CLEMSON
U N I V E R S I T Y

**BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2006-2007

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Revised November 1, 2007

SECTION I - Executive Summary

I.1 Purpose, Mission and Values

Clemson University's mission "..to fulfill the covenant between its founder and the people of South Carolina to establish a "high seminary of learning" through its historical land-grant responsibilities of teaching, research and extended public service" continues to be the keystone to all activities, programs, and services of the institution. The Vision and Mission are the path to excellence in redefining a land-grant research institution.
(http://www.clemson.edu/president/vision.html)

I.2 Major Achievements of 2006-2007

Clemson's extensive achievements are recorded in the President's Report Card, a quarterly report to the Board of Trustees. Since 1997, Clemson has climbed from Number 74 to Number 27 in the ranks of public research universities. Record levels have been reached for support of research and private giving. Achievements that enhance the quality of the undergraduate experience include increased retention and graduation rates, reduced the student-to-faculty ratio from 19 students to one faculty member to 14 to one, increased the number of small classes, and record numbers of applicants. The installation of a campus chapter of Phi Beta Kappa, the nation's oldest and most prestigious academic honor society was a recent highlight for the University. In 2006, Study Abroad participation up 32 percent over the previous year. Clemson is the number one choice, by a wide margin, of graduates of the Governor's School for Science and Math. Twenty-one of the 33 "best and brightest" graduates who chose to stay in South Carolina chose Clemson. In the past year a record of 139 doctoral degrees were awarded. Also, the largest number of doctoral graduate students were enrolled, 1,008; the first 10 students were accepted into the Automotive Engineering program.

I.3 Key Strategic Goals for the Present and Future Years

The University has identified twenty-seven goals that are clustered in 5 areas: Academics, Research and Service, (2) Campus Life, (3) Student Performance, (4) Educational Resources, (5) Clemson's National Reputation. The goals associated with these areas were endorsed by the Clemson University Board of Trustees, January 26, 2001, and continue to provide a benchmark by which the University measures its accomplishments. The 2011 Goals are detailed in Section III Category 2, Strategic Planning and are found at: (http://www.clemson.edu/president/goals.html)

I.4 Opportunities and Barriers

Strengths and Opportunities

Clemson benefits from a unique form of governance. Thomas Clemson named seven self-perpetuating "life trustees" in his will, and directed that the state legislature elect the other six. This public / private partnership is a source of great strength and continuity for the Board and the University. It has helped attract some outstanding business leaders as Trustees who keep Clemson focused on its mission. The University's top priority is undergraduate education – the "high seminary of learning" – with an emphasis on science and technology within the framework of a broad, well-rounded education that includes languages and arts.

As a land-grant university, Clemson continues to engage in research and public service in support of economic and community development. When Mr. Clemson wrote about programs "intended to benefit agricultural and mechanical industries," he essentially drafted South Carolina's first economic development plan. In 2001, when Clemson University adopted the vision of becoming one of America's Top 20 public universities, an academic plan, the Road Map, was developed and has served Clemson well by focusing on priorities and measurable outcomes. The following list are a few examples of the intentionality undertaken by Clemson:

- Quality was established as the University's goal, and thus all budget decisions have been made to further the plan. Money is placed in priority areas. Recently as faculty began retiring in large numbers, positions were reallocated to the strategic emphasis areas.
- Hard decisions were made to implement an enrollment management plan and invest in academic resources.
- Clemson University established clear emphasis areas, which meant it would move with alacrity toward the opportunities offered by state incentive programs – whether scholarships, endowed chairs or infrastructure funds.
- General education requirements have been reviewed and modified along with the adoption of a 120-hour curriculum.
- Clemson University made very strategic investments in faculty, integrated information technology, an Academic Success Center, research and academic facilities, the libraries and the graduate school.

Challenges and barriers

Clusters of challenges and barriers have been identified and shared with South Carolina Commission on Higher Education (CHE) during the formal budget presentation in July, 2007. The critical challenges are not internal but rather external to the control of the institution. These include (1) Lack of a state-wide plan for higher education recognizing the difference and unique economic contributions of each sector and tailors accountability into the mission, (2) Unstable funding of higher education, (3) Inflexibility in regulations for many things including capital outlay for leasing, financial management, procurement, human resources, and Information Technology, and (4) Lack of sufficient support for educational scholarships. The State of South Carolina continues to restrict the amount of state funding that may be used to attract and recruit top students. This policy clearly reduces fair competition both within and out of state.

I.5 Use of the Accountability Report

Accountability is a key component of all university activities. The Accountability Report is comprised of selected data points reflecting Clemson University's performance. These data as well as other data continue to be used in making data informed decisions, in guiding the institution toward its Vision. The Budget and Control Board efforts to improve the reporting elements and process are greatly appreciated.

II. 1 Main Educational Programs, Offerings, and Services

The educational programs, offerings, and services and the primary methods by which these are delivered center around the three missions of Clemson University: Teaching, Research, and Service. As a comprehensive university, Clemson University's Vision, Mission, and Goals are tied directly to South Carolina's ability to be strategically positioned to compete and succeed in the global economy. The teaching mission provides the basis for an educated, well-prepared workforce in innovative programs; the research and economic missions provide the base for new knowledge development that moves from the laboratory to the work place; and the public service mission provides an further interface between faculty, student, and the citizens of South Carolina.

II. 2 Stakeholder Groups and Their Key Requirements

For the key student segments, stakeholder group, and market segments, there may be specific expectations. Clemson University attempts to be proactive in addressing these.

Stakeholder Group	Key Requirements
Students (undergraduate and graduate)	Quality degree programs
	Classes and research /inquiry experiences
	Quality faculty
	Physical space-classrooms, laboratory, library
	Safety, student life experiences Social, emotional, physical, spiritual support services or programs
Faculty and staff	Safe work environment
	Support for teaching, research and service activities
Alumni	Opportunities for continued relationship with University
	Contributors
	Stewardship of the funds provided to the University
	Quality programs and activities
Parents	Safe environment
	Quality educational programs
	Support systems for students
Future students	Information about the University
	Variety of program options
	Opportunity to attend the University
State (legislators, CHE, citizens)	Wise use of resources
	Quality education for SC residents
Federal funding agencies	Compliance with federal policies
	Completion and reporting related to federal policies
Accreditation bodies	Compliance with established standards
	Participation in voluntary activities

II.3 Operating Locations

The physical resources needed to fulfill the teaching, research and service missions are extensive and include land holdings, buildings, and equipment. The University owns overseas

property used for teaching and research in Genoa, Italy (Charles E. Daniel Center) and Caribbean Island of Dominica. Other off-campus facilities used by the university are the University Center of Greenville in Greenville, South Carolina; Universitat Politecnica de Catalunya in Barcelona, Spain; and Charleston Architectural Center in Charleston, South Carolina. Other land is held for research and education such as camps or centers. The main campus located in the northwestern corner of South Carolina on the shores of Lake Hartwell, is surrounded by 19,700 acres of land used for research, teaching, and recreation.

II. 4 Employees

In 2006, Clemson employed full-time and part-time personnel as shown in the following table. These number are based upon budgeted salaries (instruction, research, public service, administration, etc.)

2006 Employee by Category by Status	Full-Time	Part-Time	Total
Administrator	166	0	166
Administrator with Faculty Rank	150	0	150
Instructional Faculty	1,082	121	1,203
Other Professional with Faculty Rank	51	10	61
Public Service Faculty	16	1	17
Research Faculty*	97	14	111
Staff	2,746	204	2,950
Total	4,308	350	4,658

Source: CUBS HR System.
* The definition for research faculty includes evaluation of salary distribution, title, and home department. If the majority of salary funding is for research programs, or the title is research faculty, or the department is other than an academic department, they may fall into this category.

II. 5 Regulatory Environment

The University operates under many regulatory systems at the state and federal level. Reporting systems are in place that allow the university to document compliance and to maintain accreditation required by federal and state law. Other accreditation includes the Redfern Health Center (The Joint Commission), Commission on Colleges of the Southern Association of Colleges and Schools, and professional bodies such as:

American Assembly of Collegiate Schools of Business - International Association for Management Education
Accrediting Board for Engineering and Technology including the Computing Science Accreditation Board
American Council for Construction Education
American Dietetic Association (DIET)
American Society of Landscape Architects
Commission on Collegiate Nursing Education
Council for Accreditation of Counseling and Related Education Programs
National Architectural Accrediting Board, Inc.
National Association of Schools of Art and Design
National Council for Accreditation of Teacher Education
Society of American Foresters

II. 6 Governance System

The *Trustee Manual* (http://www.clemson.edu/bot/manual/manualhome) clearly delineates the responsibilities of the Board of Trustees, Clemson University's governing body.

II.7 Key Suppliers and Partners

The University is guided by the state procurement codes for supplies and equipment.

II. 8 Key Competitors

The University competes with all colleges and universities in South Carolina and across the country for in-state residents for student enrollment. The competition for students includes private as well as public institutions. LIFE Scholarships have increased the number of SC residents who remain in-state, but the competition for students remains strong. Competition for funding is with all research universities for which federal and industry funding is given to promote research programs. Clemson has collaborated with many universities to improve opportunities for funding. Collaborations help all universities in being more successful in obtaining funding, improving research opportunities, and reducing competition for limited resources and opportunities.

II. 9 Competitive Success

The University has stated in its Vision statement that the goal is to be ranked as a top 20 public university. To this end, Clemson uses the 14 U.S. News and World criteria as one method of determining success. However, the 27 goals go beyond the 14 criteria used in the ranking and help in determining the progress being made. For example, the goal of $100 million in funded research was set when the university was significantly below that amount. Since then, Clemson exceeded $100 million, and has set the goal to $150 million. This is a significant amount of external funding for a university that has neither a medical nor a law school. Interest in ranking is not limited to undergraduate programs but includes the rankings of graduate programs.

II. 10 Key Strategic Challenges

Challenges that impact institutional competitive situations include finances, personnel, facilities, and external environmental factors. To achieve the mission of being a public top 20 institution, competing for faculty and graduate students, providing resources for successful teaching and research, maintaining housing and other facilities to support the students, staff, and faculty are challenging.

A stable funding strategy is needed that (a) rewards quality, not just growth; (b) incorporates costs of economic development mission (graduate programs, research infrastructure); and (c) reduces reliance on fee increases. Functioning without a statewide plan for higher education continues to be a challenge. State governance that does not (a) recognize the differences among institutions; (b) recognize unique economic development role of the research sector, and (c) tailor accountability to mission reduces the potential of higher education for all institutions. The role of South Carolina Commission on Higher Education (CHE) needs to adapt to (a) coordinate development of a state-wide plan; (b) secure state funding for broad-based initiatives impacting multiple institutions (Endowed Chairs, Light rail, Incentives for collaboration); and (c) pursue regulatory relief for institutions in several areas (ie. Capital Outlay, Leasing, Financial Management, Procurement, Human Resources, Information Technology).

II. 11 Performance Improvement Systems

- Institutional Effectiveness System (Annual Assessment Plans and Reports, IE Reports to CHE, Accountability Reports)
- Faculty Systems (Promotion, Tenure and Reappointment Processes, Post-Tenure Review, Faculty Activity System)
- Institutional Research (Annual System of Reports, Departmental Activities Summaries, Multiple reports and analysis of data as requested)
- Master Campus Planning
- Research Compliance
- Office of Teaching Effectiveness and Innovation
- Faculty and Staff Evaluations (Annual Faculty Evaluations, Employee Performance Management System)
- Compliance Reports
- Accreditation Reports, Program Reviews, Self-Studies, and Site Visits

II. 12 Organizational Structure

Clemson University is organized to meet the Mission of the University. The three vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) lead the teaching, research and extended public service missions of the University. Designed to reduce administrative layers, increase interactions among missions, increase interactions between budget categories (E&G, PSA, and external), and provide a collaboration and evaluation link between mission areas, the vice presidents met with all colleges to discuss academic plans and 2011 Goals for the University. The broad organization of the University is shown below.

Board of Trustees
President
The following report directly to the President
Vice President for Research and Economic Development
Vice President for Academic Affairs and Provost
Vice President for Student Affairs
Chief Business Officer
Vice President for Public Service and Agriculture
Vice President for Advancement
Director of Athletics
Assistants to the President and Chief of Staff
General Counsel and Assistant to the President

Dual appointment: Executive Secretary to the BOT Assistant to the President

II. 13 Expenditure/Appropriations Chart

The next page provides the required Expenditure/Appropriations Chart, Table II.13.

II. 14 Major Program Areas Chart

The Major Program Areas Chart (Table II.14) follows the Expenditure/Appropriations Chart.

Table II.13

Major Budget Categories	FY05-06 Actual Expenditures($)		FY06-07 Actual Expenditures ($)		FY07-08 Appropriations Act ($)	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	233,165,198	75,807,126	249,710,617	85,559,874	264,984,741	85,559,874
Other Operating	172,187,141	-	154,557,282	-	154,432,738	-
Special Items	71,360,901	3,037,768	79,277,363	3,537,768	81,114,128	3,537,768
Permanent Improvements	7,216,294	-	3,692,383	-	3,692,383	-
Case Services	-	-	-	-	-	-
Distributions to Subdivisions	-	-	-	-	-	-
Fringe Benefits	51,805,017	9,316,702	49,184,304	11,378,844	49,996,773	11,378,844
Non-recurring	2,108,728	-	3,700,000	2,800,000		-
Total	537,843,279	88,161,596	540,121,949	103,276,486	554,220,763	100,476,486

Other Expenditures

Sources of Funds	FY 05-06 Actual Expenditures ($)	FY 06-07 Actual Expenditures ($)
Supplemental Bills	808,728	2,800,000
Capital Reserve Funds	-	-
Bonds	-	-

Table II.14 Major Program Area Chart

Program Number and Title	FY 05-06 Budget Expenditures ($)		FY 06-07 Budget Expenditures ($)		Key Cross References for Financial Results*
I.A. Educational and General-Unrestricted	State:	78,844,894.00	State:	86,622,101.00	7.3
	Federal:	27,793,610.00	Federal:	26,605,254.00	
	Other:	181,425,267.00	Other:	185,869,982.00	
	Total:	288,063,771.00	Total:	299,097,337.00	
	% of Total Budget: 57%		% of Total Budget: 59%		
I.B. Educational and General-Restricted	State:	0.00	State:	0.00	7.4
	Federal:	63,889,066.00	Federal:	69,673,577.00	
	Other:	10,960,955.00	Other:	12,531,843.00	
	Total:	74,850,021.00	Total:	82,205,420.00	
	% of Total Budget: 15%		% of Total Budget: 15%		
II.A. Auxiliary Enterprises-Unrestricted	State:	0.00	State:	0.00	7.5
	Federal:	322,036.00	Federal:	0.00	
	Other:	88,236,536.00	Other:	100,720,984.00	
	Total:	88,558,572.00	Total:	100,720,984.00	
	% of Total Budget: 18%		% of Total Budget: 19%		
III.C. Employee Benefits-State Employer Contributions	State:	9,316,702.00	State:	10,268,850.00	
	Federal:	337,574.00	Federal:	289,133.00	
	Other:	40,390,212.00	Other:	41,154,690.00	
	Total:	50,044,488.00	Total:	51,712,673.00	
	% of Total Budget: 10%		% of Total Budget: 10%		
TOTAL	State:	88,161,596.00	State:	96,890,951.00	
	Federal:	92,342,286.00	Federal:	96,567,964.00	
	Other:	321,012,970.00	Other:	340,277,499.00	
	Total:	501,516,852.00	Total:	533,736,414.00	
	% of Total Budget: 100%		% of Total Budget:100%		

Remainder of Expenditures ($)	State:	808,728.00	State:	2,800,000.00
	Federal:	0.00	Federal:	0.00
	Other:	1,300,000.00	Other:	0.00
	Total:	2,108,728.00	Total:	2,800,000.00
	% of Total Budget: 0%		% of Total Budget: 1%	

Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References
  provide a Chart number that is included in the 7th section of this document.

III. Category 1 – Senior Leadership, Governance, and Social Responsibility

Clemson University is organized to meet the Mission of the University. The three vice presidents (Academic Affairs and Provost, Research and Economic Development, and Public Service and Agriculture) lead the teaching, research and extended public service missions of the University. President Barker developed a Three Core Missions Organizational Concept designed to reduce administrative layers, increase interactions among missions, increase interactions between budget categories (E&G, PSA, and external), and provide a collaboration and evaluation link between mission areas. The vice presidents for teaching, research, and public service met with all colleges to discuss academic plans and 2011 Goals for the University. In addition, the three mission vice presidents met with all 53 academic departments to discuss the Academic Road Map and Academic Plan and to solicit input. These activities are examples of how the three vice presidents are working together to provide leadership for the University and link all University activities to the Vision, Mission and 2011 Goals.

The University goals are broad based and require multiple years to complete. Therefore, annually the senior leadership meets and sets measurable goals for the year. The vice presidents solicit input from their constituents prior to a formal retreat. This provides an opportunity for planning and directing activities for the specific year linked to the 2011 goals. Once finalized, the goals are shared throughout the university. Setting goals is the beginning, and throughout the year, quarterly reports are made to monitor and evaluate progress, strategies are modified as necessary, and end results are reported in writing.

Information is distributed at the Town Meetings, forums and summits held across campus and involving various constituent groups. Strategic Planning at the vice presidential and college levels more than adequately address bringing together the University's resource allocation to support institutional goals. The President's Advisory Board and the President's Board of Visitors are composed on many stakeholders from alumni groups, industry, and leaders from the state and nation. College and departmental advisory groups also provide input and feed back to the senior leaders. The commitment to the University goals is also reflected in the consistent reporting of progress in each area. Quarterly report cards are prepared and distributed to the Board of Trustees, President's Advisory Board, Board of Visitors, and community leaders. The open process ensures that all parts of the University share in the planning and evaluation process.

The commitment of the senior leaders for the organization values are reflected in many activities undertaken by the President and senior leaders. President Barker presented the following guiding principles to the South Carolina Commission on Higher Education (CHE) on Wednesday, August 1, 2007. These principles continue to reflect the thinking and actions of the University in moving from Top-30 to Top-20:
- build on previous success – the Road Map and Emphasis Areas.
- expand efforts to be a truly university-wide plan, encompassing academics, graduate education, research, public service, student services, athletics, facilities and IT infrastructure.
- focus on assessment and accountability.

The senior leaders promote and support an environment that fosters legal and ethical behavior and accountability at all levels including fiscal, legal and regulatory. This is a given

behavior and unquestionable in importance to the senior leadership. The General Counsel's office serves on the President's leadership team and any issue concerning the University is considered in light of legal and ethical responsibility. In addition, the departments of Internal Audit, Institutional Research, and Institutional Assessment report directly to the Board of Trustees through the Executive Secretary to the Board rather than to an institutional vice president to eliminate any concerns related to conflict of interest.

Senior leaders create an environment for learning by providing development opportunities for all faculty and staff. On-campus activities are provided through the year by a variety of offices and centers. Senior leaders promote and participate in succession planning and development of future leaders by financially supporting individuals to attend leadership development opportunities. Each year the University supports participants at the Executive Institute sponsored by the Budget and Control Board. Faculty members attend leadership development conferences associated with professional associations, such as the American Council of Education. Faculty administrative fellowships are available and the senior leaders encourage faculty participation.

The senior leaders empower and motivate faculty and staff in a variety of ways. President Barker is an excellent role model. He refers to the Vision, Mission and Goals in many of his presentations and reports. He carries a card in his coat pocket that he refers to and he has developed a Report Card that measures each goal quarterly. The University goals are also linked to the EPMS of each employee of the University. Employees have an opportunity to identify how their jobs link directly to the University goals and what role they contribute to Clemson meeting its goals. This step is a valuable link in disseminating the Goals and values of the University throughout the organization. The link between the goals of the University and the personal goals of the individual promotes, empowers, and motivates faculty and staff throughout the institution. Evaluation and merit based rewards provide recognition of performance related to goals.

The evaluation form for State Agency Heads is published by Human Resources and used by the Trustees annually to evaluate the performance of the chief executive officer. There is a university-wide system of annual evaluation of academic administrators holding faculty rank, and other high-level administrators holding unclassified positions. Annual evaluations of chairs and deans are done in addition to the required *Faculty Manual* schedule. The audit of the Provost's and deans' offices revealed that these administrators are evaluated annually. An audit of the President's Office and all vice presidential areas would result in similar findings.

The University is committed to the evaluation process and in making data-informed decisions. Personnel evaluations and other assessment data are used in making organizational improvements and responding to needs of the constituents and stakeholders. Senior leaders are involved in on-going professional development, attending professional meetings, maintaining professional standards and ethics related to their professions, and setting goals reflecting best practices.

Under the guidance of the University leaders, the University has recently revised the Crisis Management Plan. A Crisis Management Team has to address and anticipate adverse situations. Clemson University educates individuals and groups to minimize behaviors that can cause accidents or injuries. Nevertheless, University-related crises may occur and must be managed efficiently and effectively. Resources available to students include the Students in Distress Guide, Handling Student Threats to Self/Others, Fire Assistance, Disaster Management Plan, and Nuclear Emergency Preparedness.
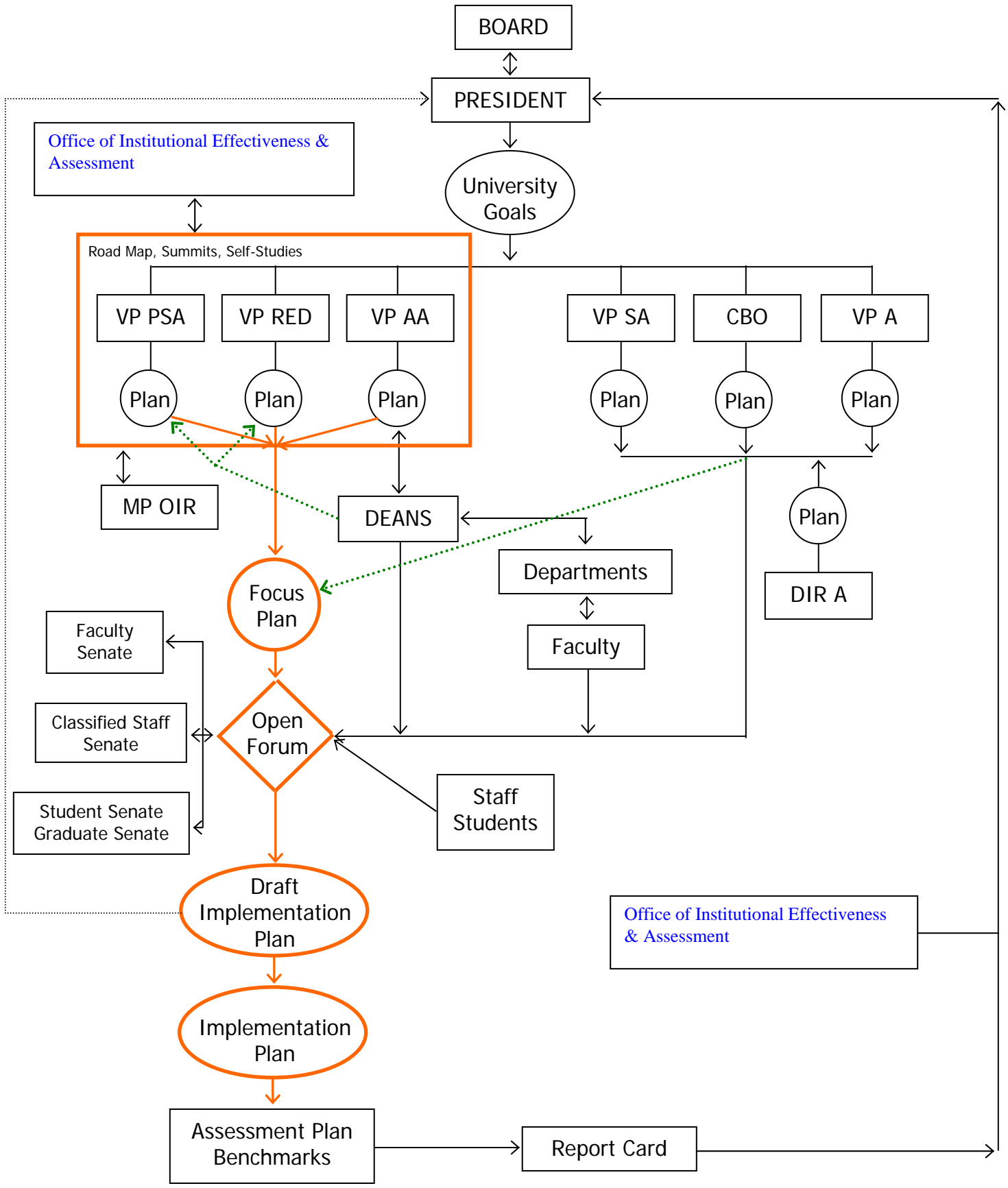
Senior leaders are involved in many community based projects and activities such as an active Town-Gown relationship with the City of Clemson. The campus and City police departments work closely in developing programs to address student life issues that affect the campus and surrounding communities including limiting underage drinking and improving safety. The

University actively participates in community activities in Greenville and Anderson such as community groups and the Chambers of Commerce activities. The leaders speak at luncheons, dinners, meetings, and other invited activities. The leaders are active in several professional organizations and hold elected offices. President Barker has been Chair of the SACS Commission on Colleges and is a director on the NCAA Board. Provost Helms is Chair of the University Center of Greenville. Recently she hosted the annual meeting of NASULGC and chaired one of the Voluntary Accountability Committees. Faculty and students are engaged in community service activities, service learning, K-12 programs, and so forth.

III. Category 2 – Strategic Planning

Strategic Planning Process

The Strategic Planning processes which led to the creation of the University Mission, Vision and Goals for 2011 began within a committee composed of faculty, administrators, staff and one trustee. The documents had wide spread input from the campus at large and the final draft was adopted by the University's Board of Trustees on January 26, 2001. The following flow chart documents the involvement of the campus in the planning process as draft proposals were considered by the campus constituency. An Academic Roadmap and University Resource Roadmap were developed with input from the campus to support the implementation of the strategic plan. The mission vice-presidents (Academic Affairs, Research, and Public Service) work closely with the President and members of the Board of Trustees in providing the long-term sustainability and continuity in ensuring the focus on the plan. The senior leadership provides the direction and guidance to maintain and steer the University toward its Vision and to implementing the Goals.

BOARD

PRESIDENT

University Goals

Office of Institutional Effectiveness & Assessment

Road Map, Summits, Self-Studies

VP PSA · VP RED · VP AA · VP SA · CBO · VP A

Plan · Plan · Plan · Plan · Plan · Plan

MP OIR

DEANS

Departments

Faculty

Plan

DIR A

Focus Plan

Faculty Senate

Classified Staff Senate

Student Senate Graduate Senate

Open Forum

Staff Students

Draft Implementation Plan

Office of Institutional Effectiveness & Assessment

Implementation Plan

Assessment Plan Benchmarks

Report Card

Challenges

Clemson University's planning process addresses its strengths, weaknesses, opportunities, and threats with a sincere attempt to capitalize on those qualities that enhance the institution and reduce, change, or modify those that are limiting. For example, financial and regulatory risks continue to be strategically addressed to the South Carolina Commission on Higher Education (CHE) during the formal budget presentations. The issues include the following:

(1) lack of a state-wide plan for higher education recognizing the difference and unique economic contributions of each sector and tailors accountability into the mission,

(2) unstable funding of higher education for broad-based initiatives impacting multiple institutions (Endowed Chairs, Light rail, Incentives for collaboration), and

(3) inflexibility in regulations for many things including capital outlay for leasing, financial management, procurement, human resources, and Information Technology.

Shifts in technology, demographics, markets, and competition are recognized and strategies in the strategic plan have purposely been developed to assure Clemson's competitive edge by implementing an enrollment management plan; investing in academic resources; emphasizing science and technology within the framework of a broad, and well-rounded education that includes languages and arts.

Human resource capability needs continue to be critically examined. As faculty began retiring in large numbers, positions were reallocated to the strategic emphasis areas. The clear emphasis areas allowed Clemson to pursue opportunities offered by state incentive programs (scholarships, endowed chairs or infrastructure funds).

Long-term organizational sustainability and organizational continuity in emergencies including fiscal resources, physical resources; and human capital. These are addressed strategically as well as in operational plans and policies. Further underpinnings for continuity lie in legislative pieces, the strength and commitment of the Board of Trustees, prudent financial investments, and on-going evaluation of current policies and practices. Vigilance is maintained by using accountability measures that encourage early intervention in areas that may be problematic.

The ability to execute the strategic plan lies in the unique form of governance: public / private partnership in governance; being a land-grant university engaged in research and public service in support of economic and community development; all budget decisions have been made to further the plan; academic plan (Road Map) focusing on priorities and measurable outcomes; very strategic investments in faculty, IT, an Academic Success Center, research and academic facilities, the libraries and the graduate school are examples of how Clemson University executes its plan.

Objectives

Clemson University's strategic objectives are directly aligned with the challenges of the institution. The following page shows the key strategic objectives for the 2006-07 Academic Year and the associated measures.

Program Number and Title	Supported, Organization, Strategic Planning, Goal/Objective	References for Performance Measures*
	ACADEMICS, RESEARCH AND SERVICE	
I.A. Educational and General-Unrestricted	1. Excel in teaching, at both the undergraduate and graduate levels.	**7.1, 7.4, 7.2**
	2. Increase research and sponsored programs to exceed $100 million a year in research support. (This goal has been met and raised to $150 million.)	**7.1, 7.4**
	3. Set the standard in public service for land-grant universities by engaging the whole campus in service and outreach, including a focus on strategic emphasis areas.	**7.1, 7.6**
	4. Foster Clemson's academic reputation through strong academic programs, mission-oriented research and academic centers of excellence, relevant public service and highly regarded faculty and staff.	**7.0, 7.4, 7.5**
	5. Seek and cultivate areas where teaching, research and service overlap.	**7.1, 7.4, 7.5**
	STUDENT PERFORMANCE	
	1. Attract more students who are ranked in the top 10 percent of their high school classes and who perform exceptionally well on the SAT/ACT.	**7.1**
	2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.	**7.1**
	3. Promote excellence in advising.	**7.2**
	4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.	**7.1**
	5. Improve the national competitiveness of graduate student admissions and financial aid.	**7.1**

	EDUCATIONAL RESOURCES	
I.A. Educational and General-Unrestricted, Continued	1. Successfully complete our current capital campaign and a subsequent one. 2. Rededicate our energy and resources to improving the library. 3. Increase faculty compensation to a level competitive with top-20 public universities. 4. Increase academic expenditures per student to a level competitive with top-20 public universities. 5. Manage enrollment to ensure the highest quality classroom experiences.	**7.5**
	CLEMSON'S NATIONAL REPUTATION	
	1. Promote high integrity and professional demeanor among all members of the University community. 2. Establish a Phi Beta Kappa chapter. 3. Have at least two Clemson students win Rhodes Scholarships. 4. Send student ensembles to perform at Carnegie Hall. 5. Have at least two Clemson faculty win recognition by national academies. 6. Publicize both national and international accomplishments of faculty, staff and students.	**7.5** **7.5 Completed** **7.5** **Completed** **Completed** **7.4,7.5**
I.B. Educational and General-Restricted	**ACADEMICS, RESEARCH AND SERVICE**	
	2. Increase research and sponsored programs to exceed $100 million a year in research support. (This goal has been met and raised to $150 million.)	**7.1, 7.4,7.5**
II.A. Auxiliary Enterprises-Unrestricted	**CAMPUS LIFE**	
	1. Strengthen our sense of community and increase our diversity. 2. Recognize and appreciate Clemson's distinctiveness. 3. Create greater awareness of international programs and increase activity in this area. 4. Increase our focus on collaboration. 5. Maintain an environment that is healthy, safe and attractive.	**7.5**
	CLEMSON'S NATIONAL REPUTATION	
	7. While maintaining full compliance, achieve notable recognition with another national football championship, two championships in Olympic sports and two Final-Four appearances in basketball.	**7.5**
III.C. Employee Benefits-State Employer Contributions	Provided benefits for employees	SC Human Resources Requirements

Evaluation and Improvement

All budgetary decisions are evaluated against the goals and expected measurable outcomes. One method used to evaluate and improve the strategic planning process is an assessment of continued commitment to Vision and the ability to make decisions that reflect that commitment.

During the time of financial uncertainty, an open budget process was initiated that made available detailed budget information through town meetings and web sites. A major shift in the open budget process and the level of planning on campus has resulted in Clemson "budgeting to a plan, not planning to a budget." Guiding principles ensure that all decisions are aligned with the University's Vision, Mission and 2011 Goals and that this is "One Clemson." Academics, non-academics, public service, athletics, student affairs, staff, faculty, and students all work together. All faculty, staff and administrators participate in a planning process that links performance to the University goals. In all decisions, the impact on "One Clemson" is examined. These strategies continue to keep the university focus on allocating resources appropriately.

The President's Report Card is one visible communication strategy for reporting on University strategic objectives. The President reports progress at Board of Trustees' meetings. In addition, the President addresses the faculty and staff three times a year in formal meetings and provides an update on progress and plans for the future. Communications also include electronic letters to the campus, letters to the community, and formal written reports.

Annual targeted goals are established by the senior leadership. The annual goals are linked to the challenges identified in the Organizational Profile section of the report. The challenges serve as the basis for discussion and planning at an annual retreat. Annual goals are then established that will allow the university to address the challenges and move forward toward strategic objectives.

Clemson University's Vision, Mission and Goals are at: http://www.clemson.edu/president/vision.html
Academic Emphasis Areas are found at: http://www.clemson.edu/provost/emphasis_areas.html
The current President's Report Card may be found at: http://www.clemson.edu/president/reportcard.pdf

III. Category 3 – Student, Stakeholder, and Market Focus

Program Identification

Clemson University continuously reviews student needs, program success and implements processes as the marketplace demands in the light of the institutional mission. Having adopted a limit on undergraduate enrollment, the numbers and types of services and academic programs are aligned with the demands of the students. Additional evidence such as the number of graduates, the enrollment, community and industry input are considered when examining programs. Students have available the finest educational, financial and personal attention thereby promoting their best performance, creativity, and productivity. Organizational stability through systematic planning and evaluation build strong educational programs, an environment nurturing constituent loyalty and satisfaction.

Evaluation

Decisions are made after critical evaluations have occurred such as: (1) Ensuring that the idea (proposed change) congruent and furthering identified institutional objectives (2) Appropriate funds to support the idea, and (3) Expected outcomes consistent with desired outcomes.

Continuous improvement for institutional effectiveness. There are 3 integrated components to enhance institutional effectiveness.

Processes	The Institutional Assessment Records, Professional and regional accreditation, Program review, Annual Budget Plan, Discovery Council, President's Report Card
Strategic initiatives	Enrollment management model (allows Clemson to integrate student enrollment with institutional capacity), Program and Capital Budget allocations, Academic Emphasis Areas, University and Academic Roadmaps (people and programs, operations, and infrastructure)
Data Triangulation	
Faculty productivity	Faculty Activity System Data, Research productivity, papers, honors & awards, collaboration, Collaborative on Academic Careers in Higher Education (COACHE) Survey, Faculty Surveys
Student satisfaction	Departmental & university alumni surveys, Student Satisfaction Inventory (SSI), Housing Survey (EBI), Campus Safety Walk, Library evaluation (LibQUAL+), program advising, National Survey of Student Engagement (NSSE); Legacy applications; % Alumni Contributing
Student success	Graduation rates, Participation in Creative Inquiry, class size, program review, persistence, graduate student enrollment, graduate theses and dissertations, scholarships / fellowships (NSF, National Defense Science and Engineering, Hertz, Marshall, Goldwater, etc), Summer Reading, e-Portfolio, Living and Learning Communities
External measure	National or regional achievements; grants or other external funding, Program or Regional Accreditation

Synergistic services to attract and retain students.

Holistic opportunities & services	Academic Success Center, Redfern Health Center, secular opportunities, Fike Recreational Center and intramural programs, personal review of available financial aid (needs based grants, community scholarships, LIFE scholarships, Tiger Pool/Student Employment, assistantships)
Community & social based engagement	Service & professional student organizations, Greek Life, Community service learning, Student Union, Campus Recreation, Student Development Services
Expanded educational boundaries	Collaboration with industries and community agencies (practicum, internship & co-operative learning), international programs & travel abroad

Services to enhance student performance.

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

Clemson strives to build strong relationships that lead to satisfaction and loyalty through the provision of quality institution of higher education. Integrated policies and practices insure organizational stability and continuous improvement to enhance quality.

III. Category 4 – Measurement, Analysis, and Review of Organizational Performance

Examining the performance of Clemson University is integrated into several processes and systems with the sole purpose of strengthening all aspects of the institution. The selection of the data, methods for analysis and tracking, and measurements of progress are drawn from external as well as internal standards of quality such as professional accreditation standards and ethical protocol for research. Both quantitative and qualitative data are relied upon in making judgments about the student and stakeholder needs, institutional effectiveness, and reporting the numerous external agencies, commissions, and boards. In addition to institutional level data, each area collects, analyzes, and uses specific data that are relevant to the outcomes being measured.

Comparative data is possible by using surveys and standard assessment protocols used by others. The Collaborative on Academic Careers in Higher Education (COACHE) allows Clemson to select a peer group from participating institutions for comparison. Also, the university participates in a national survey on faculty salaries prepared by Oklahoma State University, and departmental standards developed by the University of Delaware. Both surveys provide national comparisons that can be used for data analysis. Survey data such as the NSSE and SSI provide national comparative longitudinal information as reported by the students. Also, the Alumni data allows longitudinal comparisons.

Measuring the effectiveness of selected areas requires using relevant data. These data are common to other institutions through providing comparison measures. The comparative data include those associated with:

Instruction	▪ Quality of the Freshmen class (SAT, top 10% of high school class, acceptance rate), Freshmen to 2nd year; 2nd year to 3rd year, overall retention rate of first-time full-time Freshmen, 6-year graduation rate, and percent of classes under 20 and over 50 ▪ Percentage of full-time faculty, faculty with terminal degrees, and faculty-student ratio ▪ Student learning as reported in annual Assessment Reports ▪ Student opinion reported in Alumni surveys of one-and three-year out graduates ▪ Student satisfaction with degree programs, advising, and services ▪ Reported engagement in academic practices ▪ Performance on examinations (NCLEX, PRAXIS, etc)
Research	▪ Revenues to fund infrastructure development ▪ Number of undergraduate and graduate students engaged in research, independent study, Creative Inquiry, capstone experiences (internships, co-op programs), etc. ▪ Research activities related to economic development outcomes ▪ Participation in Research Week/Month to highlight student and faculty research activities ▪ Number, type, and amount of sponsored research activities (grants, papers given, and articles published)
Public service	▪ Number and type of Community Service grants summarized by the level of activities by students ▪ Service learning in the classroom (electronic portfolio and program specific evaluation strategies) ▪ Student organization communities ▪ Faculty service activities including lectures, concerts, conferences, special programming, and other activities in which the student, faculty, and staff are available to the citizens of the state
Academic Support	▪ Graduation rates for undergraduate and graduate students ▪ Opportunities for student success as noted by participation in Academic Success Center tutoring, supplemental instruction, and study groups ▪ Library activities, services, and use ▪ Other support systems that optimize the opportunity for an individual to complete a degree program, engage in campus activities, and grow as an individual ▪ Student satisfaction with degree programs, advising, and services

Student services	- Student programs - Leadership development activities for students engaged in student government - Opportunities for international activities, including study abroad - Student Satisfaction with student services including offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's emotional and physical well-being and to his/her intellectual, cultural, and social development
Institutional Support	- Cost of institutional support is assessed at a benchmark level and is reported as a percent of total E&G budget - Efficient and effective administration in the implementation of the University's Goals and related activities that are important to the operation of a research university (ie President's Office, the Provost's Office, the General Counsel, Research, Business Office, Human Resources)
Scholarships and Fellowships	- Annual reports of scholarships and fellowships document distribution of funds - Needs based grants and community scholarships - Financial aid services to undergraduate and graduate students - LIFE scholarship retention rates - Number/percentage of Undergraduate students in the top 10 percent of their high school classes - Number/percentage of Undergraduate students who perform exceptionally well on the SAT/ACT
Plant operations	- Progress on deferred maintenance - Progress on preventive maintenance program - Report LEED certification program - Reports from students on the quality of the campus environment including the Student Satisfaction Inventory
Intercollegiate athletics	- Graduation rates - Win/loss records in competitive sports - Compliance status
Auxiliary Services	- Annual surveys of Food Service satisfaction - Provide wholesome and attractive food service options to the students - Continue to seek out and award competitive privatized contract for bookstore to meet the needs of the students to include availability of materials, reasonable costs, and convenience - Self-supporting status with positive fund balance - Effective provision of non-educational services to the students, employees and the public
Municipal Services: court, fire protection	- Advisory boards and committee feedback - First response arrival within 4 minutes to scene - Monitor customer service feedback and reports - Increase in on-line activity and reduction in customer complaints
Ctr for Advanced Engr Films & Fibers	- Number of graduate students involved in center activities - Graduation rates - Sponsored research activities (grants, papers given, and articles published)
Center for Wireless Comm	- Number of industry participation - Number of graduate students involved in center activities - Graduation rates - Sponsored research activities (grants, papers given, and articles published)
Ctr for Optical Mat Science & Engr Tech	- Number of graduate students and graduation rates - Sponsored research activities in form of grants, papers given, and articles published - Development of technology-based new ventures, improved competitiveness of existing firms, and wealth creation in the region

Through the University Assessment Committee, the Academic Council, the Provost Advisory Committee, Faculty Senate, Staff Senate, student governments, and other campus committees, boards, and councils, the institution shares and transfers best management practices, institutional memory, and performances. Other groups address the safety and security of the institution regarding issues such as building maintenance and public safety. It is incumbent on each department and division to (1) acquire and utilize relevant data, (2) provide supporting evidence for

decisions, recommendations, and conclusions, (3) maintain security of data, and (4) base decisions on accurate and timely data.

Organizational performance review is an integrated, multi-level system of planning, evaluation, and on-going assessment to "close the loop", and use information to improve the University. Training and development are important concepts. Cross-training between individuals in Institutional Research is a high priority and part of weekly staff meetings. Policies and procedures are developed to provide "in writing" documentation of process as well. CCIT provides ongoing training opportunities for the campus in using many software systems needed to perform data analysis. The University is blessed with invaluable resources such as the faculty expertise in statistics and an updated data management information system.

III. Category 5 – Faculty and Staff Focus

Collegiality is a major part of the faculty environment and faculty, students and staff work together for common goals. The institution is organized by colleges and broad administrative groups. Within the colleges are academic departments that are the primary location for faculty and staff. Aligned with the research emphasis areas, Centers and Institutes across the campus create synergy and opportunities for collaboration and interdisciplinary teaching, research and service. The academic departments and colleges align with the University Mission and Goals through their plans and strategies.

Academic support units and institutional support units are organized by functional areas. The administration and staff at Clemson University have opportunities to develop and utilize their full potential and participate in furthering the Vision, Mission, and Goals of the University. All employees are required to align their performance with their job duties that include at least one of the University Goals. It is important to recognize the significant role played by every employee of the University. In order for faculty to teach and conduct research or provide service, requires that the infrastructure support be in place. Throughout the organization, all employees are valued and opportunities for personal and professional development are encouraged.

The process of promoting cooperation, initiative, empowerment, innovation is inherent in the organizational culture. The "One Clemson" theme is a message provided by senior leadership to the campus. The relationships between administrative units are observed in many situations. The athletic department and the library conduct joint fund raising initiatives. Student Affairs representatives attend academic affairs meetings. The Academic Success Center is located in the Library. The colleges collaborate in hiring faculty that can teach in two disciplines and fund centers or institutes that promote collaboration and communication.

The employee performance management system (EPMS) at Clemson focuses on the individual; an annual review for staff is monitored by the Human Resources Department. The President is reviewed by the Board of Trustees; and a formal Agency Head evaluation form is submitted to the Budget and Control Board annually following the July meeting of the Board of Trustees. All other administrative personnel are evaluated by their supervisor.

Faculty members are evaluated for promotion, tenure, and post tenure through peer review of agreed upon standards of performance. The faculty who are not tenure track are reviewed by their supervisors and a peer review team annually for reappointment. In addition, all faculty complete an annual planning document (Faculty Activity System https://dprod9.clemson.edu/FASNet/) with specific goals for the academic year. At the end of the year, faculty report their progress and a formal evaluation is completed. In addition, faculty qualifications or credentials are reviewed and

documented with original transcripts of their degrees. In all instances, data are used and records are maintained.

Succession planning is accomplished by providing opportunity for professional development. Annually, the President sends a University employee to the SC Executive Leadership Institute. The representatives range from the Director of Financial Aid to the Executive Secretary to the Board of Trustees. Faculty members attend professional development programs at renowned institutions known for preparing future leaders. Each year a faculty member is nominated for the American Council of Education (ACE) leadership program designed to prepare faculty for presidential positions. The institution provides many opportunities and resources for all employees in the "Clemson Family" culture of pride. Professional development opportunities are numerous such as attending professional conferences or on campus training (computer, improving teaching skills and techniques). The major offices that provide training and development opportunities for faculty and staff are Office for Teaching Effectiveness and Innovation, Educational Technology Services, Human Resources Training and Development, Computing and Information Technology, and Clemson University Business Office.

All employees have at least one avenue of representation. There are committees and senates through which opinions can be expressed, recommendations provided to modify governance, or other appropriate actions suggested that enhance the organizational capacity to improve the culture and productivity of the individual while meeting the needs of the institution in its endeavor to achieve the Vision, Mission, and Goals. Such groups include the Faculty Senate, the Staff Senate and other appointed or elected groups (President's Commission on Black Faculty and Staff, President's Commission on the Status of Women at Clemson, President's Council on Community and Diversity). Individuals may address issues with their supervisors, the Office of Human Resources, Ombudsman, or other identified individuals. Formal grievance processes are in place and published that guide faculty and staff in resolving issues.

The training and professional development opportunities are available at Clemson. These are being evaluated by both the Staff and Faculty Senates. Performance is assessed through the annual evaluation system (EPMS for staff, FAS for faculty). Performance and merit increases are tied to professional development and exceeding standard job performance.

Specific resources promote safety and security of students, faculty, staff, students, and visitors. Voice alarm/siren system, newsletters, notices on doors regarding evacuation, cell phone emergency protocol, email correspondence regarding issues of immediate importance, and other strategies are employed to promote the soundness of facilities and safety of all who attend, work or visit the campus.

The Office of Environmental Health and Safety plays a key role at the University. Clemson University has a Comprehensive Environmental Health and Safety Plan. This Plan has been approved by the Clemson University Administrative Council, and applies to all Clemson University Faculty, Staff, and Students, as well as all activities carried out on Clemson property regardless of Clemson affiliation. EHS maintains a number of EPA/OSHA/DHEC/NRC required Plans and provides training for employees and monitors units to ensure compliance. The Disaster Management Plan has been revised and is available to the campus. In conjunction with this is the Fire and Emergency Medical department, which responds to on-campus emergency situations. On-line training related to fire safety is required of these personnel and is documented by the Office of Human Resources.

Opportunities for motivation of employees are both intrinsic as well as extrinsic (such as public recognition, pay increase, parking preference, release time, etc.), Obtaining feedback on satisfaction with the environment of work including health and safety comes through the recognized campus organizations or direct contact of employees with individuals responsible the area of

concern. Other data are obtained through surveys, focused discussion groups, "Brown Bag" lunches, departmental assessments, analysis of problems or complaints, and such. Clemson prides itself in that individuals are given more than one way to express concerns, make recommendations, or highlight achievements.

Formal faculty and staff surveys are conducted on a regular basis. The purpose of all assessment processes is to identify issues and to provide findings that guide decision making in establishing priorities.

III. Category 6 – Process Management

Maximizing student success at Clemson University is a priority. The key learning-centered processes for both academic programs and academic support services are developed, implemented, and continuously evaluated with the sole purpose of furthering effectiveness and efficiency in all areas.

Key learning-centered processes and support processes are institutionalized to maximize student success and involve a majority of the faculty and staff. Methods of determining processes involve broad-based, complex, and integrated examinations of the need as it meets or furthers the Vision, Mission, and Goals. There are processes and strategic initiatives that require comprehensive and timely data in order to evaluate need. The outcomes of initiatives and processes are evaluated and reported to the President, Board of Trustees, Provost, Deans and Department Chairs, University Vice Presidents and external constituents (press, newsletters, professional meetings/contact). The standards for success and benchmarks for many measures are those that guide Clemson in becoming a Top 20 Public University, standards set by professional bodies including accreditation, national testing, and licensing. For each key learning-centered process and key academic support processes the University has identified specific expected results and measurable outcomes to assess the success in its delivery and is reported in Section III, Category 7.

In the process design and delivery of programs and services, organizational knowledge, technology, cost controls, other efficiency/effective factors are considered. Organizational knowledge is imbedded in the University Vision, Mission, and Goals and reflected in the university budget process. Prior to the implementation of any program or service activity, the designing department must demonstrate a framework for support and clear educational or educational support outcomes that assist the institution in meeting its goals. Relying on the process of ensuring there are adequate budget and financial resources for current and new programs and services and that the proposal is congruent with the Vision, Mission, and Goals, programs or services may be implemented. The management of these includes audits and other internal cost controls of accountability. Construction, maintenance, and upkeep of facilities are monitored not only by fiscal accountability but also in meeting design and operational standards.

These measurable outcomes and many others are reported, examined, analyzed, and used in decision-making at all levels and in all areas of the institution. Reporting of these measures includes internal strategies such as the Clemson University Fact Book, Assessment Reports, and President's Report Card to the Board of Trustees. External reporting includes the Institutional Effectiveness Report and Performance Funding to the SC Commission on Higher Education, and other reports to the Southern Association of Colleges and Schools (Commission on Colleges). IPEDS, data exchanges, public analysis (*US News and World Report)* rely on institutional data for many reasons including decision making, developing opinions, or evaluation.

The core mission of educating students integrates academic programs, student life programs, and institutional support that provides the resources and facilities in which the programs can occur.

The process that determines the programs of study originate with the faculty whose expertise and professional knowledge of the most current activities in their fields are in the best position to foresee new degrees. The administration works with the faculty in determining the feasibility of a new program of study, the fit with the University mission, the financial implications, and physical needs. Needs assessments of future students, consultations with external stakeholders (industry, market forces), and others results in moving forward with new programs. The same steps are taken when programs are provided in distance locations or when enrollments are increased. The academic departments schedule classes that meet the assessed needs of their students.

Students are evaluated continuously throughout their programs of study and success leads to graduation. Students have opportunities to provide feedback routinely through end of course evaluations of instructors, surveys conducted by the University, and graduate surveys. All information is provided back to faculty, chairs and deans to make improvements in the process of education, the teaching and learning environment. New strategies are encouraged and faculty development is provided related to instruction, the use of technology in the classroom, and so forth. The results of recent surveys demonstrate that the processes are in place and are making a difference.

In summary, do Clemson's learning-centered processes work? The Princeton Review's annual survey of 115,000 college students of the Best 361 Colleges across the country ranked Clemson as fourth (4th), for colleges with "happy" students. "The spirit of 'the Clemson family'" at this tradition-rich Southern school will have students "bleeding orange" in no time. The family spirit extends to student-faculty relations in which professors "are very approachable and truly care about their students." Outside of class, "Clemson football and tailgating are the most amazing experiences of college." The city of Clemson even gets in on the fun and comes alive for games. Although there are an abundance of other things to do around campus including "movies" and "plenty of places to eat," football is definitely the unifying force."

III. Category 7 - Organizational Performance Results

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

7.0 Top 20 Public Institution.
Clemson University continues to make progress toward being recognized as a top 20 public institution.

7.0.1 Strides toward the Top 20
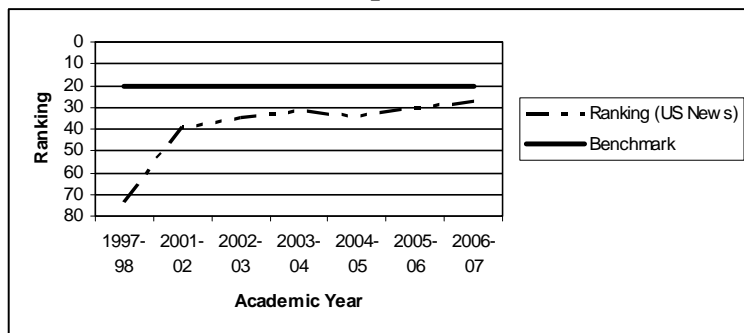
It is the intent to achieve this recognition by 2011, which will demonstrate Clemson's unique organizational performance. This measure of achievement continues to be the benchmark as do all of the elements that contribute to this measure.

7.1 Student Learning

Student learning and improvements in student learning lead to graduation, retention, continuous academic success to maintain LIFE scholarships, and participation in learning opportunities.

Quality of the Freshman Class

The progress that Clemson has made related to the quality of the freshman class as assessed by mean SAT / ACT scores, rankings in the 10% of high school classes and the acceptance rate are provided in Tables 7.1.1 and 7.1.2.

7.1.1 SAT /ACT Means
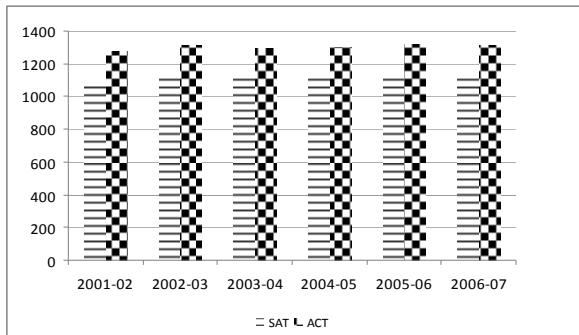
7.1.2 Quality Indicators (Percent of students in freshman class)
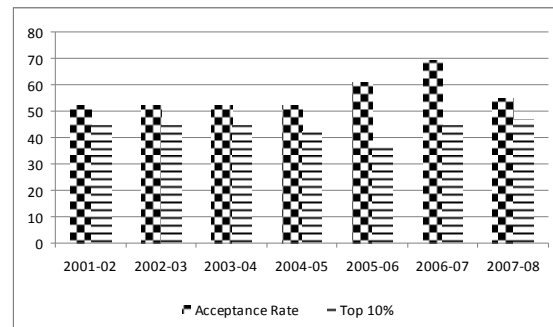
Fall to Fall Cohort Retention

Attracting and retaining undergraduate students continues to be a focus for the institution. Since FY 2003-04, Clemson has improved the undergraduate retention freshman to sophomore rate that had been declining. The ACT Institutional Data File, 2002 notes that the national drop out rate from freshman to sophomore year for PhD Public Institutions is mean score of 23.8% whereas Clemson's score is 87.7%, statistically significantly higher. Over 90% of the Sophomores continue as Juniors.

7.1.3 Freshman to Sophomore and Sophomore to Junior Retention
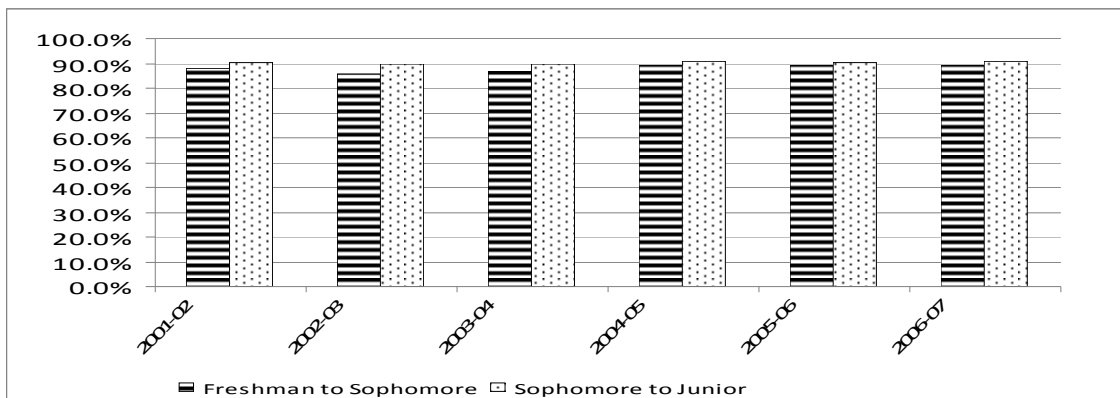
Degrees Awarded

Clemson University awards degrees for graduates at three ceremonies during the year. The number of degrees being awarded for doctoral degrees has increased significantly in the past academic year.

7.1.4 Doctoral Degrees
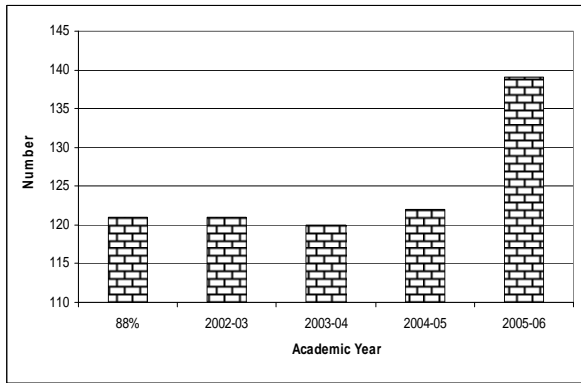
7.1.5 Masters and Specialist Degrees
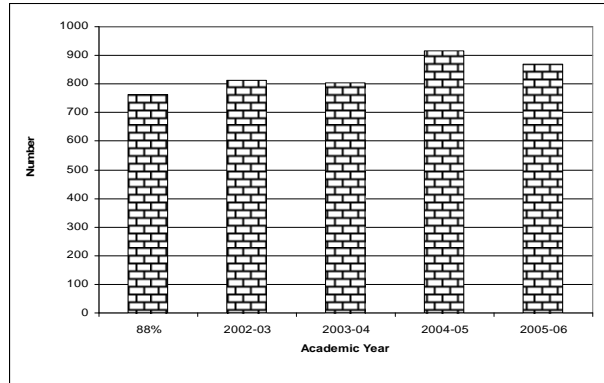
7.1.6 Baccalaureate Degrees   After the large enrollment of undergraduate students in the late 1990's, the University made a decision to hold undergraduate enrollment to 2,800 new students per

year. This enrollment management decision is clearly shown in the change in the number of undergraduate degrees being awarded. The University anticipates that the number of future degrees being awarded will be similar to those of 2004-05 and 2005-06 rather than the prior years.

7.1.7 Percentage of Student Graduating in Six Years   Clemson continues to enhance programs and services to reduce students' time to graduation. The percentage of students graduating in 6 years has improved by 6.2% in four years.
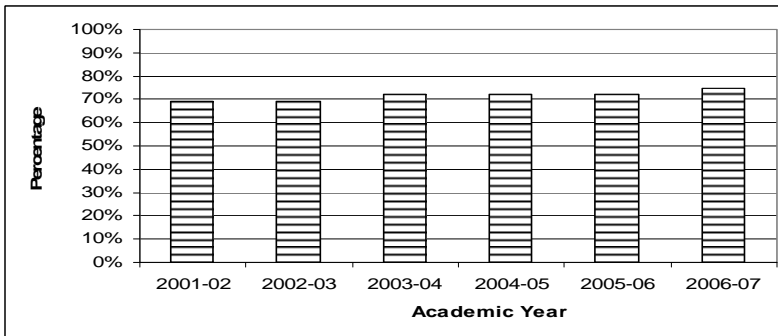
ACT Institutional Data File, 2002, reports that the 5year graduation rate for highly selective institutions is 73.3% and Selective institutions, 50%. And that the graduation rate for PhD Public institutions is a mean score of 45%. Although not comparable, it is clear to see that Clemson's 6 year rate of 75.1 exceeds all of the 5 year rates.

7.1.8 Student Learning Opportunities Undergraduate students have an option to participate in Co-Operative Experiences and some disciplines require that students undertake internships.
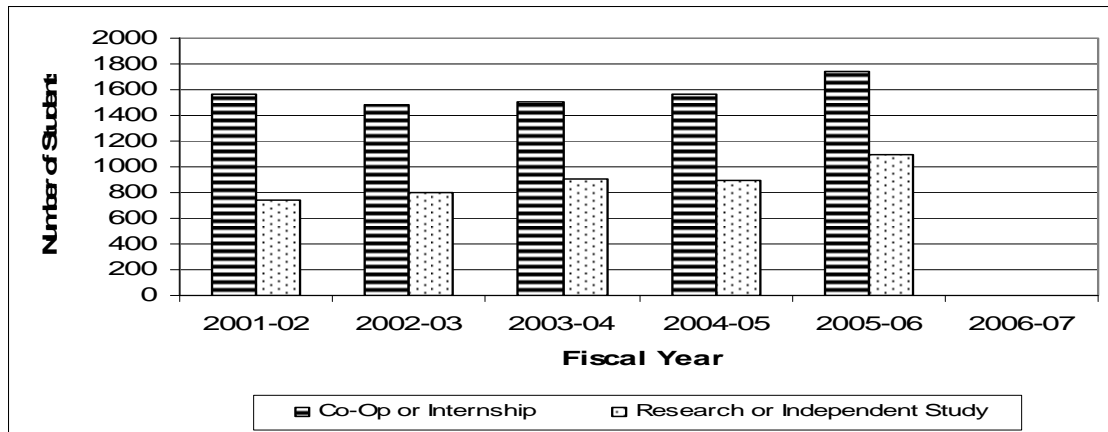
7.1.9 Sponsored Programs Typically graduate students hold assistantships at Clemson; however, undergraduates, although fewer than graduate students, are also able to receive assistantships through sponsored research programs. The decline in number of sponsored research graduate students requires further study.
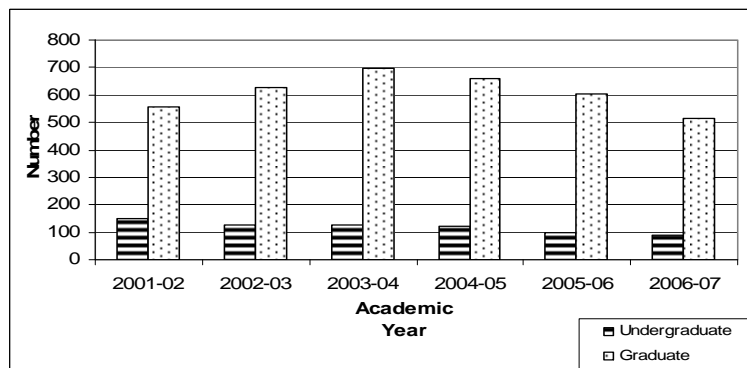
Clemson has added funding for tuition into federal grants and the result of covering tuition for graduate research assistants may have reduced the total number of assistantships provided, but increased the value of the assistantship in terms of stipends and tuition.

7.1.10 Retention of LIFE Scholarships The number of undergraduate students at Clemson who retain their LIFE scholarship continuously over 3 years has increased. And, in the past year over 100 additional students retained their scholarship.
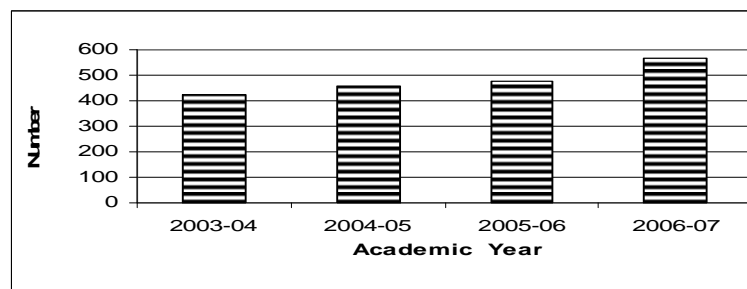
The ability to maintain LIFE scholarships and the retention of students continues to be monitored. The Academic Success Center assists students with the provision of tutoring, supplemental instruction, and disability services.

7.1.11 University-wide GRE Performance   The Graduate Record Examination is not a professional exam but provides insight into the general performance of students who select to take the examination and report that they are graduates of Clemson University. The exam may be taken by either undergraduate or graduate students and it may be taken multiple times.
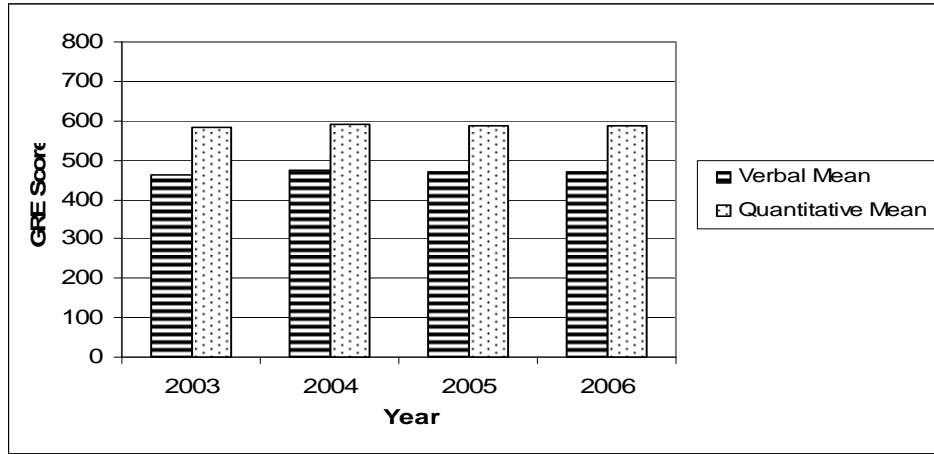
In addition to the quantative and verbal sections of the examination, students take a writing exam. However, the scale is not the same as these other two scales; therefore, results are not included.

7.1.12 Standardized Test: Principles of Learning and Teaching and Specialty Area Tests
Education students must take and pass both test the Principles and Learning and Teaching and their specialty area test before a grade can be given for student teaching or an Initial Certification can be granted. Typically, these two tests are taken prior to the senior year. The following table displays the percentage of first time students passing the examinations.
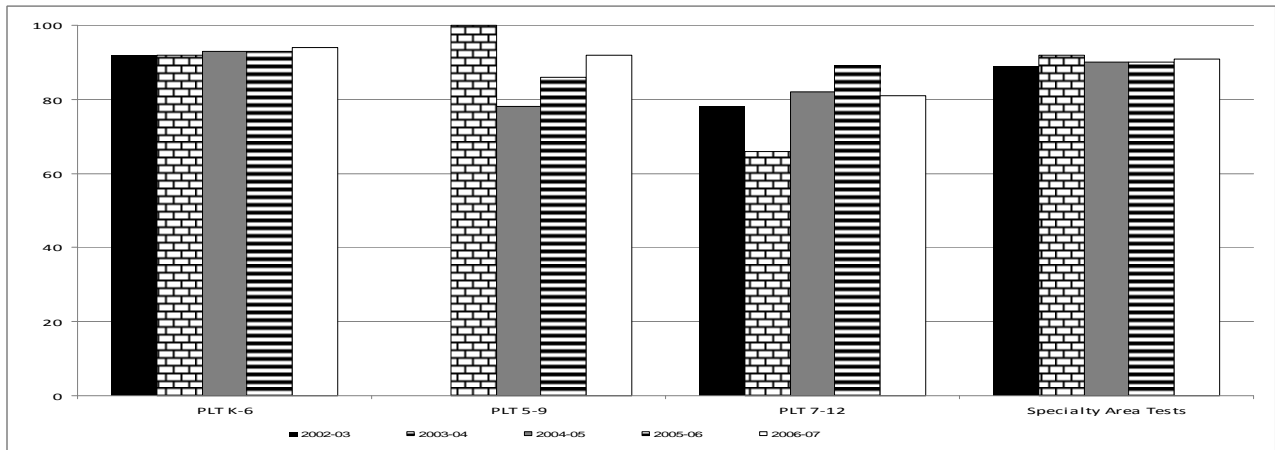
7.1.13 Fundamentals Of Engineering This is an optional national examination that Clemson University Engineering students take prior to their seeking a Professional Engineer License. There were eight students who took and passed the general examination. The national percentage pass rate for the general exam ranged from 55% to 79%. The number of students taking the
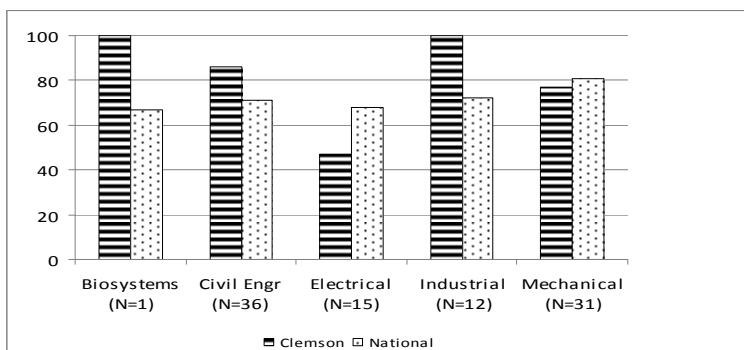
discipline examination are shown in parentheses.

Creative Inquiry

        Student learning is possible with opportunities. Undergraduate students are able to participate in Creative Inquiry projects in many disciplines. Currently active are 179 projects. The outcomes of these projects include student learning as well as products such as presentations. The following charts display the Fall 2006 and Spring 2007 data as reported to the Dean of Undergraduate Studies in the annual reports.

7.1.14 Numbers of Undergraduate Students Participating

Relatively new to Clemson is the undergraduate research project: Creative Inquiry. This exciting project complements independent studies and moves Clemson to a unique international position of having small groups of engaged students mentored by faculty committed to excellence. The

		Academic Term								
Course Level	S05	F05	S06	2SS06	F06	S07	1SS07	2SS07	F07	**Total**
1					1	3			5	**9**
2					1	5			13	**19**
3					1	17			19	**37**
4	3	5	12	1	32	71	9	1	109	**243**
Total	**3**	**5**	**12**	**1**	**35**	**96**	**9**	**1**	**146**	**308**

number of students participating in Creative Inquiry continues to grow as seen in the following chart.

7.1.15 Numbers of Presentations or Publications One measure of the success of the CI program is the number and types of the products produced because of the program.
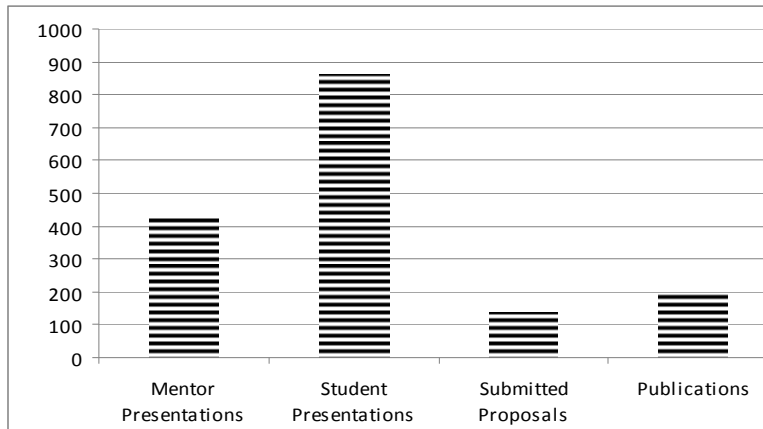
Included in this graph are student presentations made to classmates as well as to professional organizations. It is critical to note that the self-reported information does not differentiate between peer-reviewed journals or conferences and those that are not. The primary indicator of these measures is to note that Undergraduate Students are engaged in inquiry – creative investigation.

7.2 Student Satisfaction

        Clemson University's bi-annual administration of the Student Satisfaction Inventory shows that the students have continued to report higher levels of satisfaction since 1998. Clemson students are statistically significantly more satisfied on 9 of the scales compared to other 4-year public institutions. The scale rating is 1-Not Satisfied at All to 7-Very Satisfied and the mean scores are displayed in the following table.

7.2.1 Student Satisfaction Survey

Satisfaction Scales * Difference between 2007CU and group norm is statistically significant	1999 CU	2001 CU	2000 CU	2005 CU	2007 CU	4 yr public 2007	Sig.
Student Centeredness	5.18	5.37	5.28	5.4	5.47	5.08	*
Campus Support Services	5.1	5.31	5.18	5.42	5.43	5.23	*
Campus Climate	5.07	5.33	5.21	5.32	5.34	5.05	*
Instructional Effectiveness	5.1	5.24	5.18	5.25	5.29	5.12	*
Campus Life	4.86	5.13	4.95	5.09	5.08	4.83	*
Service Excellence	4.77	4.98	4.87	4.96	4.98	4.9	*
Safety and Security	4.04	4.41	4.22	4.6	4.54	4.47	*
Responsiveness to Diverse Populations	4.73	4.88	4.73	4.83	4.88	5.05	(-)*
Registration Effectiveness	4.67	4.84	4.67	4.77	4.8	4.92	(-)*
Academic Advising	5.2	5.3	5.13	5.12	5.11	5.2	(-)*
Concern for the Individual	4.8	4.93	4.82	4.87	4.94	4.93	
Recruitment and Financial Aid	4.66	4.85	4.74	4.74	4.83	4.8	

7.2.2 Alumni Surveys Each year Clemson conducts a survey of alumni to access their opinions about their educational experience at Clemson. Both undergraduate and graduate students are surveyed at one-year and three-year intervals. In addition, departmental questions are sent to alumni as well for specific data to be used by faculty related to the curriculum. The following three tables show the response to questions in the survey.

Undergraduate 1 year out: <u>My knowledge, skills, and abilities compare equally to those of my peers.</u>
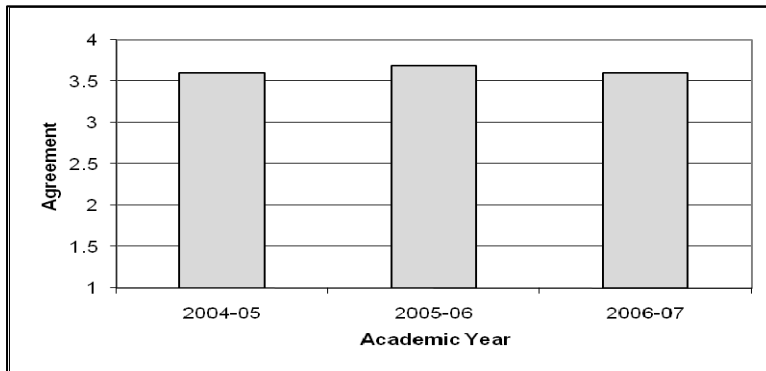
When asked to indicate their agreement on a scale of 1(not at all) to 4(much), Clemson Alumni have historically indicated their knowledge, skills, and abilities are comparable to that of their peers.

Undergraduate 3 year out: How satisfied were you with your overall academic experience?
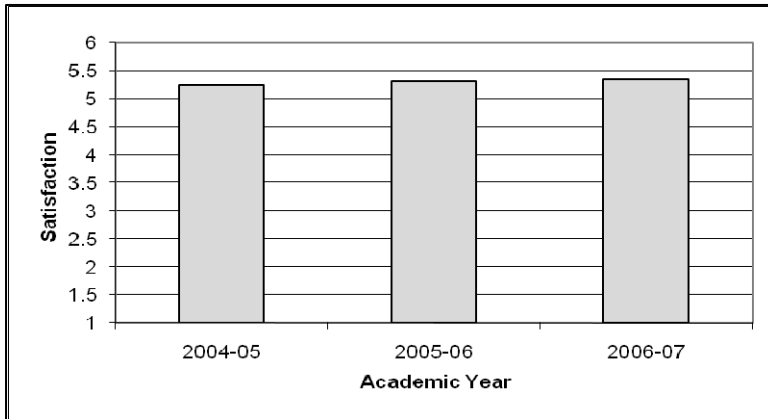
On a scale of 1 (very dissatisfied) to 6 (very satisfied) Clemson Alumni have historically reported a high level of satisfaction with their academic experience.

Graduate 1 and 3 year out: Would you recommend your program to prospective students?
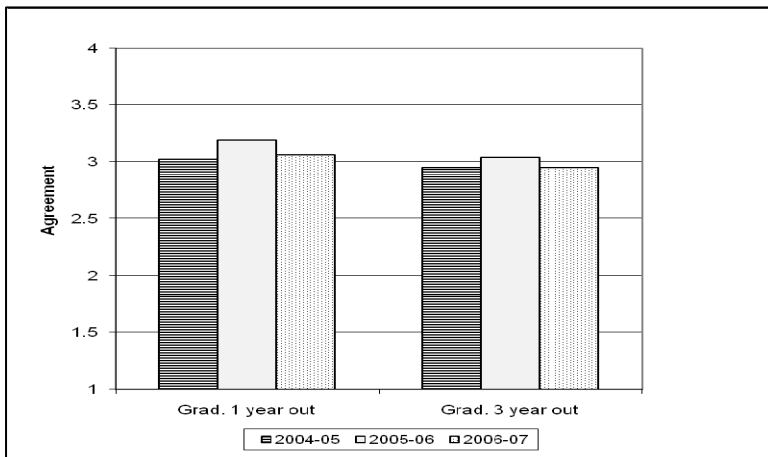
When asked to indicate their agreement on a scale of 1(not at all) to 4 (much), Clemson Graduate-level Alumni have historically indicated they would recommend their program to prospective students.

7.2.3   Student Effectiveness   The National Survey of Student Engagement (NSSE) measures Student Effectiveness. The university has used the NSSE for three years and monitor student responses for trends and areas for improvement. In the NSSE Report, "Exploring Different Dimensions of Student Engagement," the Clemson University Freshmen and senior responses are statistically compared against other students from selected peer and Carnegie peer institutions. In 2005 the comparison consisted of doctoral extensive institutions rather than Carnegie peers. Of the five benchmarks of effective educational practice, the Clemson students' responses are statistically significantly higher than both groups. Clemson rose above both groups for most of the items comprising each benchmark.

Level of Academic Challenge: Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectation for student performance.
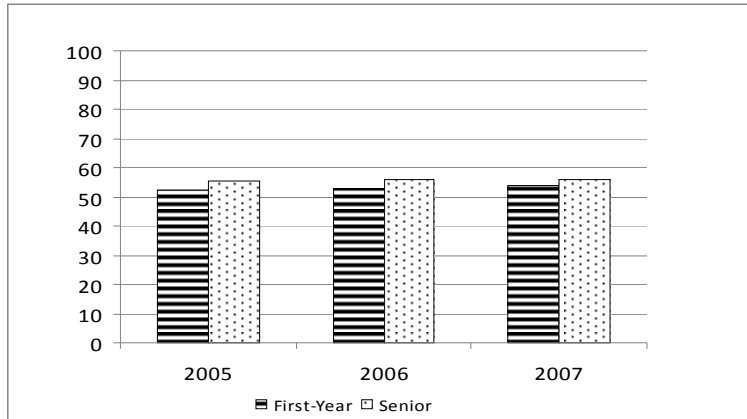
The Clemson Freshmen scored statistically significantly higher than the selected peers, Carnegie peers, and NSSE overall. The Seniors had a higher mean score than the other three comparative groups but the score was not statistically significantly higher.

Supportive Campus Environment: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.
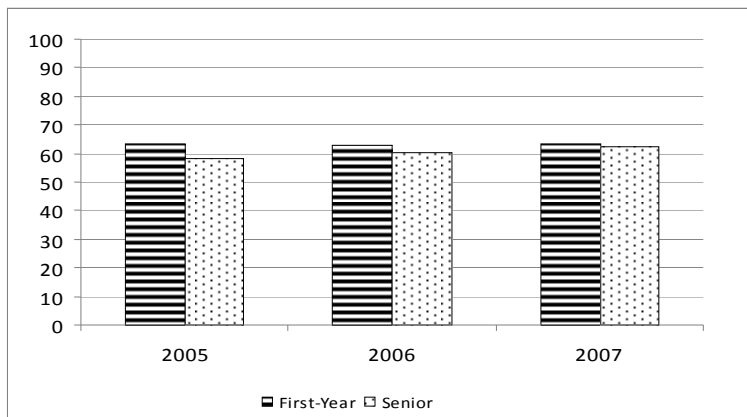
Both Freshmen and Seniors at Clemson scored significantly higher on this benchmark than the peer groups for the past three years (2005, 2006, 2007).

Student-Faculty Interaction: Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.
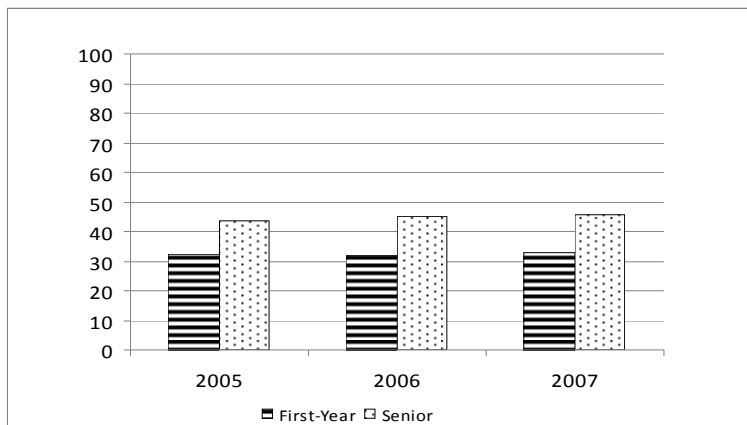
Overall, student-faculty interaction is statistically significant higher for Seniors over NSSE 2007, peer and Carnegie institutions.

Active and Collaborative Learning: Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the problems they will encounter daily during and after college.
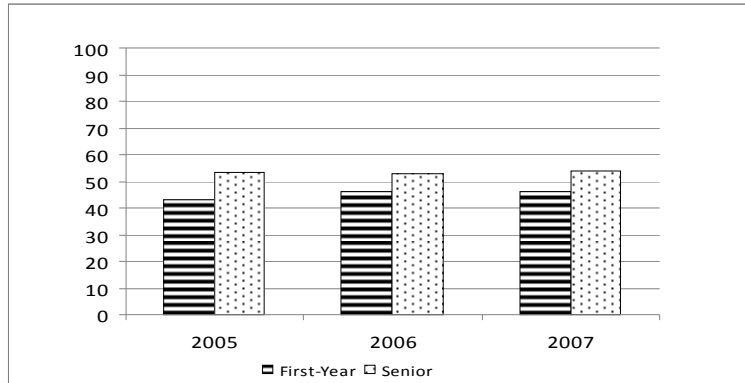
Both Freshmen and Seniors rated the overall benchmark significantly higher than NSSE 2007, peers and Carnegie institutions.

Enriching Educational Experiences: Complementary learning opportunities in and out of class augment academic programs.
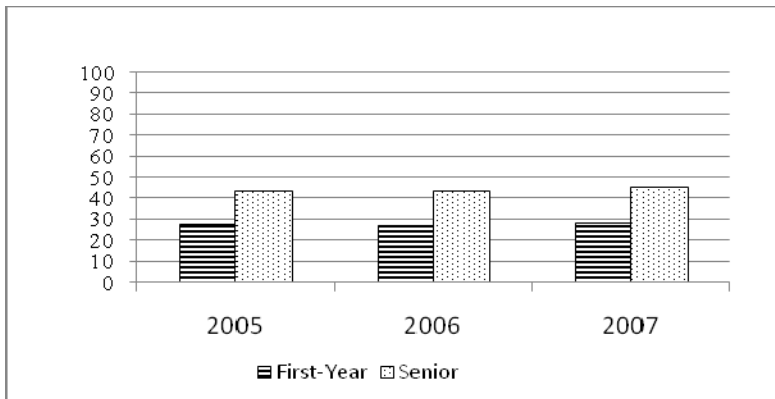
Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge. Overall, Clemson Seniors continue to report significantly higher responses than all peers.

Other Items: In addition to the factors and selected items of the benchmarks, there are other worthy items measured by the NSSE.

If you could start over again, would you go to the same institution you are now attending?
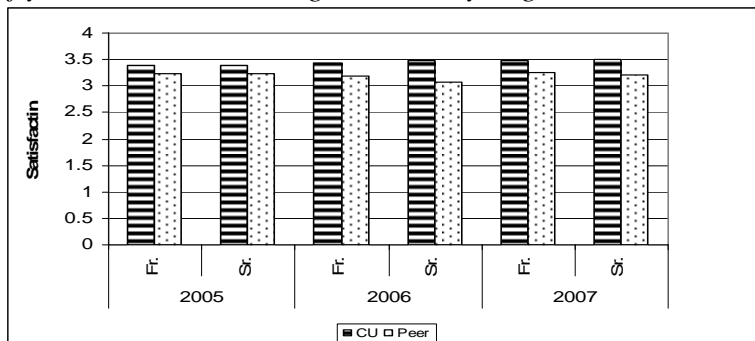
Clemson Freshmen and Seniors continue to report significantly higher satisfaction with the university than peers.

How would you evaluate your entire educational experience at this institution?
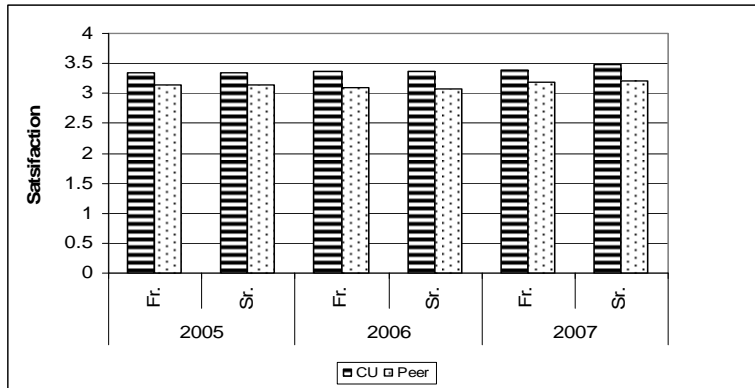
Clemson Freshmen and Seniors continue to report significantly higher level of satisfaction with their educational experience than peers.

Quality of Academic Advising Clemson Freshmen and Seniors rate their level of satisfaction with academic advising consistently higher than their peers.
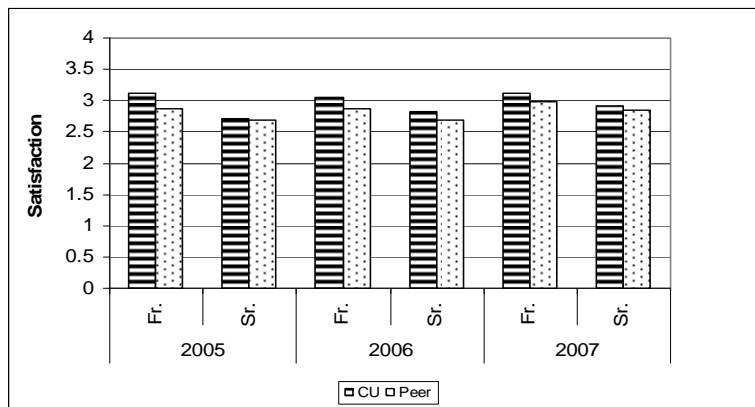
7.3 Budgetary and Financial Performance

Operational efficiency is monitored through the University "Discovery" process. A Discovery Council, appointed by President Barker, seeks ways in which to ensure that the university is examining its processes and procedures to save money and to be more efficient. In addition to the Discovery process, the University is examining more effective way to use the lean methods. A consulting firm, the Huron Consulting Group is assisting the campus in this process. A report is due later this year.

7.3.1 Discovery Council Quarterly Progress Report

A report is provided quarterly to the Board of Trustees, describing the actions and progress being made by the Council. The April and July 2007 Quarterly Progress reports addressed initiatives of the Discovery Council, Special pay process improvement, Direct purchase voucher (DPV) process improvement, Procurement card utilization process improvement, Financial aid process improvement, and other Lean Management Initiatives.

7.3.2 Alumni Giving A strong indicator of student satisfaction is related to alumni giving with the assumption that if alumni are satisfied with their college experience then they will contribute to the institution.


The office identifies alumni by graduation dates as well as their participating in programs or activities as a student.
In the past year, Clemson University alumni contributions have increased to an all-time high.

7.4 Work Systems Performance, Faculty, and Staff Learning and Development, Faculty and Staff Well-being and Satisfaction

The number of external awards for faculty has increased annually. The data for 2006-07 has not been finalized as of the date of this report but expectations are for an increase for the academic year.

External Grants Two indicators of quality are the number of grant proposals submitted and the amount of external funding awarded. The following two graphs show the continued increase in both of these measures.

7.4.1 External Grant Proposals
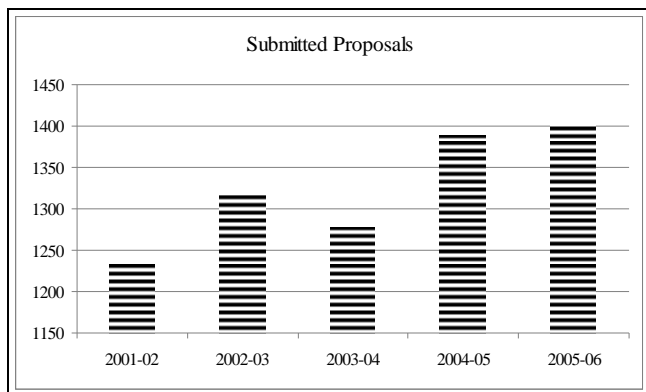

7.4.2 External Awards Received
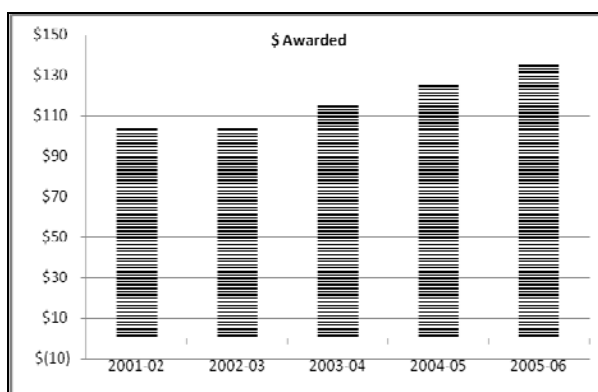
Peer Review Articles and Peer Review Presentations. How a faculty is perceived by its peers is a frequent measure of the quality of the faculty. Counting the number of articles that are reviewed by a committee of peers and printed in professional journals is one measure of the quality and productivity of the faculty. As seen in figure 7.4.3, Clemson University's faculty continues to increase the number of articles published in peer reviewed journals.

7.4.3 Number of peer-reviewed articles
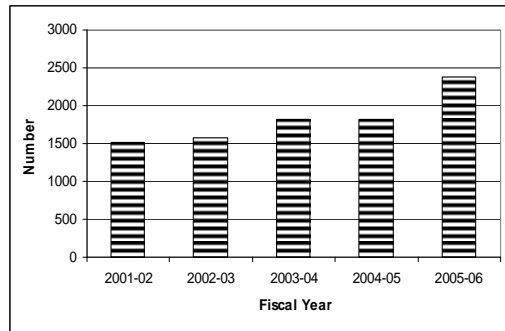
7.4.4 Number of peer-reviewed presentations
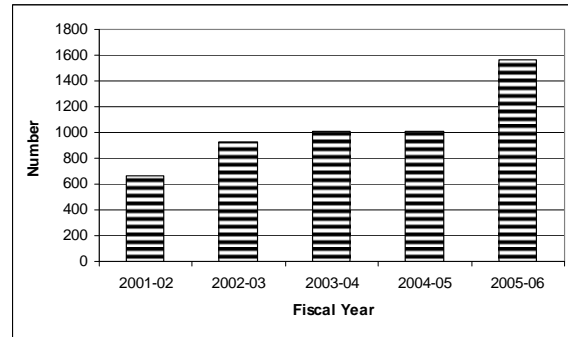
7.4.5 Harvard Graduate School of Education Study

Clemson University participated in a national study of faculty in higher education coordinated by Harvard Graduate School of Education and will do so again in spring 2008. In Clemson's first administration, over 7800 faculty in tenure track positions nationally participated in the survey. Clemson response rate for faculty eligible to participate was 50%. Comparison data is available from Iowa State, Michigan State, Ohio State, UNC Chapel Hill and University of Virginia.

The fifty questions in the survey provide input from faculty on four key areas:
- tenure, nature of the work,
- policies and practices at the university,
- climate, culture and collegiality, and
- global satisfaction.

Gaps were identified between what faculty rated as importance of the effectiveness the university policies and practices. In addition, the best and worst aspects of working at the university were identified. The executive summary ranks each item from high to low means (a five – point scale, with 5 highest).

Of particular interest are the areas in which an "effectiveness gap" exists. The gap is between what policies and practices are important to the individual and how effective Clemson is. The following are the top five gaps identified and will continue to be monitored for improvement.

- Professional assistance in obtaining externally funded grants (50%)
- Formal mentoring program for junior faculty (48%)
- Childcare (46%)
- Spousal/partner hiring program (40%)
- Paid or unpaid research (sabbatical) leave during the probationary period (39%)

7.5 Organizational Effectiveness and Efficiency, Support Processes

7.5.1 Full-Time Faculty and Percent with Terminal Degrees

Full-time faculty numbers at Clemson fluctuate during this period of TERI retirements.
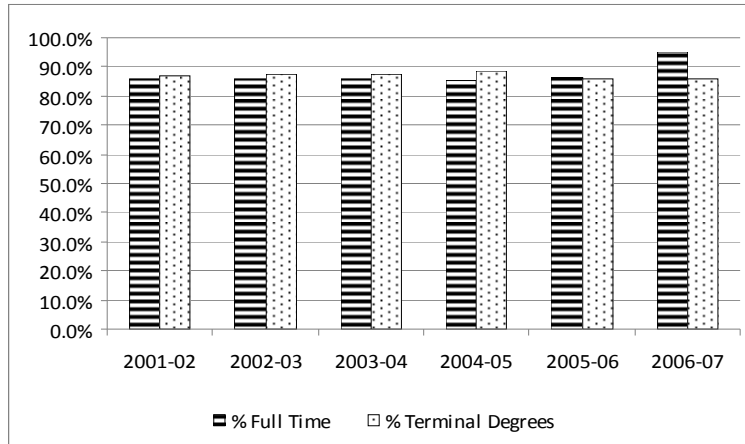

New hires are anticipated and the overall number of new faculty will increase. TERI faculty may be hired as temporary or part-time as the new hiring process continues.

7.5.2 Undergraduate Class Size

Clemson values its atmosphere of being a "family" and a part of a community. One element that contributes to this sense of caring as well as being able to provide more interaction between faculty and students is the size of a class.

Clemson continues to make improvements in reducing the class size for undergraduate classes by increasing the percentage of all class sections with less than 20 students and reducing the percentage of all class sections with more than 50 students. Issues related to class size are linked to courses in which primarily Freshmen require more intense student/faculty ratios. Freshman Math and English are two key areas where students are more successful when faculty can provide feedback.
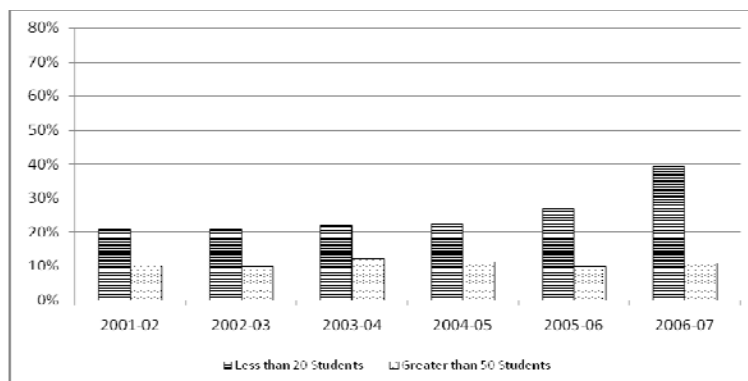

The smaller the class size, the more faculty are able to provide written work (essays, math problems, etc.). Also smaller classes are preferred in Junior and Senior courses in the majors so that faculty and students within the discipline. Large classes work best when there are breakout labs (sciences) or attached seminars.

7.5.3 Ratio of Students to Faculty

Student/Faculty Ratio
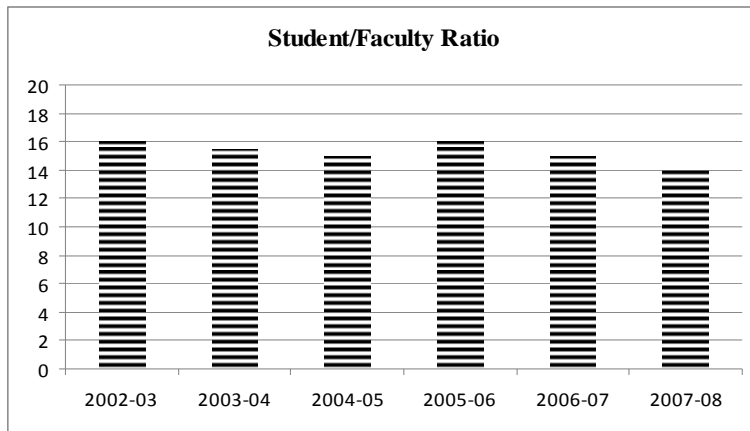
The number of students in classes as well as the ratio of faculty members to students are indicators are quality of the educational environment. The ratio of students to faculty members is lower than it has been in the past 4 years.

7.5.4 Retention Rates Clemson has undertaken an extensive study of persistence patterns. The examination includes the first time full time students of the Fall 1999 cohort. Demographic characteristics as well as indicators of engagement will comprise the longitudinal study. These additional data will allow examination of policies and practices to enhance retention rates. Clemson clearly demonstrates an extraordinarily high persistence rate, above 80%.
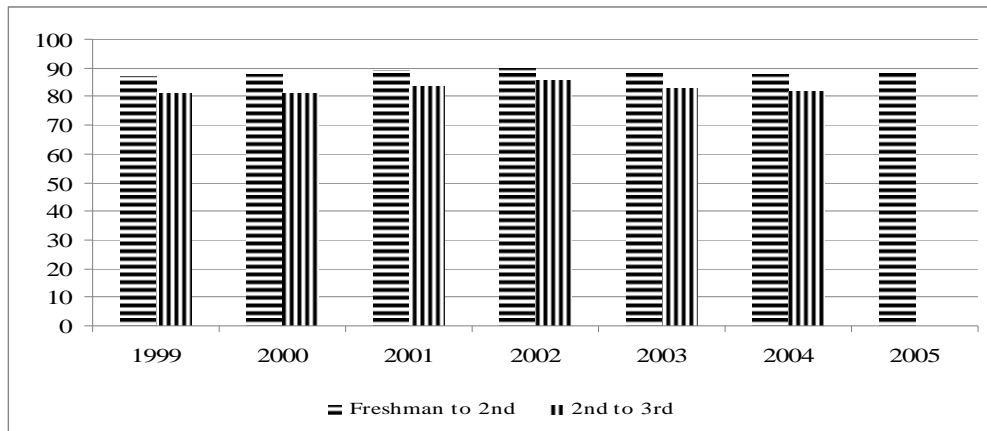
7.5.5 Graduation Rates In addition to the study of retention rates; the University is examining the graduation rates of first time full time students.
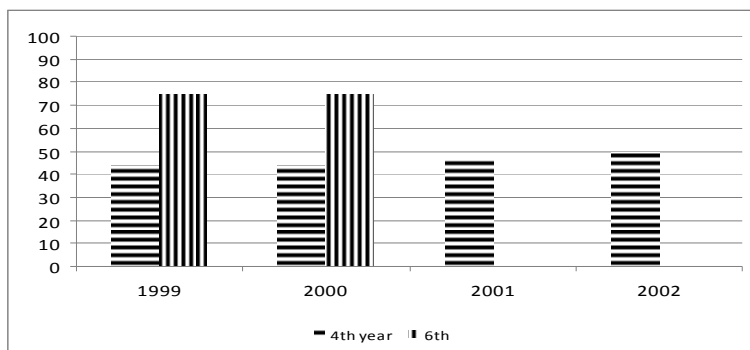
The progression of students through their course work culminates in graduation. Effective and efficient practices may assist students to achieve graduation in a timely manner. Therefore, Clemson values the importance of monitoring time to graduation and will use the findings from the on-going analysis with the desire to improve graduation rates.

In addition to the above trends each University goal is assessed qualitative as well. The combination of quantitative data, survey results, and observable measures is reported publically through a President's Report Card. The report card addresses many of the organizational effectiveness and support process performance items.

7.6 Leadership and Social Responsibility

The University leadership is involved in many community and state initiatives that demonstrate social responsibility. The senior leadership team speaks with community groups about the university, about higher education, and about the University's mission. Administrators, faculty, and staff are engaged in community service projects and service learning activities. Across the campus students are engaged in the community as well. The report card provided in 7.5.6 provides more details and examples in the section on campus life and notable activities of the faculty, staff and students. In addition, the University awards Community Service grants to financial needy students who perform community service hours as a component of the grant. An office on campus coordinates the student community service programs. Faculty have service learning groups that meet and discuss ideas and strategies. Clemson has been recognized by CHE with state wide for two state wide service learning programs.