

PROGRAMS ELIGIBLE FOR ACCREDITATION AND PROGRAMS ACCREDITED

Applicable to four- and two-year institutions

Due August 1, 2003

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 by one or more of the following agencies, 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. The **National Association of Schools of Public Affairs and Administration** was approved as an accrediting agency in 2002. 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

COURSES TAUGHT BY FACULTY

Applicable for Four- and Two-Year Institutions – Measured for Fall 2002

According to Section 59-101-350, the Commission is responsible for collecting “the percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants” from four- and two-year post-secondary institutions to be included in the annual report to the General Assembly.

The Commission will use previously-reported CHEMIS information for data in this table. Institutions will have an opportunity to proof this information prior to the publication of the January 2004 report. Faculty definition will be any faculty, staff or graduate assistant who teach a credit course.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Applicable to Four-Year Colleges and Universities

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 2001 <small>(include first-time freshmen who enrolled either part-time or full-time in the Summer 2001 if they returned full-time in the Fall 2000)</small> Item (1)	Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2001 Item (2)	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2003 Item (3)
<u>570</u>	<u>0</u>	<u>0</u>

Breakdown of Items (2) and (3)

List below the developmental courses taught in Summer and Fall 2001 (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 2003.

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

Institution:

The Citadel

STUDENT INVOLVEMENT IN SPONSORED RESEARCH

Applicable to Four-Year Institutions – Measured for Fall 2002

According to Section 59-101-350, the Commission is responsible for collecting “the percent of graduate and upper division undergraduate students participating in sponsored research programs” from four-year institutions to be included in the annual report to the General Assembly.

The numbers included here should reflect the graduate and upper division undergraduate students who participate in sponsored research programs. Each institution that receives research dollars generated by external funding (sponsored research) should report the number of students who benefit from these dollars.

The CHE will calculate the percentage using these data and headcount enrollment data from the Fall 2002 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper Division, Undergraduate Students	13
Graduate Students	9

Institution:

The Citadel

RESULTS OF PROFESSIONAL EXAMINATIONS

Applicable to all sectors – Measured for April 1, 2002-March 31, 2003

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, 2002 through March 31, 2003**. 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. The process for including and removing examinations from this table is currently being considered by Commission staff and CAPA. You will be notified of any changes in examinations included in this table, should they occur.

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 1 st Time Examinees	# of 1 st Time Examinees who Passed
TEACHING SECTOR				
PRAXIS Series II: Principles of Learning & Teaching (7-12)	6/15/02, 11/23/02, 3/8/03	4	4	100.0%
PRAXIS Series II: Specialty Area Tests	4/20/02, 5/31/02, 6/15/02, 8/10/02, 9/21/02, 11/23/02, 11/25/02, 1/11/03, 3/8/03	119	96	80.7%

INSTITUTIONAL ALUMNI SURVEYS - Summary

Name of Institution: _____

Academic Year for Graduating Students: 1999 - 2000

Section 59-103-350 (D) of the SC Code of Laws, 1976 (amended), 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://www.citadel.edu/academicaffairs/inst_eff03data/alumni.htm

How many students were surveyed? 537

How many students responded? 110 Response Rate: 20.5%

Was this population a **sample** or the **total group**? total group

1. Students' level of satisfaction with:

	<i>Responses to Question</i>		Very Satisfied		Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Dissatisfied		Very Dissatisfied	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%	#	%
1.1 MAJOR Program of Study	109	99.1%	56	51.4%	43	39.4%	8	7.3%	1	0.9%	0	0.0%	1	0.9%
1.2 INSTRUCTION in the major	110	100.0%	48	43.6%	45	40.9%	12	10.9%	5	4.5%	0	0.0%	0	0.0%
1.3 GENERAL EDUCATION program of study (non-major requirements)	104	94.5%	29	27.9%	54	51.9%	14	13.5%	5	4.8%	1	1.0%	1	1.0%
1.4 INSTRUCTION in general education	105	95.5%	30	28.6%	55	52.4%	17	16.2%	3	2.9%	0	0.0%	0	0.0%
1.5 OVERALL ACADEMIC EXPERIENCE	109	99.1%	51	46.8%	45	41.3%	12	11.0%	0	0.0%	1	0.9%	0	0.0%

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

	<i>Responses to Question</i>		Weekly		Monthly		Annually		Less Often		Never	
	#	% of Total Responses	#	%	#	%	#	%	#	%	#	%
2.1 Career-related advanced education or training	104	94.5%	37	35.6%	31	29.8%	25	24.0%	11	10.6%	6	5.8%
2.2 "Lifelong learning"/personal enrichment studies outside career area(s)	108	98.2%	26	24.1%	35	32.4%	14	13.0%	28	25.9%	5	4.6%
2.3 Professional or service organizations	95	86.4%	18	18.9%	36	37.9%	26	27.4%	15	15.8%	15	15.8%
2.4 Volunteer, public or community service	109	99.1%	17	15.6%	31	28.4%	28	25.7%	24	22.0%	9	8.3%
2.5 Social/recreational organization	109	99.1%	41	37.6%	37	33.9%	12	11.0%	14	12.8%	5	4.6%
2.6 Support or participation in the arts	95	86.4%	9	9.5%	25	26.3%	33	34.7%	28	29.5%	15	15.8%

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

	<i>Responses to Question</i>		Strongly		Moderately		Somewhat		None at all	
	<i>#</i>	<i>% of Total Responses</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>
3.1 Career-related advanced education or training	98	89.1%	44	44.9%	33	33.7%	21	21.4%	12	12.2%
3.2 "Lifelong learning"/personal enrichment studies outside career area(s)	106	96.4%	32	30.2%	35	33.0%	20	18.9%	19	17.9%
3.3 Professional or service organizations	109	99.1%	32	29.4%	37	33.9%	23	21.1%	17	15.6%
3.4 Volunteer, public or community service	108	98.2%	21	19.4%	33	30.6%	28	25.9%	26	24.1%
3.5 Social/recreational organization	109	99.1%	32	29.4%	30	27.5%	20	18.3%	27	24.8%
3.6 Support or participation in the arts	109	99.1%	14	12.8%	24	22.0%	25	22.9%	46	42.2%
3A Aggregate										

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

<i>Responses to Question</i>	All		Most		Some		Few		None			
	<i>#</i>	<i>% of Total Responses</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>	<i>#</i>	<i>%</i>		
	107	97.3%	50	46.7%	31	29.0%	4	3.7%	6	5.6%	16	15.0%

PLACEMENT DATA ON GRADUATES - Summary

Name of Institution: _____

Academic Year Surveyed Students Graduated: 1999 - 2000

Section 59-103-350 (B)(6), (C)(4) of the SC Code of Laws, 1976 (amended), 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/academicaffairs/inst_eff03data/placement.htm

How many graduates did you survey? 537 What percent of the graduating cohort does this represent? 100%

How many surveys were returned? 110 Survey response rate: 20.5%

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	64	59.3%
b. Less than one month	7	6.5%
c. 1 to 3 months	13	12.0%
d. 4 to 6 months	6	5.6%
e. 7 to 12 months	1	0.9%
f. Over 12 months	2	1.9%
g. Have not obtained a full-time job	3	2.8%
h. Did not seek a full-time job	12	11.1%
<i>Total</i>	<u>108</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	9	8.3%
b. Employed and continuing my education	18	16.5%
c. Employed full-time	58	53.2%
d. Employed part-time	3	2.8%
e. Self-employed	4	3.7%
f. Serving in Armed Forces	14	12.8%
g. Caring for a home/family	2	1.8%
h. Unemployed, seeking work	0	-
i. Unemployed, not seeking work	0	-
j. Other	1	0.9%
<i>Total</i>	<u>109</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	56	51.4%
b. Moderately related	23	21.1%
c. Slightly related	11	10.1%
d. Not related	15	13.8%
e. Not employed	4	3.7%
<i>Total</i>	<u>109</u>	

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

<i>Currently</i>	<u># of Responses</u>	<u>% of Total</u>
a. Highly related	<u>49</u>	<u>45.4%</u>
b. Moderately related	<u>23</u>	<u>21.3%</u>
c. Slightly related	<u>6</u>	<u>5.6%</u>
d. Not related	<u>20</u>	<u>18.5%</u>
e. Not employed	<u>10</u>	<u>9.3%</u>
<i>Total</i>	<u>108</u>	

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

<i>After Graduation</i>	<u># of Responses</u>	<u>% of Total</u>
a. South Carolina	<u>59</u>	<u>55.1%</u>
b. Southeast, outside of South Carolina	<u>17</u>	<u>15.9%</u>
c. Outside the Southeast	<u>24</u>	<u>22.4%</u>
d. Not employed	<u>7</u>	<u>6.5%</u>
<i>Total</i>	<u>107</u>	