

**2009 IE REPORT TRANSMITTAL FORM**

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**Date approved by Board of Trustees or Area Commission:**

Clemson University Board of Trustees  
January 26, 2001.

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Summary Report:**

<http://www.clemson.edu/administration/index.html>

**Institutional web address of Title II Report:  
(Four-year institutions only)**

<http://www.clemson.edu/hehd/departments/education/about/titleII.html>

Check list of IE Reports due **August 1, 2009**

  x   Professional Examinations Table

**Date Submitted:**

August 1, 2009

**CLEMSON UNIVERSITY**

**SUMMARY REPORT  
ON  
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO  
COMMISSION ON HIGHER EDUCATION**

**AUGUST 2009**

INSTITUTION:

Clemson University – 2009 Annual IE Report

*Results of Professional Examinations*

**APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2008- MARCH 31, 2009**

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, 2008 through March 31, 2009**. The following tables display 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. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

***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.”***

**Construction Science and Management: Constructor Certification Level 1**

Clemson University's Bachelor of Science in construction science and management was established in 1962 and is accredited by the American Council for Construction Education. Below are the pass rates for the American Institute of Constructors Constructor Certification Level I examination for the past four years:

**Certification of Construction Science Graduates**

<b>Year</b>	<b>Pass Rate</b>
2005	58%
2006	60%
2007	75%
2008	80%

As the table demonstrates, the pass rate has made a significant and steady improvement over the last four years.

**Nursing: NCLEX Examination**

Clemson University School of Nursing NCLEX pass rate for 2008 is 94.23% and the first quarter of 2009 is 97.87% exceeding the state pass rate of 88.03% and national pass rate of 88.07%. This moves the School of Nursing closer to our goal of a consistent 95% pass rate. These scores reflect a steady increase over each of the past four years. Faculty members continue to carefully review the curriculum to identify and eliminate any areas of omission or excessive redundancy and to coordinate content among courses in each semester to facilitate student application and long term learning. Clinical hours were increased three years ago which has had overall positive outcomes. The switch last year to the Kaplan comprehensive testing program has been well received. Students take subject area exams online in addition to teacher made exams each of the last four semesters. Students who do not exceed the national pass rate for the exam are required to remediate the content and retest. The Kaplan post program review focuses on testing strategies and application which has also boosted student confidence to test well on this high stakes test. All of the early reports during the past month have included passing after taking only the minimum 75 questions. The identification and elimination of learning gaps in each area strengthens preparation as nursing professionals as well. The Clemson University undergraduate nursing program maintains a 100 percent job placement rate, and graduates consistently exceed state and national pass rates for licensure exams as shown in the table below.

**National Council Licensure Exam (NCLEX) 2008-2009**

<b>Name of Exam</b>	<b>Year</b>	<b># of Examinees</b>	<b># of 1<sup>st</sup> Time Examinees</b>	<b># of 1<sup>st</sup> Time Examinees who Passed</b>	<b>% 1<sup>st</sup> Time Examinees Passing</b>
National Council Licensure Exam (NCLEX) - Registered Nurse (BS)					
CLEMSON UNIVERSITY	2008	104	104	98	94.23%
CLEMSON UNIVERSITY	2009 (first quarter)	47	47	46	97.87%
South Carolina NCLEX Pass Rate*	2008	1911	1911	1669	88.03%
National NCLEX Pass Rate**	2008	129,114	129,114	111,979	86.73%

\*Source: South Carolina Board of Nursing:

[https://www.ncsbn.org/Table of Pass Rates 20082.pdf](https://www.ncsbn.org/Table_of_Pass_Rates_20082.pdf)

\*\*Source: National Council of State Boards of Nursing: <https://www.ncsbn.org/1237.htm>

### **Accounting: CPA Examination**

Since 1989 the School of Accountancy and Legal Studies has held AACSB Accounting Accreditation for its undergraduate and graduate programs. AACSB International is the premier accrediting agency for management education and the only grantor of accounting accreditation.

South Carolina requires at least 1 year of accounting experience under the direct supervision and review of a CPA or Public Accountant who is licensed to practice in some state or territory of the United States, or the District of Columbia to sit for the CPA Examination and be licensed to practice. The faculty at Clemson believes the best preparation to sit for the CPA Examination is to wait until a master of accountancy degree program is completed. Clemson has a coordinated undergraduate/graduate program that will meet the 150-hour requirement to be licensed as a CPA. This program of study provides excellent preparation for the CPA Examination, as well as, a career in accounting. The Master of Professional Accountancy (MPAcc) program added to the undergraduate program exceeds the 150-hour requirement for licensure and allows the student to specialize in either assurance and management services or taxation.

### **School of Education: PRAXIS Examination**

State certification is required for graduates of initial level undergraduate and MAT in Middle Grades to be able to teacher. Candidates must pass PRAXIS Principles of Learning and Teaching (PLT) and their subject area test(s). Clemson University [Eugene T. Moore School of Education](#) submits Title II Reporting for PRAXIS licensure tests for our teacher candidates. For the 2006-7 and 2007-8 reporting years, Clemson candidates' overall pass rate score for the PRAXIS PLT was 98% and 98% and PRAXIS II subject area licensure tests was 99% and 96%, respectively.

Educational leadership and school counseling advanced level (graduate) programs require PRAXIS II subject area tests as well for practicing school leaders and counselors. 2006-7 and 2007-8 pass rates for educational leadership are 97% and for school counseling 100%. Masters level Reading program candidates take a PRAXIS II subject area test in reading. The pass rate for the last two years is 100%. The School of Education analyzes the subject area overall test scores and test category sub-scores for program feedback and improvement.

The School of Education Office of Field Experiences assists students with approximately 1,400 field placements and student teaching positions per year, about 300 of these in the final student teaching semester. The School of Education assists graduate students with field experiences. This year there were approximately 70 placed in school counseling practicum and internship experiences, and 60 in principal and 15 in superintendent positions.

The Office of Field Experiences with the College of Health Education and Human Development Academic Advising Center assists with the teacher, counselor, and administrator certification process. The School of Education recommended 274 candidates for teacher certification in 2006-7 and 275 in 2007-8, and 33 candidates for school counseling certification in 2006-7 and 19 in 2007-8. In addition, the School of Education recommended 44 candidates for administration certification in 2006-7 and 64 in 2007-8. All of these candidates completed program requirements and passed their state certification test.

**Praxis Examination Pass Rates: April 2008 – March 2009\***

<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of Examinees who Passed</b>	<b>% Examinees Passing</b>
<i>Teaching and Research Sectors</i>				
<b><i>PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE</i></b>				
<b><i>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (K-6)</i></b>	4/08, 6/08, 9/08, 11/08, 1/09, 3/09	<b>137</b>	<b>130</b>	<b>95%</b>
<b><i>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (5-9)</i></b>	4/08, 6/08, 9/08, 11/08, 1/09, 3/09	<b>51</b>	<b>43</b>	<b>84%</b>
<b><i>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (7-12)</i></b>	4/08, 6/08, 9/08, 11/08, 1/09, 3/09	<b>113</b>	<b>99</b>	<b>96%</b>
<b><i>PRAXIS SERIES II: SPECIALTY AREA TESTS</i></b>	4/08, 6/08, 9/08, 11/08, 1/09, 3/09	<b>483</b>	<b>449</b>	<b>93%</b>

\*Note that this is not official Title II data approved by Clemson, SC State Dept. of Education and US Dept. of Education. The last official Title II report came out in April 2009 with 2007-8 official data.

**PRAXIS Examination Pass Rates: April 2007–March 2008**

<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of Examinees who Passed</b>	<b>% Examinees Passing</b>
<i>Teaching and Research Sectors</i>				
<b><i>PRAXIS SERIES II: CORE BATTERY PROFESSIONAL KNOWLEDGE</i></b>				
<b><i>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (K-6)</i></b>	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	<b>195</b>	<b>185</b>	<b>95%</b>
<b><i>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (5-9)</i></b>	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	<b>65</b>	<b>55</b>	<b>85%</b>
<b><i>PRAXIS SERIES II: PRINCIPLES OF LEARNING &amp; TEACHING (7-12)</i></b>	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	<b>124</b>	<b>114</b>	<b>92%</b>
<b><i>PRAXIS SERIES II: SPECIALTY AREA TESTS</i></b>	4/07, 6/07, 9/07, 11/07, 1/08, 3/08	<b>651</b>	<b>625</b>	<b>96%</b>

**Engineering: Fundamentals of Engineering Examination**

All seniors in the engineering programs at Clemson University are required to take the Fundamentals of Engineering (FE) examination. The programs involved are: Bioengineering, Biosystems Engineering, Chemical and Biomolecular Engineering, Civil Engineering, Electrical and Computer Engineering, Environmental Engineering and Earth Sciences, General Engineering, Industrial Engineering, Materials Science and Engineering, Mechanical Engineering. The FE pass rate for all engineering programs for 2003-2009 are given below:

**Fundamentals of Engineering Examination Results**

Academic Year	Percentage Passing
03-04	92%
04-05	86%

05-06	57%
06-07	90%
07-08	81%
08-09	80%

Health Science, Health Promotion and Education; CHES Examination

The Health Promotion and Education Concentration within the Department of Public Health Sciences program was designed to provide students with the competencies of the Certified Health Education Specialist (CHES). Participation in the national CHES exam is optional. The National Commission for Health Education Credentialing recently announced that Clemson University was among the top 10 schools with the most students taking the CHES exam in 2007. For the past 8 years, 100 percent of DPHS students have scored above the national average.

Food Science and Human Nutrition

To become Registered Dietitians, students must complete the Clemson didactic program and then an accredited dietetic internship program. For the 2007-2008 academic year, Clemson had 16 graduates apply for dietetic internships and a 50% match rate. The national match rate is tracked in calendar years and for 2007 was 55%. Clemson's 5-year match rate (2003-2008) is 76%.

Clemson tracks the percentage of graduates who pass the national registration examination for dietitians. In calendar year 2008, Clemson had 12 students take the exam for the first time and 11 of them passed. 82% of graduates over a 5-year period (2002-2007) who took the Registration Examination for Dietitians passed on the first attempt. Scores for Clemson graduates were higher than the national first-time takers for the total scaled score, and for both the scaled sub-scores in food and nutrition and in foodservice systems and management.

Graduate Record Examination (GRE)

The Graduate Record Examination is not a professional licensure examination but it provides insight into the general performance of students who select to take the examination and report that they are graduates of Clemson University. The examination may be taken by undergraduate or graduate students and it may be taken multiple times. This measure of student development cannot be considered either graduate or undergraduate but provides a comparison overview among the disciplines.

**Clemson Graduates Graduate Record Examination Results**

<b>Discipline</b>	<b>Sample Size</b>	<b>Verbal Mean Score (range)</b>	<b>Quantitative Mean Score (range)</b>	<b>Writing Mean Score (range)</b>
Agriculture	14	438 (330-560)	608 (290-800)	4.0 (3-5.5)
Agriculture Business	59	488 (280-720)	617 (360-770)	4.0 (2.5-5.5)
Architecture	35	483 (300-640)	566 (340-800)	4.2 (3-6)
Biological Sciences	55	485 (330-720)	615 (260-780)	4.2 (2.5-6)
Business	19	443 (280-780)	539 (230-730)	4.1 (2.5-5.5)
Computer Sciences	27	475 (320-660)	669 (450-790)	4.1 (2.5-5)
Education	104	440 (290-640)	497 (230-790)	4.0 (2-6)
Engineering	144	473 (210-720)	691 (200-800)	4.2 (2.5-6)
English	52	527 (340-700)	574 (290-790)	4.7 (2.5-6)
Forestry	19	447 (400-560)	571 (440-750)	3.7 (2.5-5)
Health Professions	54	444 (320-800)	527 (290-750)	3.95 (0-5.5)
Languages	4	553 (400-660)	540 (380-710)	3.9 (3-5.5)
Mathematical Sciences	11	470 (290-590)	681 (570-790)	4.0 (2.5-5)
Parks, Recreation, and Tourism Management	9	432 (310-580)	529 (250-750)	3.8 (3-5)
Performance & Visual Arts	6	497 (360-630)	503 (420-580)	3.9 (3-4.5)
Philosophy/Religion	1	440	630	5.5
Physical Sciences	31	510 (380-660)	687 (570-800)	4.4 (3-5.5)
Psychology	40	464 (310-490)	534 (290-720)	4.3 (3-5.5)
Social Sciences	44	498 (310-710)	559 (300-770)	4.7 (3-6)
Other	3	477 (430-570)	517 (380-600)	4.7 (4-5)