AGENCY NAME:	Clemson University	
AGENCY CODE:	H12	SECTION:

Fiscal Year 2013-14
Accountability Report

SUBMISSION FORM

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

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Dr. Debra B. Jackson	864-656-4592	dbj@clemson.edu
SECONDARY CONTACT:	Dr. David K. Knox	864-656-0868	knox2@clemson.edu

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

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

AGENCY NAME:	Clemson University	
AGENCY CODE:	H12	SECTION:

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

AGENCY NAME:	Clemson University	
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AGENCY'S DISCUSSION AND ANALYSIS

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

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

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

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

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

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

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

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

> **First** — my number one priority is to recruit outstanding leaders to fill the key positions that are currently vacant or filled on an interim basis. Even if we have very capable and effective interim appointments – and we do – there is a sense of uncertainty about long-term planning and direction until we have permanent leaders in place. I am finalizing a search committee to begin the search for a permanent Provost.
>
> As you know, we will soon have another major leadership hole to fill when John Kelly assumes his new post as president of Florida Atlantic University (Vice-President for Economic Development). I have spent the past few weeks gathering information related to our Economic Development efforts to help determine the next steps regarding Economic Development and PSA – both of which are very important parts of the university.
>
> We need to continue to build Clemson's national reputation by hiring some high caliber of leaders. We want nothing but A players who think BIG, who understand the importance of collaboration and can also act with a sense of urgency.
>
> **Second** — I'm doing a lot of **listening and learning** as I meet with groups on campus, tour off-campus facilities and visit with legislators, alumni, business leaders and colleagues around the State.
>
> **Third** — I've been studying and assessing the 2020 Road Map.

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

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

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

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

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

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

Part of Clemson's proactive approach to improving its academic mission is the success of the Clemson Thinks[2] (CT[2]) program. CT[2], inaugurated as part of the 2013 reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), is a series of sophomore-level courses designed to develop critical thinking skills. Thirty one sections of CT[2] were taught in 17 different disciplines Fall 2013 and Spring 2014. Nearly 900 students participated in CT[2] in the 2013-14 academic year.

Clemson Thinks[2] is designed not only to benefit students but to also be a powerful faculty professional skills development program. An important element of CT[2] is the CT[2] Faculty Institute. This is an intensive, five-day program to train faculty in critical thinking concepts and pedagogy. The Faculty Institute does not end with the five day summer session but continues throughout the year with monthly meetings. Thus CT[2] has been a success both as academic and faculty development program. (1.1.4)

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

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

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

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

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

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

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

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

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

Agency Name:	**Clemson University**					Fiscal Year 2013-14
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Program Template

Program/Title	Purpose	FY 2012-13 Expenditures				FY 2013-14 PRELIMINARY* Expenditures				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I. Education and General	The Instruction activity at the University prepares both				$ -				$ -	
I.A. Unrestricted	undergraduate and graduate students with the knowledge									
Personal Service	and skills that they need to complete their degrees and	$ 49,677,252	$ 178,159,799		$ 227,837,051	$ 50,970,861	$ 192,423,741		$ 243,394,602	1.1.1., 1.1.2, 1.1.3, 1.1.4,
Other Operating	prepare for life long learning. Clemson established under		$ 95,159,732	$ -	$ 95,159,732	$ 2,570,817	$ 111,897,528	$ -	$ 114,468,345	1.1.5, 1.1.6, 1.1.7, 1.1.8,
Special Items	59-119-10 et.seq. of S.C. Code of Laws. The Research				$ -				$ -	2.1.1, 2.1.2, 2.1.3, 2.1.4,
Permanent Improvements	activity of the University provides opportunity for the									2.1.5
Scholarships	faculty and students to maintain and enhance their		$ 28,465,802		$ 28,465,802		$ 29,952,378		$ 29,952,378	
	scholarship, to advance new knowledge and to create				$ -				$ -	
	economic development. Public Service is a component									
	of faculty activities and includes lectures, concerts,									
	conferences, special programming and other activities									
	in which the student, faculty and staff are available to the									
	citizens of the state. The University is committed to									
	sharing new knowledge to the citizens of South Carolina.									
	The faculty, staff and students engage in community									
	service and service learning activities.									
I.B. Restricted	Sponsored Research refers to public and private funding				$ -				$ -	
Personal Service	support of faculty research. These activities are an	$ 14,058,605	20,396,034		34,454,639	$ 15,280,464	$ 18,979,941		34,260,405	
Other Operating	essential component of a research university and provide	$ 54,152,490	26,558,744		80,711,234	$ 63,889,815	$ 21,137,652		85,027,467	1.1.5, 1.1.6, 1.1.7, 3.1.5,
Special Items	a foundation for economic development, creation of				$ -				$ -	3.1.7, 3.1.8, 3.1.9, 6.1.2
Permanent Improvements	new knowledge and application of research findings.				$ -				$ -	
Scholarships	Graduate student support is essential component of	$ (4,245,615)	6,280,948		$ 2,035,333	$ (8,828,085)	$ 6,406,163		(2,421,922)	
	sponsored research.				$ -				$ -	
					$ -				$ -	
II. Auxiliary Enterprises	Housing operations provides for the on-campus living				$ -				$ -	
II.A. Unrestricted	environments for students. Other auxiliaries include				$ -				$ -	
Personal Service	bookstore, food services, intercollegiate athletics,		$ 38,476,537		$ 38,476,537		$ 41,657,919		$ 41,657,919	
Other Operating	telecommunications, contract computing services,		$ 58,135,097		$ 58,135,097		$ 68,397,160		$ 68,397,160	
Special Items	student health center, parking services, motor pool and				$ -				$ -	1.1.1, 4.1.5, 5.1.1, 5.1.2,
Scholarships	other activities.		$ 7,482,970		$ 7,482,970		$ 8,631,792		$ 8,631,792	5.1.3, 5.1.4, 5.1.5, 6.1.3
Principal			$ 3,391,086		$ 3,391,086		$ 3,272,808		$ 3,272,808	
Interest			$ 3,980,841		$ 3,980,841		$ 3,841,992		$ 3,841,992	
					$ -				$ -	
					$ -				$ -	
III. Employee Benefits	Contributions required by the State to provide employee				$ -				$ -	
III.C. State Employer Contributions	benefits.	$ 13,035,622	$ 63,663,927	$ 3,614,538	$ 80,314,087	$ 13,877,465	$ 68,052,478	$ 3,534,842	$ 85,464,785	3.1.3, 3.1.4, 3.1.6
					$ -				$ -	
					$ -				$ -	

*FY 2013-14 figures are preliminary. Clemson University has not finalized the FY 2013-14 Comprehensive Annual Financial Report.

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

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

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Performance Measurement Template

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

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Performance Measurement Template

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

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

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