

CLEMSON UNIVERSITY

**REPORT
ON
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO
COMMISSION ON HIGHER EDUCATION**

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This report for Clemson University includes:

General Education, Majors or Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exam, Analysis of Undergraduate Retention and Attrition, and Academic Performance of Student Athletes.

The following remaining components will be reported on in the annotated year:

Academic Advising (1998), Entry Level Placement and Developmental Education (1998), Procedures for Student Development (1998), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1998), Facilities (1998), Public Service (1998), and Research (1998).

The following components are to be reported by the CHE:

Reports of Program Changes that have Occurred as a Result of External Program Evaluations, Success of Entering Students in Meeting College or University Admissions Prerequisites, Achievement of Students Transferring from Two to Four Year Institutions, and Minority Students and Faculty Access and Equity.

CHE COMPONENT 1
GENERAL EDUCATION

STATEMENT OF PURPOSE: Clemson University students will demonstrate competence in the use of basic communication and language skills, basic quantitative methodology with special emphasis on problem solving, and critical thinking.

EXPECTED RESULTS:

1. Clemson University juniors will demonstrate a greater proficiency than freshmen in the above competencies as reflected in scores on the College BASE (Riverside Publishing Co.), a standardized assessment instrument, or other appropriate assessment instrument.

2. Clemson University alumni will indicate satisfaction with their preparation in the above competencies.

ASSESSMENT PROCEDURES:

1. Selected samples of freshmen and juniors will be tested in the fall semester. The institutional matrix form of the Riverside College BASE Test, or other appropriate instrument, will be used.

2. Alumni survey will be distributed in the fall semester. Selected questions on alumni satisfaction regarding general education will be included.

ADMINISTRATION OF ASSESSMENT: The University Assessment Committee in conjunction with the Office of Assessment will be responsible for administering the College BASE, or other appropriate instrument. The Office of Assessment will be responsible for administering the Alumni survey.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The University Assessment Committee will be responsible for distributing the results to appropriate academic groups (e.g. Commission on Undergraduate Studies).

EXTERNAL: Every three years, an action plan will be forwarded to the CHE.

REPORTING YEAR: 1997

Component 1
General Education

The quality and quantity of the general education component of a Clemson University degree has been of great concern since before the reporting on this component was mandated. In 1990 the College BASE, a nationally normed, general education examination was administered to a randomly selected sample of entering freshmen and rising juniors. The results of the examination confirmed that Clemson students were at or above the national average in all areas covered by the examination. Additionally, the examination confirmed that students who had been subjected to more of the general education portion of their college experience, the rising juniors, scored significantly higher than those who had been exposed to less, the freshmen.

These results were positive and provided a clear indication of our success with the general education component. However, members of the English department were not as happy with the results. Although the scores on the writing portion of the examination were in line with national averages, the English department did not feel the writing sample accurately reflected the ability of Clemson students to write the types of material they were teaching. As a result, the English department, with the assistance of the Office of Assessment, instituted a portfolio approach to determining the writing skills of Clemson students. The portfolios of Freshmen students, and selected students from higher level courses, were chosen at random and reviewed by a team of English professors who had identified a common approach to scoring writing samples. Although the efforts of these faculty served to confirm the necessary writing skills had been mastered, the major benefit of the exercise was to develop a better understanding of what the expectations were for the common writing skills. In other words, a better understanding was reached in terms of what the English department expected students to know and be able to do in the way of writing.

Most general education curricula across the country are defined by a collection of courses which must be completed. However, for any assessment to be valid it is imperative that it begin with a clear knowledge of what is expected. That means defining general education and then identifying those skills and abilities which are indicative that a general education has been achieved. As part of the Clemson progression in general education that stage has been reached. Last fall, 1996, Clemson adopted and published a new, skills-based approach to general education. The new approach is based on the belief that:

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the intellectual and ethical development of students, and the general well-being of society. Undergraduate students must be broadly educated and technically skilled to be informed and productive citizens. As citizens, they need to be able to think critically about significant issues. Students also need to be prepared to complete undergraduate work and a major course of study. The mission requires a high level of knowledge about and competence in the following areas: communication, computer use, mathematics, problem solving, natural sciences, social sciences, humanities, and arts. Thus the mission of general education is to provide Clemson undergraduate students with a structured base through which these needs can be met.

The Undergraduate Curriculum Committee has divided the general education component into six areas: communication and speaking, computer skills, mathematical sciences, physical or biological science, humanities, and social science. A set of competency goals has been identified for each of these areas. All existing general education courses and any proposals for new general education courses must demonstrate through the syllabus that these competencies are being addressed before approval. A copy of the General Education component from the Undergraduate Catalog, including the competency goals, is attached as Appendix A.

Since these new criteria were only adopted and placed into the curriculum during the fall semester of last year (1996), it is premature to attempt an assessment of their impact. Between now and the next reporting on this component, measures will be identified against which the success of the new approach can be judged.

As of this date, the results of the original examination of general education skills and the continuing portfolio approach to writing assessment provides an indication that Clemson has been doing quite well in general

education as it previously existed. In fact, the results of the last alumni survey show several very positive changes in various aspects of general education from the perspective of our alumni. For example, compared to three years earlier, alumni are more likely to agree with the statements "most of my classes were about the right size," "Classrooms were conducive to learning," "Laboratories were conducive to learning," "Foreign TAs generally spoke good English," "I seldom had problems enrolling in required courses," and "Clemson added to my knowledge of physical science."

CHE COMPONENT 2
MAJORS OR CONCENTRATIONS

STATEMENT OF PURPOSE: To ensure that undergraduates receive a high quality education at Clemson University.

EXPECTED RESULTS: Academic Departments will demonstrate that they meet their educational objectives as described in their mission statement and the university mission statement. These objectives are defined by the departmental faculty.

ASSESSMENT PROCEDURES: Departments will assess the education of the undergraduate major through a variety of means outlined in their individual education assessment plans. These means include, but are not limited to: exit interviews, capstone courses, student portfolios, surveys of alumni, and national and locally prepared exams. Departments are expected to engage in assessment activities yearly. (See the enclosed matrix for Assessment of the Undergraduate Major.)

ADMINISTRATION OF ASSESSMENT: Departments will be responsible for developing and maintaining their assessment plans and for conducting the assessment. Assessment should concentrate on assessing the outcome of the educational program. The University Assessment Committee will be responsible for ensuring that departments have adequate assessment plans in place and will review the reports sent to CHE. The Office of Assessment will aid departments in maintaining the assessment plans by providing advice on request and will coordinate assessment when needed at the university level, e.g., surveys of alumni.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The departmental assessment plans specify the use of findings. In most cases, the findings are reported to and discussed by the entire departmental faculty or departmental committees (e.g., departmental curriculum committees). The findings will also be shared with, and reviewed by, the University Assessment Committee.

EXTERNAL: On a rotating schedule of approximately 3 or 4 years, each department will prepare a 3- to 4-page action plan outlining their assessment activities, a written summary of the findings and a discussion on actions taken resulting from the assessment activities. Departments will be expected to discuss their strengths, weaknesses, and measures taken or planned in order to improve their programs.

REPORTING YEAR: Annually

Component 2 Majors or Concentrations

It is the belief of the Assessment Committee that faculty in each of the academic departments are the best prepared to determine appropriate goals and objectives for their majors. Further, if assessment within the major is to be effective, each department must recognize the contribution of assessment activities to the program review, self-study and accreditation process as well as to continuous improvement.

Significant changes have been made in both the timing of the reporting on this component and the way this component is reported. Previously, each department which produced a major or concentration was asked to submit an assessment plan which was kept on file in this office and a schedule was devised to insure that each department reported the results of their assessment activities in an action plan format and on a rotating schedule which did not exceed three years. The new procedures require the departments completing a program review to report on the assessment plans which were previously placed on file with the CHE and to send a copy of that portion of the program review to the individual who prepares the Institutional Effectiveness Report to the CHE. However, no department has ever done that since the new requirements came into effect. This is the second reporting period under the new regulations in which departments conduct their assessment as part of a program review. As a result of the new procedures, as well as difficulties in communication and identification of responsibilities, not all of the programs requiring reporting may be included in this report.

This year five areas have completed program reviews in time to be included in this report; Life Sciences, Health Science, Health Administration, Medical Laboratory Technology, Architecture. Copies of pages from their program review, which are most closely related to assessment, are included in Appendix B. Many of the departments continue to focus on "process" rather than "outcomes". Additionally, there are still some statements of objectives such as obtaining a certain grade in a course instead of focusing on what the student will learn in the course. The Assessment Committee is continuing to work with the departments to refine those assessment plans and increase the level of involvement among the faculty. The Assessment Committee is stressing a focus on outcomes and is asking the departments to collect data on two or three objectives which they would find useful from a continuous improvement perspective.

Although many departments are not conducting the quality assessment activities the assessment committee hopes to see, it is apparent that several departments are using assessment findings to make positive changes to the curriculum and improving student satisfaction ratings. The following are examples of the successful application of the outcomes assessment process:

Biochemistry: Exit interviews have indicated satisfaction with faculty interactions, the advising process and the student's own self-assessment of preparation.

Health Science: Faculty have used the alumni survey results to revise the curriculum and remove redundant courses. Identification of student needs led to the development of a collaborative minor in Early Intervention. Faculty developed guidelines for a senior student paper and incorporated the requirement into a senior level course.

Medical Technology: Graduating seniors are required to pass a nationally standardized examination. Over the past three years there have been no failures. All of the graduates of the program have been successful in finding employment in the profession.

Plant Pathology and Physiology: Students and staff were invited to a retreat in which the discussion led to curriculum and course content changes in the major. Surveys of graduates generally reflected satisfaction with the program.

The major assessment methodologies reported in these program reviews are exit interviews, alumni surveys, and grading systems.

The problems identified in the beginning of this section must be addressed prior to the next reporting date on this component. As soon as the next set of program review CIP codes are identified, a memo will be sent to the appropriate department chairs explaining the reporting process. Additionally, the Institutional Research Office, which coordinates the program review process and provides data to the departments undergoing review, will be contacted to develop a mechanism for sharing information regarding the assessment component of the program reviews. Currently, a checklist is being completed on a program level which will provide information about the extent to which assessment activities are actually taking place within the departments. The results of the checklist will be used to assist the departments in developing a valid and meaningful assessment program. These efforts should help overcome the problems which currently exist in the reporting process.

CHE COMPONENT 3
PERFORMANCE OF PROFESSIONAL PROGRAM GRADUATES ON LICENSING
AND CERTIFICATION EXAMS

STATEMENT OF PURPOSE: Student achievement in professional programs may be assessed in part through an examination of performance on licensure and certification exams in teaching, nursing, and engineering. Licensure and certification exams match collegiate achievement with professional standards and norms.

EXPECTED RESULTS:

1. (Education) The 1989-90 fiscal year represents the first full year of Clemson's College of Education students taking the National Teachers Exam's Professional Knowledge Examination. During the 1990-91 fiscal year, the College of Education will analyze test results and establish guidelines for the use of the exam as an assessment tool.

2. (Nursing) The College of Nursing expects the National Council Licensure of Registered Nurses Examination results to be at the national average or above.

ASSESSMENT PROCEDURES: The nursing and education students will take the exam during or upon completion of their senior year.

ADMINISTRATION OF ASSESSMENT: The Dean's Office, in the respective colleges, is responsible for coordinating the administration of the exams.

USE OF ASSESSMENT FINDINGS:

INTERNAL: Faculty of the respective colleges will monitor and review the findings of the exams and institute appropriate changes to curriculum and policies.

EXTERNAL: The latest, most recent annual report will be submitted to CHE.

REPORTING YEAR: Annual

Component 3
Performance of Professional Program Graduates on Licensing and Certification Exam

Nursing

The College of Nursing regularly examines the success rates of students completing the NCLEX as a method of determining whether adjustments need to be made to curriculum or methods. The expectation in the College of Nursing is that student success on the examination should be as high or higher than the national pass rates. There have been significant changes in the methodology used in administering the examinations and these changes have had an impact on both local and national pass rates. Until recently the NCLEX examinations were only offered in February and July. All nursing students were aware of those dates and paced their preparation for the examination accordingly. As a result of recent changes allowing computerized testing, students are allowed to take the examination very shortly after graduation. This may mean that students will not spend the same amount of time in preparation and could cause a long term decrease in the success rates.

Rather than the rates from the February and July examination schedules as have been reported in the past, rates are now provided on a quarterly basis since graduates are able to sit for the examination at any time. The lowest pass rate was recorded for the quarter which included the most recent graduation date. The low rate at that point may add credence to the hypothesis that students are taking the exam immediately after graduation and not preparing as they have in the past. The pass rates for the other quarters are acceptable and for the first quarter of 1996 were moving upward again (past 90%). One of the problems in interpretation of the pass rates using the new approach to testing is that some of the test dates have very few participants. For example, during the last quarter of 1996 only 6 Clemson took the examination and 2 were unsuccessful. The percentage of success based on these small numbers (66.7%) does not accurately reflect the general trend which is in the upper 80% range. Perhaps a better rate is the weighted pass rate over four quarters which in the case of the most recent quarters is 87.4%; a number which is within random variation of the national pass rate of 88%. Based on the fact that Clemson students are passing at about the national average, Clemson does not currently have plans to change the curriculum or methods used in nursing preparation. The trends will be monitored by the faculty and if changes are needed, they will be made.

Education

The College of Education no longer exists at Clemson and the functions carried out within the office of the dean have been farmed out to various departments. Maintaining the database on pass rates for the licensing examinations is one of those responsibilities which was farmed out. As a result, the assessment plan will need to be updated and a new person identified as having responsibility for tracking the performance of students on those examinations. After obtaining the results forms which were provided by the department of Curriculum and Instruction, the Office of Assessment analyzed the results and determined the pass rates for each of the examination dates. The actual results are provided in Table 10 of the ACT 255 report which is included within this document.

On the Professional Knowledge Examination, the pass rates exceeded 95% on each of the administrations which indicates success in preparing students for that portion of the examination. On the Specialty Area Examination, the pass rates were above 80% for all administrations except for January of 1996 when the rate dropped to 78%. Again, as with the nursing pass rate, a more accurate picture is probably presented by looking at a weighted average across the three testing periods. For the last three administrations of the examination, Clemson has a pass rate of 82.8% on the Specialty area of the NTE and 98.1% on the Professional Knowledge area. Based on these results, Clemson currently has no plans to change the curriculum or methodology within the education program. Pass rates will continue to be monitored for trends.

Component 4

Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

CHE reports on this component.

CHE COMPONENT 5
ACADEMIC ADVISING

STATEMENT OF PURPOSE: The purpose of academic advising at Clemson University is to assist the student in scheduling courses so as to fulfill the requirements of the degree program.

EXPECTED RESULTS:

1. A majority of students will report satisfaction with academic advising experiences.
2. The university graduation rate, based on definitions from the Student Right to Know and Campus Security Act, will not drop below 65%.
3. A majority of students will report satisfaction with the availability of their academic advisor.
4. A majority of students will report satisfaction with the information provided by the advisor.

ASSESSMENT PROCEDURES: A survey of graduating students will be employed to provide information relative to expected results 1, 3, and 4. Expected result 2 will be determined by analysis of the annual graduation rate based on cohort data.

ADMINISTRATION OF ASSESSMENT: The survey data will be collected and analyzed by the Office of Assessment. The graduation rate data will be computed by the Office of Institutional Research.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The data will be compiled and provided to all departments and academic advising centers. The academic departments and advising centers will use the information to determine whether changes to the academic advising procedures are required.

EXTERNAL: The information will be reported to the CHE as part of the annual Institutional Effectiveness Report.

REPORTING YEAR: Every other year.

Component 5
Academic Advising

This component was last reported in 1996. This component will be reported on next in 1998.

CHE COMPONENT 6
ENTRY-LEVEL PLACEMENT AND DEVELOPMENTAL EDUCATION

STATEMENT OF PURPOSE: To ensure that the placement procedures in English and Mathematics are successful.

EXPECTED RESULTS:

1. The students who successfully complete MathSc 104 and 105 will successfully complete the immediately subsequent mathematics course.
2. Students who complete English 100 or who are placed in English 101 based on an internal placement examination will successfully complete English 101.

ASSESSMENT PROCEDURES: The distributions of grades will be tabulated in the introductory-level Mathematics and English courses based on the placement history of the students and their performance in any prerequisite courses.

ADMINISTRATION OF ASSESSMENT:

1. The Department of Mathematical Sciences, with the help of the Office of Assessment, will be responsible for maintaining the database.
2. The Director of the Pearce Center with the help of the Office of Assessment will be responsible for maintaining the database.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The findings will be reported to the respective departments on an annual basis to be used when evaluating their curriculum. If the pass rates are found to be less than expected, steps will be taken to revise the courses or teaching methods to improve the likelihood of success.

EXTERNAL: An action plan summarizing the findings will be reported to CHE.

REPORTING YEAR: 1996

Component 6
Entry-Level Placement and Developmental Education

Clemson no longer offers developmental courses for which students may choose to enroll. The content of the developmental English course is only offered through the athlete enrichment program on a fee basis as tutoring for athletes who need help in English skills before taking the regularly offered first course in English.

Component 7

Success of Entering Students in Meeting College or University Admissions Prerequisites

CHE reports on this component.

Component 8
Achievement of Students Transferring from Two to Four Year Institutions

CHE reports on this component.

CHE COMPONENT 9
ANALYSIS OF UNDERGRADUATE RETENTION AND ATTRITION

STATEMENT OF PURPOSE: To identify factors that are related to the decision of Clemson students to leave the university prior to graduation.

EXPECTED RESULTS:

1. Academic factors related to the attrition of Clemson students including special groups (e.g., minorities, older students) will be identified at the university and college levels.
2. Subjective reasons for students leaving Clemson University will be identified and related to both academic performance and student life, where possible.

ASSESSMENT PROCEDURES:

1. A statistical model will be developed which will include academic progress for each student by semester. Among the factors included in the model are overall GPR, each semester's GPR, entering SAT scores, major (including subsequent changes), and course credit load. The model will be used to identify differences among academic factors that are related to students who choose to leave or remain at Clemson.
2. Exit interviews will be conducted, where possible, with students who choose to leave Clemson University prior to graduation. The interviews will focus on academic factors as well as non-academic student life factors. In those instances when an exit interview is not possible a telephone or written survey will be used to contact the student.

ADMINISTRATION OF ASSESSMENT: The retention data will be collected and analyzed by the Offices of Assessment and Institutional Research. The interviews and surveys will be conducted by the Office of Undergraduate Academic Studies.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The University Assessment Committee will review and monitor the development of and revisions to the model and the surveys. The Committee will forward the results to appropriate groups on campus (e.g., Academic Council, Office on Student Life).

EXTERNAL: An action plan summarizing the findings will be reported to CHE.

REPORTING YEAR: 1997

Component 9
Analysis of Undergraduate Retention and Attrition

The factors affecting graduation and retention rates are complex. Regardless of the programs and services offered by a university, some students will not graduate. It is clear from the research literature that better incoming students, as represented by higher Scholastic Aptitude Test (SAT) or American Collegiate Testing (ACT) scores, are strongly associated with academic success as defined by graduation rates. In other words, better prepared incoming students are more likely to graduate than poorly prepared incoming students regardless of the programs and services offered to assist with retention. However, in reality, public universities are not likely to be able to admit only the brightest of incoming students. The question then becomes, in a more practical sense, what are those factors which affect graduation and retention rates and which of those factors are subject to influence by the University through programs and services. A related question involves the period of time during which retention and attrition are observed. Although many still associate college or university with a four-year experience, national as well as local data indicate that the typical time to a "four-year degree" is much closer to five years.

To further complicate matters related to retention and attrition, some of the programs or characteristics of the student body which are most highly lauded as being associated with quality by the new performance funding mechanism, or which we know from other studies are most highly associated with obtaining better jobs after graduation, are negatively associated with graduation rates; or, at least, with graduation within the four-year period normally associated with a college degree. For example, based on studies conducted at Clemson University:

- A student who participates in a cooperative education experience is over 30 times less likely to graduate in four years than a student who does not participate in a cooperative education experience. Yet, those students tend to get better jobs after graduation and to be better satisfied with their college education.
- In-state students are 1.3 times less likely to graduate in four years than out-of-state students. Yet, one of the emphasis areas in the new performance funding criteria is the enrollment of in-state students.
- African-American students are over three times less likely to graduate in four years than other students. Yet, the enrollment of African-American students is another emphasis area of performance funding.

These examples are not intended to indicate that Clemson should not have a cooperative education program, not recruit in-state students or not recruit African-American students. They are mentioned only to illustrate the complexity of the retention and attrition issue. Changes in any of these things will have a concomitant effect on the overall retention and attrition rate of the university and makes it more difficult to determine when a retention rate is adequate, good, or excellent.

Clemson currently tracks the retention and graduation of an entering cohort over a period of ten years. The initial look at the data is focused on first to second year retention since that is the point at which most of our students are lost. Normally the first-to-second year retention rate is between 85% and 87% for all students and between 84% and 88% for African-American students. Although African-American students are retained at a higher level than the rest of the student body, the graduation rate for that group tends to be about 10% lower. This is one of the findings for which we currently have no explanation but which we will be actively investigating. Currently, the first-to-second year retention rate has dipped to about 2% less than normal for both groups of students. It is too early to tell if this is a statistical aberration or if there really a drop in retention rates. The next cohort should provide more insight. A copy of some of the charts and tables used to track retention and attrition is attached as Appendix C.

In regards to the issue of brighter students being more likely to graduate, studies by Underwood and Rieck (1996) indicate that Clemson students would be expected to graduate at a rate of 59% given their in-coming SAT scores. However, the fact that Clemson actually graduates 72% of the students is taken as an indication that the programs and services provided by the University are fostering academic success in a large number of students who would otherwise be expected to not graduate from college.

Component 10
Minority Students and Faculty Access and Equity

CHE reports on this component.

CHE COMPONENT 11
ACADEMIC PERFORMANCE OF STUDENT ATHLETES

STATEMENT OF PURPOSE: The mission of the Student-Athlete Enrichment Programs (SAEP) is to provide a comprehensive support system for academics, personal growth and development, and career enhancement. Clemson University believes this approach will lead to increased success in the classroom, development of life skills, and provide the requisite skills for career advancement.

EXPECTED RESULTS:

1. Maintain a minimum of thirty-three percent of student-athletes receiving academic honors, i.e., Honor Roll (3.0), Dean's List (3.5), and President's List (4.0). Increase Atlantic Coast Conference Honor Roll recognition for student-athletes who maintain a cumulative 3.0 GPA for the entire academic year.
2. Decrease the difference between the student body and student-athlete grade point average (GPA).
3. Reduce the yearly average number of student-athletes who earn below a 2.0 GPA..
4. To increase the average student-athlete graduation rate to a level comparable to the student body graduation rate.
5. Increase the employment potential of student-athletes through the Career Enhancement Program.
6. To continue development of the Mentoring Program.
7. 7. To establish a faculty and staff mentoring program to enhance role models and foster relationships outside of athletics.

ASSESSMENT PROCEDURES: Data will be compiled and analyzed related to team GPA's, honor rolls, academic achievement, and graduation rates of student athletes. These data will be used to compare athletes with the other members of the Clemson student body.

ADMINISTRATION OF ASSESSMENT: The staff of the Student Athletic Enrichment Program will be responsible for the evaluation process.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The result of the assessment procedures will be used as a basis for evaluating both the academic performance of student athletes and the programs and services which are offered through the Student Athletic Enrichment Program. The results will also be forwarded to the Athletic Council.

EXTERNAL: The NCAA report, along with an action plan based on the results of the evaluation process, will be forwarded to the CHE on an annual basis.

REPORTING YEAR: Annual

Component 11
Academic Performance of Student Athletes

Expected Result 1: Maintain a minimum of thirty-three percent of student-athletes receiving academic honors, i.e. Honor Roll (3.0), Dean's List (3.5), and President's List (4.0). See Figure 1 in Appendix D. Increase Atlantic Coast Conference Honor Roll recognition for student athletes who maintain a cumulative 3.0 GPA for the entire academic year.

Plan of Action for Expected Result 1: To provide the appropriate incentives and recognition for student-athletes to aspire toward the above mentioned academic honors. The SAEP recognizes those individuals who achieve academic honors through an annual Honors Banquet. The program recognizes these student-athletes with an Honor Roll Dinner, Honor Roll T-shirts, and an Honor Roll certificate. The Honor Roll list is also published in the IPTAY *Orange & White* publication, *The Tiger* and released to local newspapers. Each year those student-athletes with exceptional academic and athletic achievements are nominated to receive NCAA and/or ACC postgraduate scholarship opportunities and recognition.

For the 1996-1997 year, student-athletes compiled an overall GPA of 2.64 for the fall semester and 2.64 for the spring semester, the highest combined GPA on record for student-athletes. In addition, there were 153 student-athletes plus 27 managers and trainers on the honor roll for Spring 1997, the highest figure on record. Every Clemson athletic team achieved at least a 2.0 for the third straight year, and every team had a minimum of at least a 2.29 this past spring. Nine of the fourteen teams increased their GPA from the spring of 1996 to the spring of 1997. (See composite by sport, fall 1987 to present, graph of Honor Roll percentages, and Honor Roll Spring 1995.)

For the first time on record there were four teams (women's swimming, volleyball, women's tennis and men's soccer) that had a 3.0 cumulative GPA for the semester or higher.

One of the most distinguished awards presented at graduation by the University for academics and leadership is the Norris Medal. The 1997 recipient was student-athlete Craig Wenning from men's soccer.

Expected Result 2: Decrease the difference between the student body and student-athlete grade point average (GPA). (See Figure 2 attached.)

Expected Result 3: Reduce the yearly average number of student athletes who earn below a 2.0 GPA. (See Figure 3 attached.)

Plan of Action for Expected Result 2 and 3: To provide academic support through academic counseling, a personal growth and development program, structured study hall, and an extensive tutor-mentor program. Academic specific counseling is available to all student-athletes with particular attention paid to those "at risk" (those with a low predicted GPA as incoming freshmen) student athletes. The Personal Growth and Development Program is required for all first semester transfers and freshmen, but available to all student-athletes. This program addresses various college life issues including adjustment to campus life, time management, and alcohol and drug abuse just to name a few. A required structured study hall is held for ten hours per week for all freshmen and upperclassmen with low GPAs, and mandatory for student-athletes who have a cumulative GPA below 2.0. During study hall, and also by appointment, there are over 60 tutors available for all student-athletes, to assist in their academic studies. The "at risk" student-athletes are further engaged in the SAEP Learning Lab. The lab teaches proper study skills and includes a computer assisted instructional program (WICAT) that reinforces the basics of English, Math and Language skills.

At the end of the 1997 academic year a total of 13% of student athletes fell below a 2.0. This figure has decreased from last year's figure of 19%.

Expected Result 4: To increase the average student-athlete graduation rate to a level comparable to the student body graduation rate.

Plan of Action for Expected Result 4: The programs mentioned above, the Plan of Action for Results 2 and 3, will obviously influence the achievement of Result 4. The Clemson student-athlete graduation report prepared for the NCAA 1995-1996 indicated an overall rate of 41%. This percentage has gone down from last year. Male graduation rate for student-athletes on grant-in-aid is 39% and female student-athletes is 50%. It also needs to be pointed out that student-athletes who exhaust their athletic eligibility have an 84% graduation rate. In football 5 of 11 graduated with a 45% rate and in basketball 1 of 6 graduated for 17%.

It is important to note that a student-athlete's decision to remain at Clemson can be influenced by many factors. Some student-athletes may decide to transfer in light of better opportunities to participate at another institution. Unfortunately, those who transfer or leave school early to pursue a professional sports career reflect negatively on the Clemson University athletic graduation rate. In addition, student-athletes who may fall under team discipline rules and are suspended or terminated also reflect negatively on the graduation status report.

Expected Result 5: Increase the employment potential of student athletes through the Career Enhancement Program.

Plan of Action for Expected Result 5: To design a series of career enhancement programs to develop student-athlete employment potential. Information will be made available concerning various career opportunities and academic majors best suited to achieve such employment. Informational seminars will be held on interviewing, resume writing, et cetera. The Career Enhancement Coordinator will also act as a liaison between employers and student athletes for summer jobs, internships, and postgraduate positions. The Athletic Department has provided an executive suite to the Student-Athlete Enrichment Programs for all home football games.

This suite is used to entertain human resource directors, personnel directors, and other professional people who are incorporated as part of the entire career-educational process. The executive suite has enabled us to make contact with hiring personnel and to match potential student-athletes, titled SAFCA (Student-Athletes For Career Assistance). This organization meets bimonthly to cover career areas, identify needs of each academic class. Freshmen may need more career exploration, where seniors need hands on experience in the interviewing process. These programs have been well attended and appear to assist career goals, as well as academic focus.

Expected Result 6: To continue development of the Mentoring Program. A new mentoring program was adopted this year (1995-1996) to assist student-athletes in maximizing tutor utilization and resources. This program focuses on high risk student-athletes who were identified as having difficulty managing time, performed poorly on tests, and displayed poor academic high school records, that prohibited classroom success. Individual tutors were assigned to mentor student-athletes on a daily basis, to facilitate the entire scope of work, projects, review class notes and assist with completing assigned tasks.

Plan of Action for Expected Result 6: There were approximately 35 student-athletes who participated in this program. Mentors were assigned student-athletes to help organization, learning skills, as well as providing specific academic assistance. Mentors meet daily with student-athletes to ensure they are completing tasks and assignments, and keeping up with reading assignments. This was our first semester of implementing the mentoring program, and the general attitude of the participants was very positive and reduced the anxiety of dealing with balancing athletics and academics.

Of the 35 participants who entered this program in January 1996, 23 maintained a consistent meeting pattern throughout the semester. The 35 participants had a cumulative GPA of 2.01 at the end of the fall semester. The student-athletes cumulative GPA after spring was 2.23 for the 23 who participated on a regular basis.

The teaching of learning skills, strategies, and engagement skills by the mentor has made a significant impact on these student athletes. It has also enabled student-athletes to feel more comfortable about seeking out good assistance.

Expected Result 7: To establish a faculty and staff mentoring program to enhance role models and foster relationships outside of athletics.

Plan of Action for Expected Result 7: A Faculty Mentoring Program was established in which 25 freshmen football players were matched with members of the Clemson faculty and staff. The purpose of this program was to provide student-athletes the opportunity to engage in relationships with Clemson faculty and staff employees as mentors. Our goals were to foster good role models and to assist in career development. The program certainly had an impact with only 3 freshmen football players earning below a 2.0 cumulative after their first semester.

About 70% of the student-athletes used their resources consistently. Scheduling conflicts and missed appointments were common barriers in fostering a total involvement. Better organization and orientation of specific goals and objectives of both partners will be implemented for the fall of 1997.

CHE COMPONENT 12
PROCEDURES FOR STUDENT DEVELOPMENT

STATEMENT OF PURPOSE: To provide programs and services which are responsive to the needs of students in adjusting to campus life, developing successful interpersonal relationships, expressing social and cultural awareness, and making the transition from college student to adults who achieve and succeed in the workforce.

EXPECTED RESULTS:

1. A majority of current students and graduates will report their participation in programs and services sponsored by the Division of Student Affairs.
2. A majority of current students and graduates who report their participation in programs and services sponsored by the Division of Student Affairs will report satisfaction with those programs and services.
3. A majority of current students and graduates who report their participation in programs and services sponsored by the Division of Student Affairs will report finding the programs and services to be beneficial to their personal and social development.

ASSESSMENT PROCEDURES: Current students and graduates will complete combinations of institutionally designed or nationally normed surveys and needs assessments. In addition, selected groups may participate in focus group discussions, personal interviews, or other appropriate data collection methodologies.

ADMINISTRATION OF ASSESSMENT: Responsibility for initiating assessment activities, developing assessment criteria with the staff, and meeting existing deadlines will reside with the Directors of the Departments within Student Affairs. These activities will be coordinated with the Associate Vice-President in charge of the departments, who will review criteria, instruments, methodology, and other pertinent procedures periodically.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The results of the assessment activities will be reviewed by the University Assessment Committee and will become part of the departmental annual reports of effectiveness submitted to the Vice President for Student Affairs. Each Director will discuss the findings with his or her staff and Vice-President, specific faculty, students, and other individuals that may benefit from knowledge of the findings. The results of the assessment data will be incorporated into the departmental planning meetings held at the beginning of each year. Specific programs and service offerings will be revised based on the outcome of the assessment activities.

EXTERNAL: An action plan from the Vice President for Student Affairs will be submitted to the CHE.

REPORTING YEAR: 1996

Component 12
Procedures for Student Development

This component was reported on last in 1996. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 13
LIBRARY RESOURCES AND SERVICES

STATEMENT OF PURPOSE: To insure that students, faculty, and staff of the University have access to and can utilize the Libraries collections via simple procedures and timely responses to inquiries. Further, as the knowledge base continues to expand, the Library is committed to the continuous development of services to scholars, as well as the scope of its collections.

EXPECTED RESULTS: Current students, faculty, and other populations to be specified will indicate satisfaction on surveys concerning the usage of materials, the efficiency of procedures for accessing the materials, and the scope of the information available, not limited to library collections.

ASSESSMENT PROCEDURES: Various institutionally generated and nationally normed surveys and needs assessment instruments will be used. Focus groups with selected populations may also be used to gather additional information.

ADMINISTRATION OF ASSESSMENT: The Dean of the Library, in consultation with the Provost, will initiate the assessment process. Selection and/or composition of instruments will be under the purview of the Dean and the University Library Advisory Committee. Reporting the results will be initiated by the Library at the end of the assessment period.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The findings of the assessment process will be shared with the University Library Advisory Committee, compared to the standards developed by the American College and Research Library Association, and communicated by the University Assessment Committee to other appropriate university groups. Information will be utilized to revise policy, expand collections, and improve library services to scholars.

EXTERNAL: An action plan summarizing the findings and actions taken will be forwarded to CHE.

REPORTING YEAR: 1998

Action Plan
CHE Component 13
Assessment of Library Usage and Collection Development Procedures

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 14
ADMINISTRATIVE AND FINANCIAL PROCESSES AND PERFORMANCE

STATEMENT OF PURPOSE: The purpose of the university administration is to facilitate attainment of department, college, and university goals and objectives by:

obtaining, managing, and allocating resources to maximize scholarly activity;
ensuring that the university is operated according to established policies; and
providing an atmosphere conducive to high morale among students, faculty, and staff.

EXPECTED RESULTS: The administrative process at Clemson University will be judged effective in facilitating scholarly activity and managing resources.

ASSESSMENT PROCEDURES:

1. Review of academic administrators as defined in the Faculty Manual and of other administrators as defined by the "Employee Performance Merit System" (and appropriate University policies) will be conducted.

2. In order to enhance the talents and skills of administrators, a program of continuous improvement will provide administrators with feedback from their immediate constituencies regarding performance on relevant dimensions (e.g., communication, decision-making ability, assistance in professional development).

3. Data on costs of teaching, research, public service, and support services will be analyzed. Appropriate ratios will be calculated for each administrative unit for analysis across time and for comparison to peer institutions.

ADMINISTRATION OF ASSESSMENT: The surveys will be tabulated and summarized by the Office of University Assessment with summaries provided to appropriate persons. The Office of Assessment, in cooperation with the Office of Institutional Research, will generate and analyze appropriate university budget data.

USE OF ASSESSMENT FINDINGS:

INTERNAL:

1. The evaluations resulting from formal review of administrators will be used for decisions of continuance and enhancement of their performance.

2. Information will be handled in a confidential manner and will be summarized by the Office of Assessment. Information summarizing constituent feedback will be reported directly to each affected administrator. The administrator will be expected to utilize this information to enhance administrative performance.

3. Budget information and ratios will be reviewed by the Vice Presidents and the Academic Council. This will allow an assessment of cost effectiveness and efficiency with the expectation of adjusting goals and using tactics to improve cost effectiveness in the attainment of instructional and administrative unit goals.

EXTERNAL: Related to Assessment Procedure 1, the Provost and Vice Presidents will provide a summary report annually to the Office of Assessment citing the number of administrators reviewed and reappointed at each level (e.g., Department Head, Director, Dean). The Office of Assessment will summarize the program in Assessment Procedure 2. Feedback from the Vice Presidents and the Academic Council regarding Assessment Procedure 3 will be provided to the Office of Assessment. The Office of Assessment will use this information in preparing an action plan to be reported to CHE through the Provost.

REPORTING YEAR: 1998

Component 14
Administrative and Financial Processes and Performance

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 15
FACILITIES

STATEMENT OF PURPOSE: To insure that sufficient, quality space is provided for the various functions of the university.

EXPECTED RESULTS:

1. Required space for classrooms, laboratories/studios will be available for the academic programs.
2. Required space for support activities will be available.
3. Required space for student life activities, e.g., dormitories, recreational facilities, etc., will be sufficient.
4. The quality of the facilities in each of these areas will be rated as at least satisfactory by the university community.

ASSESSMENT PROCEDURES:

1. Indicators of usage and space available will be developed.
2. A sample of the university community will be surveyed on a regular basis to determine the degree of satisfaction with the availability and quality of facilities provided for the various functions.

ADMINISTRATION OF ASSESSMENT: The Office of Space Resources, in conjunction with the Facilities Planning Committee, will be responsible for developing indicators of usage, identifying available space, and developing and administering a survey to determine the level of satisfaction with the facilities available.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The University Assessment Committee will report the findings to the Facilities Planning Committee and other appropriate university groups for their review and action.

EXTERNAL: Every three years an action plan will be submitted to the CHE identifying the results of the assessment and the steps taken to improve existing facilities or to address other concerns related to facilities.

REPORTING YEAR: 1998

Component 15
Facilities

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 16
PUBLIC SERVICE

STATEMENT OF PURPOSE: The purpose of public service activities is to extend education beyond the university and share the expertise and research findings with a broader audience to improve the welfare and quality of life of the citizens of South Carolina. A secondary purpose is to advance and strengthen the activities in the faculty's professional disciplines in order to improve the quality of both teaching and research.

EXPECTED RESULTS: These public service activities will result in measurable improvements in economic development and quality of life in the state. Public service activities relating to professional organizations will enhance the visibility and national standing of Clemson University.

ASSESSMENT PROCEDURES: Each academic department and unit has developed an assessment procedure based on its specific goals and objectives in the context of the broader goals and objectives for public service of the University's expanded mission statement. (See the enclosed matrix for Assessment of Public Service.)

ADMINISTRATION OF ASSESSMENT: Departments will be responsible for developing and maintaining their assessment plans and for conducting the assessment where feasible. Assessment should concentrate on assessing the outcome of public service activities. The University Assessment Committee will be responsible for ensuring that departments have adequate assessment plans in place and will review the reports sent to CHE.

USE OF ASSESSMENT FINDINGS:

INTERNAL: Assessment results will be reviewed by the appropriate departmental or unit committee to provide feedback and identify areas of successful performance and unmet needs. The University Assessment Committee, or the appropriate designated unit, will provide feedback in its reporting process to all units.

EXTERNAL: An action plan summarizing the findings will be reported to CHE.

REPORTING YEAR: 1998

Component 16
Public Service

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

CHE COMPONENT 17
RESEARCH

STATEMENT OF PURPOSE: To ensure that Clemson University meets the research objectives as outlined in the University Mission Statement as well as developing:

1. A program of applied and basic research, technology transfer activities, and industrial sponsored research.
2. Links between research, sponsored programs, and graduate education.

EXPECTED RESULTS: The University will be actively involved in research endeavors at a state, national, and international level.

ASSESSMENT PROCEDURES: University-level assessment will include:

1. Comparing the number and quality of research papers, reviews, books and monographs, software, and creative works published across years and among peer institutions.
2. Tabulating the number of research proposals submitted, the number funded, and the sources and amounts of awards, and expenditures.
3. Compiling statistics on growth over the years and analyzing the University's position with respect to the top 50 research universities in the country.

ADMINISTRATION OF ASSESSMENT: The Office of University Research will provide the university-level assessment.

USE OF ASSESSMENT FINDINGS:

INTERNAL: The university wide findings will be reported to the Commission on Graduate Education and Research as well as to other appropriate groups, e.g., Council of Academic Deans and the

Faculty Senate. These groups will use the findings to develop strategies to direct and support research and scholarly activities which are in keeping with the University's research objectives.

EXTERNAL: The university wide statistics will be reported to the CHE on a 3 year basis.

REPORTING YEAR: 1998

Component 17
Assessment of Research

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.