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Fiscal Year 2013-14 Accountability Report

SUBMISSION FORM

AGENCY MISSION	<p>Clemson University was established to fulfill our founder's vision of "a high seminary of learning" to develop "the material resources of the State" for the people of South Carolina. Nurtured by an abiding land grant commitment, Clemson has emerged as a research university with a global vision. Our primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times. The foundation of this mission is the generation, preservation, communication, and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision-making, healthy and ethical lifestyles, and tolerance and respect for others. Our distinctive character is shaped by a legacy of service, collaboration, and fellowship forged from and renewed by the spirit of Thomas Green Clemson's covenant.</p>
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Please identify your agency's preferred contacts for this year's accountability report.

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I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	
(TYPE/PRINT NAME):	James P. Clements, PhD, President

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BOARD/CMSN CHAIR (SIGN/DATE):	
(TYPE/PRINT NAME):	David H. Wilkins, Chairman

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AGENCY’S DISCUSSION AND ANALYSIS

The 2013-14 fiscal year has been one of great change at Clemson University. President James F. Barker retired as of December 2013. President Barker served for 14 years in the leadership role at Clemson. During James F. Barker’s presidency, Clemson has added more than 48,000 alumni, set records for student SAT scores, retention and graduation rates, launched the Academic Success Center and raised more than \$1 billion in private funding since 1999. Research expenditures surpassed the \$100 million a year mark, and more than 1,400,000 square feet of space has been constructed or renovated, including projects on and off campus. (3.1.7, 3.1.8, 3.1.9)

Clemson also launched major economic development initiatives, including the Clemson University International Center for Automotive Research in Greenville, the Clemson University Restoration Institute in North Charleston and the Advanced Materials Center in Anderson County. (3.1.8, 3.1.9)

President Barker also led Clemson through a period of deep state funding cuts, reducing administrative and staff positions by nearly 12 percent without layoffs. According to metrics established by Bain & Co. Financial Services, Clemson is financially healthier today than before the recession.

Under president Barker’s leadership, Clemson University entered the top-25 ranking of public universities, according to the US News and World Report rankings. Additionally, Clemson ranks eighth among “up-and-coming schools” that have made “the most promising and innovative changes in academics, faculty, students, campus or facilities.”

The university also is recognized for “writing in the disciplines.” This recognition highlights outstanding academic programs commonly linked to student success. Clemson consistently receives recognition for making writing a priority at all levels of instruction and across the curriculum. Clemson is identified as

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one of 11 colleges and universities in the nation that make writing a priority across all disciplines.

Among national public universities, Clemson is 31st in best undergraduate engineering programs and 50th in best undergraduate business programs. Other distinctions include being ranked #7 for efficiency of operation by US News, #7 for return on investment from SmartMoney.com, and a Top 5 national ranking for high-performance computing systems for public universities. (4.1.4, 6.1.2)

James P. Clements was inaugurated as the 15th President of Clemson University on May 9th, 2014. In his initial report to the Board of Trustees, President Clements laid out his priorities for the University:

First — my number one priority is to recruit outstanding leaders to fill the key positions that are currently vacant or filled on an interim basis. Even if we have very capable and effective interim appointments – and we do – there is a sense of uncertainty about long-term planning and direction until we have permanent leaders in place. I am finalizing a search committee to begin the search for a permanent Provost.

As you know, we will soon have another major leadership hole to fill when John Kelly assumes his new post as president of Florida Atlantic University (Vice-President for Economic Development). I have spent the past few weeks gathering information related to our Economic Development efforts to help determine the next steps regarding Economic Development and PSA – both of which are very important parts of the university.

We need to continue to build Clemson’s national reputation by hiring some high caliber of leaders. We want nothing but A players who think BIG, who understand the importance of collaboration and can also act with a sense of urgency.

Second — I’m doing a lot of **listening and learning** as I meet with groups on campus, tour off-campus facilities and visit with legislators, alumni, business leaders and colleagues around the State.

Third — I’ve been studying and assessing the 2020 Road Map.

In regard to President Clements’ first priority, the position of Vice-President for Economic Development, which also oversaw PSA, was divided into two separate vice presidencies: Vice President for Economic Development and Vice President for Public Service and Agriculture. Dr. John Ballato appointed Vice President for Economic Development and Dr. George Askew Vice President for Public Service and

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Agriculture. There were searches for candidates to fill other important University positions such as: Dean of the Graduate School, Dean of the College of Business and Behavioral Science, and Dean of the Eugene T. Moore School of Education. George J. Petersen of Thousand Oaks, California, a leader in academia for the past 24 years, was named the founding dean of the Eugene T. Moore School of Education at Clemson University. A thorough search was conducted to fill the position of Executive Vice President for Academic Affairs and Provost. Three outstanding finalists were chosen to interview on Campus. Dr. Robert H. Jones (a Clemson alumnus) of West Virginia University was chosen to fill the position of Executive Vice President for Academic Affairs and Provost. (3.1.6)

Architectural Digest magazine named Lee III, the new Thomas Phifer-designed expansion of Lee Hall, “one of the best in new university architecture around the world.” Nine buildings were so named. Lee Hall is home to Clemson disciplines in architecture, art, city and regional planning, construction science and management and landscape architecture. The publication called Lee III a “light-filled glass-and-steel edifice that plays counterpoint to the campus’s more traditional brick structures.” And “Soaring ceilings, broad windows, and oculi join forces here to create a luminous studio and instruction space.”

The 56,000-square-foot Lee III expansion was dedicated in 2012. In keeping with Clemson’s focus on sustainability, Lee III is zero-energy ready and features a 30,000-square-foot roof garden, 53 external and internal skylights, 42 geothermal wells and natural ventilation technology. Whenever possible, construction materials were chosen for their proximity to Clemson and for their sustainable methods of manufacture.

Lee III has won several national awards, including an award for design achievement from the American Institute of Architects in 2013 and LEED Gold certification by the U.S. Green Building Council in 2011. (5.1.1, 5.1.3)

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Fall 2013 marked the third year the ETS Proficiency Profile was administered to all incoming first-time freshmen. This test measures critical thinking, communication, and mathematical, humanities, natural science, and social science skills. The data obtained from the Proficiency Profile forms the basis of the Clemson Educational Profile (CEP) database. The CEP integrates multiple sources of data about individual student performance. The University plans to begin testing all seniors with the Proficiency Profile in Spring 2015 (currently a 1/3 sample is used). This will permit, through the CEP, a longitudinal tracking a student’s academic career at Clemson. The CEP will permit a deep insight into individual student performance that will permit Clemson to be even more proactive in providing the best educational experience. (1.1.8)

Part of Clemson’s proactive approach to improving its academic mission is the success of the Clemson Thinks² (CT²) program. CT², inaugurated as part of the 2013 reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), is a series of sophomore-level courses designed to develop critical thinking skills. Thirty one sections of CT² were taught in 17 different disciplines Fall 2013 and Spring 2014. Nearly 900 students participated in CT² in the 2013-14 academic year.

Clemson Thinks² is designed not only to benefit students but to also be a powerful faculty professional skills development program. An important element of CT² is the CT² Faculty Institute. This is an intensive, five-day program to train faculty in critical thinking concepts and pedagogy. The Faculty Institute does not end with the five day summer session but continues throughout the year with monthly meetings. Thus CT² has been a success both as academic and faculty development program. (1.1.4)

These are many ways that Clemson faculty and students are tackling some of the greatest challenges facing our state and our nation. The U.S. Department of Energy recently announced that Clemson was

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1 of only 20 universities in the country chosen to compete in the 2015 Solar Decathlon. Students from multiple departments will design & build a solar-powered house in competition with schools like Stanford, Texas, and Yale. (1.1.7, 2.1.1, 6.1.2)

The Clemson University [Bioengineering](#) and Packaging Science faculty are working with Innegra Technologies of Greenville and B&W Fiber Glass of North Carolina to develop new composite materials that could make safer helmets for football players and other athletes in other contact sports. (3.1.8, 3.1.9)

The Creative Inquiry program (CI) is one of Clemson University’s great success stories. CI teams are not only a classroom experience but reach out to the “real world” Students take on problems that spring from their own curiosity, from a professor's challenge or from the pressing needs of the world around them. Team-based investigations are led by a faculty mentor and typically span two to four semesters. Students take ownership of their projects and take the risks necessary to solve problems and get answers.

Topics for CI are boundless. Students often find themselves presenting their work at national conferences, fielding questions from professionals. This invaluable experience produces exceptional graduates. Our Creative Inquiry participants develop critical thinking skills, learn to solve problems as a team and hone their communication and presentation skills. For example, one Creative Inquiry student team is developing low-cost medical devices to improve health care in Third World nations. This work may also translate into lower costs for health care in South Carolina. In the 2013-14 academic year, there were 519 CI teams with 3439 students enrolled. (1.1.7, 2.1.1)

Another example of Clemson University’s involvement in society-at-large is the new Energy Innovation Center in North Charleston. Clemson partnered with Duke Energy, SCANA, SCE&G, Santee Cooper

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and other South Carolina companies to create a public-private partnership that will benefit research higher education and workforce development. (3.1.8, 3.1.9)

The National Survey of Student Engagement (NSSE) is an annual internationally conducted survey of student engagement. Clemson University has participated in NSSE annually for the past 11 years. One of the most telling measures of student satisfaction with the education they received at Clemson University are NSSE questions 18 and 19. Question 18 asks: "How would you evaluate your overall educational experience at this institution?" Ninety five percent of Clemson seniors answered good or excellent – substantially above the average for Carnegie class peer institutions. NSSE question 19 asks: "If you could start over again, would you go to the same institution you are now attending?" Ninety two percent of Clemson seniors answered probably or definitely.

The 2013-14 fiscal year has been eventful for Clemson. Building on our strengths, accomplishments, and leadership promises an exciting and productive 2014-15 for Clemson University.

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Line No.	OBJECTIVES	PROGRESS	Accountability	BASELINE 2009-10
1	Improve student quality and performance.			
1a	Enroll a top-15 undergraduate freshman class.	1566 Honors applications submitted, up 22.3% from fall 2013. Of the 14 newly enrolled Clemson National Scholars: <ul style="list-style-type: none"> • Average SAT is 1496 • Average high school class rank is top .8% (13 of 14 ranked as No. 1 in their graduating classes) • Accepted to 16 <i>U.S. News</i> top-20 private universities; and 19 <i>U.S. News</i> top-20 public schools • Collectively declined more than 20 full tuition and fees scholarships, comparable to the NSP. • For the first time, 100% of in-state students accepted University's offer (9 of 9) 	↑	<i>U.S. News & World Report</i> Ranking Criteria National Student Selectivity Rank: 74
1b	Increase undergraduate student applications in focus areas by 20%.	Applications received to date in focus areas total 8,346.	↑	Total applications in focus areas: 7,450
1c	Meet objectives of the diversity plan for students.	NSSE 2013: Students report (often to very often) discussions with others different from them by: Race: freshmen 64%, seniors 68%; Economic background: freshmen 74%, seniors 73%; Religious beliefs: freshmen 68%, seniors 70%; Political views: freshmen 73%, seniors 76%. CONNECTIONS Peer Mentoring Program experienced a freshman to sophomore retention rate of 94.9%. Participation increased by 44%, 39 to 89 mentees, for 2013-14. Eleven Peer Dialogue Facilitators facilitated 177 dialogues for 4,200 new and transfer students for the Fall 2013 New Student Dialogue requirement.	↑	Undergraduate = 11.4% minority, 7.2% African-American Graduate = 11% minority, 5.1% African-American Overall = 11.4% minority, 7% African-American
1d	Increase Critical Thinking, Writing and Mathematics proficiency scores from freshman to senior year as measured	Testing seniors during March and April.	↔	Difference between freshman and senior proficiency scores: Critical Thinking, 9%, Writing Level 3, 3%, Mathematics Level 3, 14%

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	by the ETS Proficiency Profile.			
1e	Increase the number and quality of doctoral students in focus areas by 30%.	Graduate applications are up 1.5% from last year.	↑	980 PhD students in focus areas
1f	Increase the number of nationally competitive awards received by undergraduate and graduate students, including two Rhodes Scholars.	John Farmer, Mary Katherine Showers and Brittany Avin awarded Barry M. Goldwater Scholarships. Brenden Roberts, Astronaut Scholarship. Chrissie Schalkoff, Fulbright Scholarship. Savannah Mozingo, Killam Fellowship. Scott Cole, Kate Gasparro, Melissa Gende, Devin Gordon, Lauren Harroff, Julie Robinson, National Science Foundation Graduate Research Fellowship. Kate Gasparro, Rhodes Scholarship. Melissa Moore, Truman Scholarship. Jessica Lau, National Institutes of Health Oxford-Cambridge Scholars Program.	↑	1 Fulbright Scholar 9 NSF Fellows (5 Honorable Mentions) 4 Goldwater Scholars
1g	Increase the number of undergraduate and graduate students presenting papers/posters at national meetings.	CU-ICAR team exhibited to BMW associates at BMW's Research and Development Center in Munich, Germany, a 2-day display of research and collaboration, including Deep Orange 4.	↑	64 Professional Enrichment Grants awarded by Graduate Student Government 184 undergraduate students presented CI projects
1h	Monitor graduating students' employment, continued education and other indicators of success.	Amanda Hobbs received the Lewis Blackman Patient Safety Champions Student Award at the annual Transforming Health Symposium sponsored by the S.C. Hospital Association. Valerie Pezzullo won first place in the MTConnect Challenge 2 for a software application that detects vibrations in metal-cutting machines. Tyler Ovington, Alex Devon and Kayla Gainey won a Lemelson-MIT "Cure it!" prize in the undergraduate category for their GlucoSense project.	↑	Of Graduates: 25% had accepted full-time jobs, 6% had offers, 28% were accepted into graduate professional schools; Average Salary: \$45,000-\$49,000; 50% remained in SC
Top-20 Quality Criteria				
1i	SAT/ACT Average	1246 (no change from 2012)	↑	1231
1j	SAT Range	1150-1340	↑	1130-1310
1k	Acceptance Rate	57%	↑	63%
1l	Top 10% of graduating class	54%	↑	45%
1m	Retention Rate	92%	↑	90.50%
1n	Graduation Rate	Overall 82.5%; Honors College 94.6%	↑	77.40%

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1o	Student Selectivity Rank	64 (improvement over 69), ranked #19 among publics	↑	74
1p	Recognition of Writing in the Disciplines	Listed as 1 of 9 publics; 1 of 21 all (public and private) U.S. schools.	↑	Recognized
1q	Financial resource ranking (among national universities)	137 (drop from 126), ranked # 73 among publics	↓	98 (national)

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Line No.	OBJECTIVES	PROGRESS	Acco untab	BASELINE 2009-10
2	Provide every student opportunities for engagement and leadership.			
2a	Double the number of students participating in Creative Inquiry (CI) and service-learning projects.	NSSE 2013: 40% of undergraduate freshman students and 50% of seniors participated in service-learning; 50% of seniors and 40% of freshman participated in community-service activities; 42% of seniors reported working with a faculty member to conduct research; 43% of freshman and 59% of seniors reported courses included service-learning.	↑	Fall 2010: 2,008 students; 275 CI teams. NSSE 2010: 13% of undergraduate freshmen students participated in service learning; 19% of seniors participated. For 2009-10, 5,000 students reported in community service activities.
2b	Increase the number of external internships and co-ops.	NSSE 2013: 66% of seniors completed internships or co-ops.	↑	NSSE: 65% of seniors completed internships or co-ops. 1,390 students enrolled in academic internships; 54 in CCINT.
2c	Increase the number of internal (campus) internships to engage 500 students annually.	NSSE 2013: 13% of freshman and 29% of seniors reported working on campus.	↑	NSSE: 23% of seniors worked on campus 6-20 hrs.
2d	Double the number of students participating in study abroad programs.	1348 students participated in study abroad (194 Fall '13, 470 Spring '14, 684 Summer '14). In 2014, 24 National Scholars participated in an NSP-coordinated study abroad in Bhutan and South Africa.	↑	2009-10: 910 students participated; NSSE: 22% of seniors had a study abroad experience.
2e	Establish or enhance two Living-Learning Communities on campus each year.	Three new LLCs opening fall 2014: FIRST, a community for first-generation college students; Moore Scholars, located in the Eugene T. Moore School of Education; Wisdom, Openness, Respect, Learning, Dialogue (WORLD) House, seeks to foster compassionate dialogue about religious, spiritual and ethical traditions from all cultures. Honors Living-Learning community added approximately 50 beds through expansion of the first floor of McCabe Hall, a collaboration with housing and based on increased student demand. The Residents in Science and Engineering (RISE) LLC program expanded from 260 to 396 by moving to Lever Hall	↑	2,388 students in First-Year Experience (FYE); 1,086 participated in 15 living-learning communities.

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		along with the Engineering and Science Academic Advising Center.		
	Top-20 Quality Criteria			
2f	Recognition of undergraduate research and creative projects	<i>U.S. News</i> recognized Clemson as one of 12 schools for senior capstone experiences and one of 19 for Writing in the Disciplines. NSSE 2013: 61% of seniors reported completing a senior culminating experience (capstone, project, etc.).	↑	
2g	Recognition living-learning communities			Recognized as one of 18
2h	Recognition of internships	<i>U.S. News</i> ranks Clemson #4 for institutions with highest percentage of graduating students with internship/co-op experience.	↑	
2i	Recognition of First-Year Experiences			
2j	Recognition of service-learning			
2k	Recognition of study abroad			In 2009, study abroad programs won the Institute of International Education Best Practices in International Education Award.
2l	Synthesized ideas or concepts from different courses when completing assignments or during class discussions.	NSSE 2013: Freshmen 59%, Seniors 80% (very often/often)	↑	NSEE 2009: Freshmen 64%, Seniors 76% (very often/often)
2m	A strong commitment to teaching.	Master of Fine Arts program ranks #12 among the nation's public institutions, according to the "Top Art Schools" ranking by GraduatePrograms.com. Clemson is ranked No. 25 in GraduateProgram.com's "Top 50 Online Graduate Programs."	↑	

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3	Recruit, retain and reward faculty and staff quality, performance and productivity.			
3a	Increase the successful completion of participants' Staff Development Programs.	Twenty-five staff members are participating in 2013-14.	↑	25 enrolled in pilot
3b	Strategically reward outstanding performance through competitive compensation measures.	Human Resources is currently analyzing faculty and staff compensation and will make recommendations for the FY 14-15 phase of the five-year Compensation Plan to Administrative Council. In FY 13-14, faculty and staff salaries were at 101% of their respective markets.	↑	≤ 40th percentile of AAUP salaries
3c	Hire 86 new faculty members with increased funding in five focus areas.	Added 65 new faculty, including 9 strategic hires. Additional 43 are allocated for FY13-14, 14 in strategic areas.	↑	430 faculty in five focus areas
3d	Meet objectives of the diversity plan for faculty and staff.	Chief Diversity Office's institutional membership with National Center for Faculty Development & Diversity supports the professional development and retention of underrepresented pre-tenure and tenured faculty post-docs and doctoral students.	↑	Instructional faculty = 15% minority, 3.4% African-American Staff = 15.6% minority, 13.9% African-American Overall = 15% minority, 10.4% African-American
3e	Increase the number of national academy members to 10.	The White House honored Clemson professor Rajendra Singh as a "Champion of Change" for his efforts to promote and expand solar deployment in the residential, commercial and industrial sectors. Clemson ranked #6 in the world by the Association for Information Systems for 2011-13 and three faculty members ranked in the top 100 researchers list: Varun Grover #1, Heshan Sun #18 and Jason Thatcher #73. Jeff Love became the first Clemson faculty member ever named as Fellow at the National Humanities Center. Barry Nocks named to the College of Fellows by the American Institute for Certified Planners.	↑	National Academy of Sciences, National Academy of Engineering (1 nominee), American Academy of Arts and Sciences (2)

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3f	Ensure talented leaders are available to manage key new initiatives.	August "Chris" Gesswein hired as director of licensing for technology transfer in the Clemson University Research Foundation. George J. Petersen named the founding dean of the Eugene T. Moore School of Education. Thomas R. "Tom" Dobbins named director of Cooperative Extension Service. Michael Weyman named deputy director of CU Regulatory Services unit, a state agency charged with safeguarding the health of South Carolina's crops, forests and landscape plants. Steven H. Crump named associate vice president and controller. Michelle Piekutowski named chief human resources officer.	↑	CU-ICAR CURI Target: Greenville, Online and Distance Education and Summer Programs
3g	Increase research expenditures by 50%.	Research expenditures = \$75.38M	↓	\$69.9M (FY10) Competitive Expenditures
3h	Continue to support economic development through job growth and capital investment in SC through innovation and research.	CU-ICAR welcomed two new campus partners, EHD and OmniSource to the Center for Emerging Technologies and Partnership Offices. Clemson University is among 12 universities nationwide that have been cited for helping drive economic growth at a time when more states are looking to their higher-education institutions to create jobs and investment according to the book, Innovation U 2.0: Reinventing University Roles in a Knowledge Economy.	↑	Target: spinoff companies, job creations, capital investments
3i	Increase government, university and industry partnerships.	CU-ICAR hosted U.S. Secretary of Commerce, Penny Pritzker, to the campus and hosted a half-day symposium on workforce development. CU-ICAR hosted more than 47 top foreign dignitaries from 19 South and Central American countries, representing government entities, industry and academia, in the inaugural America's Competitiveness Exchange on Innovation and Entrepreneurship (ACE), organized by the Departments of Commerce and State, in cooperation with the Organization of American States. Esys Automation, a leading innovator of full-service automation for manufacturers, expands its North American operations by establishing an office at CU-ICAR.	↑	Target: 10 new corporate partnerships annually
Top-20 Quality Criteria				
3j	Student/Faculty Ratio	17.6/1	↔	16/1
3k	Percent of full-time faculty	96.8%	↑	96%
3l	Faculty with terminal degrees	88%	↔	87.7%
3m	Classes under 20 students	51% Fall 2012	↔	42.7%
3n	Classes over 50 students	14% Fall 2012	↔	13%

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3o	Faculty Resource Ranking among national universities	#68, improvement over last year's 76 rank, ranked #13 among publics	↑	102
3p	Research Parks Recognitions			2009: CU-ICAR Emerging Science and Technology Park for North America and one of 5 best global practices by National Academy of Sciences

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4	Build competitive technology and information infrastructure.			
4a	Deploy new student and research information systems successfully.	<p>SIS: Successful spring registration period with no major issues. Upgrades per financial aid federal mandate changes and other functional improvements. Developing plan for implementing reports, automated processes and functional portal by June 2015 per iRoar Governance Committee directives.</p> <p>Research: InfoEd Proposal Development module configured and undergoing pilot testing during third quarter. User manual also under development. Required use of InfoEd for all proposal submissions will commence July 1, 2014. Addition of faculty workshops on using the Proposal Development module will commence in late summer/ early-fall 2014.</p>	↑	Target: June 30, 2014, for SIS; December 31, 2014, for Kuali/COEUS
4b	Enhance business system capabilities to decrease transaction costs.	<p>Clemson Catering improved billing by creating a streamlined process which expedited posting of revenues and expenses, reduced staff- time involvement and reduced accounts receivable by 68%.</p> <p>HR: Development of ACA-compliance module. Analysis and development assistance for phase two of project to synchronize identity information across all systems.</p> <p>Kronos System: Approximately halfway through a campuswide implementation of Kronos timekeeping and leave-reporting software designed to replace existing paper and mainframe-based systems.</p> <p>Financial Upgrade: The financials upgrade is approximately 64% complete, with a target goLive timeframe of December 2014. The application team is working through fit-gap analysis to determine how well the delivered product works for Clemson's business processes and procedures.</p> <p>Budget Solution: Successfully piloted the budgeting and planning solution, Hyperion, in five divisions with campuswide implementation scheduled for next budget season.</p>	↑	Using improved processes technology to reduce payroll, travel, purchasing, evaluation and other activities
4c	Increase the number and	Technology enhanced classrooms in fourth quarter of FY14 total 365, a	↑	286 classrooms

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	quality of technology-enhanced classrooms.	7% increase from FY13 (341), a 10% increase from FY12 (332), and a 27% increase from FY10 (286). This is 99% of the classrooms CCIT maintains. Fourth quarter focus included completion of Greenville ONE; Long Hall renovations; life-cycle replacements and room upgrades in Martin Hall, Serrine Hall and Barre Hall; Auditorium upgrades in Brackett Hall and Hardin Hall.		
4d	Measure the effect of high performance computing on productivity.	<p>Sponsored Research Awards:</p> <ul style="list-style-type: none"> • \$15.5M in new awards in FY14 to date to researchers engaged in Clemson’s HPC environment. In FY14, \$15.5M was awarded, a 19% increase over FY10. <p>Compute Capacity:</p> <ul style="list-style-type: none"> • 21,044 cores in FY14 to date, up 137% over FY10. <p>Diversity of Use:</p> <ul style="list-style-type: none"> • 657 researchers in FY14 to date used HPC, up 332% over FY10. • 38 departments in FY14 to date used HPC, up 100% over FY10. <p>Growth in Use:</p> <ul style="list-style-type: none"> • 100.5M HPC compute hours used to date in FY14. FY14 showed a 138% increase over FY10. • 11,463 in HPC compute years used to date in FY14. FY14 showed a 137% increase over FY10. 	↑	FY10: 8,864 High Performance Computing (HPC) cores; 152 researchers and 19 departments using HPC; 42.3 million HPC compute hours; 4,829 HPC core compute years; \$13M in new awards related to high performance computing
4e	Leverage enhanced infrastructure for partnerships and shared cloud services.	In FY14, 98 partnerships involved cloud services or development of cyberinfrastructure, a 180% increase over FY10. Anticipate expansion in FY15 with more new partnerships.	↑	35 partnerships (FY10) that involve cloud services and/or the development of cyberinfrastructure
4f	Replace 35% of paper journals collections with online or shared library resources.	The Brown Digital Resources Laboratory has been scheduled for 715 hours of training, classroom instruction and use since August 2013. The Libraries’ Institutional Repository, TigerPrints, currently hosts 4,882 items, which have been downloaded 104,813 times.	↑	3,752 print journals 45,462 e-journals
Top-20 Quality Criteria				
4g	Rank of Clemson's supercomputing technology will remain in the top 10 among public universities in the U.S.	<p>Clemson has remained within top 10 among public U.S. universities.</p> <p>Top 500 Supercomputing - November lists:</p> <ul style="list-style-type: none"> • 2013: Clemson ranks 3rd among public universities and 81st among the world’s top 500. • 2014: Ranking will be released in November. 	↑	Top 500 Supercomputing; Clemson's Data Center ranks 2nd among public universities' supercomputing sites and 90th among the world's top 500.

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5	Maintain an environment that is healthy, safe and attractive.			
5a	Enhance and build teaching, research, student life and athletic facilities.	The \$30.3M Watt Family Innovation Center and \$10M Freeman Hall addition are now under construction. Both projects should be completed by fall 2015. Construction will commence in late July for the \$8.85M expansion of the Doug Kingsmore Baseball Stadium, with substantial completion by January 2015. The \$96M Core Campus Project is in the final stages of design, with construction commencing late summer/early fall. Occupancy is planned for fall 2016.	↑	Target: \$129.3M excluding auxiliary operations, which is developing a plan including ADA compliance
5b	Address deferred maintenance.	Lowry window replacements are in progress and will be completed during the summer. The Administrative Services Building HVAC project is in progress with completion by September 2014. Systematic replacement of fan coil units will begin this summer in Rhodes, Serrine and Riggs. It is expected to take several years to replace all of the fan coil units because work will be scheduled to minimize disruption during the academic year.	↑	Target: \$7.9M/year from \$2.2M; invest \$20.2M in critical HVAC upgrades and renovations
5c	Upgrade the campus utilities infrastructure.	\$4.8M wastewater treatment plant critical maintenance project is underway for completion in early 2015. Design phase on the \$850K Ravenel District sewer lift station project is in progress. The multi-phase upgrade to the campus electrical infrastructure system to ensure ongoing compliance, safety and reliability is underway. Engineering study of the central energy facility coal boiler replacement was completed. A \$950K capacity and reliability project will proceed this summer. Submission of a coal boiler replacement capital project request will proceed for completion in summer 2015. The \$10M West Campus Energy Plant concept stage has been approved by the state and is proceeding into schematic design.	↑	Target: \$43.1M
5d	Increase consistently University enforcement of student alcohol and other drug-related incidences until the intensity and	CU ranked #26 in the country during 2012 for on-campus alcohol arrests per 1,000 students according to Rehab.com, 2013.	↑	24 DUI arrests 105 alcohol violations 53 drug arrests 14 Medical Alcohol Amnesty Program cases

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	frequency of violations are reduced.			
5e	Decrease student self-reported harms.	<p>Student self-reports CORE Survey, 2014 compared to 2013:</p> <ul style="list-style-type: none"> • Had a memory loss, 39% (same as 2013) • Missed class, 27% (decreased by 5%) • Performed poorly on test/important project, 18% (decreased by 4%) • Drove a car while under the influence, 14% (decreased by 2%) • In trouble with authorities, 9% (decreased by 1%) • Heavy episodic drinking 47% (decreased by 3%) 	↑	320 in CARE network Had a memory loss (40.8%); Missed class (34%); Performed poorly on test/important project (22%); Drove a car while under the influence (29.4%); In trouble with authorities (14%); Heavy episodic drinking (53%)
Top-20 Quality Criteria				
5f	Faculty ranking of infrastructure quality.	Brooks Center for the Performing Arts is #8 on the list of the "25 Most Amazing University Performing Arts Centers" ranked by bestvalueschools.com.	↑	Mean 3.25
5g	Facilities rank by faculty and staff.	Redfern Health Center was reaccredited by Joint Commission for three years.	↑	72% positive responses
5h	Students exercised or participated in physical fitness activities.	Approximately 200 individuals visited the Fike Athletic Training Room in the spring 2014 resulting in 810 total visits. The on-campus location and fee-free policy of the training room allowed undergraduate and graduate students the opportunity to receive injury/rehabilitative health care. Eleven club sport managers were certified in CPR/first aid/AED and completed risk management mock emergency drills. 38 fitness instructors were certified in CPR/first aid/AED and served as first responders during fitness classes at Fike Recreation Center.	↑	NSSE 2009: Seniors 75%, Freshmen 70% (very often/often)
5i	Students reported the University provided support to help "you understand yourself."	NSSE 2013: Seniors 84%, freshmen 82% (quite a bit/very much)	↑	NSEE 2009: Seniors 70%, Freshmen 70% (quite a bit/very much)

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Line No.	OBJECTIVES	PROGRESS	Account ability	BASELINE 2009-2010
6	Increase the reputation of the University: state, national and international.			
6a	Successfully complete our current capital campaign.	The Will To Lead campaign surpassed \$800M goal for this quarter with gifts including \$1.08M from Joe and Gretchen Erwin in support of the Erwin Center for the Study of Advertising and Communication and for need-based scholarships; \$250,000 from Ray and Linda Cash in support of athletics capital facilities; \$3M from Haworth for products and research for the Watt Family Innovation Center.	↑	New Target: \$1 billion
6b	Enhance and publicize state, national and international accomplishments by faculty, staff and students.	Kelly Caine has been named to the Freedom of the Press Foundation Tech Advisory Board. Forestry Club placed second out of 15 university teams and finished in the top three in nine individual events at the 57th annual Association of Southern Forestry Clubs Forestry Conclave hosted by Virginia Tech. Leidy Klotz and Steven V. Miller are included on NerdScholar's inaugural "40 Under 40: Professors Who Inspire" list that celebrates young teachers and the contributions they have made to their respective schools. Jane Clark Lindle received the 2014 Distinguished Faculty Achievement Award in Research from the American Educational Research Association's Learning and Teaching in Educational Leadership Special Interest Group. Charles Duke received the Lifetime Achievement Award from the Marketing Educators Association. Jim Bottum named co-chairman of the Internet2 Program Advisory Group for High Performance and Research Computing. Carson Barefoot and Michael Griffo awarded scholarships from the South Carolina Forestry Association for their high academic achievement and leadership potential in the forestry sciences. Christian Bright received "All American Official" honor, given to the top-10 flag football officials in the country, the first time any student official from Clemson has received this honor. He recently officiated at the NIRSA Championship Series (NCS) National Flag Football tournament at the University of West Florida. Chris Cox elected as Director of the South Carolina Intramural Recreation Sports Association. Dave Frock served as chair of the Outstanding Facility Award National Committee for NIRSA. Zoran Filipi organized the 2014 International High Efficiency IC Engine Symposium in Detroit under the auspices of the Society of Automotive Engineers. Alumnus Jay Steele credited in the Disney motion picture "Frozen," which won an Academy award in spring. Steele, a senior software engineer at Walt Disney Animation Studios in Los Angeles, is the second Clemson alumnus to receive recognition for work on this film. Rajendra Singh received the 2014 SPIE Technology Achievement Award. Sue Whorton was named director of Clemson's Academic Success Center. Paula Agudelo received the Syngenta Crop Protection Award for research excellence in the field of nematology. Clemson received the Government Finance Officers Certificate of Achievement for Excellence in Financial Reporting for the FY 2013 Comprehensive Annual Financial Report (CAFR) by the GFOA. Clemson has earned this recognition for		

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		21 consecutive years.		
6c	While maintaining full compliance and academic progress/graduate success rates above the ACC/SEC mean, field nationally competitive teams—as measured by top-25 national rankings, NCAA tournament participation to include national, ACC division and conference championships.	54 student-athletes and support staff earned degrees at spring Commencement, and student-athletes combined for a 2.9 GPR during the spring semester. A total of 226 athletes (more than 53%) posted at least a 3.0, with 42 recorded 4.0 averages for the spring. Each of Clemson’s athletic programs exceeded the NCAA baseline Academic Progress Rate (APR) thresholds for the 2012-13 year (the most recent data available), with the football team ranked among the top 10% of all FBS programs. Clemson football is one of only five FBS programs ranked in the top 10% each of the last four years and is the only program nationally to finish each of the last three seasons in the top 25 of both the on-field polls and top 10 percent of APR scores. Women’s tennis earned a share of the ACC regular-season title, and head coach Nancy Harris was named ACC Coach of the Year. They hosted the first two rounds of the NCAA Tournament, advancing to the Sweet 16 for the ninth time in 11 seasons. Women’s golf, playing in its inaugural season, advanced to NCAA regionals. Men’s golf earned a 33rd straight bid to NCAA postseason play, coming agonizingly close to advancing to the NCAA finals, missing the cut by only two strokes. Men’s tennis advanced to the second round of the NCAA championship. Baseball advanced to the NCAA tournament for the 27th time in 28 years, while track and field sent eight athletes to the finals of the NCAA outdoor championships.		
	Top-20 Quality Criteria			
6d	Academic Reputation	3.1, same as previous year	↔	3.2
6e	Ranked academic departments	2015 graduate ranking among publics/national (USNWR): MBA 39/68; education 62/81; overall engineering 42/71 (bioengineering 17/34; industrial 23/32; environmental 24/40; biological/agricultural 27/28; materials 31/49; electrical 32/58; mechanical 33/57; civil 35/53; chemical 37/57; computer 39/63; computer science 49/82; chemistry 51/84; mathematics 62/95; physics 68/111)	↓	11
6f	Guidance Counselors	4.0, improvement from 3.8, ranked #16 among publics	↑	3.9
6g	Overall ranking among national public universities	21	↑	23
6h	Up and Comers	#8 of 23	↔	Ranked 9th overall; 7th among public universities
6i	Alumni participation rate	Rank 27th, ranked #4 among publics	↓	28%, third highest among publics

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6j	Athletic teams ranking in the top 25	Eight programs finished 2012-13 season with top-25 national ranking: women's indoor track & field (6th), football (9th), women's outdoor track & field (9th), women's tennis (13th), rowing (18th), men's tennis (21st), men's indoor track & field (25th) and baseball (25th).	↑	Eight of 19 teams finished with top-25 national rankings: Women's Indoor Track (7), Baseball (8), Women's Tennis (11), Rowing (15), Golf (16), Women's Track (18), Football (24) and Men's Swimming (25).
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Source of data for top-20 quality criteria:

Collaborative on Academic Careers in Higher Education (COACHE), Core Alcohol and Drug Student Survey, Educational Benchmarking Inc. (EBI) Housing Survey, ETS Proficiency Profile, Great Colleges to Work For – Chronicle Survey, National Survey of Student Engagement (NSSE), NCAA Rankings and Data Comparisons, Student Satisfaction Inventory and U.S. News & World Report

Baseline: 2009-10 annual reports or FY2010 serve as the baseline. Arrows compare current progress to 2012-13 data rather than baseline data.

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OUTCOMES FROM DIVESTMENTS, NEW REVENUE and DISCOVERY & COST SAVING INITIATIVES

Objectives (in millions)	FY 2014 Target	
	Recurring	Nonrecurring
1. Divestments and Cost Saving	\$4.8	\$-
Progress to date		
Cut divisional budgets (divest) by \$4.8M. Reallocated to fund FY 2014 priorities (invest) in University's 2020 Plan. The 2020 Plan will enhance student engagement, improve IT infrastructure, address critical deferred maintenance and improvement of physical assets, and critical faculty hires.	\$4.8	
Total internal reallocations of \$1.0M were reinvested within College of Agriculture, Forestry and Life Sciences to fund faculty and staff positions.	\$1.0	
Remaining Target (Over)/Under	(\$1.0)	\$-
Accountability Indicator	v	=

2. New Revenue	\$	\$7.4
Progress to date		
YTD revenue generation is at \$5.5M primarily due to increases in online and distance education and computer testing services.	\$5.5	
CURI Graduate Education Center Gift		\$3.0
CURI Gifts		\$.7
Barnes Center Gifts		\$1.0
Watt Innovation Center Gift		\$4.5
Remaining Target	(\$5.5)	(\$1.8)
Accountability Indicator	NA	NA

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Strategic Planning Template

Type	Goal	Strat	Item # Object	Description
G	1			Improve Student Quality and Performance
S		1.1		Increase admissions selectivity, improve retention and graduation rates.
O		1.1.1		<i>Enroll a top-15 undergraduate freshman class.</i>
O		1.1.2		<i>Increase undergraduate student applications in focus areas by 20%</i>
O		1.1.3		<i>Meet objectives of the diversity plan for students.</i>
O		1.1.4		<i>Increase Critical Thinking, Writing, and Mathematics proficiency scores from freshman to senior year as measured by the ETS Proficiency Profile.</i>
O		1.1.5		<i>Increase the number and quality of doctoral students in focus areas by 30%</i>
O		1.1.6		<i>Increase the number of nationally competitive awards received by undergraduate and graduate students, including two Rhodes Scholars.</i>
O		1.1.7		<i>Increase the number of undergraduate and graduate students presenting papers/posters at national meetings.</i>
O		1.1.8		<i>Monitor graduating students' employment, continued education, and other indicators of success.</i>
G	2			Provide every student opportunities for engagement and leadership.
S		2.1		Increase student engagement and improve student opportunities for undergraduate research and service-learning.
O		2.1.1		<i>Double the number of students participating in Creative Inquiry (CI) and service-learning projects.</i>
O		2.1.2		<i>Increase the number of external internships and co-ops.</i>
O		2.1.3		<i>Increase the number of internal (campus) internships to engage 500 students annually.</i>
O		2.1.4		<i>Double the number of students participating in study abroad programs.</i>
O		2.1.5		<i>Establish or enhance two living-learning communities on campus each year.</i>
G	3			Recruit, retain, and reward faculty and staff quality, performance, and productivity.
S		3.1		Increase professional development opportunities and recognition for faculty and staff.
O		3.1.1		<i>Increase the successful completion of participants' Staff Development Programs.</i>
O		3.1.2		<i>Strategically reward outstanding performance through competitive compensation measures.</i>
O		3.1.3		<i>Hire 86 new faculty members with increased funding in five focus areas</i>
O		3.1.4		<i>Meet the objectives of the diversity plan for faculty and staff</i>
O		3.1.5		<i>Increase the number of national academy members to 10.</i>
O		3.1.6		<i>Ensure talented leaders are available to manage key new initiatives</i>
O		3.1.7		<i>Increase research expenditures by 50%.</i>
O		3.1.8		<i>Continue to support economic development through job growth and capital investment in S.C. through innovation and research.</i>
O		3.1.9		<i>Increase government, university, and industry partnerships.</i>
G	4			Build competitive technology and information infrastructure.
S		4.1		Increase technological infrastructure to improve academic, administrative, and research functions.
O		4.1.1		<i>Deploy new student and research information systems successfully.</i>
O		4.1.2		<i>Enhance business system capabilities to decrease transaction costs.</i>
O		4.1.3		<i>Increase the number and quality of technology-enhanced classrooms.</i>
O		4.1.4		<i>Measure the effect of high-performance computing on productivity.</i>
O		4.1.5		<i>Leverage enhanced infra structure for partnerships and shared cloud services.</i>
O		4.1.6		<i>Replace 35% of paper journals collections with online or shared library resources.</i>
G	5			Maintain an environment that is healthy, safe, and attractive.
S		5.1		Improve quality of University facilities and provide a safe and stimulating environment for students.

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Strategic Planning Template

Type	Item #			Description
	Goal	Strat	Object	
O			5.1.1	<i>Enhance and build teaching, research, student life, and athletic facilities.</i>
O			5.1.2	<i>Address deferred maintenance.</i>
O			5.1.3	<i>Upgrade the campus utilities infrastructure.</i>
O			5.1.4	<i>Increase consistently University enforcement of student alcohol and other drug-related incidences until the intensity and frequency of violations are reduced.</i>
O			5.1.5	<i>Decrease student self reported harms.</i>
G	6			Increase the reputation of the University: state national, and international.
S	6.1			Enhance reputation of Clemson University by promoting academic, scholarly, and athletic successes.
O			6.1.1	<i>Successfully complete our current capital campaign.</i>
O			6.1.2	<i>Enhance and publicize state, national, and international accomplishments by faculty, staff, and students.</i>
O			6.1.3	<i>While maintaining full compliance and academic progress/graduate success rates above the ACC/SEC mean, field nationally competitive teams - as measured by top-25 national rankings, NCAA tournament participation to include national, ACC division and conference championships.</i>

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability*	Reporting Freq.	Calculation Method	Associated Objective(s)
1	NSSE Question 18: "How would you evaluate your overall educational experience at this institution?" Clemson seniors answering excellent or good:	93%	95%	100%	July 1 - June 30	National Survey of Student Engagement (NSSE)	annually		1.1.1-1.1.8
2	NSSE question 19: "If you could start over again, would you go to the same institution you are now attending?" clemson seniors answering definitely or probably.	93%	92%	100%	July 1 - June 30	National Survey of Student Engagement (NSSE)	annually		1.1.1-1.1.8
3	NSSE question 8a: "During the current school year, about how often have you had discussions with people from the following groups: People of a race or ethnicity other than your own." Clemson seniors answering very often or often.	64%	64%	100%	July 1 - June 30	National Survey of Student Engagement (NSSE)	annually		1.1.3
4	ETS Proficiency Profile performance: Freshmen (Critical Thinking)	115.16	115.38	118	July 1 - June 30	ETS Proficiency Profile	annually		1.1.4
5	ETS Proficiency Profile performance: Seniors (Critical Thinking)	115.11	114.06	118	July 1 - June 30	ETS Proficiency Profile	annually		1.1.4
6	SAT/ACT Average of incoming freshman class:	1246	1246	1280	July 1 - June 30	Admissions Office	annually		1.1.1
7	SAT range of incoming freshmen	1130-1310	1150-1340		July 1 - June 30	Admissions Office	annually		1.1.1
8	Acceptance Rate for incoming freshmen	63%	57%		July 1 - June 30	Admissions Office	annually		1.1.1
9	Top 10 of high-school graduating class	45%	54%		July 1 - June 30	Admissions Office	annually		1.1.1
10	Retention Rate (freshman to sophomore)	91%	92.00%		July 1 - June 30	Admissions Office	annually		1.1.8
11	Graduation Rate Overall	77.40%	82.50%		July 1 - June 30	CU Institutional Research (IR)	annually		1.1.8
12	Student Selectivity Rank	74%	64% (improvement)		July 1 - June 30	IR	annually		1.1.1
13	Increase undergraduate student applications in focus areas by 20%	7,450 applications received in focus areas	8,346 applications received in focus areas		July 1 - June 30	Admissions Office	annually		1.1.2
14	Increase the number and quality of doctoral students in focus areas by 30%	980 Ph.D. students in focus areas	Graduate applications are up 1.5% from last year		July 1 - June 30	Graduate Admissions	annually		1.1.5
15	Increase number of sections of Clemson Thinks2	20 (Spring 2014)	36 (Fall 2014)	80 sections Fall 2014, Spring 2015, Summer 2015	July 1 - June 30	Clemson Thinks2 assessment report	annually		1.1.4, 1.1.7, 2.1.1
16	Increase number of students participating in Clemson Thinks2	479 (Spring 2014)	1090 (Fall 2014)		July 1 - June 30	Clemson Thinks2 assessment report	annually		1.1.4, 1.1.7, 2.1.1
17	US News and World Report Ranking (Public Universities)	23	21 (#20: 2014)		July 1 - June 30	US News and World Report	annually		6.1.2
18	Student to Faculty Ratio	17.8 : 1	17.7 : 1		July 1 - June 30	US News and World Report	annually		6.1.2
19	Baccalaureate Degrees Awarded	3449 (2012)	3755 (2013)		July 1 - June 30	IR Fact Book	annually		1.1.1., 1.1.2, 1.1.8
20	Master's degrees Awarded	1120 (2012)	1160 (2013)		July 1 - June 30	IR Fact Book	annually		1.1.8
21	Doctoral Degrees Awarded	208 (2012)	211 (2013)		July 1 - June 30	IR Fact Book	annually		1.1.5, 1.1.8
22	Percentage of Faculty with Terminal Degrees	86%	87%		July 1 - June 30	IR Fact Book	annually		
23	First Time Freshmen with Scholarships	99%	99%		July 1 - June 30	IR, Admissions, Financial Aid	annually		1.1.1, 1.1.2

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability*	Reporting Freq.	Calculation Method	Associated Objective(s)
24	First Time Freshmen with State Scholarships	99%	99%		July 1 - June 30	IR, Admissions, Financial Aid	annually		1.1.1, 1.1.2
25	LIFE Scholarship Retention	72.70%	72.30%		July 1 - June 30	IR, Admissions, Financial Aid	annually		1.1.1, 1.1.2
26	Palmetto fellows Recipients (freshmen, sophomores, juniors)	1604	1715		July 1 - June 30	IR, Admissions, Financial Aid	annually		1.1.1, 1.1.2
27	Percent of Classes with Under 20 Students	51.60%	51.10%		July 1 - June 30	IR	annually		1.1.1, 1.1.2, 1.1.4, 1.1.8
28	Students Enrolled in Creative Inquiry	3559	3439	3054 for 2013-14	July 1 - June 30	IR	annually		2.1.1
29	Creative Inquiry Teams	509	519		July 1 - June 30	IR	annually		2.1.1
30	University Professional Internship and Co-Op Program (UPIC)	233	489		July 1 - June 30	IR	annually		2.1.3
31	Living-Learning Communities	1505	1548		July 1 - June 30	IR	annually		2.1.5
32	Engagement Council Report:		Approximately 62% of Clemson Undergraduates participated in course-based engagement activities (first year measured 12-13)		July 1 - June 30	IR, Office for Institutional Assessment (OIA), Creative Inquiry (CI)	annually		2.1.1
32	Faculty Participating in Clemson Thinks2 Faculty Institute	32 (2013)	36 (Fall 2014)		July 1 - June 30	Clemson Thinks2 assessment report	annually		3.1.2, 3.1.6
33	Reported Community Service and Volunteer Work: Freshmen	44%	40%		July 1 - June 30	Student Affairs	annually		2.1.1
34	Reported Community Service and Volunteer Work: Seniors	77%	50%		July 1 - June 30	Student Affairs	annually		2.1.1
35	Study Abroad Participants	1132	1348		July 1 - June 30	Global Engagement	annually		2.1.4
36	Compensate Faculty Competitively	86% of market	111% of market		July 1 - June 30	CU Human Resources (HR)	annually		3.1.2, 3.1.6
37	Strategic Faculty Hires: Adjustment Hires to Support Teaching Needs (Tenure Track)	35	20		July 1 - June 30	HR	annually		3.1.3
38	Strategic Faculty Hires: Adjustment Hires to Support Research Needs (Tenure Track)	9	0		July 1 - June 30	HR	annually		3.1.3
39	Strategic Faculty Hires: Adjustment Hires to Support Research Needs (Post-Docs)	0	34		July 1 - June 30	HR	annually		3.1.3
40	Increase Research Expenditures	\$69.9M	\$75.38M		July 1 - June 30	Office of the Vice-President for Research (OVPR)	annually		3.1.7
41	Number and quality of technology-enhanced classrooms	341 (FY13)	365 (FY14)		July 1 - June 30	Clemson Computing and Information Technologies (CCIT)	annually		4.1.3
42	Leverage enhanced infrastructure for partnerships and shared cloud services	35 partnerships (FY 10)	98 partnerships (FY 14)		July 1 - June 30	CCIT	annually		4.1.5, 3.1.9, 3.1.8
43	Rank of Clemson's Supercomputing Technology	Top 10 among public US Universities, 90th among the world's top 500	Top 10 among public US universities, 81st among the world's top 500		July 1 - June 30	CCIT	annually		4.1.4, 3.1.9, 3.1.8, 4.1.5, 6.1.2

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Performance Measurement Template

Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability*	Reporting Freq.	Calculation Method	Associated Objective(s)
44	Students reported the University provided support to help "you understand yourself".	NSSE 2009 Seniors: 70%, Freshmen: 70% (quite a bit/very much)	NSSE 2013 Seniors: 84%, Freshmen: 82% (quite a bit/very much)		July 1 - June 30	NSSE	annually		5.1.5
45	Alumni participation rate:	Ranked 28th: third highest among publics	Ranked 27th: fourth among publics		July 1 - June 30	US News and World Report	annually		6.1.1, 6.1.2
46	Athletic teams ranking in top-25	Eight of 19 teams finished with top-25 national rankings: Women's Indoor Track (7), Baseball (8), Women's Tennis (11), Rowing (15), Golf (16), Women's Track (18), Football (24) and Men's Swimming (25).	Eight programs finished 2012-13 season with top-25 national ranking: women's indoor track & field (6th), football (9th), women's outdoor track & field (9th), women's tennis (13th), rowing (18th), men's tennis (21st), men's indoor track & field (25th) and baseball (25th).		July 1 - June 30	NCAA Rankings and Data Comparisons	annually		6.1.2, 6.1.3
47	NSSE question 11e: Which of the following have you done or do you plan to do before you graduate: Work with a faculty member on a research project.	53% of seniors have done or plan to do (2013)	52% of seniors have done or plan to do (2014)		July 1 - June 30	NSSE	annually		1.1.6, 1.1.7, 2.1.1
48	NSSE question 11a: Which of the following have you done or do you plan to do before you graduate: Participate in an internship, co-op, field experience, student teaching, or clinical placement	80% of seniors have done/plan to do	82% of done/plan to do		July 1 - June 30	NSSE	annually		2.1.1, 2.1.2, 2.1.3
49	Recognition of writing in the disciplines.	Recognized	Recognized as 1 of 19 publics; 1 of 21 overall (public and private) U.S. Schools		July 1 - June 30	US News and World Report	annually		1.1.1, 1.1.4, 1.1.7
50	Increase the number of internal (Campus) internships to engage 500 students annually.	23% of seniors worked on Campus 6-20 hours	13% of freshmen and 29% of seniors reported working on Campus		July 1 - June 30	NSSE	annually		2.1.3

* All data available from the Office of Institutional Effectiveness, Clemson University