

Guidelines for the Annual Assessment and Fifth Year Review of Centers and Institutes

Clemson University has a systematic approach to annual assessment of all academic and non-academic programs, services, and departments including centers and institutes. The annual process is divided into two segments: a planning document and an annual report. In addition to annual assessment reports, all centers and institutes undergo a comprehensive fifth year review.

Definitions of Centers and Institutes

Adopted by the Academic Leadership Team, November 26, 2013, the following definitions apply to centers and institutes at Clemson University:

Academic Centers and Institutes

By definition academic centers and institutes are a means of organizing faculty to conduct and disseminate research and scholarship and contribute to the education of students, public service, and economic development as appropriate.

The success of centers and institutes is measured by its ability to generate external funding [proposals submitted, awards received, expenditures], conduct research leading to innovation [disclosures, patents, licensures, start-ups], disseminate the research and scholarship [presentations, publications, citations], and provide opportunities for educational experiences [undergraduate student research, creative inquiry, graduate assistantships], and public service [community involvement, outreach, service learning].

Programmatic Centers and Institutes

A formal program that may or may not be funded externally that exists for a specific purpose and is organized by a faculty member(s) within the college may be called a center or institute. For example, the Advanced Placement Summer Institute or the *Clemson Thinks*² Faculty Institutes are programs with specific purposes that use the title of institute because of the length of time (more than a workshop or a conference) or formal structure (representing a national model). The Community University Service Alliance provides a structure that guides the University in its service learning initiatives.

Buildings and Instructional Sites

The terms centers and institutes also are used for identifying stand-alone buildings and instructional sites. For example, the Brooks Center for the Performing Arts, the Watt Innovation Center, the Clemson Architecture Center-Charleston, and the Equine Center are places on and off campus that are called centers. These are formal sites that provide a variety of services for students and faculty. A center or institute may host classes or offices, be a place for advising, or for innovative teaching. The Sullivan Center in the College of Health Education and Human Development provides health services to the campus and the community and serves as a place for site for experiential student learning and for faculty to conduct applied research.

Annual Assessment Process

Overarching Elements of Reviews

Mission Statement for a center or institute demonstrates the relationship to Clemson University's mission and goals.

Intended Outcomes/Objectives describe the nature of the work to be done. They are written as result-oriented statements and include what will be accomplished, what clients or participants should think, know, or be able to do, and what products will be produced.

Measures, the means of assessment, are the strategies to collect the information to validate the outcomes or objective. Means of collecting information are stated for each intended outcome/objective. Additionally, target performance levels for each strategy provide benchmarks for judging the results of the assessment.

Findings are the known facts or objective findings of the assessment strategies and provide the evidence for decision-making.

Action Plan is a succinct description of the dissemination of the results and an outline of how the collected data will be used by directors, faculty, and administrators to make decisions. The documentation of the action plans is maintained in the departmental files and records as evidence of 'closing the loop.' The action plan also includes a plan(s) to address all not met or partially met findings. The status of each action plan is maintained through tracking in WEAVEonline by the appropriate office.

Analysis of the findings should include a thorough examination of the findings for both successful achievement as well as all shortcomings. Additionally, performance against objectives and goals should be carefully considered. For example, support, training, and graduation rates of students consistent with the Center's or Institute's stated goals and objective

Review of the Assessment Report

Office for Institutional Effectiveness and Assessment receives all annual assessment records electronically: Plans by December 1 and Reports by October 15.

Advisory Boards to the centers or institutes will provide to the appropriate Dean comments on the annual report of their center or institute.

College Deans and/or Appropriate Mission Vice Presidents review the annual assessment report for each center and institute. A written review is included in the Director's annual performance evaluation. The reviewer submits a report of the center or institute to the Office of the Provost. Additionally, copies of all review documents are submitted electronically to the Office of Institutional Effectiveness and Assessment to close the assessment loop as required by best practices.

Annual Measures

Personnel

- Employees (faculty, staff, students) indicating temporary, temporary grant
- Faculty participants (research, tenured, tenure track)
- Students (Post-doctoral, PhD, MS/MA, and undergraduate) Interdisciplinary participants

Financial Report – Sources of funding may include research grants and contracts: continuing awards and expenditures, new awards and expenditures, cost sharing and matching obligations, generated revenue, indirect cost revenue, endowments or gifts.

Research (if applicable)

- Intellectual Property including patents, licenses, copyrights and disclosures
- Conference papers, referred journals, books publications, case studies or short courses
- Awards and recognition (individual or institution)
- Consulting activities

Teaching (if applicable)

- Extension-engagement, non-degree credit activity
- Curriculum Development including Degrees: new, revised or terminated; Curricula: New or revised; Courses: New, revised or terminated; Course innovations
- Pedagogical Innovations including New or revised teaching strategies, New or revised teaching technologies and Integration of subject across the curriculum

Service (if applicable)

- Service orientated research - Projects (including undergraduate research), reports, presentations
- Service Learning - Projects (including undergraduate research), reports, presentations number and degree level of students
- Community Projects including number and nature of community organizations involved, partner organizations, and impact on community, including economic impact
- International Activities and Opportunities

Fifth Year Review of Centers and Institutes

During the five-year review, a comprehensive approach is used to judge the long-term success of the center or institute. The center's or institute's evaluation is based on its relationship to the missions of the university/ college/ department, success in reaching its stated outcomes/objectives based on established metrics and ability to be self-supporting. The fifth year review includes a summary analysis of activities and with specific attention being paid to action plans and analysis for continuous improvement.

Analysis of the achievement of goals and outcomes/objectives will include a summary of each measure as well as specific documentation and further analysis.

Decisions regarding the efficiency and effectiveness of a center or institute must be founded on clear facts and thoughtful analysis. The Fifth Year Report includes both and thus provides a foundation for making operational decisions and recommendations. A recommendation shall be provided by the Dean and/or Mission Vice President to continue, modify, or terminate the center or institute.

Review of the Fifth Year Report

Advisory Boards provide to the appropriate Dean comments on the Fifth Year report prepared by its center or institute. Included in the report from the Advisory Board are recommendations and suggestions related to the operations and effectiveness of the center or institute.

College Deans and/or Appropriate Mission Vice Presidents review the Fifth Year report for each center and institute as well as the report prepared by the Advisory Board. The reviews of the center or institute are forwarded to the Office of the Provost which includes a recommendation and rationales that the center or institute continue to operate, be modified in specific ways, or be terminated.

Vice Provost for Institutional Effectiveness receives a copy of the reviews and the conclusions. The Vice Provost provides a summary report which flows through the Administrative Council to the Educational Policy Committee of the Board of Trustees. The report includes a general assessment and relevant decisions of the Fifth Year Review.

Fifth Year Analysis and Trends

In addition to the summary analysis of the Annual Measures, the following shall be incorporated in the Fifth Year Review with appropriate documentation.

Mission: Appropriate - Analyze how the mission of the center or institute is implemented.

Financial Analysis: Demonstrate that the center or institute is being managed effectively and efficiently. All centers and institutes are expected to complete the financial inventory.

- Present a 5 year report of trends related to funding and projected budgets. Include grants and contracts, awards, sponsored proposals
- Current funding and ability to meet resource and operational needs. Explanation of any unanticipated or unplanned changes in fiscal performance, sustainability, and effectiveness.

- Include ratio of E&G to external funds
- Future direction: program challenges or obstacles, projections and unmet resource need including sufficiency of faculty participation to continue operations

Achievements

- Users served and client feedback on benefits and satisfaction. Documentation of benefits of collaborative/engagement experiences, partnerships activities and opportunities
- Accomplishments
 - Summary of major findings; academic accomplishments; extension and deployment of technologies, creation of new research, academic, and extension methodologies.
 - Anticipated change in quality or quantity in productivity (ie awards, expenditures, PhD students)
 - Impacts to the environment, society, health, the scientific method, etc.
- Non-tenured and junior faculty - Appropriately mentored toward promotion and tenure. Contributions appropriately recognized by the center or institute and the faculty member's home department
- Faculty, graduate and undergraduate student - Participation and interest coalescence around center/institute activity.

Approved by the Academic Leadership: March 25, 2014

Approved by the Board of Trustees: April 11, 2014