

**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.che.sc.gov/AcademicAffairs/Accrediting\\_Agencies\\_Recognized\\_by\\_CHE.htm](http://www.che.sc.gov/AcademicAffairs/Accrediting_Agencies_Recognized_by_CHE.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)	
Business (BUS)-Baccalaureate, Masters', and Doctoral degree programs in business administration and management	X (2)	X (2) (3/2000)				
Engineering (ENG)-Baccalaureate and master's level programs in engineering	X (2)	X (2) (8/2003)				
Computer Science (COMP) - Baccalaureate programs in computer science	X (1)		1981			
Teacher Education (TED) - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X (17)	X (17) (5/2005)				

**Total**

4

3

*THIS INFORMATION TO BE USED FOR PERFORMANCE INDICATOR 3D*

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**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.

<b>Number of first-time, full-time entering freshmen enrolled in Fall 2004</b> (include first-time freshmen who enrolled either part-time or full-time in the Summer 2004 if they returned full-time in the Fall 2004)	<b>Number of students in Item (1) who were enrolled in one or more developmental courses in Summer or Fall 2004</b>	<b>Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 2006</b>
<b>Item (1)</b>	<b>Item (2)</b>	<b>Item (3)</b>
<b>569</b>	<b>0</b>	<b>0</b>

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**STUDENT INVOLVEMENT IN SPONSORED RESEARCH**

*Applicable to Four-Year Institutions – Measured for Fall 2005*

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 2005 IPEDS Enrollment Forms.

	<b>Number of Students Participating in Sponsored Research</b> (Exclude first professional students)
<b>Upper Division, Undergraduate Students</b>	<b>14</b>
<b>Graduate Students</b>	<b>6</b>

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## RESULTS OF PROFESSIONAL EXAMINATIONS

*Applicable to all sectors – Measured for April 1, 2005-March 31, 2006*

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, 2005 through March 31, 2006**. 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. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

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
<b>TEACHING SECTOR</b>				
PRAXIS Series II: Principles of Learning & Teaching (7-12)	4/17/05 6/11/05 9/17/05 11/19/05 1/7/06 3/4/06	11	9	81.8%
PRAXIS Series II: Specialty Area Tests	4/16/05 6/11/05 8/6/05 9/17/05 11/19/05 1/7/06 3/4/06	134	115	85.8%