



Clemson University

Sector: Research Institutions

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Founded in 1889

2003-04 Performance Year Score
Exceeds Standards
90%
2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance *(Fall 2003 data unless noted otherwise)*

For links to mission and webpage, see www.che.sc.gov and select "Performance Funding"

Degrees Awarded
FY 2002-03

- Associates
- 3,004 Bachelor's
- Post Bachelor's Cert.
- 791 Master's
- Post Master's Cert.
- First Professional
- 6 Specialist
- 116 Doctoral

Enrollment Headcount
includes full & part-time students

17,016
81% of headcount Undergraduate
66% of headcount from SC at entry
10% of headcount Minority

Full-Time
12,857 (76% of headcount)

SAT Average
1201 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty
1,063 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

Tuition Academic Year 2003-04
\$6,934 In-State, Full-Time Student
\$14,532 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars In Millions FY 2001-02**
\$394.8 Revenue, excl. auxiliary & hospital
\$360.7 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised of October 2003, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

| | |
|---|----------------------|
| Total Scored Indicators (See the following pages for details by indicator) | 14 Indicators |
| Exceeded Standards (or received scores of 3) on | 9 Indicators |
| Achieved Standards (or received scores of 2.00-2.99) on | 0 Indicators |
| Did Not Achieve Standards (or received scores of 1.00-1.99) on | 2 Indicators |
| Achieved Compliance (or received scores of "Complied") on | 1 Indicators |

2 indicators are deferred from measurement in 2003-04 (See attached detail for explanation)

Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

Scale for Overall Scoring Category

| | |
|--------------------------------|-----------------------------|
| Substantially Exceeds | 95% to 100% or 2.85 to 3.00 |
| Exceeds | 87% to 94% or 2.60 to 2.84 |
| Achieves | 67% to 86% or 2.00 to 2.59 |
| Does Not Achieve | 48% to 66% or 1.45 to 1.99 |
| Substantially Does Not Achieve | 33% to 47% or 1.00 to 1.44 |

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. **To determine overall performance as summarized on page 1 and at the end of this report:** scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Clemson University Research Institutions Sector

| Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable | Measure Timeframe | Institution's Performance | | | | 2003-04 Standard "2" if at/within range | | Score <3: Earn 0.5 for Improvement if | | 2003-04 Performance Score | |
|--|----------------------|---------------------------|----------------|----------------|---------------|--|--------------------|--|-------------------|------------------------------|---------|
| | | This Year | 3 Yrs Prior | 2 Yrs Prior | 1 Yr Prior | This Year | "1" if <# shown | "3" if ># shown | Factor Applied | > or = to # shown | Subpart |

1. MISSION FOCUS

| | | | | | | | | | | | |
|--|----------------|---|-----|------|-------------|--------------------------------|-----|--|--|-------------|-------------|
| 1B Curricula Offered to Achieve Mission | as of Apr 2004 | 96% | 98% | 100% | 100% | 95% - 99% or if <95% all but 1 | N/A | | | 3.00 | |
| 1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6) | FY 2002-03 | See performance score at right. Measure and goals vary by Institution. Contact CHE for details. | | | | | | | | | 1.00 |

Critical Success Factor 1, Scored Indicator Notes: **1B** is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on **1C, Approval of a Mission Statement**. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other indicators: Indicator **1A, Expenditure of Funds to Achieve Institutional Mission**, is measured through Indicator **5A, Ratio of Administrative Costs to Academic Costs**.

2. QUALITY OF FACULTY

| | | | | | | | | | | |
|--|-----------|-----------|----------|----------|-----------------|----------------------|---------------------------------|-------------|------|-------------|
| 2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions | Fall 2003 | not avail | 97.7% | 96.5% | 97.6% | 75.0% to 84.0% | 3% of prior 3-yr avg | N/A score=3 | | 3.00 |
| 2D Compensation of Faculty : | | | | | | | | | | 3.00 |
| Assistant Professor Average | Fall 2003 | \$50,143 | \$52,589 | \$54,668 | \$56,143 | \$42,773 to \$50,740 | For each part, 1% of prior year | N/A score=3 | 3.00 | |
| Associate Professor Average | Fall 2003 | \$58,968 | \$61,793 | \$63,062 | \$64,342 | \$50,643 to \$60,075 | | N/A score=3 | 3.00 | |
| Professor Average | Fall 2003 | \$77,073 | \$80,353 | \$83,949 | \$85,956 | \$69,559 to \$82,514 | | N/A score=3 | 3.00 | |

Critical Success Factor 2, Scored Indicator Notes: **2A for research and teaching institutions** measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. **2D** measures of average faculty salary by rank, except instructor.

Status of other indicators: Indicators **2B, Performance Review System for Faculty to Include Student and Peer Evaluations**, and **2C, Post-tenure Review System for Tenured Faculty**, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E, Availability of Faculty to Students Outside the Classroom**, and Indicator **2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid**, are measured through Indicator 2B.

Report for: **Clemson University**

Research Institutions Sector

| Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable | Measure Timeframe | Institution's Performance | | | | 2003-04 Standard "2" if at/within range | | Score <3: Earn 0.5 for Improvement if | | 2003-04 Performance Score | |
|--|----------------------|---------------------------|----------------|----------------|---------------|--|--------------------|--|-------------------|------------------------------|---------|
| | | This Year | 3 Yrs Prior | 2 Yrs Prior | 1 Yr Prior | This Year | "1" if <# shown | "3" if ># shown | Factor Applied | > or = to # shown | Subpart |

3. CLASSROOM QUALITY

| | | | | | | | | | | | |
|---|----------------|------|------|------|-------------|-------------------------------|--|-----|--|--|-------------|
| 3D Accreditation of Degree-Granting Programs | as of Apr 2004 | 100% | 100% | 100% | 100% | 90%-99% or if <90%, all but 1 | | N/A | | | 3.00 |
|---|----------------|------|------|------|-------------|-------------------------------|--|-----|--|--|-------------|

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's *Inventory of Academic Degree Programs* accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, is measured through 3D, *Accreditation of Programs*, which includes NCATE accreditation and 7D, *Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests*, which includes teacher certification examinations.

Status of other indicators: Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

4. INSTITUTIONAL COOPERATION & COLLABORATION

| | | | | | | | | | | | |
|---|-----------------------------|----|----|----|-----------|----------|--|-----|--|--|-------------|
| 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter 4A/B Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry | FY 03 / FYs 00,01,02 Avg | 37 | 44 | 46 | 56 | 44 to 48 | | N/A | | | 3.00 |
|---|-----------------------------|----|----|----|-----------|----------|--|-----|--|--|-------------|

Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages II.85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

| | | | | | | | | | | | |
|--|------------|------|------|----------|-----------------|---|--|-------------------------|----------|--|-----------------|
| 5A Percentage of Administrative Costs to Academic Costs | FY 2002-03 | 7.3% | 5.9% | deferred | deferred | Measurement Deferred, See Note Below for 5A | | 3% of prior 3-yr avg | deferred | | Deferred |
|--|------------|------|------|----------|-----------------|---|--|-------------------------|----------|--|-----------------|

Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

6. ENTRANCE REQUIREMENTS

| | | | | | | | | | | | |
|---|-----------|-------|-------|-------|--------------|----------------|--|-------------------------|----------------|--|-------------|
| 6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body | Fall 2003 | 98.7% | 98.4% | 99.1% | 99.1% | 75.0% to 89.9% | | 5% of prior 3-yr avg | N/A score=3 | | 3.00 |
|---|-----------|-------|-------|-------|--------------|----------------|--|-------------------------|----------------|--|-------------|

Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

Status of other indicators: Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

7. GRADUATES' ACHIEVEMENTS

| | | | | | | | | | | | |
|---|-------------------------------|-------|-------|-------|--------------|----------------|--|-------------------------|----------------|--|-------------|
| 7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time) | 1997 cohort | 71.5% | 68.9% | 71.7% | 72.0% | 64.0% to 67.0% | | 3% of prior 3-yr avg | N/A score=3 | | 3.00 |
| 7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests | Apr 1, 2002 - Mar 31, 2003 | 91.2% | 85.3% | 87.7% | 89.5% | 75.0% to 89.0% | | 3% of prior 3-yr avg | N/A score=3 | | 3.00 |

Report for: **Clemson University**

Research Institutions Sector

| Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable | Measure Timeframe | Institution's Performance | | | | 2003-04 Standard "2" if at/within range | | Score <3: Earn 0.5 for Improvement if | | 2003-04 Performance Score | |
|--|----------------------|---------------------------|----------------|----------------|---------------|--|--------------------|--|-------------------|------------------------------|---------|
| | | This Year | 3 Yrs Prior | 2 Yrs Prior | 1 Yr Prior | This Year | "1" if <# shown | "3" if ># shown | Factor Applied | > or = to # shown | Subpart |

Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. A comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. As of Year 7, Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

Status of other indicators: Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

| 8C Accessibility to the Institution of All Citizens of the State : | | | | | | | | | | | 1.63 | |
|--|---|---------------|-------|-------|-------|-------|-------|----|-------|-------------------------------------|-------------|------|
| 1 | % of the undergraduate SC citizens enrolled who are minority (headcount) | Fall 2003 | 11.5% | 12.2% | 11.5% | 11.5% | 21.0% | to | 28.0% | 8C1,2,3= | 12.3% | 1.00 |
| 2 | annual retention rate of SC degree-seeking undergrads who are minority. | Fall 02 to 03 | 86.7% | 92.4% | 87.7% | 89.4% | 78.0% | to | 87.0% | 5% of prior 3-yr avg and 8C4= | N/A score=3 | 3.00 |
| 3 | % graduate students who are minority (headcount) | Fall 2003 | 7.4% | 7.2% | 7.6% | 7.6% | 10.0% | to | 13.0% | 3% of prior 3-yr avg | 7.8% | 1.00 |
| 4 | % teaching faculty, excluding graduate assistants, who are minority (headcount) | Fall 2003 | 8.9% | 9.6% | 9.8% | 9.9% | 10.0% | to | 13.0% | | 9.7% | 1.50 |

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

Status of other indicators: Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

9. RESEARCH FUNDING

| | | | | | | | | | | | | |
|----|---|-----------------------------|--------|--------|----------|----------|--|----|--------|-----|--|----------|
| 9A | Financial Support for Reform in Teacher Education | FY 03 / FYs 00,01,02 Avg | 145.6% | 132.5% | 190.9% | 129.1% | 80.0% | to | 119.0% | N/A | | 3.00 |
| 9B | Amount of Public and Private Sector Grants | FY 03 / FYs 00,01,02 Avg | 113.3% | 123.3% | deferred | deferred | Measurement Deferred, See Note Below for 9B | | N/A | | | Deferred |

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring is deferred in Yr 8 due to changes in federal reporting of financial data that affects all public higher education institutions. The institutions were scored in Year 7 using the average of the scores received on 9B for the past three years. The measure is under revision for future years.

PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 9 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 0 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.
- Achieved Compliance on 1 indicator, and 2 indicators are deferred from scoring.

| | |
|--------------------------|-----------|
| Subtotal : | 29.63 |
| # of indicators averaged | 11 |
| Average: | 2.69 |
| Average / 3.00 Max: | 90% |
| Category is: | "Exceeds" |