

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2001

This form includes a list of accrediting bodies for which one or more academic programs are currently accreditable in a South Carolina institution as reported on U.S. Department of Education FORM IPEDS-1C-1 (6-1-94) and/or have been approved by the Commission on Higher Education.

According to Section 59-101-350, the Commission is responsible for collecting “the number and percentage of accredited programs and the number and percentage of programs eligible for accreditation” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as a base to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality by looking at the accreditation of degree-granting programs.

If your institution offers one or more programs listed in the Commission’s current Inventory of Academic Degree Programs (<http://www.che400.state.sc.us/web/affairs.htm>) that is accreditable in one or more of the following categories, you should complete the columns in the table that follows by placing an “x” in the box. For those agencies that accredit individual programs within departments, please put the number of programs in parentheses beside the “x”. An **accreditable** program is one that is eligible for accreditation, regardless of whether or not the institution chooses to pursue accreditation. An **accredited** program is one that has been granted **full** accreditation status by the appropriate accrediting agency.

The addition or deletion of an agency from this list is a prescribed process, administered through the Commission’s Academic Affairs Division. If an agency is added to this list the date that it is added dictates when an accreditable program should be counted “against” the institution with regard to its full accreditation. The most recent agencies that have been added to the list have their corresponding dates listed so that institutions can better calculate the time frame for accreditation. Any agencies that appear on the list without a corresponding date should be understood to have appeared prior to May 1998. For a complete set of policies and procedures regarding this process, see the Commission’s website at: <http://www.che400.state.sc.us/web/Academic/accreditation%20guidelines.htm>.

Institution:

The Citadel

**LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES
RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

These agencies and areas may also be found on the CHE's website at:

<http://www.che400.state.sc.us/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education			<i>An institution may be accredited by the AACSB or the ACBSP</i>			
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business Administration and management	X	X (3/2000)				
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)-Baccalaureate and Master's level programs in engineering	X	X (10/1996)				
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science	X		1981			
NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION						
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X (10/2000)				

Total

4 3

THIS INFORMATION TO BE USED AS A BASE FOR PERFORMANCE

INDICATOR 3D

Institution:

The Citadel

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Applicable to Four-Year Colleges and Universities

Due August 1, 2001

According to Section 59-101-350, the Commission is responsible for collecting “the percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses” from four-year institutions to be included in the annual report to the General Assembly. The following information will be collected from the four-year colleges and universities, but excludes the research universities, as these institutions do not offer these types of courses.

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student in more than one developmental course and completing more than one entry level course should be counted once for each developmental courses he/she exits and once for each entry level course he/she completes. Appropriate entry-level courses for which successful completion is determined will be defined by the developmental instructor as the course for which the student is being prepared.

Number of first-time, full-time entering freshmen enrolled in Fall 1999 (include first-time freshmen who enrolled either part-time or full-time in the Summer 1999 if they returned full-time in the Fall 1999)	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 1999	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2001
Item (1)	Item (2)	Item (3)
517	0	0

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 1999 (combine all sections for each course). For each course indicate the number of students included in Item (2) above who enrolled; the number who completed the course, and the number who successfully completed the entry level course by the end of Spring Semester 2001.

Course Title	Total Enrollment	Number Exiting Course	Number Exiting Entry-Level Course

Institution:

The Citadel

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2000-March 31, 2001

Due August 1, 2001

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2000 through March 31, 2001**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided.

In addition to this information, the Commission is interested in collecting supporting data for other exams that **may** be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
TEACHING SECTOR				
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/29/00, 6/24/00, 11/18/00	4	3	75.0%
PRAXIS Series II: Specialty Area Tests	4/29/00, 6/24/00, 9/23/00, 11/18/00, 1/20/01, 3/10/01	115	96	83.5%

The following information is due August 1, 2001

RESULTS OF INSTITUTIONAL ALUMNI SURVEYS

Name of Institution: The Citadel
Academic Year for Graduating Students: 1997-1998

Act 255 of 1992 requires public institutions of higher learning to report satisfaction data on graduates. By including the satisfaction data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in the appropriate column. (Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://

How many students were surveyed? 516
 How many students responded? 139 Response Rate: 26.9%
 Was this population a **sample** or the **total group**? total group

1. Students' level of satisfaction with:

	Responses to Question		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total	#	%	#	%	#	%	#	%	#	%	#	%
		Total		%		%		%		%		%		%
1.1 MAJOR Program of Study	138	99.3%	63	45.7%	65	47.1%	8	5.8%	1	0.7%	0	0.0%	1	0.7%
1.2 INSTRUCTION in the major	139	100.0%	61	43.9%	67	48.2%	8	5.8%	2	1.4%	0	0.0%	1	0.7%
1.3 GENERAL EDUCATION program of study (non-major requirements)	134	96.4%	28	20.9%	77	57.5%	23	17.2%	4	3.0%	0	0.0%	2	1.5%
1.4 INSTRUCTION in general education	134	96.4%	33	24.6%	73	54.5%	23	17.2%	2	1.5%	2	1.5%	1	0.7%
1.5 OVERALL ACADEMIC EXPERIENCE	137	98.6%	53	38.7%	74	54.0%	6	4.4%	3	2.2%	0	0.0%	1	0.7%

2. How frequently involved in each of the following activities (on or off the job):

	Responses to Question		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total	#	%	#	%	#	%	#	%	#	%
		Total		%		%		%		%		%
2.1 Career-related advanced education or training	137	98.6%	49	35.8%	35	25.5%	36	26.3%	12	8.8%	5	3.6%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	137	98.6%	37	27.0%	27	19.7%	29	21.2%	33	24.1%	11	8.0%
2.3 Professional or service organizations	136	97.8%	24	17.6%	48	35.3%	33	24.3%	24	17.6%	7	5.1%
2.4 Volunteer, public or community service	137	98.6%	15	10.9%	36	26.3%	47	34.3%	31	22.6%	8	5.8%
2.5 Social/recreational organization	138	99.3%	39	28.3%	44	31.9%	29	21.0%	20	14.5%	6	4.3%
2.6 Support or participation in the arts	136	97.8%	14	10.3%	25	18.4%	37	27.2%	42	30.9%	18	13.2%

3. The college experience influenced my participation in the above activities:

	Responses to Question		Strongly		Moderately		Somewhat		None at all	
	#	% of Total	#	%	#	%	#	%	#	%
		Total		%		%		%		%
3.1 Career-related advanced education or training										
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)										
3.3 Professional or service organizations										
3.4 Volunteer, public or community service										
3.5 Social/recreational organization										
3.6 Support or participation in the arts										
3A Aggregate	135	97.1%	33	24.4%	51	37.8%	33	24.4%	18	13.3%

4. I have voted in ___ of the elections since leaving college.

	Responses to Question		All		Most		Some		Few		None	
	#	% of Total	#	%	#	%	#	%	#	%	#	%
		Total		%		%		%		%		%
	139	100.0%	80	57.6%	34	24.5%	7	5.0%	4	2.9%	14	10.1%

The following information is due August 1, 2001

PLACEMENT DATA ON GRADUATES

Name of Institution:

Academic Year for Graduating Students: 1997-1998

Act 255 of 1992 requires public institutions of higher learning to report placement data on graduates. By including the placement data as part of the alumni follow-up survey, institutions will be reporting biannually on graduates three years prior. Please indicate the number of responses to each item in column (D). (Individual percentages will be calculated automatically.)

The hyperlink for this report is: http://www.citadel.edu/planningandassessment/inst_eff01data/placement.htm

How many graduates did you survey? 516 What percent of your graduates does this represent? 100%
 How many surveys were returned? 139 Survey response rate: 26.9%
 Survey Based on (Place "X" in one): Sample Total Group

1. How long did it take the students to obtain their first full-time job after graduation?

	# of Responses	% of Total
a. Prior to leaving college	79	59.8%
b. Less than one month	18	13.6%
c. 1 to 3 months	15	11.4%
d. 4 to 6 months	1	0.8%
e. 7 to 12 months	3	2.3%
f. Over 12 months	2	1.5%
g. Have not obtained a full-time job	1	0.8%
h. Did not seek a full-time job	13	9.8%
<i>Total</i>	<u>132</u>	

2. Indicate which single category best describes the student's current status.

<i>Currently</i>	# of Responses	% of Total
a. Continuing my education full-time	11	8.1%
b. Employed and continuing my education	19	14.0%
c. Employed full-time	73	53.7%
d. Employed part-time	3	2.2%
e. Self-employed	0	0.0%
f. Serving in Armed Forces	26	19.1%
g. Caring for a home/family	1	0.7%
h. Unemployed, seeking work	0	0.0%
i. Unemployed, not seeking work	2	1.5%
j. Other	1	0.7%
<i>Total</i>	<u>136</u>	

3. Indicate the relationship between the student's college major their first full-time job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. Highly related	62	46.6%
b. Moderately related	28	21.1%
c. Slightly related	18	13.5%
d. Not related	18	13.5%
e. Not employed	7	5.3%
<i>Total</i>	<u>133</u>	

4. Indicate the relationship between the student's college major and their full-time job.

<i>Currently</i>	# of Responses	% of Total
a. Highly related	62	44.9%
b. Moderately related	31	22.5%
c. Slightly related	21	15.2%
d. Not related	17	12.3%
e. Not employed	7	5.1%
<i>Total</i>	<u>138</u>	

5. Indicate the location of the student's first job after graduation.

<i>After Graduation</i>	# of Responses	% of Total
a. South Carolina	69	51.1%
b. Southeast, outside of South Carolina	27	20.0%
c. Outside the Southeast	34	25.2%
d. Not employed	5	3.7%

Total

135