Real Estate Revenues   **Goal $600k to $800k**

1. **CU-ICAR Real Estate:** Expand land use to a broader range of industrial and commercial users. After CU-ICAR satisfies land debt obligation in 2010-2011, an annual cash flow of approximately $400,000 to $700,000 is achievable.

2. **CURI Real Estate:** Release from SC procurement provisions concerning lease of buildings and property to develop $200,000 to $400,000 in annual revenues within three years after regulatory change.

3. **CU-AMC and GHS Patewood:** No significant revenue options under existing agreements.

Revenue Option 4: Community Investment and Affiliation Revenue   **Goal $1.1mm - $1.3mm**

Development Office: Task CU Development to structure three programs including funding economic development, affiliate member program plus annual sponsor goals of $500,000 per location.

Revenue Option 5: Education Expansion at Off-Campus Sites   **Goal $1.1mm - $1.3mm**

Allow undergraduate teaching opportunities (including distance learning), by increasing graduate teaching at the sites.

Cost Reductions

Cost reduction options at most of the off-campus sites are limited. CURI, Patewood and CU-AMC have little to no operational costs based for their current business models. The CU-ICAR Partnership Office does receive university funding support for operations. Over the next three years, costs in the CU-ICAR Partnership Office could be reduced, with some operations being combined or outsourced. Limited expansion of revenue is possible under Phase II staff reductions for all locations.

Cost Reduction Phase I: Restructure and Staff Reduction   Goal $200k - $300k

Cost Reduction Option 2: Critical Core Staff – Existing Agreements   Goal $200k - $300k

Scheduling Task Force: Final Report

The charge to the Scheduling Task Force was to be an "enabler." To date, the task force's enabling activities have included developing two alternate academic calendars, preparing two revenue related analytical reports, and substantial involvement with the Curriculum/General Education TF and the Distribution System TF. Some curriculum innovations being discussed across the campus may require future scheduling alterations as to length of classes and class meeting patterns.

In early January, the Distribution Systems TF asked for an academic calendar that 1) adds an online winter term and 2) removes the current overlap of Maymester with first summer session. The Scheduling TF prepared two calendar drafts. One has the winter term in December, and the other has it in January. The December winter term calendar would offer only online courses. The January winter term calendar could offer online courses and residential courses. Both remove the overlap of Maymester and first summer session.

The calendar drafts were provided to several budget task force committees and to the Academic Calendar Planning Committee. Some revisions in the original drafts were made based on suggestions from these groups. The drafts can be viewed at http://www.registrar.clemson.edu/pdf/DifferentCal1.pdf and http://www.registrar.clemson.edu/pdf/DifferentCal2.pdf.

By way of example, campus feedback about the draft calendars include:
- The winter term creates a new revenue source, particularly with online courses.
- The winter term reduces the number of class days in the current fall and spring semesters.
- A winter term lends itself to engaged learning opportunities such as creative inquiry, study abroad, etc.
- The winter term seems "out of step" with academic calendars at other colleges. (The latest AACRAO study [2001] reported 77% of US colleges use the traditional fall/spring/summer calendar. Five percent have a 4-1-4 winter term calendar.)
- Removing the overlap between Maymester and first summer session allows more scheduling flexibility.
- The December winter term calendar ends the fall semester in late November, but it creates significant issues related to final exams, collecting grades, graduation, etc.
- A winter term, Maymester, two summer terms, and fall and spring semesters may be too many terms.

Careful deliberations should precede any major change in Clemson's academic calendar. The last significant change occurred in 1965 when the University moved to the early semester plan and classes began in mid-August (instead of mid-September) and ended in mid-December (instead of mid-January). Clemson's Maymester term was squeezed into the calendar in 1995. If the addition of a winter term becomes integral to the Budget Strategy Team's plans for Clemson, the Scheduling TF recommends campus-wide discussions and input from the Graduate and Undergraduate Councils, Faculty Senate, Human Resources, Academic Calendar Planning Committee, and possibly other groups before a final decision is made.

The committee's two analytical reports both relate to revenue. One estimates additional revenue from a tuition surcharge on undergraduates registering for more than a "normal" full-time load. The other estimates cost reductions by balancing instructional resources to match the typical difference in fall and spring semester enrollment. The reports can be viewed at http://www.registrar.clemson.edu/pdf/analysisSurcharge.pdf and http://www.registrar.clemson.edu/pdf/analysisBalance.pdf.

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Stan Smith, Task Force Chair
February 13, 2009

Summer Program Task Force Report

I. Sources and Projections for New Revenue
The task force for summer programs has identified two major sources of 'new' revenue for the university:

Source of Revenue	Estimated Net Revenue
1. Establish a support system to manage new and existing summer programs to allow for:	
A. Creation of new fee-based summer programs	$ 682,500.00
B. Increased revenue from current summer programs (grant increases, fundraising, new services)	$ 150,000.00 – $200,000.00
2. Proposed cuts to current youth affiliated programs	$ 425,965.00
Total Estimated Net Revenue	**$1,258,465.00 - $1,308,465.00**

II. Recommendations*

1. Establish dual Summer Programs Support Systems for new and existing on- and off-campus summer programs. The following model represents the proposed support system:
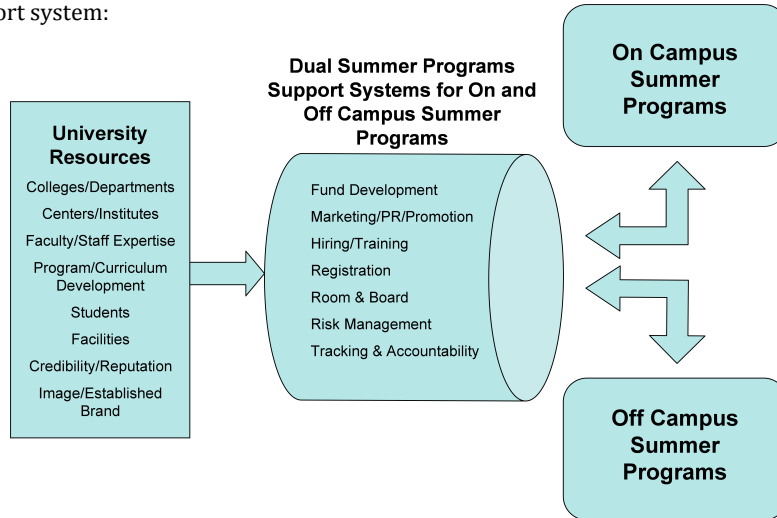
A. The proposed Summer Programs Support System outlined above will allow for an increase in net revenue through the creation of new on- and off-campus summer programs (see appendix for program specifics).

    Proposed New Off-Campus Programs (not limited to these):
- Community Service Experiences - Summer Gap Program
- Professional Experiences - Miami Outreach Program
- Academic Experiences - Traveling Academic Program
- Social Experiences - Pre-Freshman Adventure Program

    Proposed New On-Campus Programs (not limited to these):
- Academic Student Experiences -"Discover College, Discover Clemson" Experience
- Social Experience- Pre-Freshman "Clemson Connection"
- Clemson Experience for Parents of Incoming Freshman

B. By establishing a Summer Programs Support System, we expect an increase in revenue from existing summer programs through increases in grants, fundraising, and new support services such as marketing and public relations.

2. As part of this report, we recommend including proposed cuts to current youth affiliated programs.

III. Benefits of Proposed Recommendations
Departments, faculty, and students would realize the following incentives for developing new revenue generating programs and expanding existing ones.

    Departments
- Student recruitment & retention
- Student retention
- Expansion of summer programs
- Creative inquiry opportunities
- Cross-department collaboration
- System organizing summer programs

    Faculty
- Program research opportunities
- Personal financial incentives
- System for organizing summer programming
- Potential for publications
- Grant writing – develop officer

    Students/Participants
- Academic credit
- Community service hours
- Bonding experience between students
- Internships
- Travel opportunities
- Resume building experiences

*Please see appendix for conditions and assumptions about our recommendations.

Clemson Tuition and Scholarship Task Force Report
February 16, 2009

We offer a bold, reflective, and hopefully thoughtful proposal that in some respects, simply codifies or recognizes existing practices that are not clear or widely well understood. The task force embraces these proposals for a energized, financially secure, and educationally enabled Clemson University. Virtually all of what you see here is based on broad, nearly unanimous consensus, with one prominent exception noted below.

Our task force has worked for a total of more than 340 hours. This document and proposal reflects the wisdom and judgment of the collected individuals. We were charged, not asked, to determine a cost and market based tuition and scholarships proposal. We have attempted to steer that course, putting aside our own personal preferences, wishes, opinions, and desires.

Critical Caveat: This is a model or tool designed solely to price tuition and fees to the market. It is NOT a budget or cost accounting tool.

Synopsis
We are proposing a custom tuition model for all Clemson students, undergraduate and graduate, based on cost and market demand. In this model all students start with the same list price regardless of residency or any other factor, reflecting the classroom reality that students are not educated differently based on their residency status. To this one base price, program specific fees are added where appropriate, based on the student's chosen course of study. We propose a new strategic plan for undergraduate scholarships and grants based on individual student characteristics to derive the net customized bill. While this might sound radical, in fact it is not. Our analysis reveals that the net price for tuition and fees paid by Clemson undergraduates now and has for some time, varied a lot. In fact, we already have custom tuition, but it is not recognized, codified, transparent, or easily managed or understood. Our new custom tuition model provides Admissions and Financial Aid the required flexibility to more carefully and thoughtfully allocate resources to address the goals and objectives of the University. The result of this new approach equips the University to attract and educate the kinds of students that Clemson seeks.

There are three major ideas in this part of our pricing proposal.
1.   A base market price irrespective of residency.
2.   A two-part financial award for SC citizens (undergraduate).
3.   A new cost and market based program specific pricing.[1]

These are separate issues, and each should stand on its own merits to varying degrees.

Through the SC Citizens Award, our proposal also calls for SC citizens to pay less tuition than the basic market price which, in part, is emblematic of the generous support of the state taxpayers, and this is supplemented with a University discount for S.C. undergraduates. These combined awards reduce tuition paid by S.C. citizens by the pro rata share of the state appropriation plus an additional fixed amount. Mr. Clemson clearly meant to support the citizens of our state. This reduction in tuition reflects our continued commitment to that dream and vision.

Our proposal also calls for a new scholarship program that we call the Excellence Award available to a large portion of Clemson undergraduate students, regardless of citizenship, based on merit. This award is designed to customize tuition to each student's own personal financial situation and educational prowess, lowering tuition as appropriate to make Clemson more attractive to the best and most capable students. Our plan eliminates blanket tuition waivers.

Specifics and Definitions
Baseline Tuition—market and cost determined based on relevant peer prices and market demand for undergrads and grad students
Program Specific Fees—charges based on high demand and cost of delivery, faculty and student input, or key Clemson focus areas
South Carolina Citizenship Award—earned by ALL SC citizens
      SC Citizenship Award I: State funded, recognition of pro-rata share of state appropriation
      SC Citizenship Award II: Clemson University discount, fixed annually and determined by policy
Excellence Award—a scholarship award to most Clemson students based on general merit, funded by University general revenues

Our Proposal for Semester Charges
It is critically important to note that this is a proposed tool. It is based on sound concepts and principles, and uses the most accurate data as we can determine at this point. But important inputs to our market and cost based calculation are fluid and dynamic. As a tool, the most important of these dynamic components includes: *i)* cost reductions targets to be determined by Board of Trustees, *ii)* enrollment mix and levels, and *iii)* state appropriation levels. As any of these, or other, dynamic inputs vary, our tuition proposal will change. Our pro forma has the necessary flexibility to accommodate these changes. Our tuition proposal depends on those data and adjusts as they adjust. The proposal below includes our current best estimates of these dynamic factors. We fully expect that these numbers will change as the factors flux.

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[1] We believe that demand and cost differences across programs at Clemson are substantial and that a formal recognition and delineation of tuition differences already in place be enhanced, simpler, and transparent.

	Item, all entries per semester per undergraduate student	Award	Charge
1	Baseline tuition for all Clemson undergraduate students including mandatory fees and net of efficiency cost reductions[2]		$12,060

2	Program Specific Fees[3]
	  CBBS Fee [Juniors and Seniors(majors), see Appendix for credit hour fee for non majors]
	  CES Fee [Soph-Srs (majors), see Appendix for credit hour fee for non majors][4]
	  Architecture, LSA, CSM Fee [all class ranks, only 50% for freshmen]
			$1,000[5]
			$ TBD
			$1,020

3	SC Citizen Award (two components earned by all SC Citizens)
	  State Appropriations Recognition, pro rata share[6]
	  Clemson University General Revenues, non-state appropriations
		($4,295)
		($1,000)	

4	Excellence Award[7]	($750)	
5	Enhanced, scientific and strategically determined merit based awards (amounts individually determined. This is the average but is not given to all students and hence individual awards are much larger than the average reported here)[8]	($833)	
6	Need based awards (amounts individually determined. This is the average but is given to a small number of students and hence individual awards are much larger than the average reported here)	($321)	
7	Universal Access Award for SC Citizens	Full fees and tuition ($1 nominal charge)	

Minority Proposal

A minority of the Task Force membership offers an alternative to the majority proposal that is based on a fundamental, philosophical belief that the University is an academic community in which all students are equal partners and all degrees have equal value as an educational foundation. The minority fully supports the concept of a single list price for tuition and the attendant credits for scholarships, SC citizenship, need, etc.; but it does not support broad-based program specific fees (such as those listed in item 2 above for CBBS, CES, and selected departments in AAHS) in the determination of net tuition. The minority also support the concept that tuition be competitive with our peers but recommends that it be implemented through a "budget to the plan" approach. The idea here is that the University develop a plan, determine the net price tuition that would be required to fund that plan, and then determine if the tuition is competitive with our peer institutions. If the tuition is too high, the plan would be scaled back until the tuition becomes competitive.

Other Proposals Details provided in the appendix.

1. In addition to the new Excellence Award we propose to continue the long standing practice of lowering tuition to highly qualified students, but with a thoroughly revised and revamped scholarship award system that completely replaces the undergraduate current waiver system. This new approach we proffer is based on a detailed, thoughtful and scientific analysis of the undergraduate admissions data. We believe that this new system will significantly enhance overall undergraduate revenues, create a better, higher quality student body, and more equitable need and merit based scholarship awards. It will target undergraduate students where the tuition reduction is most likely to be effective and beneficial. This new strategic scholarship award system reflects market place realities and improves on the current mechanical one size fits all waiver system. (See item 5. in the table above)

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[2] We take as given the fee components of tuition that make up the base tuition (such as activity fee, software license fee and the like). We are proposing the base price independent of its components and their disbursement. This is not a budgeting model nor should it be used to allocate revenues. It is a pricing model.

[3] We propose that all program specific fees allocate some portion, 10 % is our guidepost, to need based scholarships and awards, within that program.

[4] CES made a proposal to our task force that we examined in some detail. We believe that a program fee in this area is warranted, but we propose that CES prepare a business plan explaining the program enhancements, the timing and details of rollout, and a communications plan to engage, faculty, students, and other relevant parties in vetting and making the plan known to all prior to implementation.

[5] This fee is four years old and has not kept pace with inflation. We suggest, but leave it to the administration, an inflation adjustment of $175 might be appropriate. All the data we have encountered suggests that this higher fee is supported by the market, including applications, quality of applicants, ranking, and job placements of graduates. Additionally, note that we are proposing that all program specific fees earmark 10 % to need based scholarships within the program implies that this fee should also increase by an additional $100 (or $117 if the inflation adjustment is incorporated by the administration).

[6] We have based this precise number based on current enrollment at Clemson in the recent past tempered by projections of enrollment in the immediate future. This discount should not be expected to change appreciably until and unless the state appropriations change. Put differently, we are not proposing to change this number minutely as there are small changes in enrollment at Clemson, but only as the state appropriation fluxes.

[7] The ability to make this award depends upon regulatory relief. If that relief is not forthcoming in 09-10, then we propose that the base tuition be reduced to net out this amount. The amount we propose here will be earned by many *but not all* Clemson students. Award stipulated here is the average across all Clemson students.

[8] This award and the needs amounts listed just below are based on current allocation. We recognize that future allocations might shift money from merit to need or vice versa.

2. A revised admissions process for undergraduates that more carefully identifies the most appropriate students to attend Clemson which might include an essay and/or interview.
3. A universal access program that sets tuition (and mandatory fees) for the poorest Clemson students who are citizens of South Carolina at $1 per semester.(see line 7 above)
4. Continuation of the line item fee system for transparency and accountability
5. An enhanced student bill approach that provides detailed information on each segment of the bill
6. Payment of full four-year tuition bill (undergraduates)
7. Guaranteed undergraduate tuition for four years with only an inflation adjustment factor
8. We endorse program specific market based pricing, carefully analyzed and data vetted for summer school or other situations to be proposed and processed through normal channels in the University
9. We recognize that there are various and sundry, usually small, programs within the University that have special arrangements and tuition. We are not proposing that these contracts/programs be concluded. Instead we urge the relevant administrators to review and determine whether those programs are data vetted and market driven.
10. Graduate tuition—We propose the same one-rate approach for graduates as for undergraduates, removing the distinction between resident and non-resident graduate tuition. Specifics include *i)* retaining the current market derived tiers, adding two additional tiers (one for premium content and one for course and program delivery in developing nations), *ii)* increasing the existing FY09 resident tiers by HEPI to create the FY10 one-rate tiers, *iii)* continue to allow program specific tuition on an as - approved basis, and *iv)* seek new strategies to reduce or eliminate the Graduate Fee.
11. Graduate professional degree programs should, at a minimum, be financially self supporting.

Respectfully,

Neill Cameron, VP for Advancement
Brett Dalton, CFO
Callie Boyd, Pres. Student Body
Apurva Shah, Undergrad Student rep.
Kerry Waller, Grad student rep.
Bob Fjeld, Faculty, Chairman, Chaired & Titled Profs
Robert Barkley, Director of Admissions
Bruce Yandle and Bobby McCormick, Professors Emeriti, Co-Chairs

Ex-officio members added for advice and counsel:
Bruce Rafert, Dean Graduate School
Marvin Carmichael, Director of Financial Aid
Randy Collins, Assoc Dean CES
Jim London, Assoc Dean AAH

Of Selection and Commitment:
A proposal for the T.G. Clemson Society

1/29/09

What are we trying to accomplish?

Attract committed learners

Enhance intellectual experience

Reduce education costs

Support TOP 20

How might we achieve it?

Attract committed learners	Enhance intellectual experience		Reduce education costs
Improve intake filter	Require costly commitment	Offer prestigious opportunity	Improve retention, increase loyalty
Admissions Process	**Clemson Service Corps**	**T. G. Clemson Society**	**Net Financial Gain**
Signal required commitment, measure broader set of metrics	*Mandatory parallel educational program for all first and second year students*	*Deeper intellectual experience designed for selected juniors and seniors*	*Compelling experiences improve retention, lower educational costs & increase giving*

A few thoughts on Admissions

What are we looking for?

- Desire for distinctive CLEMSON education

- Strong commitment to pursuit of learning

- Aptitude and attitude
  - Learning
  - Leading
  - Serving

How do we measure?

- Scores - tests, GPA, etc.

- Resumes - extra-curriculars, leadership, service, etc.

- Essays (mandatory) – writing skills, character

- Interviews (at margin) – attitude, commitment

How do we gain commitment?

- Increase application fee

- Require meaningful essay

- Implement mandatory Clemson Service Corps

- Communicate value of TGC Society opportunity

An organizing framework for programs

	Learning	Applying	Serving
Land Grant Mission	Teaching	Applied Research	Extension
Mr. Clemson: Renaissance Man	Scientist Artist Traveler	Engineer Communicator Entrepreneur	Diplomat Philanthropist Leader
Elements of Service Corps & TGCS	Reading & Writing Arts Traveling Clemson History	Creative Inquiry Problem-Solving Speaking Sports	Campus involvement State service University issues Mentoring

More on Clemson Service Corps

▸ All 1st and 2nd year students required to participate

▸ Not an orientation, but an overlaid educational program

▸ Includes both common and elective components, including basis in history of Mr. Clemson and the University

▸ Successful completion required for graduation

▸ Points system will establish eligibility for TGC Society

Why wait? Service needed soon

▸ Launch first element in Fall 2009

▸ Focus on service to SC in counties hit hardest by recession

▸ 3-4 day "student service sorties" to complete private projects

▸ Utilize extension agencies to identify needs, plan logistics

▸ Reduce operating costs while students off-campus

More on Thomas G. Clemson Society

Key Components

- Invitations extended to 10-20% of juniors, based on Service Corps performance, interviews, demonstrated commitment to learn, serve

- Built around critical analysis seminars to address campus, state, national, global issues with associated travel opportunities

- Includes access to key faculty, alumni, leaders in seminars and as mentors

- Members serve in advisory capacity to first and second years in Service Corps program

- Students will develop digital communities to manage communications

Value Proposition

- Prestige and recognition

- Unique and enriching opportunities

- Additional scholarship/grant funding

- Distinctive Clemson education

- Certification from "Clemson Mint" as Thomas Green Clemson Scholar with unique ceremony at Fort Hill

What's the bottom line?

Anticipated Costs

- Dean & Assistant Dean
- Faculty opportunity costs
- Materials and administrative
- Speakers and facilities
- Travel
- Grants & Other

▸	~$300K	Dedicated staff
▸	TBD	Multiple faculty involved
▸	TBD	Readings, supplies, etc
▸	TBD	
▸	TBD	Local, state, national, international
▸	TBD	TGCS Scholarships

Anticipated Revenues

- Student service to campus
- Reduced cost to educate
- Increased giving

▸	TBD	Manpower
▸	TBD	Stickier students
▸	TBD	More loyal students
	TBD	

More work will be completed to refine the estimate

What's our investment thesis?

▸ Required and optional programs send signal Clemson is seeking students who must be committed to learning in order to graduate

▸ Committed students will be more engaged and more likely to persist, reducing faculty instruction costs (time) and transition costs (attrition)

▸ Program costs to be partially supported by students in service and dollars

▸ Investment in powerful student experiences will yield returns in terms of loyalty, esprit-de-corps (akin to military days) and financial support

▸ New programs add to the "distinctive" Clemson education that will be evident in Clemson grads in the marketplace

Implementation will drive results in support of Top 20

THE FIFTH-YEAR INTERIM REPORT
April 15, 2009

PART III: ABBREVIATED COMPLIANCE CERTIFICATION

Name of Institution: Clemson University

Address of the Institution: 201 Sikes Hall, Clemson, SC 29634

Name, title, contact numbers of person(s) preparing the report:
Dr. Debra B. Jackson
Vice Provost and Assistant to the President
(O) 864-656-4592; (C) 864-650-0667; email dbj@clemson.edu

1. The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. *(Core Requirement 2.8)*

   _X_ Compliance   ___ Non-Compliance

Narrative:

Clemson University has an adequate number of faculty members to support the instructional programs in each academic unit (Table III.1.1). A more detailed distribution by academic department is provided in Appendix III.1.1. There is also a listing of the degree programs managed by each academic department and the members who have leadership roles in curriculum development. Additional faculty members are employed for research and public service responsibilities, which are not enumerated here. These members provide additional opportunities for undergraduate and graduate student experience outside the classroom. Each college maintains records of original transcripts and other evidence of academic qualifications to teach and conduct research in their assigned disciplines. Central oversight of faculty credentials documentation is provided by the Office of Institutional Research. Annual review of member achievements along with tenure and promotion review and post-tenure review, insure that members maintain and enhance their academic qualifications. Members have received state, regional and national recognition for their teaching, research, and public service.

Table III.1.1 Distribution of Instructional Faculty Members and Student/Faculty Ratios

College	FTE Faculty Members	FTE Students per FTE Faculty Members
Agriculture, Forestry, and LIfe Sciences	239	11
Architecture, Arts, and Humanities	283	14
Business and Behavioral Sciences	177	21
Engineering and Science	346	15
Health, Education, and Human Development	138	12

Number of full-time equivalent (FTE) faculty members is the sum of FTE for all instructional faculty members for each academic department in each college. The FTE for students is calculated by dividing the number of PhD student credit hours (SCH) taught in each discipline by 9, Master's SCH by 12, and undergraduate SCH by 15.

Several measures of instructional quality along with peer benchmarks support our belief that our faculty members are more than adequate. First year retention and six-year graduation rates are two indicators of not only student quality, but also instructional quality. Institutions characterized as highly selective have entering freshmen with a mean SAT score greater than 1100. Clemson University has met this standard for every cohort beginning with the 1995 cohort. The following benchmarks were derived from the Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma.

Table III.1.2 First year retention rates of the 2004-2006 freshman cohorts. Clemson University rates were higher than the mean of the highly selective institutions and both were higher than the national average for participants. Comparison rates for the 2007 cohort were not available.

Table III.1.2 First Year Retention Rates

Cohort Year	Clemson University	Highly Selective	All Institutions
2004	88%	87%	80%
2005	89%	87%	80%
2006	90%	89%	81%
2007	91.5%	N/A	N/A

Table III.1.3 Six-year graduation rates for freshman cohorts. Clemson University rates were higher than the mean of the highly selective institutions and both were higher than the national average. Comparison rates for the 2002 cohort were not available.

Table III.1.3 Six-Year Graduation Rates

Cohort Year	Clemson University	Highly Selective	All Institutions
1999	75%	69%	57%
2000	75%	70%	58%
2001	78%	71%	59%
2002	79.2%	N/A	N/A

Another measure of instructional quality is the percentage of the faculty that were full time. The following graph was developed with data collected from the IPEDS Peer Analysis System (http://nces.ed.gov/ipedspas/). A group of 25 institutions was selected based upon greatest similarity to Clemson University of discipline mix for degrees awarded. This selection method improves the benchmark by limiting included institutions to those with a similar mix of disciplines. Five-year trends are shown for this benchmark and for Clemson in Figure III.1.1. (Error bars are 1 standard deviation of the mean.)

Figure III.1.1 Percentage of full-time faculty across five years.
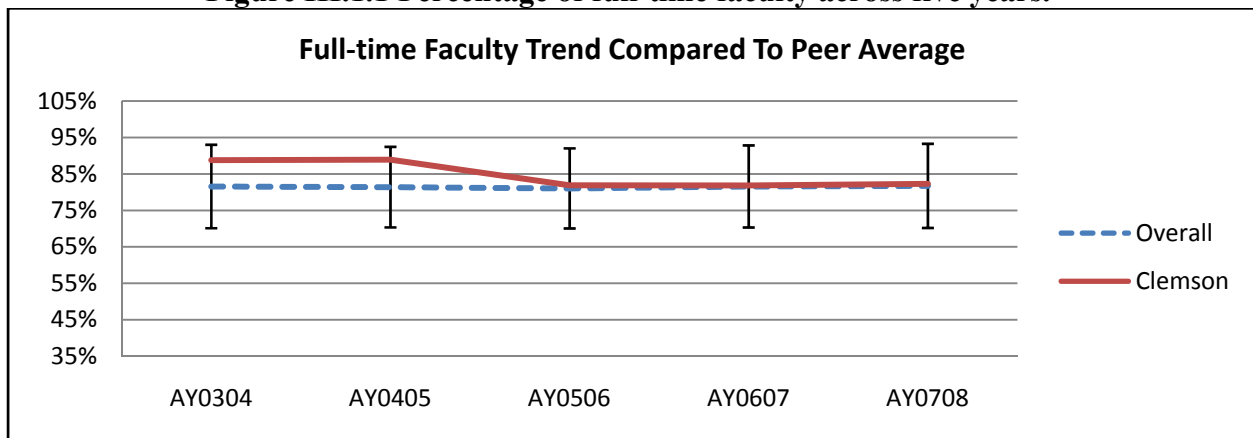
From the same data source and using the same institutional benchmark, the following plot shows the percentage of tenured and tenure-track members (Figure III.1.2). (Error bars are 1 standard deviation of the mean.) Over the last few years, we have replaced a large portion of our faculty due to retirements. This has caused a noticeable shift in Clemson's tenure mix and the percentage of full-time members because of the limitations on hiring that many new members in

a very short period. We expect this to return to the normal range as we finish this above normal

rate of turnover.

Figure III.1.2 Percentage of faculty members in tenured or tenure-track positions

Clemson Tenure Percentage Trend Compared To Peer Average
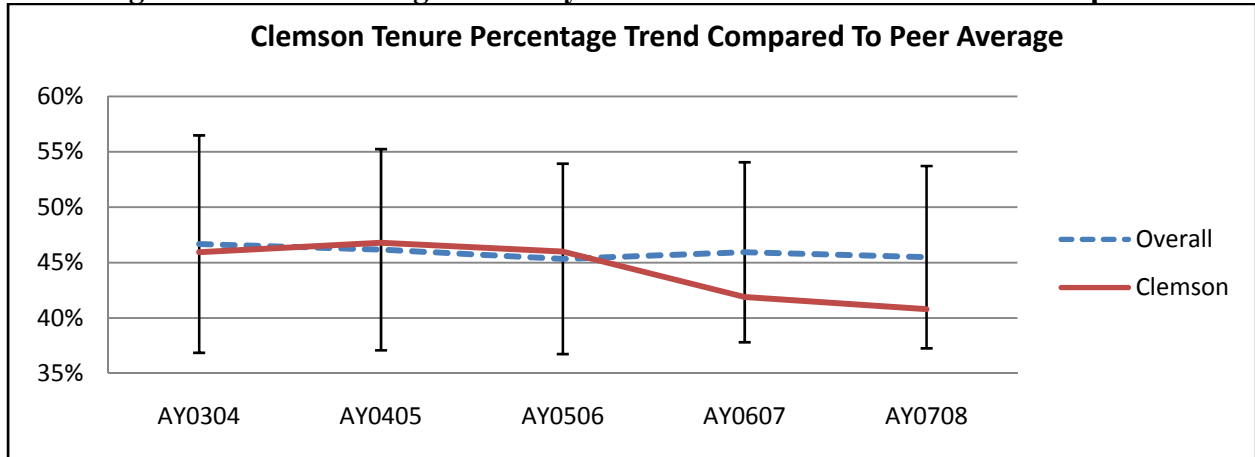
Using the same institutional benchmark and data source, we examined the student faculty

ratios. Both were calculated by adding the full-time members to one third of the part-time

members. We have consistently maintained a lower student to faculty ratio inline with our goals

to keep a high level of direct involvement between our students and faculty members.

Figure III.1.3 Student to faculty member ratios

Clemson Student to Faculty Trend Compared To Peer Average
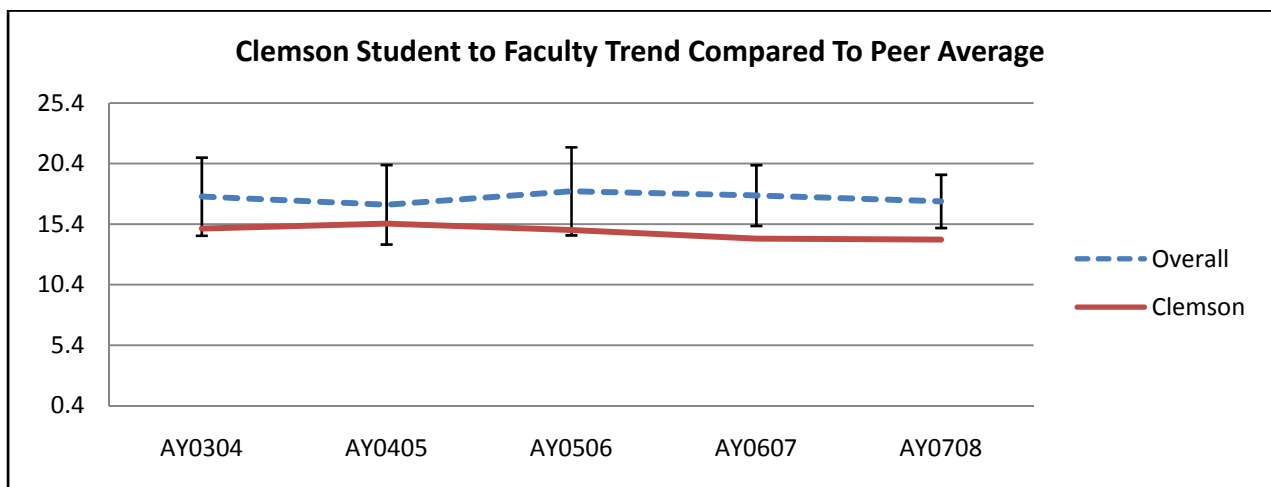
These are but a few of the measures that might indicate the quality of our faculty. During the last five years our rate of externally sponsored research is up, our enrollment and degrees awarded in doctoral programs are both up, and the number of regular classes with less than 20 students has improved steadily. These improvements continued at the same time that more than one third of the faculty members were replaced.

2.	The institution provides **student support programs**, services, and activities consistent with its mission. *(Core Requirement 2.10)*

_X_ Compliance   ___ Non-Compliance

Narrative:

Clemson provides 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. This supports the institution's vision of being one of the nation's top-20 public universities and the mission statement's declaration that "students remain the focus of the University." The Division of Student Affairs is the principal unit charged with coordinating services for students. Other units, such as Undergraduate Studies, The Graduate School, International Affairs and colleges, provide programs and services that complement the student services programs and activities. Overall, Clemson's goals reflect a commitment to helping students realize their potential for success as individuals and as productive and constructive members of society.

Clemson University recognizes the essential role of student development in the accomplishment of the institution's educational goals and the cultural, social, moral, and intellectual growth of Clemson students. The University's Mission Statement identifies student development as fundamental to the context in which Clemson fulfills its commitment to high quality teaching, internationally significant research, and extended public service. A subsequent section of the Mission Statement declares, "In all of this work, students are the University's true focus."

A variety of student-centered services are provided in order to address the vision and mission of student affairs in meeting the cultural, social, moral, intellectual and physical development of students. Services that address student needs include:

- The Union and Student Center (social)

- Gantt Intercultural Center (cultural)

- Leadership Development (intellectual)

- Community and Ethical Standards (moral)

- Career Center (future development)

- Campus Recreation (physical, social)

- Redfern Health Center and the Counseling Center (psychological, physical)

- Student Involvement (service)

- Transition Programs (social, cultural, psychological, moral)

- Residential Life (social, intellectual)

The mission and vision statement for Student Affairs and stated Student Learning Outcome provides documentation of the consistent link between the university's mission and the program and services provided to implement the mission. The University's 2011 Goals include several devoted to the enhancement of campus life. These include:

- strengthen our sense of community and increase our diversity

- recognize and appreciate Clemson's distinctiveness

- create greater awareness of international programs and increase activity in this area

- increase our focus on collaboration

- maintain an environment that is healthy, safe, and attractive

The Division of Student Affairs is organized and focused to support these goals. The division is dedicated to creating and maintaining a safe and supportive campus community in which every student is empowered to learn and succeed. Through programs, services, and activities provided both on-campus and in the local community, Student Affairs seeks to meet

the unique needs of each student while encouraging all students to develop into responsible adults and productive members of society.

Student Affairs Mission Statement

The Clemson University Division of Student Affairs creates supportive environments and innovative opportunities for student learning. We promote individual student excellence, invite collaboration and discovery, and challenge students to take responsibility as members of a diverse, global community.

To Achieve this Mission We:

1. Create caring, safe and healthy environments that support student learning;

2. Provide innovative opportunities for student learning, especially in the areas of self-knowledge, leadership and communication, and social responsibility;

3. Promote individual student achievement and excellence in academic pursuits and beyond;

4. Invite individual and collective discovery through relationships, partnerships, and collaborations with students, faculty, staff, parents and other members of our community;

5. Challenge students to understand, embrace, and act in accordance with their responsibilities as members of a diverse, global community.

Student Affairs Vision Statement

Clemson University's vision is to become a top-20 institution. In support of this vision, Student Affairs will provide an exemplary, comprehensive and integrated student life curriculum, resulting in the nation's most engaged, satisfied, and successful student body.

To this end, the following are strategic goals for the division:

1. Increase undergraduate retention and student engagement

   Objectives:

   - o Increase retention and graduation rates for selected populations

   - o Enhance students' understanding of community expectations

   - o Improved engagement scores (NSSE)

   - o Enhance satisfaction scores (EBI and SSI)

   - o Enhance student learning in areas of self-knowledge, leadership and communication, social responsibility, and life skills application

2. Expand diversity education to include a broader range of students

   Objectives:

   - o Increase participation in diversity training programs

   - o Improve engagement scores related to diversity (NSSE and EBI)

   - o Increase diversity among student involvement with student affairs programs and activities

   - o Enhance student learning in areas of self-knowledge, leadership and communication, social responsibility, and life skills application

3. Develop new support programs for graduate students

   Objectives:

   - o Increase graduate student satisfaction with student services

   - o Offer four new services to meet the needs of graduate students

   - o Increase involvement of graduate students in student affairs program offerings

4. Expand leadership education and civic engagement opportunities for students

   Objectives:

   - Identify intentional leadership experiences across the Division of Student Affairs

   - Identify intentional community service experiences across the Division of Student Affairs

   - Maintain or improve engagement scores related to leadership and civic engagement (NSSE)

   - Increase national recognition of service-learning and community service activities

   - Seek collaborative academic Leadership Certificate with the College of Health, Education and Human Development

   - Pursue a Carnegie Foundation Elective Classification of Community Engagement as well as the President's Honor Roll recognition for Clemson University

   - Increase satisfaction of students, faculty and community agencies in community service projects

   - Enhance student learning in areas of self-knowledge, leadership and communication, social responsibility, and life skill application

5. Expand student affairs facilities for greater student involvement/learning and more efficient delivery of campus and community services

   Objectives:

   - Work with campus and community partners to ensure recreation, entertainment, and academically-based programs and facilities are further developed at Cooper Recreation Area

   - Increase student use of Campus Life facilities

- Secure student support for and build "Core Precinct"

- Build a Municipal Services Complex

- Improve user satisfaction with all Student Affairs facilities/services

- Expand and renovate Redfern Health Center

- Complete Comprehensive Housing and Student Life Master Plan and implement recommendations

- Maximize potential of Littlejohn Coliseum as a multipurpose venue

6. Ensure a healthy, safe and well campus for all members of the Clemson community

   Objectives:

   - Reduce high-risk, unhealthy behaviors and increase self-reported healthy behaviors

   - Decrease behaviors resulting in PTI referrals

   - Improve student satisfaction scores (SSI)

   - Increase participation in health, wellness, and/or safety-related programs

   - Increase number of campus referrals of students, faculty, and staff in need of assistance through CARE Network

   - Enhance student learning in areas of self-knowledge, leadership and communication, social responsibility, and life skills application

Cultivating Student Excellence: *A Framework for Student Learning Outcomes*

During a time of increased accountability in higher education, colleges and universities nationwide are being asked to detail specific learning expectations of their students and to provide evidence to demonstrate that those learning outcomes are being met. Institutions of higher education must now report enrollment and graduation rates and document student learning

from both formal and informal learning environments during students' cumulative university experiences. Student learning outcomes should specify both what students know and the cognitive and affective changes in student development resulting from their college experiences. Student affairs professionals have a particular responsibility for ensuring that our campus is a true learning community committed to providing "transformative" educational experiences for all students. Our professional associations, the National Association for Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA), encourage student affairs educators to lead collaborative institutional efforts to assess overall student learning and to demonstrate the role of diverse curricular and co-curricular experiences in achieving comprehensive institutional learning outcomes.

To this end, the Clemson University Division of Student Affairs has adopted four learning outcomes.

1. Self-Knowledge: Identifying and articulating various aspects that contribute to one's identity; Exhibiting an accurate sense of self

    This outcome is visible through:

    - Enhanced Self-Esteem
    - Realistic Self-Appraisal
    - Clarified Values
    - Independence
    - Spiritual Awareness
    - Personal, Educational and Career Goals

2. <u>Leadership and Communication</u>: Developing mutually beneficial relationships through communication and cooperation with others; Applying influence and collaboration effectively to achieve group goals; Living and leading with integrity according to a set of established ethical principles

    This outcome is visible through:

- Effective Communication

- Leadership Development

- Meaningful Interpersonal Relationships

- Collaboration

3. <u>Social Responsibility</u>: Understanding and participating in the development, maintenance and/or orderly change of community, social and legal standards or norms; Appropriately challenging the unfair, unjust or uncivil behavior of other individuals or groups; Participating in relevant governance systems and in service/volunteer activities; Valuing people different from oneself

    This outcome is visible through:

- Appreciating Diversity

- Environmental Stewardship

- Global Interdependence and Citizenship

- Clemson Core Values

4. <u>Life Skills Application</u>: Applying the comprehensive set of skills and knowledge gained from one's Clemson education in effectively planning one's everyday and future activities while solving personal and community-related problems in ever-changing environments; Adaptability and practical application of knowledge for life success of self and others

This outcome is visible through:

- Safe and Responsible Decisions
- Healthy Behaviors
- Career Development
- Satisfying and Productive Lifestyle

While the Division of Student Affairs is the University's principal, the Office for Undergraduate Studies, the Graduate School, International Affairs and the five colleges of the University provide additional student services and activities. Such services include:

- Office for Undergraduate Studies: Admissions, financial aid, registrar, academic grievances, academic appeals, and curriculum oversight are centralized under the leadership of the Vice Provost and Dean for Undergraduate Studies. Student services include, but are not limited to, Academic Success Center, Advising, Transfer Advising, Bridge to Clemson, and Cooperative Education. In collaboration with Student Affairs, new Freshmen and Transfer Orientation Programs have been implemented.

- The Graduate School: Admissions, recruitment, graduate assistantships, academic grievances and appeals, and curriculum oversight are centralized under the leadership of a Vice Provost and Dean of the Graduate School.

- College of Agriculture, Forestry and Life Sciences (CAFLS): The Student Services Center coordinates student relations and recruitment for the College and assists students with career concerns. The College's diversity coordinator works to increase diversity and retention among the student body by recruiting underrepresented populations through a variety of activities. The Undeclared Advising Coordinator advises CAFLS Undeclared Students and directs student development activities for the college.

- College of Architecture, Arts and Humanities (AAH): The Advisement Center provides advising of Humanities Undeclared majors, academic orientation for all new students in the School of Humanities in AAH, and academic support for the college, including support for faculty advising and the college curriculum committee. The college supports study abroad programs and other experiences in Spain, Italy and Charleston, SC.

- College of Business and Behavioral Science (CBBS): For the benefit of its majors, the College has developed an advising center. The College also supports the living/learning community for undergraduate students. A leadership program, ILead has been developed and implemented for students in the college.

- College of Engineering and Science (CoES): Student support is provided through the General Engineering Program, the Program for Engineering and Enrichment and

Retention (PEER), and the Women In Science and Engineering (WISE) program. The College also supports the living/learning community for undergraduate students.

- College of Health, Education and Human Development (HEHD): Student services are provided by the Academic Advising Center's director and six professional advisors; the Edwards Hall Learning Resource Center's director and graduate students; the Tillman Hall Learning Resource Center's director and one staff member; and the Joseph F. Sullivan Center's director, nurse practitioners, physicians, registered nurses, and a health educator.

- International Office: Student services for outbound students include study abroad advising and pre-departure orientations; services for inbound students include exchange student orientations, student field/culture trips, peer mentoring programs, and welcome and farewell dinners. Travel planning sessions, community outreach programming, and other services are provided.

Student Programs, Resources and Activities devoted to fulfilling this commitment to students include:

Gantt Intercultural Center: The Gantt Intercultural Center is committed to fostering a welcoming and inclusive campus community, which values and celebrates the diversity of its members. We accomplish our mission by:

- Serving as advocates for students from diverse backgrounds through a variety of high-quality support services;

- Providing educational opportunities through engaging cultural awareness programs and other collaborative initiatives;

- Facilitating dialogue among diverse communities;

- Providing a global learning environment that expands cultural knowledge and experiences; and

- Providing leadership opportunities for students to enhance overall personal and professional growth and development.

- Student support services include International Student Orientation, English Oral Screening Interviews assistance, advising and referral services, and coordination of International Awareness Week.

Center for Student Involvement: This department administers policies, procedures and programs designed to contribute to the total development of Clemson students. Primary functional areas include student activities, leadership education and civic engagement. Impact and satisfaction is assessed through use of student learning outcomes, individual participant evaluations as well as institutional participation in national instruments like The National Survey of Student Engagement (NSSE). 2008 NSSE results show that a significantly higher number of Clemson upperclassmen are involved in co-curricular activities than our peer institutions on the national average. The latest NSSE results indicate that our students participate in community-based project at a higher rate than their peers. Assessment data can be found on file in the Center for Student Involvement, through the Division of Student Affairs Assessment coordinator as well as in WEAVE® Online.

New Student and Sophomore Programs: This office supports Clemson University students and their families through the facilitation of transition and retention programs for the first two years of the undergraduate experience. To provide engaging learning opportunities that foster student success, this office works collaboratively with academic affairs staff, faculty and various offices across campus. This office coordinates university-wide New Student Orientation

(summer and January programs) and Clemson Connect (extended orientation in August) which includes recruiting, hiring, and training 30 orientation ambassadors and 150 welcome leaders annually. New Student and Sophomore Programs also coordinates a comprehensive Sophomore Year Experience program, partners with Undergraduate Studies to provide two online success networks, TigerWire Freshmen and TigerWire Sophomores, to first and second-year students and transfer students and with University Housing to provide support to first-year students via a Retention Intervention Team.

Office of Community and Ethical Standards: The mission of the Office of Community & Ethical Standards is to promote an environment, which encourages students to uphold Clemson University core values and standards. OCES provides programs which educate students regarding the consequences of their behavior and empower students to become responsible members of our community. OCES programs include the Community Educator Program which is a mentoring program providing opportunities for students to learn more about the core values and how to apply those to everyday situations on-campus, the Citizens-of-the-Month campaign is OCES' opportunity to identify and honor those students who are serving as role models for other students by exhibiting the core values of Clemson in their daily lives and the Core Values Blog that is designed to engage students in the discussion about core values and community standards.

Dean of Students Office: The Dean of Students Office empowers students to discover, pursue and achieve their personal and educational goals. Through collaborative programs and services that encourage realistic self-appraisal, increased independence and enhanced self-esteem, the Dean of Students Office serves as a primary student advocate and as a resource for families in supporting student retention, graduation and success. The Dean of Students Office provides leadership for the division in student care and support, parents and family programs,

crisis planning and management, threat assessment, student death response, and alcohol safety through the EMpower Clemson Office. In 2008 the Dean of Students Office utilized the CARE Network to provide increased communication and coordination related to student care for over 647 students involving 733 incidents.

Student Health Services: Redfern Health Center, an ambulatory health care facility accredited by the Joint Commission, provides quality services, programs, and activities that promote the health, growth, and safety of Clemson University students. The health center consists of three main divisions: Medical Services, Counseling and Psychological Services, and Health Promotion. The Medical Services division provides outpatient ambulatory care for illness and injury, pharmacy, lab, X-ray and specialty services including women's health, short stay/observation, and allergy/immunization clinics. Counseling and Psychological Services is committed to providing professional services to enhance opportunities for success and intellectual, social and personal growth. The Health Promotion department provides campus-wide outreach events, individual wellness counseling and educational presentations for student organizations and classes. In the pursuit of accreditation by the Joint Commission and the American Psychological Association, the center strives for excellence in the quality and safety of patient care and the training of counseling professionals. Extensive documentation on policies, procedures, and customer satisfaction is available. Patient satisfaction surveys confirm the high regard that students have for services delivered at Redfern Health Center.

University Union and Student Center: The Hendrix Student Center and the Edgar Brown Union are both committed to providing experiences, services, and programs for the University community. The Hendrix Student Center is the center of campus experiences and is available for meeting and social interaction. The center provides reservation and informational services for

campus events. The Hendrix Student Center is home to the student media, Michelin Career

Center, Gantt Intercultural Center, campus book store, food courts and other facilities that

enhance the student life at Clemson.

Campus Recreation: This department provides high-quality recreational programs and

services for the students, faculty, and staff of the institution. These opportunities allow the

diverse campus community to interact while participating in a variety of instructional and

competitive activities that promote development of the mind and body. The campus recreation

web site (http://www.clemson.edu/studentaffairs/campusrec/) promotes and describes the

department's offerings. Student participation in campus recreation activities is very high. The

facilities are open 118.5 hours per week and average over 3,000 visits per week day during the

fall and spring semesters. Campus Recreation strives to provide quality recreation experiences to

the students, faculty, and staff of Clemson University through its programs and facilities. These

experiences afford the diverse campus community opportunities to interact while participating in

a wide variety of instructional and competitive activities that promote the development of the

mind and body. Campus Recreation lists in its goals and objectives the following:

- Continue improvement of all program offerings and identification of opportunities to expand programs
- Provide opportunities for students, faculty and staff to participate in a wide variety of instructional and competitive programs that lead to the development of life-long leisure values and skills

Campus Major Events: CME is a division of student affairs consisting of seven fulltime

professional staff who serve as industry leaders in event and facility management and who have

managed hundreds of tradeshows, conferences, sporting events and concerts. TPP is a student led

concert committee and event labor pool consisting of more than 500 members. Together, they function in an integrated entrepreneurial business model dedicated to maximize purposeful use of prime university venues including Littlejohn Coliseum, Tillman Auditorium and the Outdoor Theatre for the benefit of our students, our campus and our community.

Student Affairs Publications: This department creates innovative visual and multi-media solutions for enhancing and illustrating information pertinent to and about the Division of Student Affairs. We provide opportunities for collaboration with students in graphics and other multi-media fields to promote learning and discovery in a real-world environment. Department goals are to: Provide high-level communications/materials for Vice President, Associate Vice Presidents, Departments and Development Office for the Division of Student Affairs; Design/construct/maintain division-wide Web pages; Create promotional materials (print and multi-media) utilizing in-house and online solutions to save the division money; Enhance the reputation and promotion of the Division of Student Affairs.

Student Post Office: The Student Post Office is committed to providing prompt, accurate, secure, and efficient mail service to student mailbox holders through qualified and well trained employees, updated processing equipment, and current technological support. The Student Post Office operates a Federal Contract Station for the sale of stamps and other mailing related services for the University community and is dedicated to providing a secure postal operation in a supportive environment within Student Affairs.

Parking Services: Provide clean, safe, well-maintained parking facilities for all campus parking patrons. Provide all parking services in a timely and cost-efficient manner to avoid wasteful allocation of resources. Support public transportation provided by Clemson Area Transit to: 1) maintain and improve the convenience of access between inner campus

destinations and perimeter parking facilities 2) reduce future parking construction and maintenance costs by reducing demand for on-campus parking 3) maintain and improve the convenience of access to off-campus destinations for Clemson University Students, Faculty, and Staff who do not have private transportation.

Tiger 1 Card Services: Tiger 1 Card Services provide safety and security for the campus by controlled access into buildings and secure financial transaction on and off campus. ID cards are issued only to approved and verified students, staff and faculty for use in both the access and transaction systems throughout the campus.

Police and Campus Safety: Campus police, all sworn law enforcement officers, promote campus safety by presenting public safety programs in classes and residence halls and off-campus. Escorts are available to students, faculty, staff, and visitors. Emergency telephones are strategically located on campus as shown on the University parking map. Designated officers are assigned to walk specific areas on campus and interact with the campus community. An annual publication reporting on safety issues and incidents is distributed to students, faculty, and staff and is published online.

Community and Ethical Standards: The mission of Community and Ethical Standards is to administer a comprehensive student discipline program that encourages students to develop as responsible adults. Awareness of University expectations of student behavior is provided through programs, advisement and interactions that encourage civility and promote self-responsibility.

Municipal Court: Municipal Court provides bench and jury trials for traffic and criminal matters and administrative parking citation review. The Court provides fair and expeditious administration of justice within the jurisdiction of the municipality of Clemson University.

Counseling and Psychological Services (CAPS) provides a safe, confidential counseling environment. CAPS supports the missions of Student Health Services, the Division of Student Affairs and Clemson University through service, training, research and professional development. The mission of CAPS is to deliver psychological services to the student body, to provide educational programming aimed at improving the quality of life of students, and to stimulate research and serve as a training site for emerging psychologists while adhering to the highest ethical standards for the practice of psychology and counseling. CAPS services are delivered by a team of professionals including psychologists, counselors, social workers, a nutritionist and a psychiatrist. The professional staff works with students to help improve self-awareness and understanding, and to improve skills for handling difficult situations. Individual counseling is offered for a wide range of personal concerns including anxiety, depression, stress management, eating disorders, gender identity, relationship problems, learning disabilities and substance abuse. Group counseling addresses issues such as healthy eating, personal growth, anger management, relationships, and gender identity.

In addition to individual and group counseling, CAPS sponsors specialized programs including:

- o The ACTT Program (Assessment, Choices, Transitions and Training) assists students with issues resulting from the harmful or illegal use of alcohol and/or other drugs. ACTT is designed to increase understanding of risk factors and promote responsible decision-making.

- o CU CARES (Counseling, Advocacy, Referrals, Education and Support) serves victims of relationship and sexual violence. CU CARES includes educational programming to increase awareness for both male and female students.

- o The Eating Disorders program is a multidisciplinary approach to the treatment of eating concerns – from obesity to restrictive eating. Treatment is organized from the psychological, medical and nutritional perspectives. Nutritional counseling is also available to students wanting to address the interplay between nutrition and wellbeing.

Psychiatric consultation is available to evaluate and manage the medication needs of certain students. Testing and Evaluation services are available to assess learning disabilities and attention deficit disorder. Consultation and Outreach services include crisis debriefings, presentations on mental health issues and skill-building workshops.

CAPS is accredited by the American Psychological Association as an internship site for doctoral students in clinical and counseling psychology.

Clemson University's Michelin® Career Center, through partnerships with employers, faculty and staff, empowers students to make effective career choices based on realistic self appraisals and comprehension of the world-of-work, resulting in self sufficient graduates who market their education, skills and experiences to achieve life-long career success. Services to current students and alumni up to one year after graduation include career counseling and testing, campus interviews, career fairs, internship transcript notation, workshops, publications and handouts, resume assistance, a career resource library, and internet-based applications designed for job and internship searching. Information and policies related to the use of career services by students and alumni one year after graduation is available at http://career.clemson.edu/students.

The Career Center assists employers in recruiting Clemson students through career fairs, campus interviews, and on-line job listings as well as consultation about effective campus recruiting. Policies regarding employer use of career center programs can be found at

http://career.clemson.edu/employers/. Appendix III. 2. 1 documents the web site home page of the Career Center and the side bar provides links to the policies.

University Housing. The mission of University Housing supports the University's mission of undergraduate education. University Housing exists to provide students with safe, well maintained, reasonably priced housing where academic success and personal growth are promoted. This philosophy is reflected in the Housing's goals, which are:

- provide living/learning opportunities that promote student learning

- provide living/learning opportunities that encourage personal growth and community development

- enhance Clemson's distinctive "sense of place" by renovating or replacing outdated student housing facilities

- improve resident satisfaction and retention by providing high-quality services and administration

- strengthen the campus community by providing safe on-campus living environments

Living on campus is viewed as an important educational opportunity for Clemson students. Housing links directly to the 2011 Goals—maintain an environment that is healthy, safe and attractive and strengthen our sense of community and increase our diversity—through the variety of programs and services provided to residential students.

The University Housing program provides important learning opportunities in the areas of leadership development, programs and activities, living/learning communities, and residential computing:

- Leadership development: University Housing offers students opportunities for leadership development through employment and through involvement in the Residence Hall Association (RHA) and Residence Hall Councils (RHCs).

- Programs and activities: In addition to the programs and activities sponsored by RHA and RHCs, students on the Housing staff provide programs for their residents. Resident Hall Directors (RDs) and Resident Advisors (RAs) are challenged to assess the needs of their residents, to provide programs and activities to meet those needs, and to evaluate those programs. RAs are required to offer a minimum of four programs per semester for their residents. Program subjects range from recreational, academic, and social topics to safety, financial, and service discussions. Residential Life Staff manuals are maintained via BlackBoard and reviewed at weekly staff meetings.

- FYE (first year experiences) services and benefits include student mentors on each floor to assist student with questions about study skills, academic services, registering for classes, and similar matters; study/social lounges in each all; special programs to help students adapt to college life; RDs and RAs trained to work with problems unique to first-year student; and assistance to help students develop healthy peer relationships, especially in the area of diversity.

- Living Learning Communities: Clemson offers twelve living and learning communities. In April 2008, the National Study of Living Learning Programs recognized Clemson University's Living Learning Communities as a Best Practices school. These communities include:

- Air Force ROTC -- This community, located in McCabe Hall, is available for freshman and new transfer students classified as freshmen who are members of Air Force ROTC.

- Civics and Service House -- Located in the Clemson House, this community is for academically talented, community-minded and civically-engaged students and is open to service-oriented students regardless of major.

- Clemson Business Experience -- Located in Benet Hall, the Clemson Business Experience (CBE) is a living and learning community for freshman business students. CBE combines the residential and academic aspects of college and the primary goal of the program is academic and professional success.

- Cultural Exchange Community -- This living and learning community in the Calhoun Courts Apartments is for students who want to experience new cultures and live with people from different countries.

- Honors Community at Holmes Hall -- Honors students live together in one of the University's newest coeducational residence halls. Centrally located on-campus across from the historic Calhoun House, Holmes Hall is home to nearly 300 Calhoun Scholars on a space-available basis. Programming is provided through a partnership with the Calhoun Honors College.

- Professional Golf Management (PGM) -- The PGM Program in the Parks, Recreation and Tourism Management Department provides a unique educational background for students who desire to become PGA professionals. Students obtain specialized knowledge and preparation to be

leaders in the expanding golf industry. The PGM program is housed in Benet Hall.

- Residential Community in Science and Engineering (RISE) -- Located in Young and Sanders Halls the RISE program is a unique first-year Community for learning and student success. This program is limited to engineering and science freshmen.

- Social Science Experience (SSE) -- Located in Benet Hall, SSE is a living and learning community for freshman students in the Social Sciences. SSE combines the residential and academic aspects of college and the primary goal of the program is academic and professional success.

- sophoMORE be MORE – This program is designed as an extension of the First Year Experience program. Programs and events are designed to meet the developmental and social needs of students in their 2nd year at college.

- The TIGER (Transition Initiative for Growth, Enrichment, and Retention) Den program uses the office of Transfer Transition and Success Services as "home base". Located in Lightsey Bridge I, the program is designed to assist new transfer students in their academic and social adjustment to Clemson.

- Women in Science and Engineering Residence (WISER) -- Housed in Stadium Suites, is designed to help support females in engineering and science majors. WISER offers unlimited resources and information, from mentoring and networking to test banks and tutoring.

- Women in Animal and Veterinary Science (WAVS) -- This is a freshman community for women majoring in Animal and Veterinary Sciences. Located

in Benet Hall, it provides a unique mentorship and team building experience designed to strengthen the academic success of women in animal sciences.

- The Tiger Fitness Living Community has continued to grow in leaps and bounds. The program has led to an expansion to two facilities and an extensive partnership with Campus Recreation. Current membership is 375 students. Each is educated through sessions on the importance of physical wellness and work-out safety before they are given access to the facilities. During Fall 2008 new fitness classes were added in Residential areas. Through the Campus Recreation partnership, students in PRTM majors are able to do internships and educational programs to further prepare for their own careers.

- Holmes Hall is provided as housing for Honors students on a space available basis. This residence hall is centrally located, coeducational facility that accommodates 300 students. The Calhoun Honors College coordinates programs and events for the undergraduate honors students.

Access to Clemson's network is available from all single student living areas. A "port for every pillow" allows every resident the opportunity to connect and access campus and Internet resources. Technical support is available at no additional cost to assist residents with setup. Support is available in several forms: self-install, residential computing professional (spends three days each fall before classes start visiting residence halls and connecting students' computers and installing software), phone support, and appointment-based support.

Health Services. Student Health Services, based at Redfern Health Center (RHC) provides comprehensive primary care, counseling and health promotion services to students,

their spouses, and certain members of the university community who meet eligibility standards. The health center occupies a 21,000 square foot building in the center of campus. RHC is open 8:00 a.m. to 5:00 p.m. Monday through Friday. Redfern Health Center is one of 26 college health centers in the United States that is accredited by The Joint Commission. Counseling and Psychological Services (CAPS) is accredited by the American Psychological Association as a training site for doctoral students in clinical and counseling psychology.

Access to Health Services:

Redfern Health Center provides outpatient ambulatory medical care. Medical services include Medical Clinic, Women's Clinic, Allergy and Immunization Clinic, pharmacy, X-ray and laboratory. Patients may access services through the appointment system, or may be seen without an appointment for an injury or urgent problem through the CU NOW (walk-in) clinic. After hours care is offered through a nursing consultation service; students are informed about local medical facilities available for after-hours urgent care or emergency needs.

Psychological services include individual and group counseling, and specialized programs dealing with alcohol education, relationship and sexual violence, eating disorders, psychiatry, testing and evaluation, and outreach. CAPS services are available on a walk-in basis for new clients who receive a brief assessment and are then assigned to a counselor. Subsequent visits may be in individual or group sessions by appointment. ACTT clients may access services voluntarily or may be referred from legal/judicial systems or faculty/staff/family/friends. CAPS staff are often involved in off-site counseling/debriefing sessions when members of the campus community are involved in a crisis or tragedy. A

CAPS counselor is available for individual crisis counseling after-hours when a student experiences a psychological emergency.

Health Promotion services include campus-wide outreach events (such as The Great American Smokeout, World AIDS Day, Safe Spring Break) individual wellness counseling, tobacco cessation, alcohol abuse prevention, Peer Health Education program and the Healthy Campus Initiative. Access to certain services may include registration in a class (Peer Health Education and Teaching Alcohol Abuse Prevention) or an appointment with a health educator for individual wellness counseling.   Other programs are held off-site, at night and on weekends.

Programs and Services:

The mission and activities of Redfern Health Center support the mission and goals of the University and the Division of Student Affairs in the following ways: Comprehensive health care services are essential to providing a safe and supportive campus community environment. Services are designed to be accessible and convenient in order to respond to the unique needs of the student population. Many of Redfern's direct-care staff are certified in college-health and/or are long-time employees of the health center. During this time, they have developed a high level of skill in providing for the medical and psychological needs of this unique population.

Quality of care is assured through The Joint Commission accreditation, American Psychological Association accreditation, board certified and licensed professionals, and through organizational support for continuing education of professional staff. Redfern is an essential element of the University's comprehensive Risk Management program.

Redfern staff interfaces with other Student Affairs areas in order to respond rapidly and effectively to crises affecting the university community. In partnership with other members of the university's Crisis Management Team, Redfern staff members provide psychological, medical and public health consultation, support and intervention. Redfern works in collaboration with Public Safety personnel to assure readiness for timely, appropriate and effective response to local disasters. The RHC Disaster Management Plan includes four phases: mitigation, preparedness, response, recovery. The emergency preparedness and disaster management plans are evaluated and updated annually and a drill is conducted every year.

Students are empowered to learn and succeed by taking responsibility for addressing their own health care needs and learning to be responsible consumers of health care services.

CAPS is an active and essential collaborator with all areas of student life services Educational opportunities are provided through professional and student internships, graduate assistantships, peer health education programs, health promotion programs. Emergency phones are available across campus, allowing students immediate access to emergency services.

Student Organizations: The Student Handbook identifies numerous opportunities for participation in student organizations at Clemson. The University has more than 300 recognized student organizations. Participation is determined by academic and leadership achievement, affiliation with majors, special interest, or Greek affiliation. Student organizations are recognized by and continue their recognition through either Undergraduate or Graduate Student Government. Students are assessed a fee that is used to provide student activities. The Student Government Finance Committee annually distributes the activity funds. Recognized student

organizations may operate as either funded or non-funded. Both funded and non-funded

organizations are entitled to all the rights and responsibilities accorded by the Clemson

University community.

Assessment Strategies and Documentation

The leadership in Student Affairs is committed to assessment and continuous

improvement. Assessment plans and reports include mission statements, relationship to the

university's mission and goals, annual goals for the unit, intended outcomes and indicators of

success. To monitor the process of assessment, student learning outcomes and departmental

goals are entered into an electronic assessment system (WeaveOnline). A copy of the 2007-08

assessment report is found in Appendix III.2.2 In addition, the Vice President for Student

Affairs presents a scorecard quarterly to the Board of Trustees that documents process toward

strategic goals. Copies of the Balanced Scorecard can by found in Appendix III.2.3.

In addition, standardized instruments are used to measure student satisfaction. The

Student Satisfaction Inventory is used every two years with undergraduate and graduate students.

The National Survey of Student Engagement (NSSE) is used annually. Housing uses a

standardized instrument (EBI) to assess student satisfaction. Departments such as campus

recreation and the career center survey students.

Sample Assessment Data:

New Student and Sophomore Programs

Assessment drives decision-making in this unit. 93.83% of freshmen (entering in fall

2008) are registered users of TigerWire Freshmen and 63.14% of sophomores (who entered in

fall 2007) and new transfers (who entered in fall 2008) are registered users of TigerWire

Sophomore. In 2008, a comprehensive review of freshman orientation was conducted and

significant revisions were made to freshman orientation including greater emphasis on the

academic and personal expectations of the Clemson community. A review of transfer orientation

is underway. Results of summer orientation evaluations from 2008 include: 98.6% of

respondents agreed or strongly agreed with the statement, "I understand how learning outside of

the classroom with complement my academic coursework as a result of attending Orientation",

and 86.8% of respondents agreed or strongly agreed with the statement, "I feel confident in my

knowledge of campus resources and services as a result of attending Orientation". Further, on the

2007 administration of the Student Satisfaction Inventory, Clemson students responded to:

Question 20 "New student orientation services help students adjust to college"

Spring 2007			Spring 2005			Mean Difference (Satisfaction)
Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	2007 Satisfaction – 2005 Satisfaction
5.76	5.05	0.71	5.75	4.99	0.76	0.06

- *2007 National Group Norms: Importance~5.82; Satisfaction~4.99

Career Center

Surveys of current students show an increasing awareness of career services. The

Princeton Review surveys students from 360 schools across the country. In this survey, career

services and placement at Clemson ranked #4 and #8 for 2008 and 2009, respectively. Career

services usage by students increased over 40% since 2001. Internships that are approved by

career services now have academic notation on their transcript, a very similar process to co-op.

Employment opportunities have increased due to new web resources, increased outreach to

employers, and the increased desire for the Clemson graduate by employers. Students are surveyed on career services and job placement by several methods. A new method to collect post-graduation plans was implemented in 2008 in conjunction with all five colleges to solicit information from students before each graduation and 3 months after graduation. The results of this salary survey are posted on the web site and results of other assessments are shared with the division, upper administration, and employers as appropriate.

With two years of research on student learning outcomes, the career center successfully met established goals on Realistic Self Appraisal; Personal, Educational, and Career Goals; Effective Communication; Clarified Values; and Career Implementation. (Appendix III.2.4) Some recent statistics that represent the career center's success serving students include:

- Through CU101, BUS 101, CES 101 and individual counseling appointments the Career Center presents to or individually counsels over 80% of the freshman class

- The Career Center presented 226 workshops in the 2006-2007 academic year and 216 in 2008-2009, most arranged by invitation from faculty to present in the classroom.

- Specific workshops developed to address student interest and developmental needs include: Washington Career Day, Career Development for GLBT Students, The One Year Gap between Graduation and Your First Job, Sophomores Only Career Development, Leadership in the Workplace, Marketing Your Liberal Arts Degree on Your Resume and in the Workplace, How to Find an International Internship and Creating a Resume or Curriculum Vitae for Graduate Students

Employers consistently provide high rankings for the Michelin Career Center staff and Clemson students. For example, employers provide an average rating of the helpfulness of the career center staff at 4.8 on a 5 point scale. Employers attending the career fair report that

students provide resumes that reflect their education, skills, and experience (ratings 4.5 on 5 point scale).

Further evidence for the quality of services provided to employers includes: Frequently Asked Questions for employers and students was added to the website to guide participants through the recruiting process. A national job-posting service, NACElink, was added to obtain more diverse employers recruiting Clemson University students. A quarterly electronic Employer Newsletter on various topics is distributed to employers to educate them about connecting with students and techniques to increase their presence on-campus.

The Career Center orchestrates visits with employers from diverse industries to meet with various academic departments to discuss bringing the skills and strategies of the workplace into the classroom. This has led students and educators to learn more about these industries and in turn have created additional career and research opportunities for students and academic departments.

Redfern Health Center

Assessment and evaluation of Redfern Health Center activities is an important component of providing high quality programs. Departmental assessment plans are filed with the Office of Institutional Effectiveness and Assessment using WEAVEOnline. RHC is committed to assessment methods that are meaningful, measureable and manageable in an effort to improve programs. Specific learning outcomes have been developed to assess success in areas such as infection control, interpersonal violence, medication awareness, alcohol education, and counseling intervention.

Regular assessment activities undertaken by Redfern include:

- Bi-weekly patient/client satisfaction surveys

- Annual staff survey

- Annual CORE Drug and Alcohol survey

- Tri-annual National College Health Assessment sponsored by American College Health Association

- Sexual Victimization of College Men and Women; a four-year collaboration with College of Health Education and Human Development

- Internal assessments of RHC projects

- Performance improvement initiatives

Fike Recreation Center

Opened 118.5 hours per week and averaged over 3,000 visits per weekday during the fall and spring semesters. Yearly, Fike sees over 500,000 visitors.

Clemson University club and intramural sports teams continue to be successful. For example, in 2008:

- A Clemson Women's Intramural Flag Football team took 1st place at the 5th Annual Palmetto Cup State Flag Football Tournament, with two team members earning All-Tournament honors.

- The Ice Hockey club completed the fall semester ranked #7 (out of 40 teams) in the South with a record of 10-3-1.

- The Paintball club finished in 3rd place out of 15 teams at the SEC event #2 of the National Collegiate Paintball Association (NCPA).

- Members of the Running Club earned the following honors:

  o National Cross-Country Champion, winning the National Intercollegiate Running Club Association (NIRCA) Nationals at Penn State

- o Club All-American, finishing 9th overall at Nationals.

- o Finished 14th overall at Nationals and also was the first non-African finisher at the Baltimore Marathon.

- o UNC XC Invitational Women's Individual Champion.

- o The Men's team finished in the top 10 at the National Championships and in 3rd place at the UNC XC Invitational.

- Clemson Men's' Ultimate Club finished 1st (out of 12) in the Discs over Georgia Tournament in Atlanta, GA on February 9-10.

Intramural sports have more than 6000 unique participants during the fall and spring semesters in sports ranging from basketball to ultimate Frisbee. Teams are organized into divisions of competition based on skill level, gender, and co-recreation. Winners of each sport are presented intramural champion t-shirts. Emphasis is placed on sportsmanship and participation without regard to a high level of skill or competition. Opportunities have also been added to allow intramural teams to compete in extramural competition (against other schools). Clemson played a major role in organizing an extramural state tournament series, now in its 5th year. Student employees gain valuable managerial, communication, and human relations experience by serving as intramural officials and program supervisors.

National Survey of Student Engagement/Student Satisfaction Inventory

- DIVERSITY

- o Students report lower inclusion of diverse perspectives in class discussions and writing assignments

- o Students report that the environment does encourage contact among students from diverse backgrounds, but students do not report the interactions taking place

  - o Report their experiences at Clemson contributed to their understanding people of other racial and ethnic backgrounds

- CAMPUS CLIMATE

  - o Report significantly more satisfaction than the national group when responding to "it is an enjoyable experience to be a student on this campus," feeling welcome, a sense of belonging, and a sense of pride.

  - o Believe that the institution shows concern for students as individuals.

  - o Report satisfaction with student activities fees.

  - o Report significantly more satisfaction with services such as computer labs, career services, tutoring, library, academic support services, library and bookstore.

  - o Satisfaction is significantly higher with the variety of intramural activities, and equal opportunities for males and females to participate in intercollegiate activities.

  - o The students believe that intercollegiate athletic programs contribute to a strong sense of school spirit.

- o Only 10% of freshmen and 16% of seniors believe the staff is helpful, considerate, or flexible. Only 10% of freshmen and 16% of seniors believe the staff is helpful, considerate, or flexible.
- o Campus safety has the largest gap (1.76) between importance and satisfaction. The areas included parking (gap of 3.62), lighting of parking lots (gap 1.22), and security response time (gap 1.20).

The Student Satisfaction Inventory was administered in Spring 2007. (Table III.2.1) The sample included 2,158 undergraduate students. (Graduate students were also surveyed; the results are not included in this report.)

Table III.2.1 Undergraduate Student Satisfaction Inventory 2007

Scale	Clemson University			Four-Year Public Institutions			2007 Mean Difference	2005 Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap		
Campus Support Services	5.86	5.43 / 0.84	0.43	6.00	5.23 / 0.99	0.77	0.20*	0.23*
Campus Life	5.68	5.08 / 0.86	0.60	5.62	4.83 / 1.02	0.79	0.25*	0.32*
Student Centeredness	6.14	5.47 / 0.93	0.67	6.04	5.08 / 1.12	0.96	0.39*	0.38*
Campus Climate	6.11	5.34 / 0.86	0.77	6.05	5.05 / 1.04	1.00	0.29*	0.32*
Service Excellence	5.88	4.98 / 0.89	0.90	5.96	4.90 / 1.04	1.06	0.08*	0.11*
Instructional Effectiveness	6.28	5.29 / 0.85	0.99	6.29	5.21 / 1.01	1.08	0.08*	0.08*
Concern for the Individual	5.97	4.94 / 0.97	1.03	6.06	4.93 / 1.12	1.13	0.01	-0.01
Recruitment and Financial Aid	5.88	4.83 / 1.02	1.05	6.07	4.80 / 1.18	1.27	0.03	-0.03
Academic Advising	6.25	5.11 / 1.27	1.14	6.30	5.20 / 1.34	1.10	-0.09*	-0.04
Registration Effectiveness	6.03	4.80 / 1.00	1.23	6.16	4.92 / 1.13	1.24	-0.12*	-0.16*
Safety and Security	6.30	4.54 / 0.99	1.76	6.27	4.47 / 1.20	1.80	0.07*	0.14*
Responsiveness to Diverse Populations		4.88 / 1.16			5.05 / 1.30		-0.17*	-0.20*

Two Likert Scale: 1 to 7 (very important/very satisfied)
Standard Deviation: the average difference between individuals' scores and the mean of the group, the larger the s.d., the greater the variation in a group's scores, the smaller s.d. indicates less variation
Gap: The difference between how important the students rated an item and how satisfied they are with the same item

Interpretation of Scores and Gaps
- **High importance / high satisfaction** showcases the institution's areas of strength.
- **High importance / low satisfaction** pinpoints your institution's top challenges which are in need of immediate attention, i.e., the retention agenda/priorities.
- **Low importance / high satisfaction** suggests areas where it might be beneficial to redirect institutional resources to areas of higher importance.
- **Low importance / low satisfaction** presents an opportunity for the institution to examine those areas that have low status with students.

3.   The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. *(Comprehensive Standard 3.2.8)*

    _X__ Compliance   ___ Non-Compliance

Narrative:

The academic and administrative officers of the University have demonstrated experience, competence, and capacity to lead the university. The organizational charts for the direct reports to the President and Provost are found in Appendix III. 3. 1. The resumes of the administration, academic deans, and vice provosts are found in Appendix III. 3. 2.   Credentials and verification of degrees are conducted and records maintained in our computerized faculty credential database. Original documents are maintained in the supervisor's office or in the tenure department (academic). Performance evaluations are conducted annually and remain in the personnel records within the supervisor's office. The records are confidential and not included in the report. The evaluation summary is provided to the Board of Trustees Compensation Committee annually (when raises are determined for the executive officers). The President's evaluation is conducted annually by the Board of Trustees and provided to the State Budget and Control Board as required by state law.

Executive Officers

President

James F. Barker, FAIA

Vice President for Academic Affairs and Provost

Doris R. Helms

Vice President for Advancement

A. Neill Cameron Jr.

Vice President for Public Service and Agriculture

John W. Kelly Jr.

Vice President for Research and Economic Development

Christian E.G. Przirembel

Vice President for Student Affairs

Gail DiSabatino

General Counsel and Assistant to the President

Clayton D. Steadman

Chief Human Resources Officer

Lawrence Nichols II

Chief Financial Officer

Brett A. Dalton

Chief Diversity Officer

Leon E. Wiles

Chief Business Officer

Steven E. Copeland

Director of Athletics

Terry Don Phillips

Executive Secretary to the Board of Trustees and Executive Director for Governmental Affairs

Angela E. Leidinger

Chief Public Affairs Officer and Assistant to the President

Catherine T. Sams

Assistant to the President and Chief of Staff

Marvin G. Carmichael

Executive Director of Clemson University International Center for Automotive Research (CU-ICAR)

Robert T. Geolas

<u>Academic Officers</u>

Dean of College of Health, Education and Human Development

Lawrence R. Allen

Vice Provost for Computing & Information Technology and Chief Information Officer

James R. Bottum

Vice Provost for Research

Karen Burg

Vice Provost for International Affairs

James Cross

Interim Dean of College of Architecture, Arts and Humanities

Clifton S.M. "Chip" Egan

Senior Vice Provost

David W. Grigsby

Dean of College of Engineering and Science

Esin Gulari

Assistant to the President and Vice Provost for Academic Affairs

Debra B. Jackson

Dean of College of Business and Behavioral Science

Claude C. Lilly

Vice Provost and Dean of Undergraduate Studies

Janice W. Murdoch

Vice Provost and Dean of the Graduate School

Bruce Rafert

Dean of College of Agriculture, Forestry and Life Sciences

Alan R. Sams

Assistant to the Provost for Faculty Relations

Patricia Smart

Dean of Libraries

Kay Wall

The President's Administrative Council is made up of the following listed positions. Position descriptions for the individuals who serve on the President's Administrative Council are located in Appendix III. 3. 3.

Assistant to the President

Assistant to the President and Chief of Staff

Chief Diversity Officer

Chief Financial Officer

Chief Human Resources Officer

Chief Public Affairs Officer & Assistant to the President

Director of Athletics

Executive Director of CU-ICAR

Executive Secretary to the BOT and Exec. Director for Governmental Affairs

General Counsel & Assistant to the President

President

Vice President for Academic Affairs & Provost

Vice President for Advancement

Vice President for Public Service & Agriculture

Vice President for Research & Economic Development

Vice President for Student Affairs

Vice Provost for CCIT

The President (James F. Barker) and three mission vice presidents (Doris R. Helms, Christian E.G. Przirembel, and John Kelly) have served together for almost ten years. The three mission vice presidents represent Academics, Research and Economic Development, and Public Service missions of the University. During our site visit in 2002, the three mission vice presidents received a commendation for their collaborative work. The consistency of the leadership has been instrumental in our recent success. During the last site visit, Clemson identified its vision, developed 27 goals, and identified eight research emphasis areas. The focus on our vision, goals, and strengths has served Clemson well. Listed below are a few highlights of public recognition that Clemson has received.

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

• No. 22 Top Public National Universities

• No. 2 Up and Coming National Universities

Kiplinger's **magazine, 2009**

• No. 34 Best Values in Public Universities and No. 1 in South Carolina

SmartMoney

• No. 8 in terms of students' return-on-investment

The Scientist **magazine, 2007**

• No. 1 Place to Work in Academia

Chronicle of Higher Education

• "Great College to Work For" 2008 in the "Collaborative Governance" category for proactive involvement of faculty in decisions related to academic programs

TOP500

• No. 6 supercomputing site among all U.S. universities and No. 62 in the world

Habitat for Humanity International, **2008**

• No. 1 Campus Chapter of the Year

The Princeton Review

• No. 1 America's best college with the happiest students

National Survey of Student Engagement

• 93% of students report a favorable image of Clemson University.

• 91% of seniors would choose Clemson if they could start their college career over again.

• 89% of Clemson students believe the school has a substantial commitment to their academic success.

• 89% of students believe that Clemson places a substantial emphasis on academics.

National Study of Living-Learning Programs

• Clemson's living-learning communities are among the best in the nation.

4.   The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in the following area: *(Comprehensive Standard 3.3.1)*

3.3.1.1 educational programs, to include student learning outcomes

 _X__ Compliance   ___ Non-Compliance

Narrative:

Continuous assessment and improvement of educational programs is integral to the mission of Clemson University.   To achieve this goal the university employs various methods across the academic and administrative branches to ensure a culture of continuous improvement. Notable among the methods discussed in this document are:

- The integration of the WEAVEonline assessment planning and analysis software into all academic and administrative programs. (The institution identifies expected outcomes for its educational programs and its administrative and educational support services)

- Specialized accreditations and certifications. (assesses whether it achieves these outcomes/ provides evidence of improvement based on analysis of those results)

- Faculty and staff evaluations. (assesses whether it achieves these outcomes)

- Measures of Academic Proficiency and Progress (MAPP) examination. (assesses whether it achieves these outcomes)

- Academic Advising Surveys. (assesses whether it achieves these outcomes/ provides evidence of improvement based on analysis of those results)

Clemson University is committed to the careful planning of educational outcomes, analysis of those outcomes, and the formulation and implementation of procedures to improve them. However, Institutional Effectiveness and Assessment starts

at the top of the University. The President and the administration's commitment to

ongoing assessment is strong and regular reports to the Board of Trustees document this

commitment. The University Plan was adopted by the Board of Trustees in July 2008.

The following table identifies the planning priorities, University Goals, benchmarks, and

2013 goal statements.

Table III. 4. 1 University Benchmarks and Goals for 2013

ECONOMIC DEVELOPMENT			
Planning Priorities	**University Goals**	**Benchmarks**	**Goals (2013)**
Emphasis Areas Niches	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.
	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.
INTELLECTUAL DEVELOPMENT			
Planning Priorities	**University Goals**	**Benchmarks**	**Goals (2013)**
Quality Instruction and Support	Excel in teaching at both undergraduate and graduate level.	Increase MAPP Critical Thinking senior proficiency scores.	60% of seniors will score proficient by 2013.
		Increase MAPP Writing Level 3 senior proficiency scores.	60% of seniors will score proficient by 2013.
		Increase MAPP Mathematics Level 3 senior proficiency scores.	50% of seniors will score proficient by 2013.
Living and Learning Communities	Promote excellence in advising.	Provide an environment that contributes to the living and learning interaction.	Increase freshmen to sophomore retention to 95%.
		Improve student advising regarding curriculum requirements.	Gap between importance and satisfaction will drop below 0.50.
		Improve six-year graduation rates to the average of the Top 20 public	Increase six-year graduation to 82%.

		universities.	
		Improve student registration for classes.	Gap between importance and satisfaction will drop below 0.50.
		Improve student perception that faculty are available, helpful, or sympathetic.	70% of students will report an improved perception.
Engagement	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.
	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.

Community and Connectivity	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.
		Increase opportunities for serious conversation with students of different race or ethnicity.	80% of seniors will report this occurs often.
		Improve our student/staff interactions.	75% of students will report satisfaction with staff interactions.
	Create greater awareness of international programs and increase activities in this area.	Increase student participation in study abroad.	30% of undergraduate students will have an international experience.

SUPPORT			
Planning Priorities	**University Goals**	**Benchmarks**	**Goals (2013)**
Information Technology	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.

Financial Access	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.
	Successfully complete our current campaign and a subsequent one.		
Increase Resources and Promote Good Management	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.
		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.
		Provide childcare for faculty and graduate students.	Faculty report satisfaction equal to or greater than their peers related to family life and childcare.
		Support opportunities for faculty to interact with colleagues.	Faculty report satisfaction equal to or greater than their peers related to collegiality.
Regulatory and Legal Compliance, Unfunded Mandates and Inflation	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.

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

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

Table III.4.2 Strides toward the Top 20
It is the intent to achieve Top-20 recognition by 2013, which will demonstrate Clemson's unique organizational performance. This measure of achievement continues to be the benchmark as do all of the elements that contribute to this measure.
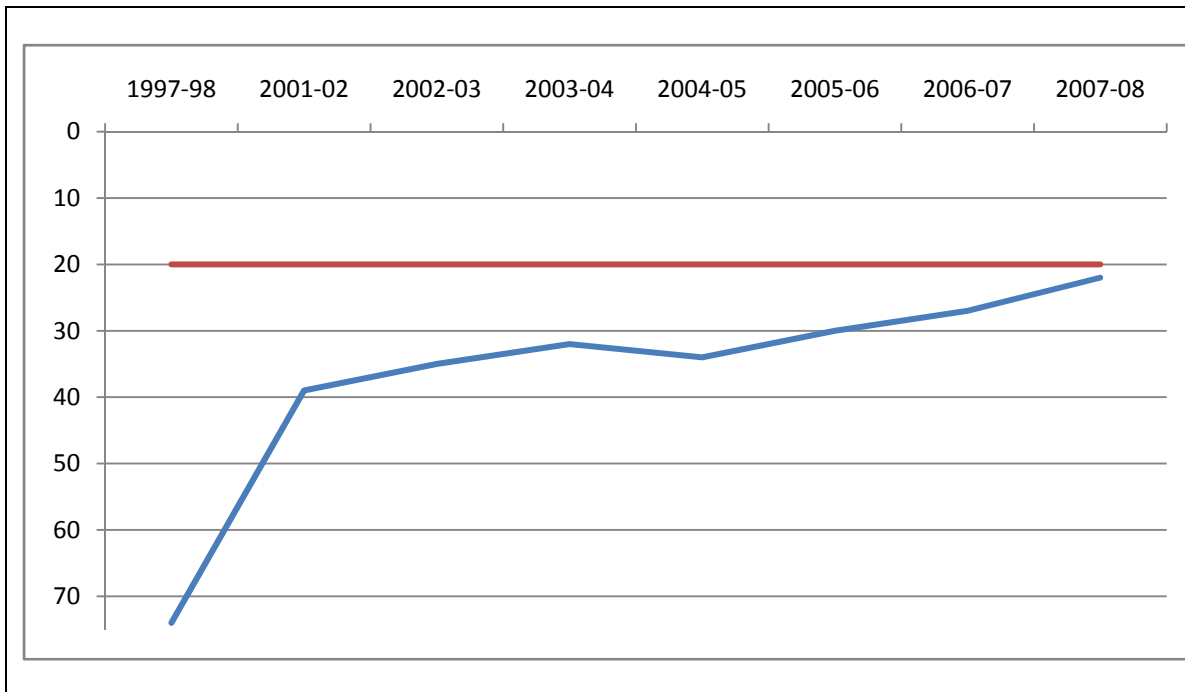
The Institution Identifies Expected Outcomes For Its Educational Programs and Its Administrative and Educational Support Services

WEAVEonline:

Clemson University uses the WEAVEonline assessment management system to enable systematic, comprehensive collection and maintenance of academic and administrative assessment data. Academic and administrative activities are required to establish proof of merit and relevance to the Institution's mission by providing annual assessment records. All academic programs are required to provide annual goals and objectives with specific direct academic measures to assess achievement levels. These data are further used to identify and plan for improvement opportunities. With the WEAVEonline system, our training framework is built around the Technology Acceptance Model which emphasizes balance in perceived ease of use and perceived utility of the system. As with most newly introduced technologies, initial resistance is overcome by effective training and development of system user efficacy. System training also emphasizes the benefits of value articulation of program activities and impacts Institution decision-makers. Implementation of the WEAVEonline system has progressed in fairly distinct stages:

Stage 1: System Introduction *(2006-2007)*

During Stage 1, Clemson University began its first comprehensive, systematic attempt at online assessment using this technology. All academic and administrative programs were required to review mission statements and annual objectives, and to identify the sources of evidence to be collected during the assessment cycle for use in verifying the

extent to which objectives were satisfied. In this stage of conversion

from paper format to online: 84% of programs completed mission

statements, 83% established annual objectives, 82% established relevant

assessment measures, 81% presented findings at the close of the

assessment cycle, 79% produced action plans to address objectives that

were partially met or unmet, 77% addressed analysis questions posed by

Clemson University, and 33% completed an end-of-cycle annual report.

Generally speaking, system utilization during Stage 1 exceeded

expectations.

Stage 2: System Adoption *(2007-2008)*

During this stage attempts were made to achieve improved use of the

WEAVEonline system as a means of collecting and maintaining

longitudinal data. System training and assessment data review were

provided throughout the campus though these efforts were inefficiently

and somewhat ineffectively carried out as one-on-one sessions, sorely

limiting their scope and impact. Stage 2 system adoption was further

hampered by a system upgrade occurring late in the assessment cycle

and a near total replacement of the Assessment Office staff. The system

conversion purportedly resulted in a loss of data by a number of

programs. A significant WEAVEonline programming problem was also

identified which results in data editing during a current cycle resulting in

unintentional changes to data in previous assessment cycles.

Key issues apparent at the institution level during this stage included:

- Assessment coordinators and WEAVEonline users lacked understanding of the data editing challenges in the system.

- Previous training on the WEAVEonline system appears to have been inadequate to develop sufficient skill and efficacy in coordinators and users. Indications are that the majority of prior WEAVEonline training and support was carried out as one-on-one sessions, sorely limiting the reach and impact of training effort.

- During the training sessions, more effort was placed on providing widespread and/or effective review and feedback for submitted assessment data. The net effect has been satisfaction with the process and improvement in the quality of the assessment data collected.

- There are a number of differences between the old and new WEAVEonline systems. Though the new version has great potential as an assessment management system, it requires the user to complete several additional steps and to have greater sophistication with regards to assessment language and methodology.

In light of these issues, Clemson University has established the following recommendations and strategies:

- **Recommendation**: The shift toward systematic online assessment will require continued investment in training and

support services to ensure effective adoption of the assessment management system.

- o *Strategy*: Since December 2008, group training sessions have been coordinated through the colleges and administrative units. During this time more than 200 faculty and staff have received training and support.

- o *Strategy*: Training sessions provide a balanced emphasis on use of the assessment system and improved understanding and sophistication with assessment language and methodology.

- **Recommendation**: Clemson University should exert leadership among the WEAVEonline clients to secure system improvements and improved user friendliness.

  - o *Strategy*: The Assessment Office has provided the WEAVEonline system developers with usability feedback and requested improvements. Key improvement recommendations have been embraced by the WEAVEonline developers and should be implemented by the end of this calendar year.

One recent initiative is to incorporate course syllabi into the document repository area in WEAVEonline. This will permit the study of the alignment between program

goals/objectives and the course syllabi – providing another point from which to enhance Clemson University's educational programs.

As can be seen above, the implementation of the assessment management tool, WEAVEonline, is also subject to continuous assessment and improvement. WEAVEonline assessment plans/reports from representative departments in all Clemson University colleges and several administrative units are included in Appendix III. 4. 1.

Assessing Whether the University Achieves These Outcomes

Clemson University utilizes multiple methods to assess the performance of its educational programs and its educational and administrative support services. There are three integrated components to enhance 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. The table below illustrates some of these approaches:

Table III.4.3 Assessment Strategies

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)
Faculty productivity	Faculty Activity System Data, Research productivity, papers, honors & awards, collaboration, Collaborative on Academic Careers in Higher Education (COACHE) Survey, Faculty Surveys
Student satisfaction	Departmental & university alumni surveys, Student Satisfaction Inventory (SSI), Housing Survey (EBI), Campus Safety Walk, Library evaluation (LibQUAL+), program advising, National Survey of Student Engagement (NSSE); Legacy applications; % Alumni Contributing

Student success	Graduation rates, Participation in Creative Inquiry, class size, program review, persistence, graduate student enrollment, graduate theses and dissertations, scholarships / fellowships (NSF, National Defense Science and Engineering, Hertz, Marshall, Goldwater, etc), Measure of Academic Proficiency and Progress (MAPP), Summer Reading, e-Portfolio, Living and Learning Communities
External measure	National or regional achievements; grants or other external funding, Program or Regional Accreditation

Departmental and University Surveys

The Office of Institutional Assessment at Clemson University conducts general and departmental surveys of one and three year out graduates (from both undergraduate and graduate degrees) annually. Examples of the surveys are provided in Appendix III. 4. 2. The surveys measure the success of academic preparation received at Clemson from both the university in general and the department. The results are analyzed at an institutional level and by the individual departments. Trends are noted: both positive and negative, and the results are used to make informed decisions for the improvement of programs.

Measure of Academic and Proficiency and Progress (MAPP) Test

As part of its commitment to continuously assess and improve academic programs, Clemson University administers the Measure of Academic and Proficiency and Progress (MAPP) test twice a year. The test is administered to freshmen in the Fall semester and seniors in the Spring.

The Measure of Academic Proficiency and Progress (MAPP) test assesses four core skill areas — critical thinking, reading, writing and mathematics as a gauge of general education outcomes. The last two administrations of the test had a sample size of around 1000 students each, representing a good cross-section of the freshman and senior classes. The results of the MAPP test are carefully analyzed by Undergraduate Studies

and the Office of Institutional Assessment to inform decisions about improvements to the general education program at Clemson. (Appendix III. 4. 3)

Faculty and Staff Evaluation

A. Faculty

The strength of a university's academic performance is heavily dependent on the performance of the faculty and staff. To accomplish significant improvement in educational outcomes, goal planning, assessment, and continuous performance enhancement of faculty and staff is critical. Faculty and staff evaluation at Clemson University involves performance assessment planning, performance assessment, and improvement implementation. The performance of Clemson University faculty members is evaluated on an annual basis as outlined in the Faculty Manual. Clemson faculty, in consultation with their department head, are required to enter their goals and the percentage of time devoted to each for the coming year into the online Faculty activity System (FAS). Faculty members are required to document their performance in the areas of teaching, professional activity, extension, research, and other duties such as committee service, recruiting, and advising (Appendix III. 4. 4 Excerpt from Faculty Manual). The faculty member and their department head review together the <u>Professional Goals and Duties</u> form that is generated from the information entered into FAS.

The annual performance review evaluation has three parts:

(a) A description of the individual's effectiveness with emphasis upon demonstrated strengths,

(b) An indication of the area(s) where improvement is needed, and

(c) Suggestions of ways by which the faculty member can reach a

higher stage of professional development.

B. Staff

Annual staff evaluation at Clemson University follows a path similar to that of faculty evaluation: setting performance goals, evaluating that performance, and determining methods to improve performance. The process of staff performance evaluation is as follows:

- Review position description and make updates.

- Outline employee's job function, objectives & performance characteristics for next year – Set Goals.

- Discuss key departmental goals for the year.

- Link supervisor's expectations _ and employee's goals to departmental and University goals.

- Schedule a private, uninterrupted meeting.

- Allow employees to ask questions and clarify expectations.

Clemson University is highly cognizant of the effect a superior faculty and staff have on education outcomes and program improvement and takes this responsibility very seriously.

Program Accreditations

Specialized accreditations for certain academic programs provide a strong external demonstration of the effectiveness of Clemson University's programs. Below is a table illustrating the programs and evidence of their full accreditation for the 2007-08 academic year:

Table III.4.4 Specialty Accreditation of Academic Programs

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program
American Assembly of Collegiate Schools of Business - International Association for Management Education		
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs	X	X
Business (BUSA)-Baccalaureate, Masters', and Doctoral degree programs in accounting	X	X
ACCREDITING BOARD FOR ENGINEERING & TECHNOLOGY, INC.		
Engineering (ENG)-Baccalaureate and master	X	X
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION		
Construction Education (CONST) - Baccalaureate degree programs	X	X
AMERICAN DIETETIC ASSOCIATION		
Dietetics (DIET) - Coordinated undergraduate programs	X	X
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS		
Landscape Architecture (LSAR) - Baccalaureate and master's programs leading to the first professional degree	X	X
COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)		
Nursing - Baccalaureate-degree nursing education programs	X	X
Nursing - Graduate-degree nursing education programs	X	X
COMPUTING SCIENCE ACCREDITATION BOARD, INC.		
Computer Science (COMP) - Baccalaureate programs in computer science	X	X

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program
COUNCIL FOR ACCREDITATION OF COUNSELING & RELATED EDUCATION PROGRAMS (CACREP)		
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education	X	X
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.		
Architecture (ARCH) - first professional degree programs	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF ART & DESIGN		
Art & Design (ART) - Degree-granting schools and departments and nondegree-granting schools	X	X
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION		
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X
SOCIETY OF AMERICAN FORESTERS		
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree	X	X

Provides Evidence of Improvement Based on Analysis of Those Results

The data that is collected from the various assessment methods is used to enhance student learning outcomes as well as personal development while at Clemson University. Continuing faculty and staff professional development is a key factor in improving

educational outcomes. Recognizing this, Clemson University has developed programs to provide continuous improvement for students, faculty, and staff.

Table III.4.5 Evidence of Improvement Based on Assessment

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

Office of Teaching Effectiveness and Innovation

The Office of Teaching Effectiveness and Innovation (OTEI) is a center for all members of the Clemson University teaching community to come to discuss any issue related to teaching, career development, faculty review preparation, and teaching-related scholarship.

OTEI provides leadership to keep Clemson on the cutting edge of teaching excellence and innovation, to foster communication, understanding, and a sense of community between teachers and learners. The Office of Teaching Effectiveness and

Innovation helps instructors select the most effective teaching approaches to accomplish and assess their intended student learning outcomes.

As part of a research extensive university, OTEI also offers services to facilitate the funding activities, research, scholarly writing, publishing, and overall career success and professional development of the faculty and graduate students

- Faculty and TA workshops on teaching

- Consultation to academic and administrative units

- Consulting on Grants/Contracts, Research on Teaching

- Class Interviews

- Classroom Observations

- Classroom Videotape Review

- Individual Teaching Consultations

- Laptop Faculty Development Program

Positive feedback on OTEI has been noted on the Collaborative on Academic Careers in Higher Education survey in 2006 and 2008. OTEI collects evaluation data on all programs implemented and uses the feedback from faculty to develop new courses. (Appendix III. 4. 5)

Faculty Satisfaction

In addition to an emphasis on professional development as a way to maintain a superior faculty, Clemson University is also concerned with the overall satisfaction of the faculty and staff with the university as a workplace. The university conducted the Collaborative On Academic Careers in Higher Education (COACHE) survey in 2006 and 2008. A full report is available in Appendix III. 4. 6. In multiple categories, Clemson

scored a high degree of faculty satisfaction – notably in the area of support for

professional development. The administration examined carefully the policies rated by

junior faculty and the effectiveness of the policies. Presentations to the Administration,

Deans, Department Chairs, Women's Commission, Black Faculty and Staff Commission,

and Faculty Senate were made to dissemination the data and findings.

Table III.4.6 Policies rated by faculty as *important* and *effective* This table shows, for each of 16 policies, the percent of junior faculty who rated the policy as ***important* or *very important to their success*** and ***effective* or *very effective***. The policies and practices with the highest percent of faculty with this response pattern can be viewed as exemplars of successful policies at your institution.	
Policy or practice for junior faculty	**Rank Order by %**
Periodic, formal performance reviews for junior faculty	62% (1)
Written summary of periodic performance reviews for junior faculty	60% (2)
Professional assistance for improving teaching	58% (3)
An upper limit on committee assignments for tenure-track faculty	52% (4)
An upper limit on teaching obligations	51% (5)
Travel funds to present papers or conduct research	50% (6)
Informal mentoring	47% (7)
Professional assistance in obtaining externally funded grants	33% (8)
Peer reviews of teaching or research/creative work	32% (9)
Stop-the-clock for parental or other family reasons	26% (10)
Paid or unpaid personal leave during the pre-tenure period	23% (11)
Formal mentoring program for junior faculty	19% (12)
Paid or unpaid research leave during the pre-tenure period	18%* (13)
Spousal/partner hiring program	18%* (13)
Childcare	1% (15)
Financial assistance with housing	0% (16)

Table III.4.7. Policies rated by faculty as *important*, but *ineffective*
This table shows, for each of 16 policies, the percent of your junior faculty (overall and grouped by gender and race) who rated the policy as *important* **or** *very important to their success*, but *ineffective* **or** *very ineffective* **(or** *not offered***)** at your institution. The policies and practices with the highest percent of faculty with this response pattern should be targeted for improvement.

Policy or practice for junior faculty	Rank order by %
Childcare	67% (1)
Paid or unpaid research leave during the pre-tenure period	50% (2)
Spousal/partner hiring program	38% (3)
Professional assistance in obtaining externally funded grants	34% (4)
Stop-the-clock for parental or other family reasons	33%* (5)
Formal mentoring program for junior faculty	33%* (5)
Peer reviews of teaching or research/creative work	31% (7)
Financial assistance with housing	30% (8)
An upper limit on committee assignments for tenure-track faculty	28% (9)
An upper limit on teaching obligations	27% (10)
Travel funds to present papers or conduct research	24%* (11)
Paid or unpaid personal leave during the pre-tenure period	24%* (11)
Informal mentoring	21% (13)
Written summary of periodic performance reviews for junior faculty	12%* (14)
Periodic, formal performance reviews for junior faculty	12%* (14)
Professional assistance for improving teaching	3% (16)

Note: The values in parenthesis indicate the vertical rank of that response. A '*' indicates a tie.

Clemson University participated in the inaugural Chronicle of Higher Education "Great Colleges to Work For" survey in 2008. Clemson scored in the top 5 of institutions that encourage collaborative governance. Clemson is participating in the survey again this year. (Appendix III. 4. 7 Great Colleges to Work For News Article)

Thus, the Clemson approach to faculty goal planning, review, and performance improvement, outlined above, is effective in improving faculty performance and satisfaction.

Academic Advising

The continuing process of assessing and improving academic advising is of paramount importance to Clemson University. It is the charge of academic advisors to assist the student in navigating the academic policies and procedures of the institution. Accurate and complete academic advising has been shown to be a key element in student retention and timely completion.

Each student is assigned an advisor in his or her major. It is the responsibility of the student to meet with the advisor and to implement the suggestions of that advisor. Individual colleges of the University carry out surveys of their students on an annual basis. The College of Health, Education, and Human Development, for example, carries out an annual advising survey of its undergraduate and graduate students (Appendix III. 4. 8 HEHD Undergraduate Survey)

Undergraduate students participating in the 2007 SSI were given the brief South Carolina Commission on Higher Education Advising Survey to complete. The students were randomly selected to represent the distribution of undergraduates by college and by class rank. There were approximately 2100 students in the sample. Below are the responses broken down by colleges (Appendix III. 4. 9 CHE Advising Report and Survey).

Table III. 4. 8 CHE Advising Survey

College Affiliation			Very Dissatis	Dissatis	Satis	Very Satis	Total
Unknown.	Class	Fresh.		1	2	0	3
		Sr.		0	1	1	2
	Total			1	3	1	5
Agriculture, Forestry, and Life Sciences	Class	Fresh.	0	1	13	12	26
		Soph.	4	7	58	56	125
		Jr.	3	13	55	47	118
		Sr.	3	11	40	57	111
	Total		10	32	166	172	380
Architecture, Arts and Humanities	Class	Fresh.	2	11	29	10	52
		Soph.	5	9	36	11	61
		Jr.	4	5	26	15	50
		Sr.	2	15	33	29	79
	Total		13	40	124	65	242
Business and Behavioral Science	Class	Fresh.	8	10	44	22	84
		Soph.	9	18	86	35	148
		Jr.	7	36	123	60	226
		Sr.	7	40	112	87	246
	Total		31	104	365	204	704
Engineering and Science	Class	Fresh.	2	7	50	16	75
		Soph.	2	12	40	17	71
		Jr.	8	12	49	29	98
		Sr.	8	16	53	31	108
	Total		20	47	192	93	352
Health, Education and Human Development	Class	Fresh.	0	1	23	25	49
		Soph.	3	8	56	25	92
		Jr.	3	12	56	39	110
		Sr.	0	10	37	21	68
	Total		6	31	172	110	319

As a result of assessments of academic advising, Clemson University's

Undergraduate Studies has developed an extensive handbook of advising practices.

Included in the handbook are not only academic policies and procedures, but also practical approaches to advising, educational needs or tasks for each class level, FERPA guidelines and other very useful tools. Clemson University recognizes that well-trained advisors who are conversant with the most up to date academic policies are a great asset to student success. The document is over 200 pages in length and addresses all questions. Faculty have access to the document online at

http://www.clemson.edu/ugs/advising/advisors/index.html

The 2008 report to the South Carolina Commission on Higher Education demonstrates Clemson University's commitment to ongoing assessment and improvement of academic advising (Appendix III. 4. 9 CHE Advising Report)

Clemson University Academic Success Center

The student educational experience is further enhanced by the provision of the Academic Success Center, which promotes both the success and retention of students. Student engagement is major factor for the successful transition of freshmen, sophomore and transfer students, ensuring their full integration into the campus community. Programs at the Academic Success Center include tutoring, supplemental instruction, workshops, seminars, academic counseling, and Disability Services for those students who qualify for accommodations.

The Academic Success Center in conjunction with other initiatives, contributes to the retention of freshmen student to their sophomore year. Since FY 2003-04, Clemson has improved the retention rate that has been declining. The ACT Institutional Data File 2008 notes that the national drop-out rate from freshman to sophomore year for Ph.D.

Public Institutions is a mean score of 72.9% whereas Clemson's score is 91.5%:

significantly higher.

Table III.4.9 First to Second Year Retention
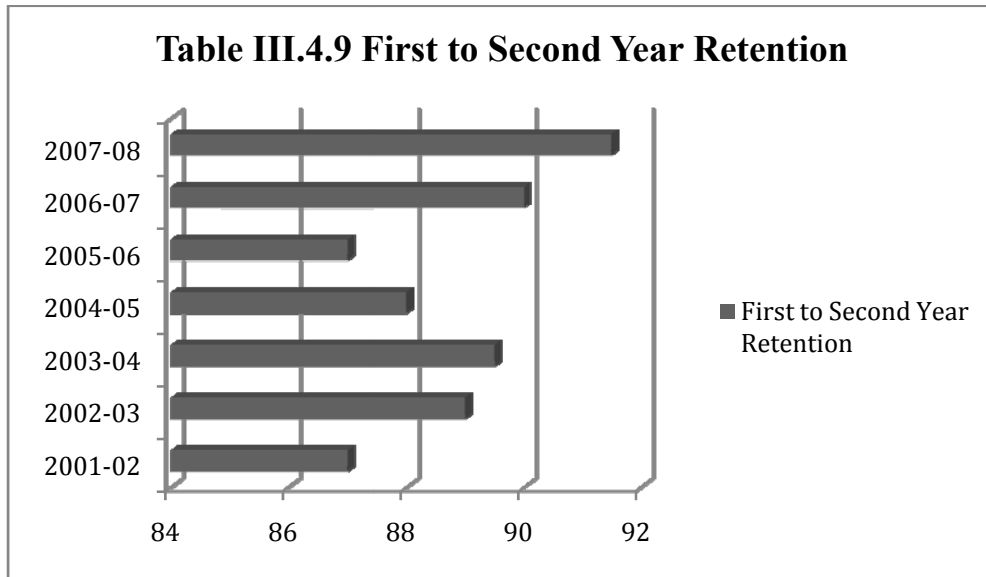
Student Satisfaction and Engagement

Student satisfaction and engagement are the result of a complex interaction of

academic, social, and environmental factors. Engagement and satisfaction play a large

role in student retention and degree completion. Clemson University monitors these

factors with three instruments: the national survey of Student Engagement (NSSE) and

the Student Satisfaction Inventory (SSI) with enrolled students and with the alumni

surveys discussed above. The results of these surveys are used to inform decision making

processes on improvement in all areas: from academics to student affairs. As an

example, in response to NSSE question 14 (SAMECOLL): "If you could start over again,

would you go to the same institution you are now attending?" Clemson shows a definite

advantage over its peer institutions.

Table III.4.10 Student Satisfaction with the Institution

NSSE Mean Comparisons *(1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes)*						
	2003	2004	2005	2006	2007	2008
Clemson	3.38	3.46	3.40	3.48	3.5	3.56
Peer Institutions	3.18	3.17	3.18	3.08	3.22	3.42

Results from NSSE and the Student Satisfaction Inventory (SSI) are used by both Academic Affairs and Student Affairs in developing new programs for students. Please refer to the Balanced Scorecards provided by Student Affairs quarterly for documentation. (These documents may be found in Appendix III. 2. 3.) Several joint programs to promote freshmen and sophomore retention have been the focus of academics and student affairs. The full results of both surveys are found in Appendix III. 4. 10 NSSE and Appendix III. 4. 11 SSI.

NSSE results have been presented to the entire Student Affairs division, sparking productive discussions concerning areas where the campus is succeeding in connecting with students, and areas that may require some attention. Stemming from the increase in emphasis on effective assessment measures at Clemson, the new Vice President of Student Affairs, Gail DiSabatino, invited Dr. George Kuh, Director of the Indiana University Center for Postsecondary Research and then Director of NSSE, to campus last fall. Dr. Kuh suggested that assessment efforts work to identify underengaged students. Clemson's NSSE data has since been aggregated to identify large enough groups of students to successfully pinpoint characteristics of those who may be underengaged. Given the number of years the campus has administered NSSE, their pool of respondents is large enough for this method to be effective.

Presented with NSSE data, Clemson faculty members expressed concern over student reports of too few in-class discussions that address issues of diversity. The campus has since determined that faculty and students may have been interpreting the question differently. However, preserving the classroom as a safe space for conversations on diversity is very important to the University and faculty have been offered opportunities to learn more about teaching methods to engage students in these types of discussions. In addition, workshops on other types of pedagogical strategies have been developed and offered to faculty members.

NSSE data has been tied to other campus decisions at Clemson. Over the past three years, Clemson has initiated Creative Inquiry projects —undergraduate research activities where faculty members guide small groups of students through a multi-semester project in various disciplines. Projects are designed to help students develop problem-solving and critical thinking skills, as well as the abilities to work on teams and express themselves effectively in written and verbal communication.

A campus press release from last year highlighted how the Creative Inquiry program and other initiatives such as internships and cooperative experiences - had, according to Clemson's 2007 NSSE results, increased the numbers of students participating in undergraduate research – to a level significantly higher than institutions in Clemson's selected peer group.

Looking forward, Clemson plans to use NSSE data to evaluate first-year programs such as living and learning communities. Clemson's response rate to the survey is approaching a level where the numbers of students involved in these communities are a

large enough part of the random sample of its student population that more targeted analysis of their responses to NSSE items is possible.

Attracting and retaining undergraduate students continues to be a focus for the institution. Over 90% of the sophomores continue as juniors and almost 90% of the freshmen return as sophomores.

Table III.4.11 Freshman to Sophomore and Sophomore to Junior Retention
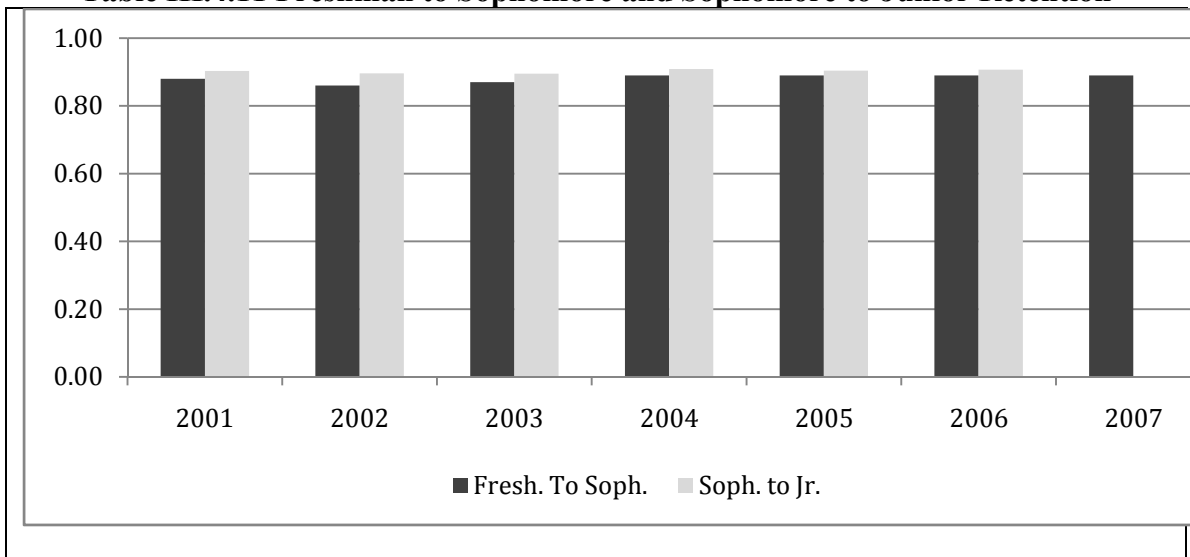
Documentation of Assessment Plans and Reports

South Carolina law requires the University to complete an Accountability Report annually. The report uses the Baldridge Criteria. Clemson has designed its Accountability Report around the University Goals and Objectives. Section Seven of the report provides documentation of progress the university is making toward our goals. Where appropriate benchmarks have been stated. Portions of the document are highlighted throughout the Fifth Year Report to SACS/COC. Please refer to Appendix III. 4. 12 for the full Organizational Performance Results.

5.   The institution publishes admissions policies that are consistent with its mission. *(Comprehensive Standard 3.4.3)*

 _X__ Compliance   ___ Non-Compliance

Narrative:

The University's admission policies are published in our Undergraduate and Graduate Announcements and on Clemson's web site for new freshmen (first-time college) students and for transfer students and for graduate students.   Admission reports are published weekly by the Undergraduate Admissions offices and are disseminated widely across the. A sample is provided in Appendix III. 5. 1. A Graduate Admissions Report for Fall 2009 may be found in Appendix III. 5. 2.

The mission of the University states in part, "The mission of Clemson University is 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.

Clemson University is a selective, public, land-grant university in a college-town setting along a dynamic Southeastern corridor. The University is committed to world-class teaching, research and public service in the context of general education, student development and continuing education. Clemson's desire is to attract a capable, dedicated and diverse student body of approximately 12,000 to 14,000 undergraduate and 4,000 to 5,000 graduate students, with priority to students from South Carolina."

Undergraduate Students

Undergraduate Admission to the University is competitive and is based primarily upon high school curriculum, grades, class standing, and SAT or ACT scores. Clemson does require new students to declare a major. Candidates are notified that undergraduate admission decisions

are communicated in February for the next Fall semester and that enrollment is dependent upon available space in a particular major. Specific high school requirements for admission are consistent with South Carolina state standards approved by the Commission on Higher Education (CHE) with one exception. Clemson requires three years of a foreign language, while the state standards require two years. The annual report of the SC CHE on first year freshmen admissions shows that 99.5% of Clemson freshmen met the prerequisite requirements for admission. This was the highest percent at any of the state four-year and research campuses. (Appendix III. 5. 3 CHE Report on Admission Standards for First-Time Entering Freshmen, FY 2008-09)

Admission goals are set for each cycle. (See Appendix III. 5. 4 Admissions Standards Meeting Minutes, Colleges) In 2008, the goal was to enroll approximately 3600 new students, 2,800 new first time freshmen and 800 transfer students. The goal was modified to increase new freshmen to 2950 in February. The in-state and out-of-state mix is determined so that the majority of students are South Carolina residents reflecting our mission to serve South Carolina residents. A copy of the 2008 Undergraduate Admissions Report is provided in Appendix III. 5. 5. The final enrollment was 2927 new freshmen and 960 transfer students.

Applicants who are denied admission may appeal their admission decision. The applicant must provide new information, such as improved grades, SAT/ACT scores, or new class rank along with a letter providing a rationale for the appeal. An Undergraduate Admissions Committee reviews the appeals and makes the final decision. If admitted under a review of the Admissions Committee, conditions may be specified. Student athletes who do not meet regular admissions standards may be admitted if they meet Atlantic Coast Conference and National Collegiate Athletic Association eligibility requirements. A copy of the Undergraduate Admissions Committee meeting minutes and report may be found in Appendix III. 5. 6.

First year retention and six-year graduation rates are two indicators of not only student quality, but also university success documenting that the admission requirements are appropriate to identify qualified students who can be successful.   Institutions are characterized as highly selective when the entering mean SAT score is greater than 1100 for the entering freshman cohort. Clemson University has met this standard for every cohort beginning with the 1995 cohort.

Table III.5.1 contains first year retention rates of the 2004-2006 freshman cohorts. Clemson University rates were higher than the mean of the highly selective institutions and higher than the national average. Comparison rates for the 2007 cohort are not available at this time.

Table III.5.1 First Year Retention Rates			
Cohort Year	Clemson University	Highly Selective	All Institutions
2004	88%	87%	80%
2005	89%	87%	80%
2006	90%	89%	81%
2007	91.5%	N/A	N/A

Table III.5.2 contains six-year graduation rates of the 1999-2001 freshman cohorts. Clemson University rates were higher than the mean of the highly selective institutions and higher than the national average. Comparison rates for the 2002 cohort are not available at this time.

Table III.5.2 Six-Year Graduation Rates			
Cohort Year	Clemson University	Highly Selective	All Institutions
1999	75%	69%	57%
2000	75%	70%	58%
2001	78%	71%	59%
2002	79.2%	N/A	N/A

Graduate Students

Faculty in the admitting programs recommend students for admission to the Graduate School after they have made an assessment of each prospective graduate student's potential as presented through previous academic records (undergraduate and graduate transcripts), standardized test scores, letters of recommendation from former faculty, the student's statement of purpose, materials indicating the applicant's ability to perform independent research in the discipline and, when relevant, personal interviews, the student's portfolio and/or past work experience. While this varies from program to program, typically, graduate programs evaluate all undergraduate transcripts paying closest attention to the grades earned in the last 60 hours of coursework. The grade point ratio of prior graduate work, however, is typically evaluated using all coursework except research and/or courses graded on a pass/fail basis.

The faculty of each program has significant discretion to determine admission standards and class size based on availability of academic advisors, financial support, laboratory space, student distribution within interest areas, and other resource considerations. The Graduate School reserves the right to require additional indicators prior to reaching an admission decision. Neither an academic record exceeding minimum requirements, satisfactory scores on standardized tests, nor professional expertise alone will assure an applicant's admission in this competitive environment. Rather the overall record must indicate the strong likelihood of successfully completing graduate study.

GMAT – Graduate Management Admission Test. The GMAT is required for admission into the Master of Arts in economics, the Master of Science and the Doctor of Philosophy in management, and the professional programs in accounting and business administration.

GRE – Graduate Record Examination. The general portion of the GRE is typically required for admission to the Master of Arts, Master of Science, Doctor of Philosophy and Doctor of Education degrees. The general portion of the GRE may also be used in lieu of the GMAT (Graduate Management Admission Test) for admission to the Master of Arts in economics and for the Master of Science or the Doctor of Philosophy degrees in management.

IELTS – International English Language Testing System. International students whose native language is not English may submit a satisfactory score on the IELTS exam if the admitting department or program has approved use of this exam for verifying English proficiency. Approval to submit scores from the IELTS must be secured in writing from the graduate coordinator of the program prior to submitting this examination score for admission consideration.

TOEFL – Test of English as a Foreign Language. International students whose native language is not English must demonstrate competency in written and spoken English. Competency may be demonstrated by presenting 1) a satisfactory score on the TOEFL exam; 2) documentation of having received a previous undergraduate or graduate degree from a U.S. institution or an institution where the language of instruction was English; or 3) a satisfactory score on the IELTS exam. Any policy waiver on language of instruction must be approved by the Dean of the Graduate School.

In no cases will grades from a partial-term session or enrollment period be considered. Courses graded on a pass/fail basis and certain electives having no relationship to a curriculum

will not be transferred to Clemson University. Up to 12 credit hours of coursework may be transferred to a master's degree and 48 credit hours of coursework may be transferred to a doctoral degree. All credits transferred to Clemson's graduate programs must have been completed at a regionally-accredited institution.

In general, admission to any of Clemson's graduate programs requires that prospective students hold at least a bachelor's degree from an approved institution whose scholastic rating is satisfactory to the University, or an equivalent degree from an institution operating under the Bologna process whose scholastic rating is satisfactory to the University. Prospective students must have the approval of the appropriate department chair or program coordinator to be recommended for admission.

Admission criteria, recommended by the individual colleges awarding the degree, may require professional experience and/or credentials as well as scores from a relevant standardized test.

Graduate Admission Appeal Policy. It is the policy of the Graduate School to respond to all students who request review of the decisions of the faculty of the academic programs to deny admission if they feel the admission decision was made unfairly or improperly. Applicant appeals are heard by the Graduate Admissions and Continuing Enrollment Appeals Committee. (Appendix III. 5. 7 Graduate Admission Appeals Spreadsheet)

Documentation of success of students admitted into graduate programs is more difficult to track. The University Institutional Research office is investigating a method for determining length to graduation that mirrors graduation patterns for undergraduate students. The difficulty is the length of time from course work to completed dissertation. Masters students tend to complete their study in less than two years with the exception of those professional majors where

students tend to be working (education, nursing, business) and attend graduate school part-time. Degrees awarded to graduate students for 2008 is provided in Table III.5.3.

The number of doctoral students enrolled is increasing. A university goal is to increase the number of doctoral degrees awarded. The trend toward both doctoral enrollment and graduation has increased as noted in Table III.5.4.

Table III.5.3 Degrees Awarded by College and Degree Level for 2008				
College	Masters	Specialist	Doctorate	Total
College of Agriculture, Forestry & Life Sciences	52	0	40	92
College of Architecture, Arts & Humanities	126	0	1	127
College of Business & Behavioral Science	161	0	11	172
College of Engineering & Science	221	0	81	302
College of Health, Education & Human Development	277	13	17	307
Interdepartmental	0	0	1	1
TOTALS	837	13	151	1001

Table III.5.4 Doctoral degrees	
Year ending in August	Degrees awarded
2004	120
2005	122
2006	139
2007	139
2008	151

6.   For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. *(Comprehensive Standard 3.4.11)*

_X_ Compliance   ___ Non-Compliance

Narrative:

Clemson University has specific guidelines that establish department, college and university committees that are comprised of faculty members who are responsible for oversight of the academic curriculum. The sections of the Faculty Manual that relate to curriculum oversight and governance are found in Appendix III. 6. 1. "The faculty, as the repository of learning in the various academic fields of study, is charged with creating the curriculum; setting requirements for degrees; determining when requirements have been met; approving candidates for degrees" (Faculty Manual).

Well-qualified members are elected from each academic unit to provide representation from all disciplines (Table III.6.1). Each change in curriculum recommended by a discipline must be reviewed at department, the college and the University level. Membership on the curriculum committees includes student representation as well.

The University Curriculum Committees act for the faculty in reviewing all proposals for curricular changes, and recommend such changes to the Vice President for Academic Affairs and Provost. The Undergraduate and Graduate Curriculum Committees shall have jurisdiction over undergraduate and graduate matters respectively.

The curriculum committees review all curricular proposals in their respective areas of jurisdiction that emanate from the several collegiate faculties, and ensure the adherence of such proposals to all applicable university policies and regulations. The curriculum committees may

initiate curricular proposals whose effects would be university-wide, but may not act upon such proposals until all collegiate faculties have had an opportunity to review and respond to them.

Curricular proposals recommended by either university curriculum committee are submitted to the Vice President for Academic Affairs and Provost. The Provost forwards these curricular proposals with his or her recommendations to the President for final approval. The Provost shall inform the curriculum committees and all affected collegiate faculties of the President's actions.

In order to ensure that the appropriate policies are followed, university forms have been developed and are submitted with signatures from the department curriculum chair, the college curriculum chair and dean, and the university dean. The provost reviews the curriculum and signs off before the documents are reviewed by faculty.

Curriculum decisions are one of the most important roles of the faculty at a university. Faculty use assessment and outcome data in reviewing the curriculum at the program level. Changes may be initiated to modify an existing course or existing program of study. The rationales for any changes are provided to the various committees as the approval process proceeds through the university.

Evidence of faculty qualification for their role in curriculum development and review is based on their terminal degree. Table III.6.1 provides an outline of the faculty members active in leadership roles.

**Table III.6.1 Distribution of Faculty Members
Active in Leadership Roles for Curriculum Development
along with the percentage of members with terminal degrees**

Colleges	Faculty Members	Terminal Degrees
College of Architecture, Arts & Humanities	50	94%
College of Business & Behavioral Science	49	94%
College of Agriculture, Forestry & Life Science	57	98%
College of Engineering & Science	55	100%
College of Health, Education & Human Development	36	94%

Documentation that each program is overseen by a faculty member with the qualifications and credentials for leadership in the development and review of the curriculum is provided in Table III. 6.2. This list provides the specific program and degrees, the individual responsible and their qualifications for this role within faculty governance.

Table III.6.2 Faculty Responsible for Curriculum

In Order by College and Department, with Degrees Offered

Discipline of Highest Degree:	*Faculty Responsible for Curriculum:*

Undergraduate Studies and General Education

Chemistry	Appling, Jeffrey R., Associate Dean for Curriculum, Undergraduate Studies; Associate Professor, Chemistry. BS, 1980, PhD, 1985, Georgia Institute of Technology
Clinical Psychology	Murdoch, Janice W., Vice Provost and Dean of Undergraduate Studies; Professor, Psychology. BA, 1980, MA, 1982, Wake Forest University; PhD, Vanderbilt University, 1985
Library Science	Tyler, Peggy J., Librarian, University Libraries. BS, Johnson State College, 1983; MLS, State University of New York-Albany, 1988

College of Agriculture, Forestry and Life Sciences

Agricultural & Biological Engineering

Agricultural Education (BS, MAgEd), Agricultural Mechanization and Business (BS), Biosystems Engineering (BS, MS, PhD)

Agricultural and Biological Engineering	Drapcho, Caye Marie, Associate Professor, Agricultural and Biological Engineering. BS, 1982, MS, 1986, Penn State University; PhD, Clemson University, 1993
Agricultural Engineering	Allen, William H.,Department Chair and Professor, Agricultural and Biological Engineering. BS, 1966, MS, 1969, Clemson University; PhD, University of Tennessee, 1972
Agricultural Engineering	Han, Young J., Professor, Agricultural and Biological Engineering. BS, 1979, MS, 1981, Seoul National University (Korea); PhD, University of Illinois, 1986; PE
Biosystems Engineering	Kirk, Kendall R., Lecturer, Agricultural and Biological Engineering. BS, 2002, MS, 2004, Clemson University
Vocational and Technical Education	Fravel, Philip M., Assistant Professor, Agricultural and Biological Engineering, Agricultural Education Program. BS, 1981, MS, 1997, PhD, 2004, Virginia Polytechnic Institute and State University
Vocational Technical Education	Dobbins, Thomas R., Professor, Agricultural and Biological Engineering, Agricultural Education Program. BS, 1982, MAg, 1988, Clemson University; PhD, Virginia Polytechnic Institute and State University, 1999

Animal and Veterinary Sciences

Animal and Veterinary Sciences (BS, MS, PhD)

Endocrinology, Reproductive Physiology & Poultry Science	Birrenkott, Glenn P. Jr., Professor, Animal and Veterinary Sciences. BS, 1973, MS, 1975, PhD, 1978, University of Wisconsin

Nutrition	Maurice, Denzil V., Professor, Animal and Veterinary Sciences. BS, University of Allahabad (India), 1963; MS, University of Reading (England), 1966; PhD, University of Georgia, 1978
Physiology	Beck, Mary McLean, Department Chair and Professor, Animal and Veterinary Sciences. MS, 1976, PhD, 1980, University of Maryland
Poultry Science	Skewes, Peter A., Professor, Animal and Veterinary Sciences. BS, University of New Haven, 1979; MS, University of Florida, 1982; PhD, Virginia Polytechnic Institute and State University, 1985

Applied Economics and Statistics

Applied Economics and Statistics (BS, MS), Applied Economics (PhD)

Agricultural and Resource Economics	Templeton, Scott R., Associate Professor, Applied Economics and Statistics. BA, 1983, MS, 1987, University of California-Santa Cruz; PhD, University of California-Berkeley, 1994
Agricultural Economics	Espey, Molly, Professor, Applied Economics and Statistics. BS, 1988, MS, 1989, PhD, 1994, University of California-Davis
Agricultural Economics	Smathers, Webb M. Jr., Professor, Applied Economics and Statistics. BA, University of North Carolina, 1970; BA, 1972, MS, 1975, PhD, 1980, University of Kentucky
Agricultural Economics	Curtis, Charles E. Jr., Professor, Applied Economics and Statistics. BS, 1977, MS, 1979, University of Georgia; PhD, University of Nebraska, 1985
Management Science	Hill, Hoke S. Jr., Department Chair and Professor, Applied Economics and Statistics. BS, The Citadel, 1971; MS, 1974, PhD, 1979, Clemson University
Statistics	Bridges, William C. Jr., Professor, Applied Economics and Statistics. BS, University of North Carolina, 1980; MS, 1982, PhD, 1984, University of Nebraska

Biological Sciences	*Microbiology (BS, MS, PhD), Biological Sciences (BA, BS, MS, PhD)*
Biology	Surver, William M., Professor, Biological Sciences. BS, St. Francis College, 1966; PhD, University of Notre Dame, 1974
Biology	Moran, Amy Ladd, Assistant Professor, Biological Sciences. BA, Bates College, 1990; PhD, University of Oregon, 1997
Ecology	Kosinski, Robert J., Professor, Biological Sciences. BS, Seton Hall University, 1972; PhD, Rutgers, The State University of New Jersey-New Brunswick, 1977
Microbiology	Henson, John Michael, Research Associate Professor, Biological Sciences. BS, University of South Carolina, 1975; MS, Clemson University, 1978; PhD, University of Florida, 1983
Molecular Biology	McNealy, Tamara Lyn, Assistant Professor, Biological Sciences. BS, University of North Florida, 1992; MS, Middle Tennessee State University, 1999; PhD, University of Heidelberg (Germany), 2002
Population Biology	Marko, Peter Benjamin, Assistant Professor, Biological Sciences. BSc, University of Alberta (Canada), 1991; PhD, University of California-Davis, 1997

Toxicology	Bain, Lisa J., Associate Professor, Biological Sciences. BS, University of Georgia, 1992; PhD, North Carolina State University, 1997
Zoology	Wheeler, Alfred P., Department Chair and Professor, Biological Sciences. BS, Butler University, 1969; PhD, Duke University, 1975

Entomology, Soils, and Plant Sciences

Entomology (MS, PhD), Soils and Sustainable Crop Systems (BS), Plant and Environmental Sciences (MS, PhD)

Agronomy	Knap, Halina T., Professor, Entomology, Soils, and Plant Sciences. BS, 1968, MS, 1970, PhD, 1974, Academy of Agriculture (Poland)
Entomology	Culin, Joseph D., Department Chair and Professor, Entomology, Soils, and Plant Sciences. BA, Eastern College-Saint Davids, 1975; MS, University of Delaware, 1977; PhD, University of Kentucky, 1981
Entomology	Turnbull, Matthew W., Assistant Professor, Entomology, Soils, and Plant Sciences; Assistant Professor, Biological Sciences. BS, 1994, MA, 1999, College of William and Mary; PhD, University of Kentucky, 2002
Entomology	Zehnder, Geoffrey W., Coordinator, Integrated Pest Management and Sustainable Agriculture; Professor, Entomology, Soils, and Plant Sciences. BS, University of California-Davis, 1976; MS, 1980, PhD, 1984, University of California-Riverside
Entomology	Zungoli, Patricia A., Professor, Entomology, Soils, and Plant Sciences. BS, 1974, MS, 1979, University of Maryland; PhD, Virginia Polytechnic Institute and State University, 1982
Plant Physiology	Riley, Melissa B., Professor, Entomology, Soils, and Plant Sciences. BS, 1976, MS, 1979, PhD, 1990, Clemson University

Food Science and Human Nutrition

Food Science (BS), Food, Nutrition, and Culinary Sciences (MS), Food Technology (PhD)

Food Science	Galyean, Ronald D., Professor, Food Science and Human Nutrition. BS, Southwest Missouri State University, 1966; MS, 1972, PhD, 1975, University of Missouri
Food Science	Dawson, Paul L., Professor, Food Science and Human Nutrition. BS, Salisbury State University, 1979; MS, University of Florida, 1986; PhD, North Carolina State University, 1989
Food Science	Northcutt, Julie Kathleen, Associate Professor, Food Science and Human Nutrition. BS, 1987, MS, 1989, Clemson University; PhD, North Carolina State University, 1994
Food Science	McGregor, John U., Professor, Food Science and Human Nutrition. BS, Clemson University, 1982; MS, Louisiana State University, 1984; PhD, Mississippi State University, 1988
Food Science	Acton II, James C., Professor, Food Science and Nutrition. BS, 1965, PhD, 1970, University of Georgia.
Food Technology	Coffee, Aubrey Dean, Lecturer, Food Science and Human Nutrition. BS, Johnson and Wales University-Providence, 1998; PhD, Clemson University, 2005

Vocational and Technical Education	Condrasky, Margaret D., Associate Professor, Food Science and Human Nutrition. BS, Penn State University, 1977; MS, Indiana University of Pennsylvania, 1983; EdD, Clemson University, 1993

Forestry and Natural Resources

Environmental and Natural Resources (BS), Forest Resource Management (BS), Wildlife and Fisheries Biology (BS, MS, PhD), Forest Resources (MS, MFR, PhD), Environmental Toxicology (MS, PhD)

Biology	Foltz, Jeffrey W., Professor, Forestry and Natural Resources. BS, Ohio State University, 1972; MS, University of Wisconsin, 1974; PhD, University of Colorado, 1978
Environmental Toxicology	Johnson, Alan R., Associate Professor, Forestry and Natural Resources. BS, Colorado State University, 1980; PhD, University of Tennessee, 1988
Forest Engineering	Bolding, Michael C., Adjunct Assistant Professor, Forestry and Natural Resources. BS, 2000, MS, 2002, Auburn University; MF, 2005, PhD, 2006, Oregon State University
Forest Genetics	Layton, Patricia A., Department Chair and Professor, Forestry and Natural Resources. BS, Clemson University, 1976; MS, Texas A&M University, 1978; PhD, University of Florida, 1985
Forestry	Guynn, David C. Jr., Professor, Forestry and Natural Resources. BS, 1968, MS, 1973, PhD, 1975, Virginia Polytechnic Institute and State University
Forestry	Straka, Thomas J., Professor, Forestry and Natural Resources. BS, 1972, MS, 1973, University of Wisconsin; MBA, University of South Carolina, 1978; PhD, Virginia Polytechnic Institute and State University, 1981
Plant Science	Caldwell, Judith D., Professor, Horticulture; Adjunct Associate Professor, Forestry and Natural Resources. BS, 1975, MS, 1977, Virginia Polytechnic Institute and State University; PhD, University of Arkansas, 1981

Genetics, Biochemistry and Life Science Studies

Genetics (BS, MS, PhD), Biotechnology (MS), Biochemistry (BS), Biochemistry and Molecular Biology (MS, PhD)

Biological Sciences	Abbott, Albert G., Coker Chair and Professor, Genetics, Biochemistry and Life Science Studies. BS, University of Connecticut, 1976; PhD, Brown University, 1980
Botany	Moore, Brandon D., Assistant Professor, Genetics and Biochemistry. BA, University of Colorado, 1977; MS, Arizona State University, 1980; PhD, Washington State University, 1986
Cellular Biology	Morris, James C., Assistant Professor, Genetics and Biochemistry. BS, College of William and Mary, 1990; MS, 1993, PhD, 1997, University of Georgia

Genetics/Biochemistry	Murphy, Keith E., Department Chair and Professor, Genetics and Biochemistry. BS, Indiana University, 1982; MS, University of Cincinnati, 1986; PhD, Louisiana State University, 1989
Microbiology	Cao, Weiguo, Associate Professor, Genetics and Biochemistry. BS, Wuhan University (China), 1983; PhD, University of Idaho, 1992
Molecular Biology	Smith, Kerry S., Associate Professor, Genetics and Biochemistry. BS, Georgia Institute of Technology, 1986; PhD, University of Pennsylvania, 1993
Molecular Biology	Ingram-Smith, Cheryl Jean, Lecturer, Genetics and Biochemistry. BS, Massachusetts Institute of Technology, 1986; PhD, University of Pennsylvania, 1996

Horticulture	*Turfgrass (BS), Horticulture (BS)*
Biology	Baird, William V., Department Chair and Alumni Distinguished Professor, Horticulture. BS, Oregon State University, 1976; MA, Miami University, 1979; PhD, University of Virginia, 1983
Horticulture	Brown-Faust, James E., Associate Professor, Horticulture. BS, Murray State College, 1986; MS, 1992, PhD, 1994, Michigan State University
Plant Physiology	Adelberg, Jeffrey W., Associate Professor, Horticulture. BS, 1982, MS, 1987, Rutgers, The State University of New Jersey-New Brunswick; PhD, Clemson University, 1993

Packaging Science	*Packaging Science (BS, MS)*
Food Technology	Whiteside, William S., Associate Professor, Packaging Science. BS, 1984, MS, 1986, PhD, 1999, Clemson University
Materials Engineering	Kimmel, Robert M., Department Chair and Associate Professor, Packaging Science. BS, 1964, MS, 1965, MatE, 1967, ScD, 1968, Massachusetts Institute of Technology
Plant Physiology	Thomas, Ronald L., Professor, Packaging Science. BS, Gardner-Webb University, 1973; MS, 1975, PhD, 1980, Clemson University

College of Architecture, Arts and Humanities

Art	*Visual Arts (BFA, MFA)*
Animation	Donar, David Stewart, Assistant Professor, Art. BFA, Eastern Michigan University, 1993; MFA, Bowling Green State University, 2004
Art	Detrich, David M., Professor, Art. BFA, Kansas City Art Institute, 1980; MFA, Alfred University, 1982
Ceramics	Vatalaro, Michael V., Department Chair and Professor, Art. BFA, University of Akron, 1972; MFA, Alfred University, 1976
Comparative Arts	Lew, William W., Professor, Art. BA, Central Washington University, 1964; MFA, University of Oregon, 1966; PhD, Ohio University, 1976

Construction Science and Management

Construction Science and Management (BS, MCSM)

Educational Administration	Liska, Roger W., Department Chair and Professor, Construction Science and Management. BSCE, Michigan Technological University, 1965; MSCE, Wayne State University, 1967; EdD, University of Georgia, 1988
Law	Wintz, Joseph A., Assistant Professor, Construction Science and Management. BS, University of Virginia, 1970; MS, George Washington University, 1974; JD, George Mason University, 1998

English

English (BA, MA), Professional Communication (MA), Rhetorics, Communication & Information Design (PhD)

Arts and Humanities	Bennett, Alma, Professor, English. BM, Belhaven College, 1962; MS, Radford University, 1974; PhD, University of Texas-Dallas, 1991
English	LeMahieu, Michael L., Assistant Professor, English. BA, Marquette University, 1996; MA, 1997, PhD, 2005, University of Wisconsin-Madison
English	Vitanza, Victor Joe, Professor, English. BA, 1967, MA, 1970, University of Houston; PhD, Northern Illinois University, 1975; PhD, European Graduate School (Switzerland), 2004
English	Martin, Michelle H., Associate Professor, English. BA, College of William and Mary, 1988; MS, Northern Illinois University, 1991; PhD, Illinois State University, 1997
English	Manganelli, Kimberly Snyder, Assistant Professor, English. BA, 1998, MA, 2000, Auburn University; MA, 2003, PhD, 2006, Cornell University
English	Sparks, Elisa K., Associate Professor, English. BA, Bryn Mawr College, 1973; MA, 1977, PhD, 1978, Indiana University
English	Taylor, Summer Smith, Associate Professor, English. BA, University of South Carolina, 1993; MA, 1995, PhD, 2000, Penn State University
English and Comparative Literature	Morrissey, Lee J., Department Chair and Professor, English. AB, Boston College, 1986; MA, 1988, MA, 1990, MPhil, 1992, PhD, 1995, Columbia University
Rhetoric and Professional Communications	Sample, Joseph Clayton, Assistant Professor, English. BS, Slippery Rock University of Pennsylvania, 1991; MA, Texas A&M University, 1993; MA, University of Minnesota, 2000; PhD, Iowa State University, 2004

History	*History (BA,MA)*
History	Kuehn, Thomas J., Department Chair and Professor, History. BA, Carleton College, 1972; MA, 1973, PhD, 1977, University of Chicago
History	Silvestri, Michael S., Assistant Professor, History. BA, Brown University, 1988; MA, 1991, MPhil, 1993, PhD, 1998, Columbia University

History	Andrew, John R. Jr., Associate Professor, History. BA, University of North Carolina, 1987; MA, Clemson University, 1993; PhD, University of Georgia, 1997
History	Chico, Rachel A., Assistant Professor, History. BA, Princeton University, 1998; MA, 2000, PhD, 2006, University of California-Berkeley
History & Sociology of Science	Mack, Pamela E., Associate Professor, History. AB, Harvard University, 1977; PhD, University of Pennsylvania, 1983

Languages

Modern Languages (French, Spanish, Japanese, German) (BA), Language and International Trade (BA), Language and International Health (Spanish) (BS)

Comparative Literature	Zaczek, Barbara M., Professor, Languages. BA, University of Krakow (Poland), 1972; MA, 1988, PhD, 1992, University of Oregon
Education	Kishimoto, Toshiko, Associate Professor, Languages. BA, Rikkyo University (Japan), 1967; MEd, University of Massachusetts, 1976
French Literature	Mai, Joseph H., Assistant Professor, Languages. BA, Northern Illinois University, 1992; MA, University of Illinois-Urbana-Champaign, 1996; MPhil, 1999, PhD, 2004, Yale University
French Literature	Sawyer, Amy Lyn Griffin, Lecturer, Languages. BA, Winthrop University, 1996; MA, University of Georgia, 1999
Spanish Linguistics	Smith, Daniel J., Assistant Professor, Languages. BA, Bob Jones University, 1979; MEd, University of Georgia, 1985; PhD, University of Texas-Austin, 2002

Performing Arts   *Production Studies in Performing Arts (BA)*

Music	Whisler, Bruce Allen, Assistant Professor, Perfoming Arts; Director of Audio Engineering. BS, 1982, MM, 1992, DMA, 2002, Ball State University
Music	Goodstein, Richard E., Department Chair and Professor, Performing Arts. BM, Miami University, 1975; MM, 1981, PhD, 1984, Arizona State University

Philosophy and Religion

Philosophy (BA)

Philosophy	Thompson, Allen Andrew, Assistant Professor, Philosophy and Religion. BA, Evergreen State College, 1992; MA, 1995, PhD, 2005, University of Washington-Seattle
Philosophy	Starkey, Charles, Assistant Professor, Philosophy and Religion. BA, Claremont McKenna College, 1987; MA, 1995, PhD, 2001, University of Wisconsin-Madison
Social Thought	Maker, William A., Department Chair and Professor, Philosophy and Religion. BA, University of Massachusetts, 1971; MA, 1975, PhD, 1978, New School for Social Research

Planning and Landscape Architecture

City and Regional Planning (MCRP), Real Estate Development (MRED), Landscape Architecture (BLA, MLA), Environmental Design and Planning (PhD)

Architecture	Wilson, Ashley Lawren Robbins, Assistant Professor, Planning and Landscape Architecture. BS, University of Virginia, 1991; MARCH, University of Notre Dame, 1997
Architecture	Nassar, Hala Fouad, Assistant Professor, Planning and Landscape Architecture. BS, 1988, MS, 1993, PhD, 1998, Ain Shams University (Egypt); MAg, Penn State University, 2000
City and Regional Planning	Dyckman, Caitlin, Assistant Professor, Planning and Landscape Architecture. BA, University of California-Los Angeles, 1997; JD, University of California-Davis, 2001; MCP, 2001, PhD, 2005, University of California-Berkeley
City/Regional Planning	Nocks, Barry C., Professor, Planning and Landscape Architecture. BS, Cornell University, 1969; MRP, 1972, PhD, 1978, University of North Carolina; AICP
Landscape Architecture	Chamberlain, Frances F., Professor, Planning and Landscape Architecture. BA, University of Texas-Austin, 1970; MLA, University of Virginia, 1980
Landscape Architecture	Hewitt, Robert R., Associate Professor, Planning and Landscape Architecture. BA, 1976, BSLA, 1993, University of California-Davis; MCP, 1996, MLA, 1996, University of California-Berkeley
Landscape Architecture	Nadenicek, Daniel J., Adjunct Professor, Planning and Landscape Architecture. BS, 1973, MS, 1976, Mankato State University; BLA, 1991, MLA, 1991, University of Minnesota
Urban Planning	Yilmaz, Umit, Associate Professor, Planning and Landscape Architecture. BArch, 1979, MA, 1981, PhD, 1988, Istanbul Technical University (Turkey)
Urban/Regional Planning	Farris, John T., Associate Professor, Planning and Landscape Architecture. BA, Saint Louis University, 1972; MUP, 1974, PhD, 1996, Michigan State University; AICP, CRE

School of Architecture	*Architecture (BA, MS, MArch)*
Architectural Studies	Mitchell, Lauren Michelle, Lecturer, School of Architecture. BA, 2003, MS, 2007, University of Florida; MA, University of Michigan-Ann Arbor, 2006
Architecture	Battisto, Dina G., Associate Professor, School of Architecture. BArch, University of Tennessee, 1991; MArch, Clemson University, 1993; MS, 1996, PhD, 2004, University of Michigan-Ann Arbor
Architecture	Erdman, Jori A., Associate Professor, School of Architecture. BS, University of Virginia, 1989; MArch, Columbia University, 1995
Civic Design	Caban, Jose R., Director and Professor, School of Architecture; Professor, Planning and Landscape Architecture. BArch, Clemson University, 1967; MCD, University of Liverpool (England), 1971; AIA, APA

History of Technology	Cavanagh, Edwin Harold, Department Chair and Professor, School of Architecture. BS, 1971, BArch, 1974, McGill University (Canada); PhD, Lehigh University, 2002

Speech Communications	*Communication Studies (BA)*
Communication	Mazzarella, Sharon R., Professor, Communication Studies. BS, Northwestern University, 1982; PhD, University of Illinois-Urbana-Champaign, 1993
Communication	Vorvoreanu, Mihaela, Assistant Professor, Communication Studies. BA, University of Bucharest (Romania), 1997; MA, 1999, PhD, 2004, Purdue University
Communication Studies	Novak, David R., Assistant Professor, Communication Studies. BS, 1999, MS, 2001, Illinois State University; PhD, Ohio University, 2006
Educational Leadership	Linvill, Darren L., Lecturer, Communication Studies. BA, 1999, MA, 2002, Wake Forest University, PHD, CLemson University, 2006
Speech Communication	Hawkins, Katherine W., Department Chair and Professor, Communication Studies. BA, University of Virginia, 1980; MA, 1982, PhD, 1986, University of Texas-Austin
Speech Communication, Rhetoric	Wolfe, Dylan Patrick, Assistant Professor, Communication Studies. BS, 2001, MS, 2003, State University of New York; PhD, University of Georgia, 2006

College of Business and Behavioral Science

Accountancy	*Accounting (BS, MPAcc)*
Accounting	McMillan, Jeffrey J., Professor, School of Accountancy and Legal Studies. BS, 1983, MBA, 1984, Louisiana State University; PhD, University of South Carolina, 1990
Accounting	Kennedy, Frances A., Associate Professor, School of Accountancy and Legal Studies. BA, University of Saint Thomas-Saint Paul, 1975; MBA, Ashland University, 1996; PhD, University of North Texas, 2001; CPA
Accounting	Welton, Ralph E. Jr., Director and Professor, School of Accountancy and Legal Studies. BA, Anderson University, 1976; MS, 1978, PhD, 1982, Louisiana State University
Accounting	Clark, Lawrence S., Associate Professor, School of Accountancy and Legal Studies. BBA, Augusta College, 1968; MAcc, University of Georgia, 1970; CPA, CMA
Accounting	Schleifer, Lydia Lancaster Folger, Associate Professor, School of Accountancy and Legal Studies. BA, Davidson College, 1977; PhD, University of Georgia, 1988
Accounting	Dickens, Thomas L., Alumni Distinguished Professor, School of Accountancy and Legal Studies. BA, University of Richmond, 1968; MBA, Virginia Commonwealth University, 1977; PhD, Texas A&M University, 1983; CPA

Accounting Information Systems	Dull, Richard B., Associate Professor, School of Accountancy and Legal Studies. BBA, 1980, BS, 1980, Harding University; MBA, University of North Carolina-Greensboro, 1982; PhD, Virginia Polytechnic Institute and State University, 1997; CPA
Business Administration-Accounting	Guffey, Daryl M., Professor, School of Accountancy and Legal Studies. BS, 1971, MA, 1972, Appalachian State University; BS, University of South Carolina-Upstate, 1982; PhD, University of South Carolina, 1989; CPA, CIA, CMA
Law of Taxation	Cash, L. Stephen, Professor, School of Accountancy and Legal Studies. BS, 1963, JD, 1968, University of Tennessee; LLM, Washington University, 1972; CPA

Economics	*Economics (BS, BA, MA)*
Economics	Sauer, Raymond D. Jr., Department Chair and Professor, Economics. BA, 1979, MA, 1981, University of New Mexico; PhD, University of Washington, 1985
Economics	Placone, Dennis L., Professor, Economics. BA, 1970, MA, 1972, PhD, 1982, University of Pittsburgh-Pittsburgh
Economics	Maloney, Michael Thomas, Visiting Professor, Economics. BA, Lewis College, 1970; MA, Western Illinois University, 1971; PhD, Louisiana State University, 1978
Economics	Dougan, William R., Professor, Economics. BA, University of Virginia, 1971; MA, 1976, PhD, 1981, University of Chicago
Economics	Tamura, Robert F., Professor, Economics. BS, College of William and Mary, 1981; MA, 1983, PhD, 1988, University of Chicago

Finance	*Financial Management (BA)*
Business Administration	Springer, Thomas M., Professor, Finance. BS, University of Florida, 1978; MBA, 1986, PhD, 1988, University of Georgia
Finance	Alexander, John C. Jr., Breazeale Professor of Financial Planning, Finance. BBA, 1984, MBA, 1985, Stetson University; PhD, Florida State University, 1991
Finance	Morgan, Angela G., Associate Professor, Finance. BS, Clemson University, 1993; MBA, 1994, PhD, 1999, University of Georgia

Graphic Communications	*Graphic Communications (BS, MS)*
Education: Curriculum and Instruction	Weisenmiller, Eric M., Associate Professor, Graphic Communications. BA, 1993, MT, 1995, Georgia Southern University; PhD, Virginia Polytechnic Institute and State University, 1999
Human Resource Development	Jones, Carol D., Lecturer, Graphic Communications. BS, 1988, MS, 1996, Clemson University
Industrial Education and Graphic Communicatin	Leininger, Nancy W., Senior Lecturer, Graphic Communications. BS, State University of New York, 1977; MInEd, Clemson University, 1981

Vocational & Technical Education	Ingram, Samuel T., Department Chair and Professor, Graphic Communications. BA, Appalachian State University, 1978; MInEd, 1982, EdD, 1985, Clemson University
Vocational Education	Simmons, James Bryan, Associate Professor, Graphic Communications. BS, Western Kentucky University, 1986; MS, Murray State College, 1988; EDD, University of Kentucky, 1994
Vocational Technical Education	Leininger, John M., Professor, Graphic Communications. BS, State University of New York, 1978; MInEd, 1981, EdD, 1991, Clemson University
Vocational/Technical Education	Woolbright, Nona L., Associate Professor, Graphic Communications. BA, California State University-Chico, 1983; MS, Central Missouri State University, 1986; EdD, Clemson University, 1995

Management	*Management (BS, MS, PhD), Industrial Management (BS)*
Business Administration	Sridharan, V., Department Chair and Professor, Management. BE, Madurai-Kamaraj University (India), 1975; PhD, University of Iowa, 1987
Business Administration	Purvis, Russell L., Associate Professor, Management. BS, University of Miami, 1980; MBA, Georgia State University, 1985; PhD, Florida State University, 1994
Business Administration/Management Information Systems	Henry, Raymond M., Assistant Professor, Management. BA, University of Virginia, 1994; MS, 1998, PhD, 2004, University of Pittsburgh-Pittsburgh
Management Information Systems	Grover, Varun, William S. Lee Distinguished Professor of Information Systems, Management. BTech, Indian Institute of Technology Delhi (India), 1982; MBA, Southern Illinois University, 1985; PhD, University of Pittsburgh-Pittsburgh, 1990
Operations Management	Miller, Janis L., Associate Professor, Management. BS, 1978, MBA, 1986, PhD, 1990, University of Missouri
Operations Management	Roth, Aleda Marie, Burlington Industries Professor of Supply Chain Management. MSPH, University of North Carolina-Chapel Hill, 1970; BS, 1968, PhD, 1986, Ohio State University
Operations Research	McKnew, Mark A., Professor, Management. BS, 1971, MA, 1975, University of California; PhD, Massachusetts Institute of Technology, 1978
Organizational Behavior and Human Resource Management	Robbins, Tina L., Associate Professor, Management. BS, Clemson University, 1981; MBA, Winthrop University, 1986; PhD, University of South Carolina, 1991

Marketing	*Marketing (BS, MS)*
Business Administration and Marketing	Pickett, Gregory M., Department Chair and Professor, Marketing. BS, 1979, MBA, 1983, PhD, 1985, Oklahoma State University
Business Administration/Marketing	Hopkins, Christopher D., Associate Professor, Marketing. BS, Concord College, 1987; MBA, Radford University, 1995; PhD, Mississippi State University, 2001

Marketing	Baker, Thomas L., Associate Professor, Marketing. BBA, 1984, MPA, 1986, University of Kentucky; PhD, Florida State University, 1990
Marketing	Duke, Charles R., Professor, Marketing. BSME, Louisiana Tech University, 1970; MBA, Oklahoma City University, 1976; PhD, University of Texas-Arlington, 1988

Political Science	*Political Science (BS, BA)*
Political Science	Stewart, Joseph Earl Jr., Department Chair and Professor, Political Science. BA, University of Georgia, 1970; MA, Florida State University, 1971; PhD, University of Houston, 1977
Political Science	Olson, Laura R., Professor, Political Science. BA, Northwestern University, 1990; MA, 1991, PhD, 1996, University of Wisconsin-Madison
Public Administration	Smith, Robert W., Associate Professor, Political Science. BA, College of Saint Rose, 1980; MPA, 1984, PhD, 1998, State University of New York-Albany

Psychology

Psychology (BS, BA), Applied Psychology (MS), Human Factors Psychology (PhD), Industrial/Organizational Psychology (PhD)

Biopsychology	King, Bruce Michael, Department Chair and Professor, Psychology. BA, University of California-Los Angeles, 1968; PhD, University of Chicago, 1978
Experimental Psychology	Pagano, Christopher C., Professor, Psychology. BA, 1987, PhD, 1993, University of Connecticut
Psychology	Pury, Cynthia L. S., Associate Professor, Psychology. BA, University of Wisconsin, 1989; MS, 1991, PhD, 1997, Northwestern University
Social Psychology	Britt, Thomas W. Jr., Professor, Psychology. BA, College of William and Mary, 1988; MA, Wake Forest University, 1990; PhD, University of Florida, 1994

Sociology	*Sociology (BS, BA), Applied Sociology (MS)*
Anthropology	Coggeshall, John M., Professor, Anthropology. BA, 1975, MA, 1978, PhD, 1984, Southern Illinois University
Criminal Justice	Britz, Margaret Tina, Assistant Professor, Criminal Justice. BS, Jacksonville State University, 1989; MS, 1992, PhD, 1994, Michigan State University
Social Work	Sturkie, Douglas K., Department Chair and Professor, Sociology. BA, Newberry College, 1970; MSW, University of South Carolina, 1973; PhD, University of Southern California, 1979
Sociology	Haller, William J., Assistant Professor, Sociology. BA, Hamline University, 1986; MA, 1994, PhD, 1999, University of Pittsburgh-Pittsburgh
Sociology	Denton, Melinda Lundquist, Assistant Professor, Sociology. BA, Seattle Pacific University, 1996; MA, 1999, PhD, 2006, University of North Carolina-Chapel Hill

MBA Programs   *Business Administration (MBA)*

(Also includes faculty from other business majors, since MBA is interdisciplinary)

Management	St. John, Caron H., Associate Dean for Graduate Programs and Research, College of Business and Behavioral Science; Professor, Management. BS, Georgia Institute of Technology, 1976; MBA, 1984, PhD, 1988, Georgia State University

College of Engineering and Science

Bioengineering	*Bioengineering (BS, MS, PhD)*
Bioengineering	Webb, Charles K., Assistant Professor, Bioengineering. BS, Clemson University, 1992; PhD, University of Utah, 1999
Bioengineering	Latour, Robert A. Jr., McQueen-Quattlebaum Professor, Bioengineering. BS, University of Virginia, 1979; MS, 1986, PhD, 1989, University of Pennsylvania
Bioengineering	Burg, Karen J. L., Hunter Endowed Chair and Professor, Bioengineering. BS, 1990, MS, 1992, North Carolina State University; PhD, Clemson University, 1996
Biology	Simionescu, Dan T., Assistant Professor, Bioengineering. BS, 1981, PhD, 1999, University of Bucharest (Romania)
Biomedical Engineering	Nagatomi, Jiro, Assistant Professor, Bioengineering. BS, 1994, PhD, 2002, Rensselaer Polytechnic Institute
Biomedical Engineering	Laberge, Martine, Department Chair and Professor, Bioengineering. DEC, College de Jonquiere (France), 1978; MS, Ecole Polytechnique of Montreal (Canada), 1985; BS, 1983, PhD, 1988, University of Montreal (Canada)
Chemical Engineering	Boland, Thomas, Associate Professor, Bioengineering. DEUGS, Universite Paul Sabatier (France), 1987; Diplome d'Ingenieur, Ecole Nationale Superieure d'Ingenieurs de Genie Chimique (France), 1990; PhD, University of Washington, 1995
Chemistry	Vertegel, Alexey Alexandrovich, Assistant Professor, Bioengineering. BS, 1993, PhD, 1996, Moscow State University (Russia)

Chemical Engineering	*Chemical Engineering (BS, MS, PhD)*
Chemical Engineering	Husson, Scott M., Associate Professor, Chemical and Biomolecular Engineering. BS, Penn State University, 1993; PhD, University of California-Berkeley, 1998
Chemical Engineering	Goodwin, James G. Jr., Department Chair and Professor, Chemical and Biomolecular Engineering. BS, Clemson University, 1967; MS, Georgia Institute of Technology, 1969; PhD, University of Michigan, 1976
Chemical Engineering	Gooding, Charles H., Professor, Chemical and Biomolecular Engineering. BS, 1970, MS, 1972, Clemson University; PhD, North Carolina State University, 1979; PE

Inorganic Chemistry	Bruce, David A., Associate Professor, Chemical and Biomolecular Engineering. BS, 1991, MS, 1992, PhD, 1994, Georgia Institute of Technology

Chemistry	*Chemistry (BA, BS, MS, PhD)*
Chemical Physics	Stuart, Steven J., Associate Professor, Chemistry. BS, University of Delaware, 1990; MA, 1991, MPhil, 1994, PhD, 1995, Columbia University
Chemistry	Creager, Stephen E., Department Chair and Professor, Chemistry. BS, Rensselaer Polytechnic Institute, 1982; PhD, University of North Carolina, 1987
Chemistry	Cooper, Melanie M., Alumni Distinguished Professor Chemistry Education, Chemistry. BS, 1975, MS, 1976, PhD, 1978, Manchester University (England)
Inorganic Chemsitry	Brumaghim, Julia, Assistant Professor, Chemistry. AB, Harvard University, 1994; PhD, University of Illinois-Urbana-Champaign, 1999
Macromolecular and Cellular Structure and Chemistry	Dominy, Brian N., Assistant Professor, Chemistry. BS, Carnegie Mellon University, 1995; PhD, Scripps Research Institute, 2001
Physical Chemistry	Kaup, John G., Senior Lecturer, Chemistry. BS, Xavier University, 1990; PhD, University of Utah, 1997

Civil Engineering	*Civil Engineering (BS, MS, PhD)*
Civil Engineering	Ravichandran, Nadarajah, Assistant Professor, Civil Engineering. BS, University of Peradeniya (Sri Lanka), 1997; MEng, University of Tokyo (Japan), 2000; PhD, University of Oklahoma-Norman, 2005
Civil Engineering	Aziz, Nadim M., Department Chair and Professor, Civil Engineering. BSCE, 1978, MS, 1980, PhD, 1984, University of Mississippi
Civil Engineering	Andrus, Ronald D., Associate Professor, Civil Engineering. BS, 1983, MS, 1986, Brigham Young University; PhD, University of Texas, 1994
Mechanical and Aerospace Engineering	Testik, Firat Yener, Assistant Professor, Civil Engineering. BS, Orta Dogu Teknik Universitesi (Turkey), 1999; MS, University of Minnesota, 2000; PhD, Arizona State University, 2003
Transportation Engineering & Planning	Sarasua, Wayne A., Associate Professor, Civil Engineering. BS, University of California-Berkeley, 1984; MS, 1989, PhD, 1992, Georgia Institute of Technology

Electrical and Computer Engineering

Electrical Engineering (BS, MS, MEngr, PhD), Computer Engineering (BS, MS, PhD)

Electrical Engineering	Dawson, Darren M., Department Chair and McQueen Quattlebaum Professor, Electrical and Computer Engineering. BSEE, 1984, PhD, 1990, Georgia Institute of Technology

Electrical Engineering	Noneaker, Daniel L., Professor, Electrical and Computer Engineering. BS, Auburn University, 1977; MS, Emory University, 1979; MS, Georgia Institute of Technology, 1984; PhD, University of Illinois, 1993
Electrical Engineering	Gowdy, John N., Professor, Electrical and Computer Engineering. BS, Massachusetts Institute of Technology, 1967; MS, 1968, PhD, 1971, University of Missouri

Engineering and Science Education

Chemical Engineering	Stephan, Elizabeth Anne, Director, General Engineering Program; Senior Lecturer, Engineering and Science Education. BS, 1993, PhD, 1999, University of Akron

Environmental Engineering & Earth Sciences
Geology (BS, BA), Hydrogeology (MS), Environmental Engineering & Science (MS, MEngr, PhD)

Environmental Engineering	Freedman, David L., Professor, School of the Environment. BS, University of Wisconsin, 1978; MS, University of Cincinnati, 1985; PhD, Cornell University, 1990
Environmental Engineering	Karanfil, Tanju, Department Chair and Professor, School of the Environment. BS, Istanbul Technical University (Turkey), 1988; MS, 1991, PhD, 1995, University of Michigan
Geochemistry	Lee, Cindy M., Professor, School of the Environment. BA, Indiana University, 1977; BA, University of Colorado, 1984; PhD, Colorado School of Mines, 1990
Geology	Castle, James W., Professor, School of the Environment. BS, Allegheny College, 1972; MS, University of Wisconsin, 1974; PhD, University of Illinois, 1978
Nuclear Engineering	Devol, Timothy A., Professor, School of the Environment. BS, Ohio State University, 1987; MS, 1988, PhD, 1993, University of Michigan

Industrial Engineering	*Industrial Engineering (BS, MS, PhD)*
Industrial Engineering	Gramopadhye, Anand K., Department Chair and Professor, Industrial Engineering. BE, Victoria Jubilee Technical Institute, 1987; MS, 1989, PhD, 1992, State University of New York-Buffalo
Operations Research	Ferrell, William G. Jr., Professor, Industrial Engineering. BA, Wake Forest University, 1977; MS, Virginia Polytechnic Institute and State University, 1979; PhD, North Carolina State University, 1989; PE
Systems and Industrial Engineering	Kurz, Mary Elizabeth, Associate Professor, Industrial Engineering. BS, 1995, MS, 1997, PhD, 2001, University of Arizona

Mathematical Sciences	*Mathematical Sciences (BS, BA, MS, PhD)*
Math Science	Brannan, James R., Professor, Mathematical Sciences. BS, 1973, MS, 1976, Utah State University; PhD, Rensselaer Polytechnic Institute, 1979

Mathematics	Warner, Daniel D., Professor, Mathematical Sciences. BS, 1965, MA, 1966, Arizona State University; PhD, University of California-San Diego, 1974
Statistics	Taylor, Robert L., Department Chair and Professor, Mathematical Sciences. BS, University of Tennessee-Knoxville, 1966; MS, 1969, PhD, 1971, Florida State University
Statistics	Kulasekera, Karunarathna B., Professor, Mathematical Sciences. BS, University of Sri Jayarwar-denepus (Sri Lanka), 1979; MA, University of New Brunswick (Canada), 1984; PhD, University of Nebraska, 1988

Mechanical Engineering	*Mechanical Engineering (BS, MS, PhD), Automotive Engineering (MS, PhD)*
Engineering Mechanics	Haque, Imtiaz Ul, Department Chair and Professor, Mechanical Engineering. BS, University of Engineering and Technology (Pakistan), 1971; MS, 1977, PhD, 1982, Clemson University
Mechanical Engineering	Omar, Mohammad Atif, Assistant Professor, Mechanical Engineering. BSc, University of Jordan (Jordan), 2001; PhD, University of Kentucky, 2005
Mechanical Enginnering	Miller, Richard S., Associate Professor, Mechanical Engineering. BS, 1992, MS, 1993, PhD, 1995, State University of New York-Buffalo

Physics and Astronomy	*Physis (BS, BA, MS, PhD)*
Astronomy	King, Jeremy, Associate Professor, Physics and Astronomy. BA, Boston University, 1988; MS, 1990, PhD, 1993, University of Hawaii
Engineering Physics	Barnes, Peter A., Department Chair and Professor, Physics and Astronomy. BA, 1963, MS, 1964, PhD, 1969, University of Waterloo (Canada)
Physics	Daw, Murray S., R. A. Bowen Professor of Physics, Physics and Astronomy. BS, University of Florida, 1976; PhD, California Institute of Technology, 1981

School of Computing	*Computer Information Systems (BS), Computer Science (BA, BS, MS, PhD)*
Computer and Information Sciences	House, Donald Henry, Professor, School of Computing. BS, Union College-Barbourville, 1969; MS, Rensselaer Polytechnic Institute, 1978; PhD, University of Massachusetts-Amherst, 1984
Computer Science	Smotherman, Mark K., Associate Professor, School of Computing. BS, Middle Tennessee State University, 1977; PhD, University of North Carolina, 1984
Computer Science	Madison, Alan W., Associate Professor, School of Computing. BS, College of William and Mary, 1969; PhD, University of Virginia, 1977
Computer Science	Davis, Timothy A., Associate Professor, School of Computing. BS, College of William and Mary, 1987; MCS, University of Virginia, 1989; PhD, North Carolina State University, 1998

Math	McGregor, John D., Associate Professor, School of Computing. BS, 1970, MA, 1971, PhD, 1976, Vanderbilt University

School of Materials Science & Engineering

Textile Management (BS), Ceramic and Materials Engineering (BS), Polymer and Fiber Chemistry (BS), Polymer and Fiber Science (MS, PhD), Materials Science and Engineering (MS, PhD)

Ceramic Engineering	Skaar, Eric C., Associate Professor, Materials Science and Engineering. BS, Alfred University, 1970; PhD, Massachusetts Institute of Technology, 1975; PE
Ceramics	Richardson, Kathleen Ann, Director and Professor, School of Materials Science and Engineering. BS, 1982, MS, 1988, PhD, 1992, Alfred University
Physical Chemistry	Lickfield, Gary C., Professor, Materials Science and Engineering. BS, Ursinus College, 1978; PhD, Clemson University, 1983
Polymer Fiber Physics	Ellison, Michael S., Professor, Materials Science and Engineering. BS, 1971, MA, 1973, PhD, 1983, University of California-Davis
Textile Chemistry	Brown, Philip J., Swetenburg Professor, Materials Science and Engineering. BSc, 1987, PhD, 1991, University of Leeds (England)

College of Health, Education, and Human Development

Leadership, Technology, and Counselor Education

Career and Technology Education (BS, MCTE, EdD), Counselor Education (MEd), Administration and Supervision (MEd, EdS), Human Resource Development (MHRD), Educational Leadership (PhD)

Counseling	Cawthon, Tony W., Department Chair and Professor, Leadership, Counselor Education, Human and Organizational Development. BA, 1981, MA, 1983, University of Tennessee; PhD, Mississippi State University, 1995
Counselor Education	Scott, David A., Assistant Professor, Leadership, Counselor Education, Human and Organizational Development. BA, University of North Carolina-Wilmington, 1991; MS, Western Carolina University, 1994; PhD, North Carolina State University, 2004
Counselor Education	Frazier, Kimberly N., Assistant Professor, Leadership, Counselor Education, Human and Organizational Development. BS, 1998, MA, 2000, Xavier University of Louisiana; PhD, University of New Orleans, 2003
Education Administration	Williams, Frankie Keels, Associate Professor, Leadership, Counselor Education, Human and Organizational Development. BS, Winthrop University, 1974; MEd, South Carolina State University, 1978; EdS, 1991, PhD, 1996, University of South Carolina
Education Leadership	Havice, Pamela A., Associate Professor, Leadership, Counselor Education, Human and Organizational Development. BS, 1980, MS, 1984, Fort Hays State University; PhD, Clemson University, 1999

Educational Administration	Lindle, Jane C., Distinguished Professor, Leadership, Counselor Education, Human and Organizational Development. BA, University of North Carolina-Chapel Hill, 1976; MS, 1982, PhD, 1983, University of Wisconsin-Madison
Educational Leadership	Ricciardi, Patricia Diane, Lecturer, Leadership, Counselor Education, Human and Organizational Development. BA, Charleston Southern University, 1976; MEd, The Citadel, 1983; PhD, University of South Carolina, 1996
Higher Education Administration	McGee, Philip H., Senior Lecturer, Leadership, Counselor Education, Human and Organizational Development. BA, Wofford College, 1971; MEd, University of Miami, 1973; MS, 1979, EdD, 1978, Indiana University

Parks, Recreation and Tourism Management

Parks, Recreation, and Tourism Management (BS, MS, MPRTM, PhD)

Educational Leadership	Brookover, Robert S. IV, Lecturer, Parks, Recreation, and Tourism Management. BS, 1993, MS, 1995, PhD, 2002, Clemson University
Leisure Behavior	Anderson, Denise Marie, Assistant Professor, Parks, Recreation, and Tourism Management. BA, Illinois Wesleyan University, 1992; MS, Eastern Illinois University, 1993; PhD, University of Illinois-Urbana-Champaign, 2000
Leisure Studies	McGuire, Francis A., Alumni Distinguished Professor, Parks, Recreation, and Tourism Management. BA, Cornell University, 1973; MS, Penn State University, 1975; PhD, University of Illinois, 1979
Recreation and Resources Development	Wright, Brett A., Department Chair and Professor, Parks, Recreation, and Tourism Management. BA, 1975, MA, 1976, Morehead State University; PhD, Texas A&M University, 1985
Urban & Regional Science	Backman, Kenneth F., Associate Professor, Parks, Recreation, and Tourism Management. BS, Acadia University (Canada), 1980; MUP, 1985, PhD, 1989, Texas A&M University

Public Health Sciences	*Health Science (BS)*
Health Promotion, Education and Behavior	Griffin, Sarah F., Assistant Professor, Public Health Sciences. BS, Winthrop University, 1988; MPH, 1993, PhD, 2001, University of South Carolina
Sociology	Crandall, Lee Alden, Department Chair and Professor, Public Health Sciences. BA, State University of New York-Potsdam, 1969; MS, 1973, PhD, 1976, Purdue University

School of Nursing	*Nursing (BS, MS), Healthcare Genetics (PhD)*
Health Administration	Craig, Janet B., Assistant Professor, School of Nursing. BSN, 1964, MSN, 1966, Duke University; MBA, Georgia State University, 1997; DHA, Medical University of South Carolina, 2002
Higher Education Administration/Nursing	Howe, Linda A., Associate Professor, School of Nursing. BSN, University of Texas, 1982; MS, Texas Woman's University, 1988; MA, The Citadel, 1992; PhD, University of South Carolina, 1997

Microbiology	Eggert, Julia A., Associate Professor, School of Nursing. BSN, University of Kansas, 1972; MN, Wichita State University, 1981; PhD, Clemson University, 1997
Nursing	Lanham, Janice Garrison, Lecturer, School of Nursing. BS, 1988, MS, 1994, Clemson University
Nursing	Wetsel, Margaret A., Associate Professor, School of Nursing. BSN, Indiana University, 1978; MS, Ohio State University, 1979; PhD, University of Texas-Austin, 1988
Nursing	Amerson, Roxanne, Lecturer, School of Nursing. BS, Regents College, 1995; MSN, Clarkson College, 1999
Nursing	Davis, Stephanie Clark, Assistant Professor, School of Nursing. BS, Armstrong Atlantic State University, 1998; MSN, Georgia Southern University, 2001; PhD, University of South Carolina, 2005
Nursing Hth Policy	Pruitt, Rosanne H., Director and Professor, School of Nursing. BSN, Emory University, 1974; MN, University of South Carolina, 1979; PhD, University of Maryland, 1989

Teacher Education

Elementary Education (BA, MEd), Early Childhood Education (BA, MEd), Secondary Education (BA, BS, MEd), Special Education (BA, MEd), Reading (MEd), Mathematics Teaching (BS), Middle Level Education (MAT), Curriculum and Instruction (PhD)

Curriculum & Instruction	Green, Robert P. Jr., Alumni Distinguished Professor, Teacher Education. BA, University of The South, 1970; MA, 1972, EdD, 1977, University of Virginia
Curriculum & Instruction	Bailey, Beatrice Naff, Professor, Teacher Education. BA, Longwood College, 1978; MA, Bethany Theological Seminary, 1981; EdD, Virginia Polytechnic Institute and State University, 1987
Curriculum and Instruction	Horton, Robert M., Associate Professor, Teacher Education. BS, University of Wisconsin-Madison, 1974; MEd, Miami University, 1983; EdD, University of Cincinnati, 1997
Curriculum and Instruction	Marshall, Jeff C., Assistant Professor, Teacher Education. BS, University of Central Oklahoma, 1991; MS, 2002, PhD, 2004, Indiana University-Bloomington
Curriculum and Instruction	Fleming, David S., Assistant Professor, Eugene T. Moore School of Education. BS, 1991, MEd, 1995, The Citadel; PhD, University of South Carolina, 1998
Early Childhood Development & Interdiciplinary Research	Stegelin, Dolores A., Professor, Teacher Education. BS, 1969, MS, 1970, Kansas State University; PhD, University of Florida, 1983
Education Administration Special Ed-Behavior Disorders	Katsiyannis, Antonis, Professor, Teacher Education. BA, Hellenic College-Holy Cross Greek Orthodox School of Theology, 1983; MEd, Virginia Commonwealth University, 1986; EdD, College of William and Mary, 1989

Educational Leadership/English Education	Federico, Lienne C., Associate Professor, Teacher Education. BA, Hamilton College, 1981; MA, University of North Carolina-Chapel Hill, 1982; PhD, East Carolina University, 1996
Educational Psychology	Switzer, Deborah M., Professor, Teacher Education. BA, University of Texas, 1976; MEd, 1987, PhD, 1993, University of Illinois
Reading Education	Dunston, Pamela J., Associate Professor, Teacher Education. BS, 1974, MA, 1978, Ball State University; PhD, University of Georgia, 1993
Reading Education	Gillis, Victoria Ridgeway, Professor, Teacher Education. BS, North Georgia College and State University, 1968; MAT, Emory University, 1969; PhD, University of Georgia, 1994
School Psychology	Fisk, William R., Department Chair and Professor, Teacher Education. BS, 1973, MS, 1976, PhD, 1979, Florida State University

Family and Youth Development

Youth Development Leadership (MS)

Child development and family therapy	Quinn, William H., Professor, College of Health, Education, and Human Development. BS, State University of New York-Oswego, 1970; MS, University of Oregon, 1974; PhD, Virginia Polytechnic Institute and State University, 1980

Interdisciplinary Programs Housed in Graduate School:

Note: These interdisciplinary programs pull faculty for curriculum development from multiple departments. Program chairs or coordinators are listed below.

Digital Production Arts (MFA)

Computer Science	Davis, Timothy A., Associate Professor, School of Computing. BS, College of William and Mary, 1987; MCS, University of Virginia, 1989; PhD, North Carolina State University, 1998

Historic Preservation (Joint with College of Charleston) (MS)

Architecture	Wilson, Ashley Lawren Robbins, Assistant Professor, Planning and Landscape Architecture. BS, University of Virginia, 1991; MARCH, University of Notre Dame, 1997

Public Administration (MPA)

Public Administration	Smith, Robert W., Associate Professor, Political Science. BA, College of Saint Rose, 1980; MPA, 1984, PhD, 1998, State University of New York-Albany

Policy Studies (PhD)

Government	Ransom, Bruce W. II, Professor, Political Science. BA, Hampton Institute, 1971; MA, 1974, PhD, 1981, University of Virginia

International Family & Community Studies (PhD)

Parent-Child Nursing	Holaday, Bonnie J., Professor, Family and Neighborhood Life; Professor, Nursing. BS, Arizona State University, 1969; MN, University of California-Los Angeles, 1973; DNS, University of California-San Francisco, 1979

Note: Some interdisciplinary programs have been aligned with a single department and multiple departments may contribute and/or be responsible for the program.

The evidence that suggests that our curricula are educationally sound is found in our program reviews. Curricula are accredited by AACSB International (Association to Advance Collegiate Schools of Business), Accreditation Board for Engineering and Technology, American Council for Construction Education, American Dietetic Association (CADE), American Society of Landscape Architects, Commission on Collegiate Nursing Education (CCNE), Council for Accreditation of Counseling and Related Education Programs (CACREP), National Architectural Accrediting Board, National Association of Schools of Art and Design, National Council for Accreditation of Teacher Education, NRPA/AALR Council on Accreditation, Planning Accreditation Board, and Society of American Foresters. In addition, those programs not accreditated are reviewed by faculty teams. The South Carolina Commission on Higher Education (CHE) also reviews programs for enrollment and graduation productivity.

The development of new degree programs and major modifications (such as moving a degree to an online format) requires more approvals on campus as well as off campus. A faculty team may initiate a new program application (with budget) and submit the request for a new program to the Provost. This step is used before the curriculum is developed to ensure that the department chair, college dean, university dean and provost are in agreement before the faculty proceeds. The new degree must be in alignment with the mission and goals of the university, demonstrate a need for the program of study, and resources are available. (Appendix III. 6. 2

Academic Approval Process Chart) The Clemson University Board of Trustees also approves all new degree programs. (Appendix III. 6. 3. Board of Trustees Educational Policy Committee Meeting Minutes) Following the development of the curriculum and the necessary approvals on campus of the faculty, the program of study must be approved by the SC CHE. SACS is notified of all new programs of study.

7.   The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Comprehensive Standard 3.11.3)*

_X_ Compliance   ___ Non-Compliance

Narrative:

The physical resources needed to fulfill the University Mission include land holdings, buildings, and equipment. The main campus, consisting of 1,400 acres, is surrounded by 19,700 acres of land. The main campus is composed of classrooms, teaching laboratories, research laboratories, studios, offices, library/study areas, and residence halls totaling nearly 4 million assignable square feet and 6 million gross square feet. Attracting and supporting increased research funding will require considerably more research space, and this issue is being addressed. A healthy, safe, and attractive environment is provided by a University police and fire department and a comprehensive health and safety plan. The University has developed numerous master plans throughout its history; the latest comprehensive long range master plan was completed in 2003.

The University Planning and Design Office, along with outside consultants, has regularly instituted a series of master plans to respond to the pressures for change and growth placed on the physical university. The "physical facilities master plan" shall be defined as the long-range, comprehensive master plan document that examines the current state of the existing campus and provides an overall framework for change and development. The comprehensive master plan includes all human and physical factors pertaining to change and development of the University set in the Academic Plan, space allocation, and budget and research goals. The most recent plan was completed in 2003.

The philosophies of early master plans differ from the current master planning initiative. The University recognized the need for a master planning approach to physical development nearly 50 years ago. Some of the master plans have been illustrative indicating directions for University growth. More recent plans from the 1980s and 1990s have focused on the management of campus development. The current plan differs from earlier plans in that it is a comprehensive plan, one that attempts to tie University goals to both academic programs and physical resources. In 1972 the Campus Master Planning Office was established and issued the first official campus master plan. The second master plan was issued in 1982 and was the first plan to outline the future growth of the campus in a coherent manner. It incorporated major concepts dealing with infrastructure and physical facilities that allowed for incremental development. Associated with this plan was the original set of design guidelines for the campus, which are still in use. Through the time that this master plan was in force, the campus grew from 11,000 students to 16,000 students. Since 1982, a plan reflecting the anticipated growth of the University typically occurred every 10 years. The 1992 master plan focused on the potential for the campus to develop to its maximum level. In the absence of integrated planning and development in the plan, campus planning groups assessed the highest and best use of the campus properties and set up land uses and patterns that would protect them for future use. The document became regulatory by defining appropriate uses of certain parts of the campus without being overly concerned with specifically how the property was to be used.

The current master plan is unique. It was developed in conjunction with the 2011 Goals and University Academic Plan. The plan is comprehensive through the combination of on-campus initiatives, the master plan, and a space utilization plan. The outcome of this planning effort is the physical manifestation of the 2011 Goals adopted by the Board of Trustees. The

heart of the plan is based on the vision expressed by President Barker and the Board of Trustees that Clemson attain the status of a top-20 public institution. The plan is in response to the mission of the University to excel in its core service areas and to further emphasize the role of research in the life of the institution.

The goal of the master planning process is to create a "distinctive" campus based on the University Vision, Mission, and Academic Plan, which includes physical, environmental, and social elements to define the unique nature and character of the Clemson campus. This process is further enhanced by the role of change and tradition through a deliberate and interactive dialogue with the campus population.

The University Mission includes teaching, research, and extended public service. The physical resources needed to fulfill this mission are extensive and include land holdings, buildings, and equipment. Clemson University was established on a 1,400-acre campus that once was the Fort Hill plantation of statesman John C. Calhoun. The main campus, located in the northwestern corner of South Carolina on the shores of Lake Hartwell, is now surrounded by 19,700 acres of university land. Table III. 7. 1 displays the overall holdings and land for research and education held as camps or centers. The data found in Table III. 7. 1 are from records maintained in the Clemson University's Office of Land Management and are an accurate representation of lands owned by Clemson University as of February 16, 2009.

The University owns overseas property used for teaching and research in Genoa, Italy, and on the Caribbean Island of Dominica. However, the primary holdings are within South Carolina. The main campus is composed of classrooms, teaching laboratories, research laboratories, studios, offices, library/study areas, special use (armory, athletic areas, greenhouses, etc), general use (assembly, exhibition, food service, etc), support (central computing, shops,

etc), health care, residential, and unclassified areas totaling 4,354,900 assignable square feet. A space utilization report can be found in Appendix III. 7. 1. The University maintains over 1,000 buildings and structures on all the University owned lands. Contained in the surrounding 19,700 acres is the Calhoun Field laboratory, which is a historically important area for the State of South Carolina and for the University. This land is named for the site of John C. Calhoun's "Experimental Farm." Since the founding of Clemson College, the South Carolina Experiment Station has used these fertile bottomlands for agricultural research.

In regard to classroom space, if the classes can be scheduled at times outside of the most popular time slots, the University has greater classroom capacity than demand. The number of "smart" classrooms campus-wide is now at 143 (according to the Office of Institutional Research, Space Allocation Management System). This represents 73% of all of the classrooms on campus or 81% of the overall assignable square feet dedicated to classrooms. Smart classrooms include a dedicated computer, computer projector, videotape recorder/player, Internet access, and Collaborative Learning Environment network access (Novell server). Additionally, there are over 52 "smart" laboratories, conference rooms, and assembly rooms. Wireless internet access has also been established campus-wide, making virtually any space a "smart" learning or teaching environment.

With regard to research space, the University now has approximately 91.6% of the research space it needs for the current level of research expenditures. This figure was obtained by applying the Texas Space Projection Model developed by the Texas Higher Education Coordinating Board in 1991. Because the space model was developed in 1991, the model must account for inflation by comparing the Consumer Price Index from September 1991 to the September that corresponds to the fall enrollment data being used for the model. In this case, the

September 2007 Consumer Price Index is used to determine the inflation rate to be applied to the $108,109,667 in research expenditures at Clemson University (3-year mean 2005-2007). The Texas Space Projection Model indicates that Clemson University should have 610,165 NASF in research space. The 8.4% shortfall (51,209 NASF) does not account for recent additions of research space in facilities such as the Campbell Graduate Engineering Center and the Harris A. Smith Building. The need for research space is expected to increase as research contracts continue to grow at a significant rate, however, capital improvements that are in varying phases of construction such as the Life Sciences Building, the Rhodes Hall Addition, the Innovation Center, and Patewood will allow Clemson University to continue to meet that need.

Table III. 7. 1Clemson University Land Holdings

Type	Description	Acres
Overview	• Acres titled to Clemson University	31,500
	• Bequest Property (Clemson Will titled to State of SC)	814
	• Properties dedicated to Education & General Purposes and the Main Campus (including Bequest Property)	1,400
Public Service Activities (PSA) Properties (Research and Education Centers and Camps)	•Experimental Forest/Agric. lands near campus (LaMaster Dairy, Agriculture Service Center–Ag. Support, Home and Garden Center, Farm Management Group; Feed Mill; Musser Fruit Research Farm; Equine Center; Starkey Swine Farm; Morgan Poultry Center)	19,700
	•Simpson Experimental Station, Pendleton (agronomy, beef cattle)	2,200
	•Sandhill Research & Education Center, Columbia (selected row crops and beef cattle)	650
	•Edisto Research & Education Center, Blackville (selected row crops and beef cattle)	2,300
	•Coastal Research & Education Center, Charleston (vegetable research)	325
	•Pee Dee Research & Education Center, Florence (turf grass, tobacco, selected row crops)	2,300
	•Matthews Learning Center, Rockville (environmental learning center for youth programs)	300
	•W.W. Long Leadership Center, Aiken (4-H year round leadership programs)	380
	•Archbold Tropical Research Center, Dominica, Lesser Antilles (environmental conservation, cultural anthropology, marine biology, emerging economic development, tropical ecology)	190
	•Myrtle Beach Tract (part of the former air base) Myrtle Beach (In planning stage)	60
	CU-ICAR (Greenville) & CURI (North Charleston)	100
Other Lands	Lands owned by Clemson University and used for research and educational purposes that are not part of the REC/Campus/Centers. Clemson also utilizes other lands for educational purposes that it does not own.	1600

Note: The land holdings of Clemson University are subject to change. From time to time properties are acquired or disposed. This information is accurate as of February 16, 2009.

Off-Campus Facilities

The University Center of Greenville

Located in Greenville, South Carolina, the University Center is a state-of-the-art teaching and learning center designed to serve the needs of working adults who want to pursue four-year or graduate-level degrees without leaving Greenville County. Most courses are offered during evenings, for the convenience of working adult students. Some daytime and weekend classes are also available. Seven senior institutions are members in the University Center's consortium: Clemson University, Furman University, Lander University, Medical University of South Carolina (MUSC), South Carolina State University, University of South Carolina (USC), and University of South Carolina Upstate. During the last fiscal year, Clemson University generated 38% of the credit hours, 35% of the budget paid by member institutions, and 7.5% of the total annual budget for the University Center of Greenville.

The Center offers more than 700 courses in 58 graduate and undergraduate degree programs. Degree programs include accounting, computer science, teacher education, human resources development, information management, nursing, business administration, psychology, sociology, social work, interdisciplinary studies, electrical engineering technology, political science, and library and information science.

The University Center of Greenville is located at McAlister Square mall. The entire mall (600,000 square feet and 49 acres) was purchased by Greenville Technical College and the college's Foundation and completely renovated in 2001. The original site of UCG operations is the 123,000 square foot "big box" which was formerly Dillard's department store. Additional space in the middle of the mall has been leased by Clemson University through the UCG. The nursing suite is 3,150 square feet and was occupied in 2002. During FY 2008, a 10,000 square

foot area was converted into offices and classrooms to accommodate the Eugene T. Moore School of Education of Clemson University. In addition, the Institute for Family and Neighborhood Life of Clemson University consolidated its offices and moved into a 7,000 square foot area in August 2008. Future expansion for UCG and its member institutions can be accommodated in the former Belk's space of 160,000 square feet. All of McAlister Square is proposed to be occupied by the UCG in 2020.

The facility has an auditorium that seats 110 people and is fully equipped with audio and Internet access capabilities. The F.W. Symmes Library and Media Center has 52 computers, two printers, one scanner, and one CD writer for students and faculty. All the computers have fast Internet access using a 10 mbps line. The Library also provides eight study rooms for individual or groups of students to use. Each study room is equipped with a TV, VCR, and data ports for laptop computers. The Center has 50 classrooms. Thirty-nine of them are for traditional classes. There are 24 smart classrooms equipped with instructor-controlled lecterns and built-in LCD projectors, speakers, and DVD players. The University Center has six rooms that are designated as Distance Education (DE) Studios (i.e. teleconferencing or "two-way"). However, only three of these rooms are presently equipped. The remaining three rooms are for future expansion. Included in the 50 total classrooms are 11 satellite receiving rooms where students view classes coming in through SCETV satellite TV. Also included in the 50 total instructional spaces are six computer labs. Two labs have 35 computers and the remaining 4 labs have 17 computers each.

The Clemson Renaissance Center

Located on Main Street in downtown Greenville, SC, the Clemson Renaissance Center is a portal to the dynamic Greenville community for the College of Business and Behavioral Science. Through the Renaissance Center, the College of Business & Behavioral Science engages the business community in projects and conversations on the important business, economic, and social issues of the day.

The Renaissance Center offers graduate students and faculty the chance to work directly with firms, entrepreneurs, and leaders to enrich the learning experience for all participants and to accelerate the growth of a stronger knowledge-based economy in South Carolina.

The Center offers access to the following university service units:

Physically on site:

Spiro Institute for Entrepreneurial Leadership (new business development assistance, education)

Small Business Development Center (small business assistance)

Southern Entrepreneurs Project (capturing the stories of regional entrepreneurs)

Tied in:

Center for China Studies

Rutland Institute for Ethics

Located in the historic Liberty Building, the Renaissance Center occupies 3,200 square feet on the sixth floor. The facility has a Conference Room, Training Room, 6 offices, and an open area for student discussion.

School of Architecture

The School of Architecture maintains three off-campus programs. Every student has the opportunity to participate in one of the three programs for at least one semester. These three off-site campus locations are Spain, Italy, and Charleston, South Carolina.

Barcelona, Spain

Among European cities, Barcelona is known for its wonderful urban spaces and rich architectural tradition. Gaudi projects still dot the city along with a wealth of buildings from the Modernist period unmatched anywhere in Europe. Architecture students live together in an apartment building in a residential district and attend classes at the Universitat Politecnica de Catalunya, where they are taught in English by Spanish faculty and a Clemson professor-in-residence.

Charleston Architectural Center

In 1988 the school opened a program in collaboration with the College of Charleston campus in the heart of the historic city. Undergraduate students take design studio and one architectural seminar at the center and enroll in elective classes at the College of Charleston. The Center offers both undergraduate and graduate courses. Undergraduate students may spend one semester of their junior or senior year at the center while graduate students have the option to complete one-year of the program in Charleston. The University Board of Trustees has purchased property on Meeting Street in downtown Charleston to take the first step toward building a permanent home for the program.

Genoa, Italy

The Charles E. Daniel Center in Genoa, Italy, is an architectural education facility available to Clemson University Architecture students for over a quarter of a century.

Clemson owns its own building. The Center has served over 800 alumni whose education was enriched by the European experience. Graduate and undergraduate students may attend the Genoa program for one semester.

The facility is a villa with three levels encompassing 4,363 square feet. The street level includes kitchen, dining room, game room, etc; the 2nd level (piano nobile) includes three studios, two offices, lounge, library, etc; and the upper floor includes seven bedrooms, guest lounge, and a terrace, which overlooks the garden.

Island of Dominica

In 1988, John D. Archbold donated his Springfield Plantation, a 190-acre tract located on the island of Dominica in the East Caribbean, to Clemson University. John Archbold's vision for his Springfield Plantation was to create a facility where scientists and educators would be able to study tropical ecosystems, natural resources, aquaculture, and community forestry in an uninterrupted, serene environment. Clemson accepted the gift, and the Archbold Tropical Research Center was created. This was later registered in Dominica as the Springfield Center for Environmental Protection, Tropical Research and Education (SCEPTRE). Recently, the Archbold Tropical Research and Education Consortium (ATREC) was formed. This entity is composed of participating institutions that share the vision of John D. Archbold. These institutions also are currently involved or are planning research and training activities on Dominica. Consortium fees will be used solely to help maintain the infrastructure at Springfield and for equipment, supplies, and other items related only to research and education activities carried out by consortium member institutions.

International Center for Automotive Research (CU-ICAR)

The 250-acre CU-ICAR campus in Greenville, S.C, is midway between Charlotte, N.C., and Atlanta, GA on the Interstate 85 corridor. The development represents a strategically focused automotive and motorsports research site. CU-ICAR is composed of five technology neighborhoods, each designed uniquely for optimizing an innovative and collaborative environment. The University has two buildings on site including a 90,000 square foot Graduate Research Center and a 20,000 square foot office building. Also on the ICAR site are two allied technology buildings (BMW & Timken).

The University's libraries, dormitories, student union buildings, classroom buildings, and grounds all contribute to an atmosphere of effective learning. The campus landscape is maintained in an aesthetically and functionally pleasing condition by Landscape Services, a division of Clemson Facilities. The Mission of the Landscape Services Department is to support the University Facilities Division by:

- providing a safe and sustainable outdoor space which enhances the learning experience;
- providing a work structure that promotes efficiency and cohesiveness, and enhances skills, creativity and trust;
- continuing to improve customer service relationships and quality control; and
- providing stewardship of the University outdoor endowment for the benefit of alumni, staff, taxpayers, donors, and students.

Landscape Services personnel are integrated with academic programs in a number of ways, including teaching turf laboratories, demonstrating equipment use, and safety training for

forestry labs. Landscape Services also supports Student Society of Arboriculture meetings and landscape projects for horticulture classes. Landscape Services maintains a demonstration area soil profile for soils classes and supports students who maintain the perennial demonstration area at the Poole Agriculture Center and the wildlife habitat area at Suber Dam. In addition, Landscape Services plants, maintains and protects specimen trees and shrubs used for plant identification and laboratories. Landscape Services has employed forestry students for gathering data to set up its extensive tree inventory and management program. They have also employed horticulture student interns and are included in a yearly Campus Sweep event that involves many students in planting, mulching, and clean- up projects each spring.

The mission of University Facilities is to create, enhance, and maintain a high-quality living, learning, and working environment that enables the University's teaching, research, public service, and student development programs to reach their fullest potential. University Facilities cooperates with academic programs to provide learning opportunities for students. Examples include visits by civil engineering and architecture students to building construction sites on campus including the Rhodes Annex and Packaging Science building projects.

The mission of Utility Services is to provide Clemson University with a dependable supply of steam, chilled water, and electricity to meet the heating, cooling, and electrical demands of the University community, while striving to reduce overall energy consumption through efficient and effective energy management. The University maintains a central chilled water system and a natural gas and coal-fired steam heat system. The University provides its own water system and sewage conduction and treatment facilities as well as the electrical distribution system. The central energy facility has recently been upgraded to comply with new EPA and SC DHEC standards through the addition of a new stack exhaust filtration system. The Utilities

Services group also collaborates with the Mechanical Engineering Department in a lab set up for this purpose. From the lab students can monitor the operations of the energy plant and run models that can test alternative operating modes.

One of the University's stated 2011 Goals is to "Maintain an environment that is healthy, safe and attractive." In support of this goal, the University has initiated a master planning effort, developed a comprehensive health and safety plan, maintains its own separate police and fire departments, and monitors and publishes annually a *Campus Safety Report* that can be found at http://www.clemson.edu/administration/safety/report.pdf.

Functions that Clemson University conducts as part of its mission are teaching, research, public service activities, and student activities. Allied to these functions is administrative support. Intercollegiate and intramural athletics are also an important institutional function. The space allocated to these functions is discussed below.

Teaching

Since the last Self-Study the number of classrooms on the main campus has increased from approximately 184 to 190 according to 2007 data. According to the scheduling office, Clemson University has enough classrooms to meet the demand. The University has developed a classroom distribution policy to efficiently use classrooms. This policy requires teaching units to distribute scheduled times so that courses will be offered in a way that will increase the availability of classrooms.

There are certain times of the day that are more popular for class time, thus, classrooms may not be available. If classes can be scheduled at less popular times, the University has sufficient space to allocate to classrooms. The University requires a "compliance report" from each department stating that it regulated classes by: 1) limiting both the number of classes that

can be offered by an academic unit at any single prime-time slot, and 2) the total number of prime-time slots. Since the implementation of this policy, the total number of classrooms needed to meet the University's teaching requirements has been reduced, and the current number of classrooms is sufficient although some professors must travel to classrooms that may not be convenient to their offices.

In February 2007, a study was conducted to measure classroom utilization and occupancy. Generally the target utilization for classrooms is between 60 and 75 percent, or 25 to 30 hours per week assuming a 40 to 50 hour week. If the hours of use fall between those numbers, the implication is that the number of classrooms is adequate. The average usage at Clemson for the Fall Semester 2006 was 28.9 hours per week assuming a 45 hour week (8:00 AM – 5:00 PM). This equates to 64% utilization which is within the target range. According to the South Carolina Commission on Higher Education, the average weekly utilization increased to 29.23 hours during the Fall Semester 2007.

Research

In 1999 incoming University President James F. Barker established a goal for Clemson University to "increase research and sponsored programs to exceed $100 million a year in research support" by the year 2010. The university nearly achieved that goal with $92.9 million in awards for Fiscal Year 2000-2001. According to the Office of Institutional Research, sponsored program awards have exceeded $100 million every year since 2003. Likewise, research expenditures have also exceeded $100 million every year since 2003. The goal of reaching $150 million in research support by 2010 was set in 2002 after university researchers met President Barker's original goal seven years ahead of schedule. Clemson researchers have met that goal early as well. In fiscal year 2008, research expenditures totaled $127.4 million and

sponsored programs awards exceeded $150 million for the first time in the institution's history. These numbers are indicative of the increasing research productivity at Clemson University and can also be used as a guide in determining the facility needs to adequately support this research activity.

The Texas Space Projection Model, developed by the Texas Higher Education Coordinating Board in 1992, projects research space needs based on research expenditures. According to this model, 9,000 assignable square feet should be allocated to research space for every $1,000,000 of research expenditures. Over fiscal years 2004 through 2007 the University has averaged $108 million of annual restricted research expenditures according to Facility Utilization Reports compiled by the South Carolina Commission on Higher Education. When adjusted for inflation, this model indicates that Clemson University has 91.6% of the research space needed to meet current research expenditures (Appendix III.7.1). While this model suggests that there is an 8.4% or 51,000 NASF shortfall in research space, the current space inventory database does not include recently constructed facilities such as the Campbell Graduate Engineering Center and the Harris A. Smith Building. Both of these facilities include research laboratory space and research support space. Likewise, there are several other facilities in various stages of design or construction that will accommodate future research space needs. On a college level the Texas Space Projection Model suggests a research space need of 466,035 square feet in Clemson's two most research-oriented colleges, compared to available research space of 467,963 square feet. These figures were based on a three-year average of research expenditures between 2004 – 2007. With the addition of new research space in newly constructed facilities, Clemson University will likely continue to provide adequate space for research despite increasing annual expenditures.

The use of off-campus facilities creates problems of commuting from the main campus for both faculty and students. Also, the cost of utilities for off-campus facilities is much higher. The power company that provides electricity to the main campus charges a much higher rate (approximately triple) for off-campus buildings. Also, the campus heating and cooling plant is much more efficient than any system available to off-campus facilities. The University must address transportation needs of all users of off-campus facilities. This may include bus service, parking on-campus for those returning to campus but are unable to find a parking place or for other special needs associated with using off-campus facilities. These issues are very real and must be addressed adequately by the administration if research is to grow.

The University has off-campus areas that can logically accommodate additional research space – the Ravenel Center, the Advanced Materials Research Center, and the Clemson University International Center for Automotive Research. The Ravenel Center is approximately one mile from the main campus and is primarily used as a research facility. There are relaxed architectural standards for the construction of buildings off-campus; thus the development of such structures is more cost effective than new construction on the main campus. The Advanced Materials Research Center (AMRC) is approximately eight miles from campus. To facilitate adequate access to the campus, a transit bus now runs to the AMRC on a regular basis, and a shuttle bus services the ICAR site.

During the last several years, the administrative leadership recommended and funded with Education and General (E&G) and other funds several steps to address the research space needs of the campus. Activities included plans to build an addition to Rhodes Hall (28,000 square feet); build a new facility for the packaging science/graphic communications center (25,000 square feet); build a new Life Sciences Building (90,000 square feet); and build new

facilities for the International Center for Automotive Engineering (110,000 square feet plus parking deck). Each of these projects have made significant progress. The Rhodes Hall project is scheduled to be complete in the spring of 2009. The Packaging Science/Graphic Communications project is complete, and the ICAR projects are also complete. The Life Sciences Building project, however had to be suspended due to the global economic situations just as the building contractor was getting started with this 90,000 square foot facility. It remains to be seen if the project will come back to life as a result of the federal stimulus bill.

Although research funding is increasing at a faster rate than research space, the University is responding to this need effectively, and research facilities are meeting the demand.

Athletics

Clemson's Athletic Department is an auxiliary enterprise, meaning that it must be self-supporting. The facilities under the control of the Athletic Department are among the best at the University. The Department provides supporters of the Clemson athletic programs facilities that are attractive, modern and well-maintained. Clemson University has its home football games in Memorial Stadium, an open-air stadium that seats approximately 84,000. Littlejohn Coliseum is the home of Clemson's men's and women's basketball programs. Memorial Stadium was recently extensively renovated and expanded. The baseball and soccer stadiums are attractive, recently remodeled facilities. The Athletic Department maintains Vickery Hall for the academic benefit of student-athletes. This facility provides a space for studying, tutoring, and for academic advisors for student-athletes.

Clemson University's Athletic Department maintains these facilities at their peak in order to sustain the level of attendance at revenue sporting events needed to finance a major college

athletic program. Almost all maintenance is performed as soon as the need is identified; only occasionally is maintenance deferred.

A $60 million capital campaign called "Tiger Pride" is presently underway with the goal of improving Clemson's athletic facilities. A detailed description of Tiger Pride is available at http://clemsontigers.cstv.com/marketplace/boosters/boosters-static-info/tigerpride.html .

All athletic department facilities are constructed under the same policies and procedures of other University facilities. The University Facilities organization works with the athletic department during preliminary planning phases, in the procurement of design professionals (architects and engineers), and during construction. Maintenance of athletic facilities is also handled by the University Facilities organization. However, janitorial services in the Athletic Department are provided by outside contractors. Because of the massive cleanup required after a major athletic event, the normal custodial service cannot be used. Contracts for such services are procured under University guidelines.

Housing

Clemson's Housing Office is also an auxiliary enterprise. The Board of Trustees has instructed the Housing Office to maintain the current level of housing providing facilities for 50% of the undergraduate population. Freshmen are required to live in University housing but may live off-campus after their first year. Presently there is more demand than supply for on-campus housing.

The plan for future campus housing is to add 1,000 new beds. This represents an increase from about 6,000 beds to about 7,000. This plan may change based on population projections. With the anticipated new housing combined with reduced enrollment, the Housing Office expects the supply of on-campus housing will meet the demand.

Off-campus housing is available within a short driving distance from campus. The Clemson Area Transportation System (CATS) provides bus service to many of these housing facilities with no fare. This service reduces the need for on-campus parking and provides a safer means of transportation for commuters.

Student Facilities

Facilities primarily used by students include the University Union and Hendrix Student Center, Fike Recreational Center for student (and faculty/staff) intramural athletics, and the Alumni Center. The University Union includes a student club (Edgar's Pub), bowling alleys, video games, pool tables, canteen, ballroom, and the student senate chambers. The Hendrix Student Center includes a food court, restaurant, bookstore, theater, arcade, ballrooms, meeting rooms, conference rooms, student lounge, and student affairs offices. The Office of Campus Recreation, a Division of Student Affairs, provides indoor and outdoor recreational facilities for students, faculty, staff, and families. Fike Recreation Center, the main indoor facility, has undergone extensive renovation in the last five years. The Alumni Center provides meeting spaces, offices, and opportunities for current students or alumni to gather. The Alumni Center joins the Visitors Center thus providing services to all campus visitors. (See

http://www.clemson.edu/studentaffairs/union/facilitiesinfo.php

http://www.clemson.edu/studentaffairs/campuslife/studentcenter/;

http://www.clemson.edu/studentaffairs/campusrec/;

http://www.clemson.edu/studentaffairs/campusrec/facilities/index.php for more information.)

Public Service Activities (PSA) Facilities

The Outdoor Lab

The Clemson University Outdoor Laboratory is located five miles from the University campus on a peninsula on Lake Hartwell. Accommodations for conferences, workshops, retreats, and other programs are available. With a unique location in the midst of the Clemson Forest, the Outdoor Laboratory provides programming possibilities that can be found in few environments. The Team Ventures Experience is one of the many programs available and can benefit any type of group – business and professional, corporate management teams, families, athletic teams, and church groups. The Outdoor Laboratory is also the summer home of many residential camping programs including Jaycee Camp Hope, Camp Sertoma, and Camp Lions Den. These camps provide opportunities for special needs children and adults in South Carolina so they may experience the benefits of group living and outdoor activities

http://www.clemson.edu/outdoorlab/.

Botanical Garden

The South Carolina Botanical Garden, located on the University Campus, is a 288-acre public garden offering a diversity of cultivated and natural landscapes and year-round public programming. The Garden is open to the public from dawn to dusk every day. The mission of the South Carolina Botanical Garden is to serve as an interdisciplinary public garden whose focus is research and education in the areas of botanical and cultural conservation and the environment. Also in the Garden are the Bob Campbell Geology Museum, the Fran Hanson Discovery Center, and the Betsy Campbell Carriage House. For additional information about the SCBG see

http://www.clemson.edu/public/scbg/.

<u>Sandhill Research and Education Center</u>

The Sandhill Research and Education Center (REC) houses Clemson's Institute for Economic and Community Development that connects the University to all citizens of South Carolina. At the Sandhill REC faculty are able to nurture the collaborative relationships that are needed to address the opportunities and challenges of the 21st century. They also develop cutting edge research that can be applied in community laboratories throughout the state and provide environmental and community programs for civic leaders and other groups. A major addition to the site is now under construction. A new 20,000 square foot conference and office facility is to be complete in the Spring of 2009.

Major Construction Projects completed in the last five years:

- The Campbell Center at ICAR - a $50 million research facility

- The Fraternity Quad renovation - a complete reconstruction of 5 buildings and the addition of two more in a $28 million residence hall project

- Harris A. Smith Building for Packaging Science - a $7 million project

- Rhodes Annex - an $11 million research facility project.

- Baruch Coastal Institute Facility - a $5 million office & lab project

- The Advanced Materials Research Lab - a new $22 million facility

- McAdams addition - a $5 million addition for Computer Science

- Littlejohn Coliseum Renovation and Expansion – a $26 million project

- West End Zone addition to Memorial Stadium – a $60 million expansion and renovation project

These projects are consistent with the University's plan to provide a safe and healthy environment and increase sponsored research funding.

The mission of University Facilities is to maintain and enhance the physical environment for the faculty, staff, and students, assisting them in their goals in education, research, and public service. The University has maintained an aggressive plan for routine preventative and deferred maintenance. Major repair and maintenance projects that are prioritized on an annual basis have a projected 10-year estimate of $50 million. The challenge is to maintain an appropriate balance between maintenance, renovation, and new construction.

Maintenance Services under University Facilities has a complex operational plan which is subdivided into several parts: Preventative Maintenance (PM) for annually scheduled projects, Corrective Maintenance for yearly initiated scheduled projects, Reactive Maintenance for minor problems reported by campus personnel, Emergency Maintenance for critical problems, Minor Maintenance Projects under $500,000, and Capital Maintenance for deferred projects for over $500,000. The maintenance operation of the main campus is divided into four zones and a PM zone with a manager for each zone plus nine shops to serve all areas. The responsibility for landscape maintenance is in the Landscape Services department. (See Appendix III. 7. 3 Maintenance Repair Renovation (MRR) List 09-10)

Routine and preventative maintenance are addressed on a continual basis. A software program (D7i from DataStream®) is used to prepare a list of work tasks to be completed in each zone in a prescribed time period. Additionally a work ticket is generated for each call-in job on a daily basis. All call-in work is integrated into the routine and preventative maintenance schedule. This responsibility includes 12,000 pieces of equipment along with building and grounds maintenance. Completed PM tasks are put into the software program to be rescheduled for the next time period, which may be daily, weekly, monthly, etc., in addressing the maintenance of a specific area. A report on the data can be compiled at any time.

Minor non-capital level maintenance projects are coordinated through a University

Facilities Advisory Committee (UFAC), which is chaired by the Chief Facilities Officer. The

Committee is composed of representatives from on-campus units. The Committee advises on the

priorities of deferred maintenance projects which have been identified by the Chief Facilities

Officer in consultation with his directors and zone managers. The University's Chief Business

Officer reviews this annual prioritized list before forwarding it to the Administrative Council for

approval.   Capital maintenance projects over $500,000 compete for available funds in any fiscal

year and are approved by Administrative Council and, if over $1M, the Board of Trustees. (See

Appendix III. 7. 4 UFAC meeting minutes 1-26-09)

University Facilities satisfactorily performs routine and preventative maintenance

according to its operational plan, which is evaluated on a continual and annual basis. Deferred

maintenance is also incorporated into an annually produced five-year plan (E&G Comprehensive

Permanent Improvement Plan, FY 2009/10 to 2013/14). (See Appendix III. 7. 5 AC Minutes 2-

09-09 MRR-CPIP) Any limitation to effective operation is primarily due to availability of

sufficient funds. However, there is a growing list of deferred maintenance projects. The campus

facilities are showing their age or are inadequate in some cases to meet current demands, yet the

University has set a goal to significantly increase the research productivity. This goal creates a

need for improved and increased facilities in the face of declining investment in capital projects

and in dramatically reduced resources for facilities maintenance and operations. (See Appendix

III. 7. 6 AC Minutes 3-9-09 - MRR approval)

Student housing maintenance is controlled by University Housing, which is financially

and operationally independent from University Facilities. Routine and preventative maintenance

is addressed by the Housing Maintenance staff, if practical. Work may be contracted with the

University Facilities or off-campus contractors to complete the project whether it be routine or deferred maintenance. The annual budget for routine maintenance is $500,000, and the annual capital improvement budget is set at approximately $1.5 million. The housing data inventory reflects an effective operational plan for completion of minor and major projects with plans for projects through FY 2013/14. A major concern in their renovation is asbestos abatement, which drastically increases the cost of projects.

University Housing satisfactorily addresses routine, preventative, and deferred maintenance according to the operational plan. Its effectiveness is evaluated on a continual and annual basis. As long as student fees provide sufficient funds to meet the housing needs, the operation should remain effective.

The Athletic Department is financially and operationally independent from University Facilities. It is responsible for the routine, preventative, and deferred maintenance of both facilities and grounds. If the maintenance staff is unable to address a project, the Athletic Department will contract with University Facilities or with outside contractors. Because of the environment in which it operates, few projects are deferred. The turf management plan is a special priority because of the multiple uses of the approximately 160 acres with 25 acres dedicated to a specific sport. This plan must incorporate both students and visitors using the campus, especially during athletic events. If maintenance of the grounds is not routinely addressed, a public relations issue related to unkempt grounds may develop.

The Athletic Department satisfactorily addresses routine, preventative, and deferred maintenance according to the operational plan. The effectiveness of the plan and operation are evaluated on a continual basis. There appears to be no limitation in addressing all maintenance issues.

Public Service Activities (PSA) are under the direction of the Vice President for Public Service and Agriculture. PSA is financially and operationally independent of E&G operations and includes maintenance functions for both on- and off-campus facilities, equipment, and grounds. The routine and preventative maintenance of on-campus facilities, equipment, and grounds is the responsibility of University Facilities except for specialized or unique facilities and equipment such as the greenhouse and high-tech laboratories. Contractual arrangements are made with University Facilities to address maintenance issues. The extensive off-campus facilities that are the responsibility of PSA includes six research and education centers off-campus, an institute, and county extension offices located in practically all of the 46 counties throughout the state. The routine, preventative, and deferred maintenance of these buildings, equipment, and grounds is the responsibility of each unit under the guidance of the appropriate directors and the Vice President for PSA. Each station or institute has a maintenance staff and budget which operates similar to University Facilities. Major deferred maintenance items that cannot be addressed by the unit are brought to the attention of the appropriate director on an as-needed basis or annually.

Public Service Activities satisfactorily addresses its routine, preventative, and deferred maintenance according to its operational plan. Its effectiveness is evaluated on an annual basis with internal and external reviews. Due to the nature of applicable funding sources, which include state and federal agencies, a limitation can be placed on PSA's capacity to address all maintenance issues.

In summary, the University satisfactorily addresses efforts to maintain buildings, grounds, and equipment. Funding and manpower may limit University Facilities and PSA in adequately accomplishing their goals. All units are fully aware of the cost of maintenance and

how to accomplish their maintenance plans. Each unit maintains written records of maintenance

activities and completed projects and the associated costs. (Appendix III. 7. 7 includes copies of

pages from several web links mentioned in this report.)

8.   The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, State licensing examination, and job placement rates. *(Federal Requirement 4.1)*

  _X_ Compliance   ___ Non-Compliance

Narrative:

Clemson University is in compliance with this principle since we evaluate student success in relation to the University's mission and goals. As benchmarks, we include such metrics as course completion, licensure rates, job placement rates, and other measures as appropriate. In 2007-08 we initiated the use of the Measures of Academic Proficiency and Progress (MAPP) to assess general education competency. Freshmen and Seniors are tested. More details on the MAPP results can be found in Appendix III.

8. 1.

Table III.8.1 University Goal--Excel in undergraduate teaching and learning

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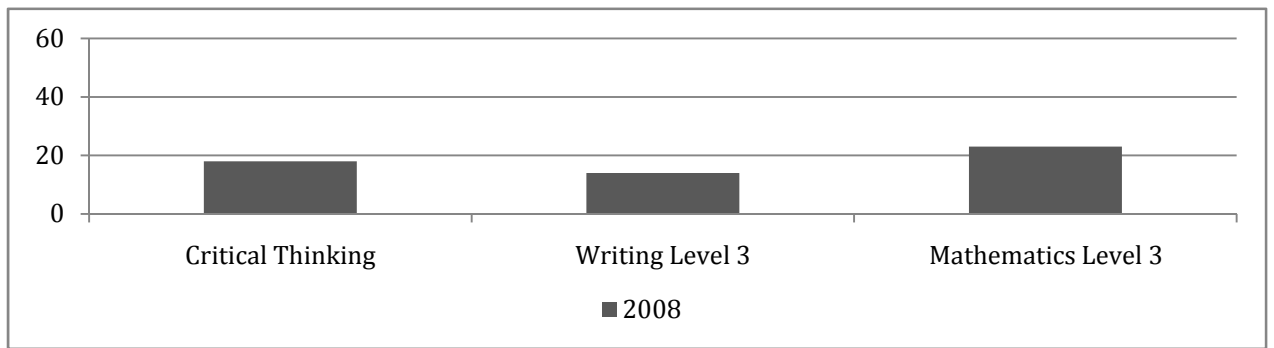
Course Completion

Tracking graduation rates is one method that Clemson University employs to measure the rate of course and program completion. This metric is widely used in higher education to measure the extent of course completion. Clemson University's Office of Institutional Research collects and reports graduation data for the institution. The improvement in graduation rates for the cohort who entered in 2002 compared to the cohort who entered in 1997 are shown in the table below:

Table III.8.2 Graduation and Retention Trends over Five Years

	1997 Cohort	2002 Cohort
Initial Cohort	2578	2463
Completed in 4 years or less	38.7%	49.9%
Completed in more than 4 years but in 5 years or less	28.8%	25.8%
Completed in more than 5 years but in 6 years or less	4.7%	3.5%
6 year Graduation Rate	72%	79%
Freshman to Sophomore Retention Rate	89%	91.5%

As can be seen in the table, the 4-year completion rate increased by over 10% and the 6 years or less completion rate rose from 72% to 79%. Additionally, the first to second year retention rate increased from 89% to 91.5%.

The improvement in the rates for the 2002 cohort reflect Clemson University's efforts to improve completion time. Initiatives such as living/learning communities, the First Year Experience (FYE), Clemson Business Experience (CBE), TigerDen for transfer students, the Academic Success Center, and continuing efforts to improve student advising have contributed to the significant improvement in graduation rates and first to second year retention.

Licensing and Certification

Construction Science and Management

Clemson University's Bachelor of Science in construction science and management was established in 1962 and is accredited by the American Council for Construction Education. Below are the pass rates for the American Institute of Constructors Constructor Certification Level I examination for the past four years:

Table III.8.3 Certification of Construction Science Graduates

Year	Pass Rate
2005	58%
2006	60%
2007	75%
2008	80%

As the table shows, the pass rate has made a significant and steady improvement over the last four years.

Nursing

The Clemson University undergraduate nursing program maintains a 100 percent job placement rate, and graduates consistently exceed state and national pass rates for licensure exams as shown in the following table.

Table III.8.4 Undergraduate Nursing Licensure Rate

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
National Council Licensure Exam. (NCLEX) - Registered Nurse (BS)					
CLEMSON UNIVERSITY	Ongoing	110	110	98	89.09%
South Carolina NCLEX Pass Rate					85.07%
National NCLEX Pass Rate					85.04%

Accounting

Since 1989 the School of Accountancy and Legal Studies has held AACSB Accounting Accreditation for its undergraduate and graduate programs. AACSB International is the premier accrediting agency for management education and the only grantor of accounting accreditation.

South Carolina requires at least 1 year of accounting experience under the direct supervision and review of a CPA or Public Accountant who is licensed to practice in some state or territory of the United States, or the District of Columbia to sit for the CPA Examination and be licensed to practice. Clemson faculty believe the best preparation to sit for the CPA Examination is to wait until a master of accountancy degree program is completed. Clemson has a coordinated undergraduate/graduate program that will meet the 150-hour requirement to be licensed as a CPA. This program of study provides excellent preparation for the CPA Examination, as well as, a career in accounting. The Master of Professional Accountancy (MPAcc) program added to the undergraduate

program exceeds the 150-hour requirement for licensure and allows the student to specialize in either assurance and management services or taxation.

Education

Students of the Clemson University Eugene T. Moore School of Education consistently score and have higher pass-rates than the national average on the PRAXIS examinations. Students must pass all required Praxis II tests, excluding PLT (Principles of Learning and Teaching) before completing the program and receiving recommendation for certification. A copy of the Annual Institutional Questionnaire on Teacher Preparation for 2007-08 can be found in Appendix III. 8. 2.

Table III.8.5 Praxis Examination Pass Rates, 2007-08

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
Teaching and Research Sectors				
PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	195	185	95%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	65	55	85%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	124	114	92%
PRAXIS SERIES II: SPECIALTY AREA TESTS	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	651	625	96%

Table III.8.6 Standardized Test:
Principles of Learning and Teaching and Specialty Area Tests Five Year History

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

Legend: ■ 2003-04 ▥ 2004-05 ▦ 2005-06 ▤ 2006-07 ☐ 2007-08

Categories: PLT K-6, PLT 5-9, PLT 7-12, Specialty Area Tests
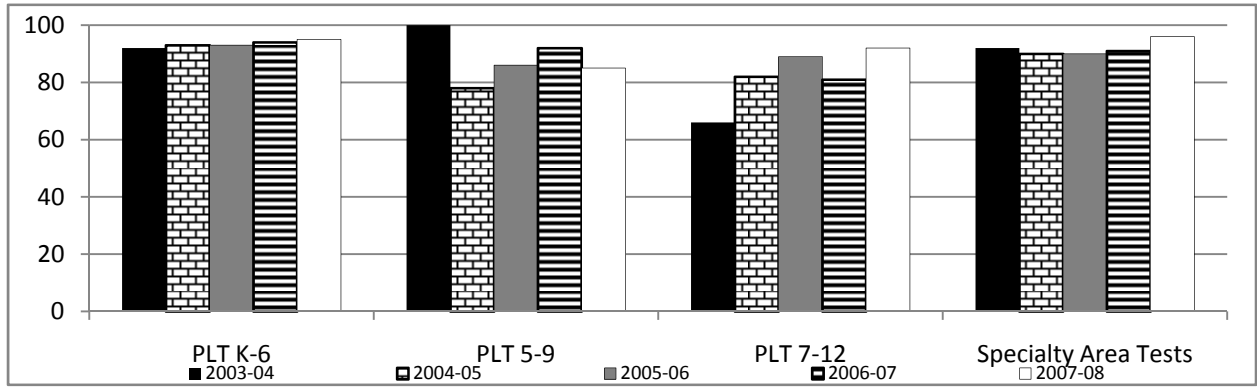
Engineering and Science

All seniors in the engineering programs at Clemson University are required to take the Fundamentals of Engineering (FE) examination. The programs involved are: Bioengineering, Biosystems Engineering, Chemical and Biomolecular Engineering, Civil Engineering, Electrical and Computer Engineering, Environmental Engineering and Earth Sciences, General Engineering, Industrial Engineering, Materials Science and Engineering, Mechanical Engineering. The FE pass rate for all engineering programs for 2003-2008 are given below:

Table III.8.7 Fundamentals of Engineering Examination Results

Academic Year	Percentage Passing
03-04	92%
04-05	86%
05-06	57%
06-07	90%
07-08	81%

Health Science, Health Promotion and Education

The Health Promotion and Education Concentration within the Department of Public Health Sciences program was designed to provide students with the competencies of the Certified Health Education Specialist (CHES). Participation in the national CHES exam is optional. The National Commission for Health Education Credentialing recently announced that Clemson University was among the top 10 schools with the most students taking the CHES exam in 2007. For the past 8 years, 100 percent of DPHS students have scored above the national average.

Food Science and Human Nutrition

To become Registered Dietitians, students must complete the Clemson didactic program and then an accredited dietetic internship program. For the 2007-2008 academic year, Clemson had 16 graduates apply for dietetic internships and a 50% match rate. The national match rate is tracked in calendar years and for 2007 was 55%. Clemson's 5-year match rate (2003-2008) is 76%.

Clemson tracks the percentage of graduates who pass the national registration examination for dietitians. In calendar year 2008, Clemson had 12 students take the exam for the first time and 11 of them passed. Over a 5-year period (2002-2007) 82% of graduates who took the Registration Examination for Dietitians passed on the first attempt. Scores for Clemson graduates were higher than the national first-time takers for the total scaled score, and for both the scaled sub-scores in food and nutrition and in foodservice systems and management.

Graduate Record Examination

The Graduate Record Examination is not a professional licensure examination but it provides insight into the general performance of students who select to take the examination and report that they are graduates of Clemson University. The examination may be taken by undergraduate or graduate students and it may be taken multiple times. This measure of student development cannot be considered either graduate or undergraduate but provides a comparison overview among the disciplines.

Table III.8.8 Clemson Graduates Graduate Record Examination Results

Discipline	Sample Size	Verbal Mean Score (range)	Quantitative Mean Score (range)	Writing Mean Score (range)
Agriculture	14	438 (330-560)	608 (290-800)	4.0 (3-5.5)
Agriculture Business	59	488 (280-720)	617 (360-770)	4.0 (2.5-5.5)
Architecture	35	483 (300-640)	566 (340-800)	4.2 (3-6)
Biological Sciences	55	485 (330-720)	615 (260-780)	4.2 (2.5-6)
Business	19	443 (280-780)	539 (230-730)	4.1 (2.5-5.5)
Computer Sciences	27	475 (320-660)	669 (450-790)	4.1 (2.5-5)
Education	104	440 (290-640)	497 (230-790)	4.0 (2-6)
Engineering	144	473 (210-720)	691 (200-800)	4.2 (2.5-6)
English	52	527 (340-700)	574 (290-790)	4.7 (2.5-6)
Forestry	19	447 (400-560)	571 (440-750)	3.7 (2.5-5)
Health Professions	54	444 (320-800)	527 (290-750)	3.95 (0-5.5)
Languages	4	553 (400-660)	540 (380-710)	3.9 (3-5.5)
Mathematical Sciences	11	470 (290-590)	681 (570-790)	4.0 (2.5-5)
Parks, Recreation, and Tourism Management	9	432 (310-580)	529 (250-750)	3.8 (3-5)
Performance & Visual Arts	6	497 (360-630)	503 (420-580)	3.9 (3-4.5)
Philosophy/Religion	1	440	630	5.5
Physical Sciences	31	510 (380-660)	687 (570-800)	4.4 (3-5.5)
Psychology	40	464 (310-490)	534 (290-720)	4.3 (3-5.5)
Social Sciences	44	498 (310-710)	559 (300-770)	4.7 (3-6)
Other	3	477 (430-570)	517 (380-600)	4.7 (4-5)

Job Placement

In a survey of career plans for Spring 2008 Clemson graduates, 44% said that they eventually intend to seek employment in a field related to their major. Of the respondents, 9% said that they believe they will seek eventual employment in field outside their major and 1.6% stated they are seeking a military career. Of the students surveyed, 40% intend to enter graduate school.

The job placement rate for the Department of Psychology has stood at 100% for the past several years. Similar job placement percentages are reported by the Forestry and Natural Resources program. Of the 12 Total graduates for 2008 (Dec 07, May and Aug 08) 10 have been placed in fields related to their major and two have enrolled in graduate school.

Placement of the 12 Forestry and Natural Resources 2008 Graduates:

- 2-Farming, Fishing and Forestry (Government)

- 6-Farming, Fishing and Forestry (Private Sector)

- 2-Sales (Private Sector)

- 2-Graduate Study

Construction Science and Management

The Construction Science and Management program at Clemson University has, since its inception, a high rate of job placement for its graduates. The program generally graduates 60 students per year. The table below demonstrates the percentage of the Construction Science and Management graduates who have obtained jobs over the past four years. The remaining balance of the graduates went on to graduate programs or to law school.

Table III.8.9 Construction Science Job Placement

Year	Job Placement Rate
2005	95%
2006	96%
2007	96%
2008	97%

College of Business and Behavioral Science

The figures below for the undergraduate majors: Accounting, Financial Management, Marketing, and Management were supplied by the Michelin Career Center at Clemson University to Business Week. This data shows that the percent of students accepting jobs increased 2.2% from 2005 to 2008.

Table III.8.10 College of Business and Behavioral Science Job Placement at Graduation

Job Option	2005-06	2006-07	2007-08
RECEIVED first job offer by graduation	44%	45.5%	46.2%
RECEIVED first job offer AFTER graduation, but within 3 months after graduation	17%	15.2%	14.4%
first job offer more than 3 months after graduation	17%	15.2%	14.4%
Did not report having RECEIVED a job offer	22%	24.2%	25%
ACCEPTED first job offer by graduation	44%	45.5%	46.2%
ACCEPTED first job offer AFTER Graduation, but within 3 months	17%	15.2%	14.4%
ACCEPTED first job offer more than 3 months after graduation	17%	15.2%	14.4%
Did not report having ACCEPTED a job offer	22%	24.2%	25%

<u>Michelin Career Center</u>

The Michelin Career Center at Clemson University conducts a job placement survey of graduating students (undergraduate and graduate) each semester. The response rate is over 40% of the graduates.

December 2004, May 2005, August 2005

Undergraduate:

39.9% employed, **24.7%** graduate school, **9.2%** time off; **34.2%** still looking

Graduate:

54.7% employed; **7.3%** graduate School; **4.7%** time off; **39.1%** still looking

August 2005, December 2005, May 2006

Undergraduate:

41.4% employed; **23.5%** graduate school**; 9.3 %** taking time off; **33.4%** still looking

Graduate:

62.6% employed; **6.5%** graduate school; **3.4 %** taking time off; **32.7%** still looking

- Four out of ten have jobs at graduation, 1/3 plan to go to graduate school; the data illustrated the positive job market at the time.

- Availability of quality jobs, safe and clean environment, affordable housing, a good climate, and a welcoming community are attributes that students seek when looking for a community to live.

<u>Future Plans</u>

Clemson University initiated a new electronic web based survey in August 2008 for all students. The data will be available in September 2009. The online survey process was begun August 2008. A url to the online survey was sent to new graduates a week

before the graduation ceremony. Follow-up messages were sent six weeks after graduation and again three months after graduation. This will provide us with six week and three-month post-graduation data, in addition to the pre-graduation response. The six-week and three-month data, information that has not been collected before, will substantially improve our ability to track the job placement of our graduates. In addition, this additional data will allow us to identify trends in job placement. Thus, by August of each year, nine surveys will be complete. The data will be articulated by department, major, demographics, and degree – further enhancing the ability to identify job placement trends and address them before graduation.

9.	The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. ***(Federal Requirement 4.2)***

_X__ Compliance	___ Non-Compliance

Narrative:

The Clemson University Mission Statement declares that the "mission of Clemson University is 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." In order to achieve this,

Clemson offers a wide array of high quality baccalaureate programs built around a distinctive core curriculum. Graduate and continuing education offerings respond to the professions, while doctoral and research programs contribute to the economic future of the state, nation, and world. The University emphasizes agriculture, architecture, business, education, engineering, natural resources, science, and technology. The University also promotes excellence in education and scholarship in selected areas of the creative arts, health, human development, the humanities, and social sciences. In all areas, the goal is to develop students' communication and critical-thinking skills, ethical judgment, global awareness, and scientific and technological knowledge (Clemson University's Mission Statement).

Clemson's degree programs and General Education requirements are consistent with these principles. The approval process for undergraduate degree programs and courses ensures that the undergraduate curriculum is appropriate to the purpose and goals of the institution, as well as to the degrees awarded. The SC Commission on Higher Education also reviews and

evaluates degree programs on a regular basis and approves all new programs and major program modifications. In addition, the CU Board of Trustees reviews and approves new degree programs and examines the relationship between the new program and the institution's vision, goals, and emphasis areas. Appendix III. 9. 1 provides a sample of material provided to the Board of Trustees for approval of an Environmental Engineering degree that is "in process" at CHE. The cover provides document of the link to the university emphasis area and the text justifies the need for the program. Curricula for undergraduate students are designed to meet a set of goals that are defined for each degree program, as illustrated in annual assessment plans for each degree program. (Please refer to Part III Question 4 of this report for additional details related to assessment of curriculum and student learning outcomes.)

The undergraduate curriculum at Clemson University is directly related and appropriate to the purpose and goals of the institution. The mission statement provides a foundation for the "wide array of high-quality baccalaureate programs" with emphasis in "agriculture, architecture, business, education, engineering, natural science and technology. The University also promotes excellence in education and scholarship in selected area of the creative arts, health, human development, the humanities and social sciences". Through evaluation of curriculum content and on-going assessment practices, program-modification occurs when the faculty identifies needs to ensure that the current courses continue to be aligned with the purpose and goals.

Since the last reaffirmation visit, all undergraduate programs were reviewed in a zero-based format. Faculty was asked to examine their student learning outcomes, course syllabi, and general education components and redesign or reaffirm their programs of study. The goal was to reduce credit hours to 120 -128, rather than 130 and above. This would allow students to make progress toward their degree and graduate within four years; reduce duplication of course

content; and eliminate courses that were no longer applicable to the degree. All programs were submitted to the University Undergraduate Curriculum committee for review and approval.

One measure of the effectiveness of the curriculum is through alumni surveys. Clemson conducts one-year and three-year alumni surveys of graduates of both undergraduate and graduate degree programs. This is one means to access their opinions about their educational experience at Clemson. In addition, departmental questions are sent to alumni as well for specific data to be used by faculty related to the curriculum. The following three tables show the response to questions.

Table III.9.1 *Undergraduate 1 year out:*

My knowledge, skills, and abilities compare equally to those of my peers.
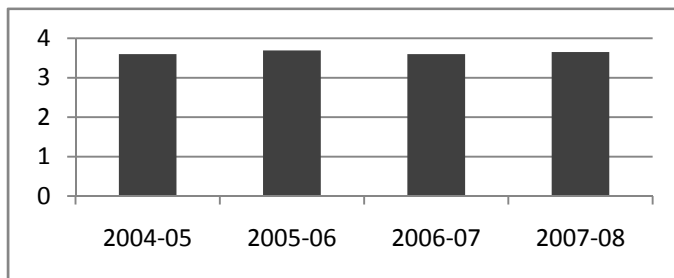
	When asked to indicate their agreement on a scale of 1 (not at all) to 4 (much), Clemson Alumni have historically indicated their knowledge, skills, and abilities are comparable to that of their peers. Clemson desires to continue to have a positive response from its alumni on their perception of preparation.

Table III.9.2 *Undergraduate 3 year out:*

How satisfied were you with your overall academic experience?

On a scale of 1 (very dissatisfied) to 6 (very satisfied) Clemson Alumni have historically reported a high

level of satisfaction with their academic experience.
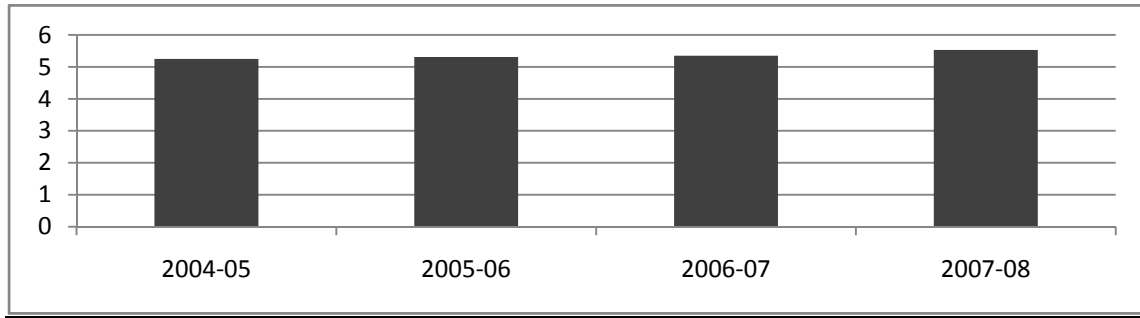
Table III.9.3 *Graduate 1 and 3 year out:*

Would you recommend your program to prospective students?

When asked to indicate their agreement on a scale of 1(not at all) to 4 (much), Clemson Graduate-level

Alumni have historically indicated they would recommend their program to prospective students. As

seen, this past year was a significant increase in a positive response.
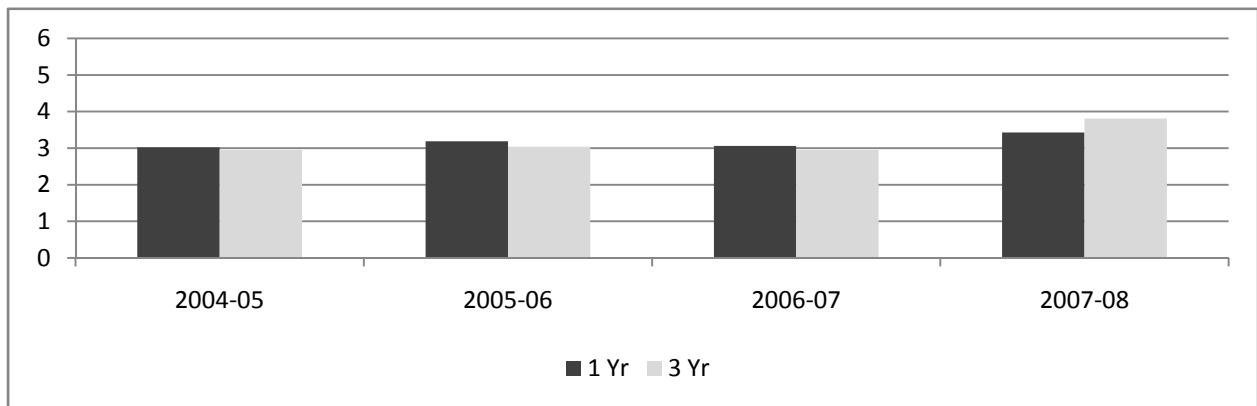
The Alumni Surveys used by the University are found in Appendix III. 9. 2

Additional evidence is provided by the employment of graduates of Clemson University. Surveys of recruiters are conducted annually. The results of the 2007-08 recruiting statistics are found in Appendix III. 9. 3.

10.	The institution makes available to students and the public current academic calendars, grading policies, and refund policies. *(Federal Requirement 4.3)*

	_X__ Compliance	___ Non-Compliance

	Narrative:

	The University provides printed and online information for students and the public of Academic Calendars, Grading Policies, and Refund Policies. The location of all three printed documents is found within the Undergraduate Announcements and the Graduate Announcements. The Clemson phone book also publishes the Academic Calendar. More students and the public are assessing the information online. The Registrar's Home page provides assess to the current academic calendar and a link for additional years is made available. (http://www.registrar.clemson.edu/). The University is on a semester system. (Appendix III. 10.1)

	The grading policies are found in the online version of the Undergraduate Announcements. (Appendix III. 10. 2) In addition, faculty provide grading policies in their course syllabi that are required for every class. A document sent to faculty regarding Class Regulations is found in Appendix III. 10. 3, and outlines the segments of the syllabi required by the University. The memorandum is available online as well at http://www.clemson.edu/ugs/documents/classregletter_2009_spring. The Graduate School provides links to the grading policies from their home page, http://www.grad.clemson.edu/ . A copy of the Graduate Grading Policies are found in Appendix III. 10. 4.

	Refund policies are provided in writing in the Undergraduate Announcements and online. No refunds are made on a semester's tuition and fees after four weeks from the last day to register. In the case of withdrawal from the University, refunds are based on the effective date of the withdrawal. In the case of a withdrawal from a course, refunds are based on the date the

student drops the course using the on-line registration system. To be eligible for a refund, the student's request must be received by University Revenue and Receivables prior to the beginning of the next fall/spring semester or subsequent summer term. Beginning with the day following the last day to register, refunds for periods of four weeks or less during fall/spring semesters shall be made on the following basis. Students receiving Title IV Financial Aid follow a different policy and work with the University Revenue and Receivables office. The web site for this information is http://www.clemson.edu/cfo/receivables/sar/refundacademics.html.

Table III.10.1 Refund Policy	
Period of Enrollment	**Percent Refund**
Registration day(s) in published calendar	100%
After last day to register: One week or less	80%
More than 1 but not more than 2 weeks	60%
More than 2 but not more than 3 weeks	40%
More than 3 but not more than 4 weeks	20%
More than 4 weeks	0%

11.   Program length is appropriate for each of the institution's educational programs. *(Federal Requirement 4.4)*

 _X__ Compliance   ___ Non-Compliance

Narrative:

Program length and credit hours are a function of University general education requirements, best-practice knowledge of faculty, and the requirements of various accrediting agencies. SACS COC, Core Requirement 2.7.1 highlights that a baccalaureate degree requires 120 semester hours as a minimum; 30 hours for post-baccaluareate, graduate or professional degrees.   Using these minimum standards, faculty address student learning outcomes, courses required to provide the content necessary for successful completion of the degree and mastery of the learning outcomes. The average undergraduate degree at Clemson University falls between 120 and 128 credit hours. The general education core is 33 hours, and the faculty within the department designs the remaining curriculum. The landscape architecture program is a five-year degree program. The graduate programs require a minimum of 30 semester hours, and several programs require up to 36 to 48 hours (counseling education).

Criteria for determining program content and length may be influenced by accrediting bodies as well. Curricula are accredited by Accreditation Board for Engineering and Technology, AACSB-International, American Council for Construction Education, American Dietetic Association, American Society of Landscape Architects, Computing Science Accreditation Board, National Architectural Accrediting Board, National Council for Accreditation of Teacher Education, National League for Nursing Accrediting Commission, NRPA/AALR Council on Accreditation, Planning Accreditation Board, and Society of American Foresters.

Course and degree proliferation are examined at several levels at Clemson. The curriculum approval process examines new courses for overlap with courses already offered. Faculty proposing new courses must obtain assurances from departments with similar courses that no duplication exists. Lack of consultation with such interested departments is a common reason for the delay of the approval of a course request at the curriculum committee level. Furthermore, at two-year intervals, all courses not taught in five years are reviewed and removed from the *Undergraduate or Graduate Announcements* as indicated. The affected dean can present evidence that the course should be continued. The courses scheduled for removal are presented to the University Undergraduate Curriculum Committee. After this, the removal follows normal curriculum channels to the Provost and the President.

Both new courses and new degree program approval require examination of available financial, faculty, and library resources, and anticipated student demand for the offerings. New program approval requires additional needs assessment, with consideration of the mission of the University and the needs of the state. The Board of Trustees reviews proposals for relatedness to Clemson's mission, availability of resources, state-wide need, and student demand. After review at Clemson, new degree proposals must go to the SC Commission on Higher Education, which conducts its own review from a statewide perspective. Duplication of programs within the state requires demonstration that the duplication is necessary to meet the needs of the citizens of South Carolina.

According to the document, "Procedures for Proposing New Degree Programs or Major Program Modifications," revised 2008, and found in Appendix III. 11. 1, the following procedure will be used for approval of degree programs:

Following approval of an application and budget for a new degree program, the proposer will prepare a short "Program Planning Summary" that will be approved by the department chair, the dean, the provost, and the president. It then goes to the Educational Policy Committee of the Board. If they approve the planning summary, it goes to the Advisory Committee on Academic Programs of the CHE. If this body approves the proposal, it then starts another cycle of approvals. The proposer must then produce a detailed full proposal for approval by the department chair, dean, college curriculum committee, the appropriate University Curriculum Committee, and the provost, who will forward the document to the CHE again. After various CHE staff studies are done, the full CHE might approve the proposal, notifying the University.

Once a program is approved by all appropriate channels, the program of study is printed in the Announcements. Samples of programs of study found in the Undergraduate Announcements is found in Appendix III. 11. 2. All courses required for the degree, as well as the total number of hours is presented for the students by semester. Students are not allowed to enroll in a major until the program of study has been published online or in print. Also available online for students is a degree progress document that allows the student and faculty advisor to monitor the progress a student is making toward degree completion. A sample degree progress document is found in Appendix III. 11. 3.

Minutes of the undergraduate and graduate curriculum committees have been included in Appendix III. 11. 4. The committee members are dedicated faculty who assume the responsibility of ensuring that curriculum in implemented with high standards and integrity.

12.   The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. *(Federal Requirement 4.5)*

_X__ Compliance   ___ Non-Compliance

Narrative:

The two primary sources for undergraduate students to use to identify and initiate a written complaint are the Undergraduate Announcements (printed and online) and the Student Handbook.   The primary source of procedures for filing a complaint for graduate students is found online in the list of policy and procedures for graduate students at www.grad.clemson.edu/wiki/academic_reg.

Undergraduate Students

Policies related to student complaints are found in three policies: Academic Integrity, Academic Grievance, and Academic Misconduct for Former Students. The following are excerpts from the policy statements. The full policy and all procedures may be found in Appendix III. 12. 1, pages 24-33 of the Undergraduate Announcements. At all steps, students are provided opportunities to provide evidence supporting their complaints.

Academic Integrity Policy

A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.

B. Academic dishonesty is further defined as:

1. Giving, receiving, or using unauthorized aid on any academic work;

2. Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts;

3. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner;

C. All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.

D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.

Academic Integrity Committee

The power to hear cases of academic dishonesty is vested in an Academic Integrity Committee.

Appeals of Academic Integrity Decisions

1. Students do not have the option to appeal a decision rendered by the hearing board, whether it is the first, second, or any subsequent offense. Students do not have the option to appeal the penalty determined by the faculty member for first offenses or to appeal the grade of *F* for the course given for second offenses.

2. For offenses resulting in suspension or permanent dismissal, students have the option to present written information to the Dean of Undergraduate Studies to appeal the length of the suspension or to appeal a decision of permanent dismissal. Students must present information in their defense, as allowed in this paragraph, to the Dean within five working days after receipt of written notification of the suspension or dismissal. However, as stated in number 1 above, students cannot appeal a decision rendered by the hearing board.

Academic Grievance Board

Clemson University is dedicated to the fair and impartial review of grievances by students against faculty and staff. The Academic Grievance Board is responsible for reviewing and adjudicating allegations by undergraduate students of unfairness or inequity in the assigning of final grades. Only grievances that contest a final grade are considered by the Academic Grievance Board.

The Academic Grievance Board comprises two separate entities: a seven-person Academic Grievance Panel and a 25-person Academic Grievance Committee.

Any student filing a grievance must first attempt to resolve it by consulting with the involved faculty member. In the event that the student and faculty member cannot arrive at a resolution, the student shall consult with the department chair of the faculty member and the dean of the college of the faculty member, respectively. The department chair and dean shall make every effort to help the student and the faculty member arrive at a resolution to the problem. At any time during this process, the student may consult with the Undergraduate Student Ombudsman. If the grievance remains unresolved, the student may bring the grievance before the Academic Grievance Board.

Academic Misconduct For Former Students

It is possible that an act of academic misconduct will remain undiscovered until after a degree is awarded. In such a case, Clemson University reserves the right to revoke any degree based on new revelations about scholarly issues including, but not restricted to, admissions credentials, all forms of coursework, research, theses, dissertations, or other final projects.

Graduate Students

Policies related to student complaints are found in three policies: Academic Integrity, Academic Grievance, and Academic Misconduct for Former Students. The following are exerpts from the policy statements.

Academic Grievance Policy

It is the policy of the Graduate School to address all grievances of an academic nature filed by enrolled graduate students. Graduate student grievances are heard by the Graduate Academic Grievance Committee. Grievances must be filed with the Graduate School within 60 days of the alleged act and may involve the following:

a) violations of program, department, college or Graduate School policies related to final grades in courses or research (891 or 991);

b) violations of program, department, college or Graduate School policies related to the completion of any academic requirement including theses and dissertations, oral or written comprehensive examinations, and

c) graduate student assistantship employment including allegations that offers of assistantship appointments made during recruiting not honored after enrollment.

The Graduate Academic Grievance Committee will not hear allegations of discrimination based on age, color, disability, gender, national origin, race, religion, sexual orientation, or veteran's status. All such allegations or complaints should be submitted to the Office of Access and Equity. The Graduate School will promptly refer any such complaints received to the Office of Access and Equity.

<u>Academic Integrity, Graduate Policy And Procedures Policy</u>

Violations of the principles outlined in the graduate philosophy on academic integrity will be pursued to the fullest extent according to the procedures outlined below. Violations of academic integrity include violations in coursework, research, independent projects, practica, internships, comprehensive and qualifying exams, theses and dissertations and other publications or works submitted as requirements for receipt of a degree. Non-degree seeking students may also be charged with violations of academic integrity.

This policy broadly defines and provides examples of violations of academic integrity, categorizes the seriousness of violations into four levels and establishes guidelines for discerning appropriate sanctions for each. As there is no way to identify within the policy all of the possible violations of academic integrity, the policy and ensuing procedures are intended as a general guide for faculty in all colleges to enable consistent, reasonable and fair judgments of graduate student actions incongruous with the fundamental values and general philosophy described above. It further describes the steps to be followed by faculty bringing charges against graduate students for violations of academic integrity.

The authority to resolve cases of violations of academic integrity by enrolled graduate students is vested in the Graduate Academic Integrity Committee. Violations of academic integrity that are associated with research for theses or dissertations involving federal funds (NSF or PHS) or otherwise involve sponsored projects will be addressed in consultation with the University Research Integrity Officer in the Office of Research Compliance. A determination will be made at that time of the appropriate procedure to

apply. In instances of violations of federal guidelines, the university research compliance

policy will prevail.

Documentation of Implementation of Policies and Procedures

The Office of Undergraduate Studies and the Graduate School field questions and

complaints from students in many forms, including emails, phone calls, and walk-ins. Students

most often present issues as questions, rather than actual complaints or potential grievances. All

personnel are skilled at providing students appropriate resources and information and locating an

individual who can help (Appendix III. 12. 2 Memorandum from Associate Dean Jeff Appling

and sample emails from students.). Grievance Checklist Form is used to track the complaint

until resolution (Appendix III. 12. 3).

Documentation of the procedures is available in the following appendices. Appendix III.

12. 1 contains key pages from the Undergraduate Announcements that address Academic

Grievance regarding grades (page 30), English Fluency of Faculty/Graduate Teaching Assistants

(page 259), Academic Integrity (page 28), Harassment (page 259), and Family Privacy

Protection Act (page 259). Appendix III. 12. 4 provides minutes of the Council on

Undergraduate Studies that document the work of the Academic Grievance Committee and the

Academic Integrity Committee. An outline of the Grievance Schedule for the Graduate School

from 1998 forward and two spreadsheets listing Graduate Admission and Dismissal Appeals may

be found in Appendix III. 12. 5.

All discrimination complaints are managed by the Office for Access and Equity.

Students are provided with written information on discrimination and harassment complaints in

the student handbook and online. Once a student alleges discrimination or harassment, the

student is referred to the Office for Access and Equity. (Appendix III. 12. 6 provides the

documentation available online at

http://www.clemson.edu/access/documents/policies/07_procedures.pdf).

In addition, all undergraduate and graduate students (as well as faculty and staff) have access to an Ombudsman. The role of the ombudsman is to provide an independent, neutral point of view in an informal and confidential environment. The communications can help a student resolve an issue and/or help the student to identify and understand the steps available to him/her, clarify policies and regulations, and handle issues at the lowest level possible.   The ombudsman works toward resolutions based on principles of fairness. He/she is neither an advocate for faculty, administration, or students, nor an agent of the University.

The ombudsman is a confidential resource who provides assistance to undergraduate and graduate students and postdoctoral students in resolving problems, complaints, and conflicts when normal procedures have not worked satisfactorily. The Ombudsman's Office provides a central source of information on policies, procedures, and regulations affecting faculty, staff, students, and postdoctoral students. The office refers individuals to persons able to resolve problems or handle appeals at the lowest possible level. Where appropriate, the ombudsman can facilitate communication or mediate between parties.

The ombudsman strives to ensure that students receive fair and equitable treatment within the University system.   The ombudsman will not identify the student or discuss the student's personal concerns with anyone without the student's permission. Private confidential meetings are arranged at the student's convenience. All communications are treated with strict confidentiality, to the extent permitted by law.

The Graduate School web site summarizes the Office of the Ombudsman as available to assist faculty and staff members, undergraduate and graduate students, and postdoctoral students who

- need guidance in resolving a problem or a concern relating to the University

- need information about policies or procedures

- need someone to mediate between individuals or within the University

- feel the University has made an error in a particular case

- feel they have been victims of harassment or discrimination

- are unsure about which University policies, procedures, or regulations apply to a situation

- have specific academic problems that cannot be resolved by following regular University procedures

- feel they have been unfairly treated

- have a problem that requires someone to negotiate a solution or to help facilitate communication between parties

- feel that a University policy, procedure, or regulation has been applied unfairly or erroneously

(http://gradspace.editme.com/AcademicGrievanceOmbudsman)

Office of Community and Ethical Standards (OCES), Division of Student Affairs

The mission of the Office of Community & Ethical Standards is to promote an environment, which encourages students to uphold Clemson University core values and standards. OCES provides programs, which educate students regarding the consequences of their behavior and empower students to become responsible members of our community.

The Clemson University Core Values of Integrity, Honesty, and Respect started as an initiative of members of the Clemson University Undergraduate Student Government to develop a list of values that all students should incorporate in their day-to-day experiences here at Clemson University.

The Office of Community and Ethical Standards is committed to supporting the Clemson Student Government in promoting these values throughout the community. So much so, that encouraging students to take ownership of the Clemson Core Values is reflected in our mission statement, our guiding principles, and our student learning outcomes.

The Office of Community and Ethical Standards supports the educational mission of the Division of Student Affairs. As it is written in the mission statement, "we challenge students to take responsibility as members of a diverse, global community." With that in mind the student learning outcomes for the Office of Community and Ethical Standards are:

Safe and Responsible Decision-Making

As a result of participating in OCES educational programs, students will be able to understand the core values and community standards, abide by and participate in the development, maintenance, and orderly change of community standards, demonstrate the ability to make informed decisions in the areas of safety, security, and health and treat others with respect as demonstrated by reduction in violations of the student code of conduct.

Global Interdependence and Citizenship

As a result of going through the discipline process, students will have a better understanding of the University's rules and expectations, the effect of their

behaviors on others, practice effective conflict resolution, and demonstrate ethical development by complying with Clemson University's rules and regulations.

Leadership Development: Leadership and Communication

As a result of participating in OCES training, students serving on Judicial Boards or within the Community Education program will be able to articulate Clemson University's core values and community standards, enforce such standards and prepare students for the responsibilities of citizenship, and appropriately challenge the unfair, unjust, or uncivil behavior of other individuals or groups as demonstrated by receiving positive responses from students who appear before a student judicial board or participate in student-delivered programs.

Common Sanctions

A student admitted to Clemson University accepts the responsibility to conform to all Clemson University rules and regulations. Failure to meet this obligation will justify appropriate disciplinary sanctions. Failure to satisfactorily complete a disciplinary sanction may result in more severe sanctions. The sanctions are listed in ascending order of severity. The following sanction(s) (or any combination thereof) may be imposed upon any student found to have violated any Student Regulation:

1. Admonition: An oral statement to the student explaining that he or she has violated a student regulation.

2. Censure: An official written statement to the student explaining that he or she has violated a student regulation. It is intended to communicate most strongly both the disapproval and the reprimand of the University community.

3. In-Kind Restitution (may include but is not limited to): The reimbursement of costs for damage to, or destruction of, University property or property of any person. Restitution in the form of appropriate service to be completed by the student. The relocation of the student within University housing facilities. The required attendance of the student to the appropriate educational programs based on the circumstances of the case.

4. Restriction of Privileges: The restriction of University privileges for a specified period of time. These restrictions may include, but are not limited to, the following:

    o   Denial of regular priority for room assignment in University housing.

    o   Denial of regular priority in obtaining tickets to athletic events.

    o   Denial of residence hall visitation privileges.

    o   Denial of the privilege to vote in University-held elections.

    o   Denial of the privilege to attend nonacademic University functions.

    o   Denial of the privilege to participate in nonacademic University organizations or activities.

    o   Denial of parking privileges.

    o   Denial of the use of University facilities.

    o   Denial of the use of University funds allocated by the Student Government.

    o   Denial of the use of University vehicles.

    o   Denial of the privilege to represent the University to anyone outside the University community in any way, including representing the University at any official function, intercollegiate athletics or any forms of intercollegiate competition or representation.

- o Denial of the privilege to participate, be elected, or appointed as a member or officer of Student Government or any registered student organization.

- o Denial of the privilege to live in University housing.

5. Disciplinary Probation: A specified period of review and adjustment during which a student is under an official warning that his or her violation was very serious. While on disciplinary probation, a student will be considered to be "not in good standing" with the University and may face specific restrictions on his or her behavior and/or University privileges. Students involved in similar or additional disciplinary incidents while on probation may be recommended for immediate suspension or expulsion.

6. Eviction: Eviction from University housing without a refund if the student is currently residing in a residence hall or an on-campus apartment.

7. Suspension: The denial of enrollment, attendance, and other privileges at the University for a specified period of time. Permission to apply for readmission upon the termination of the period may be granted with or without conditions/restrictions. The student must receive clearance for re-enrollment from the Office of Student Conduct. A student who has been issued a suspension sanction is deemed "not eligible to return" to the University during the suspension period.

8. Expulsion: The dismissal of a student from the University without the ability to apply for re-enrollment. A student who has been expelled is deemed "not eligible to return" to the University.

9. Interim Suspension: An interim suspension may be imposed, by the Vice-President for Student Affairs or his/her designee, prior to the beginning of the administrative process. The interim suspension may be imposed in extreme cases where the alleged action of a

student(s) may pose a threat to the well-being of the University, any of its members, or

him/herself, or there is substantial evidence that the continued presence of the student(s)

on the campus will disrupt the University. Prior to imposing an interim suspension, every

effort will be made by the Vice President for Student Affairs or his/her designee to give

the student an opportunity to respond to the charge(s). Following the imposition of an

interim suspension, the opportunity for an administrative hearing as described above will

be provided as expeditiously as possible but no later than ten calendar days after the

interim suspension unless the student waives the ten days.

If a student is documented in an incident, the staff member documenting the incident is

merely reporting the facts as they see them. The incident report is not intended to get anyone in

trouble, but is a form used to officially document events that occur on-campus. During this time

is not the time to argue your case, or be uncooperative with the staff member. This is why we

have a judicial process, to provide the student an opportunity to tell their side of the story and

provide additional information to us.

The Office of Community and Ethical Standards last year found 619 students <u>not</u> in

violation of a University policy that they were charged with.

The office is in contact with students via their Clemson University email account with a

scheduled appointment time. The email is marked "Urgent Message for YOUR NAME from

Clemson University." This helps students to realize the email is not routine correspondence from

the division.

Appendix III. 12. 7 provides a sample letter and a summary report of actions taken by the

Office of Community and Ethical Standards. The documents confirm that 1277 students

participated in hearings in 2007-08.

13.   Recruitment materials and presentations accurately represent the institution's practices and policies. *(Federal Requirement 4.6)*

_X_ Compliance   ___ Non-Compliance

Narrative:

The following statement is used to communicate our accreditation status with the public and can be found on Clemson's web sites:

"Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Education Specialist, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call at 404-679-4500 for questions about the accreditation of Clemson University."

http://www.clemson.edu/academics/

http://www.clemson.edu/assessment/index.html;

http://www.registrar.clemson.edu/publicat/catalog/2008/genInfo.pdf

Printed documents such as the Undergraduate (page 8) and Graduate (page 8) Announcements contain the accreditation status as well.

Recruitment materials provide accurate and current information for prospective students. The institution uses a central office to work with both undergraduate and graduate admissions to prepare and publish printed materials and online resources for prospective students. The University has moved to online applications and recruitment materials. Students find the web pages easy to navigate and several portals are available to allow students to address their questions.

An undergraduate admission's video is found on

http://www.clemson.edu/prospectivestudents/admissions-video.html. The transcript of the video

is available in Appendix III.13.1.   Web links to individual degree programs is made available to

students from the video as well as from several sites within the Clemson web pages for

prospective students. Students are able to explore each program of study, examine the courses

required, review requirements for graduation, investigate the faculty in the department, and

identify special activities sponsored by the department for undergraduate students. For instance,

in Economics, students can find a description of the following programs for upper classmen.

What special activities does the economics department offer its students?

Every spring we offer a Senior Seminar in Public Policy, a capstone course

that allows students to apply what they have learned in other courses toward a

comprehensive analysis of a current public-policy issue. The course includes a trip

to Washington, DC, during which members of the class meet with a variety of

policy-makers and analysts in the executive and legislative branches of the federal

government as well as economists affiliated with the Federal Reserve System or

independent "think tanks".

All junior and senior majors are the department's guests at a banquet

honoring that year's Harris Distinguished Visiting Professor of Economics. The

Harris Professorship, endowed by a gift from the family of John Harris '74, brings

an eminent scholar to campus for the purpose of interacting with undergraduates in

and out of class. The list of previous Harris Professors is a distinguished one that

includes three past presidents and several vice presidents of the American

Economic Association, three members of the National Academy of Sciences, a

former Director of the U.S. Office of Management and Budget, a former member of the Council of Economic Advisors, and a recipient of the Nobel Memorial Prize in Economics.

In addition, the Undergraduate Announcements is available online and in print. All undergraduate degree programs are provided in detail in the document. In addition, general education requirements, graduate requirements, and individual course descriptions are provided in the Undergraduate Announcements.

The Graduate School has selected printed materials, but promotes the use of the web-based recruiting. Appendix III.13.2 provides a list of all recruiting documents for graduate programs. To assist the review committee, a sample of one graduate recruiting document per college is found in the appendix as examples. Detailed information about graduate programs is found in the printed and web-based version of the Graduate Announcements.

14.   The institution is in compliance with its program responsibilities under Title IV of the *1998 Higher Education Amendments*. (***Federal Requirement 4.7***) The institution audits financial aid programs as required by federal and state regulations. ***(Comprehensive Standard 3.10.3)***

 _X__ Compliance   ___ Non-Compliance

Narrative:

Clemson University's Office of Student Financial Aid coordinates all financial aid awarded through the institution to Clemson students. Financial aid opportunities at Clemson include scholarships, grants, loans, and work-study employment. Scholarships are awarded on academic performance and other criteria. Need-based scholarships, grants, subsidized loans and work-study employment are awarded based on financial need as defined by the Free Application for Federal Student Aid (FAFSA).

Scholarships and Awards Committee's Policies and Procedures

The purpose of the Scholarships and Awards Committee is to set general University policies that govern University funded scholarships and grants. The Committee also serves as the appeal board for the loss of academic scholarships as well as athletic grants-in-aid.

Internal auditors found that the Policies and Procedures Manual was somewhat dated. There have been no changes to general policies in several years. The auditors recommended that the manual be reviewed to revise some outdated terminology. Most of this has occurred, and this did not present any changes to existing policies.

The policy does not specifically address standard committee rules regarding proxy voting, definition of a quorum, and procedures handling a tie vote. The auditors also recommended removing information in the manual dealing with specific awards, and converting them to stand alone documents. Draft polices are currently being crafted for the Committee to

consider at the next called meeting, which should occur prior to the end of the Spring 2009 semester.

<u>Federal and State Regulations</u>

Federal law requires that institutions participating in federal student financial aid programs must have annual compliance and financial audits performed by an independent auditor. Non-federal entities, such as Clemson University, are audited under the Single Audit Act. The South Carolina State Auditor's Office performs these audits and submits copies of the reports to appropriate agencies. Members of the State Auditor's staff conduct on-site audits when Clemson's financial aid programs appear in the State Auditor's audit sample. Please refer to copies of OMB Circular A-133 Reports for the year ended June 30, 2008 (Appendix III. 14. 1) and KPMG Audit Report for the year ended June 30, 2007 (Appendix III. 14. 2).

Clemson participates in three financial aid programs administered through the South Carolina Commission on Higher Education: Palmetto Fellows Scholarships, South Carolina Need-Based Grants, and LIFE Scholarships. State regulations give oversight responsibility of these programs to the Commission. Appendix III. 14. 3 provides a copy of Clemson's response to the Audit conducted for 2004-05.

In addition to the audits referenced above, the Clemson University Office of Internal Auditing performs, on at least a biennial basis, compliance reviews of various financial aid awards. The Internal Audit reports for 2005-06 and 2007-08 are found in Appendices III. 14. 4 and III. 14. 5.

Further, Internal Auditing assists external auditors, who perform the University's annual financial statement audit, by sending yearly confirmations on a sample of Federal Perkins Loan Program awards. Based on the audits and compliance reviews described above, the University

annually certifies its compliance with federal student loan program regulations. Appendix III. 14. 6 is a copy of the University's Program Participation Agreement for continued participation in any Title IV, HEA Program.

In addition, Clemson was approved in July 2008 for the TEACH Grant Program. A copy of the approval letter is found in Appendix III. 14. 7.

One notable highlight of the student loan program is Clemson's low default rate. (Table III. 14. 1) Clemson University has participated in the U.S. Department of Education's "Experimental Sites" initiative where alternative processes to certain regulated activities is allowed. One such area is entrance loan counseling for first-time borrowers. Instead of providing entrance counseling as specified by regulations, we take a different approached. Based on our cohort default rates, we have been successful as our default rates are much less than state and national averages.

Table III. 14. 1 Default Rates

2002-03	0.80%
2003-04	0.81%
2004-05	1.40%
2005-06	0.40%
2006-07	0.70%

Since our previous Reaffirmation Visit, the Financial Aid office received a Certificate of Appreciation from the Department of Education, Atlanta Case Management Team for our commitment to the Federal Student Financial Assistance Programs. (Appendix III. 14. 8).

LIST OF APPENDICES-Volumes I and II