

2011 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.

Date approved by Commission on Higher Education:

2001

**Institutional web address of
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, 2011**

Professional Examinations Table

Date Submitted:

August 1, 2011

CLEMSON UNIVERSITY

**SUMMARY REPORT
ON
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO
THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

AUGUST 2011

INSTITUTION:

Clemson University – 2011 Annual IE Report

Results of Professional Examinations

APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2010- MARCH 31, 2011

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, 2010 through March 31, 2011**. 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 five years:

Certification of Construction Science Graduates

Year	Pass Rate
2005	58%
2006	60%
2007	75%
2008	80%
2009	77%
2010	65%

As the table demonstrates, after making a significant and steady improvement over the previous four years, the pass rate began to fall in 2009. In 2010 the pass rate dropped to 65% (the national average is 63%). Due to the substantial change in pass rates over the past several years, the faculty met to determine the cause and attempt to rectify the problem. The faculty found that one of the reasons for the decline in pass rates was that the students were not receiving instruction in one of the key areas assessed by the exam until after they took the exam. We have made changes to teach this material earlier and have seen an improvement in 2011 pass rates.

Nursing: NCLEX Examination

Clemson University School of Nursing NCLEX pass rate for 2010-2011 is 90.8%. After a steady increase over the past four years, this represents a slight slip associated with the rescoring of the national test to increase the difficulty associated with the increasing complexity of health care. This testing period also includes several students who graduated twelve to eighteen months prior to taking the exam for the first time. We will carefully review these results to determine if other factors were involved in the slight decrease in scores. We are continuing with a number of strategies that have led to increased success over 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 Kaplan comprehensive testing program has been well received and will be examined to determine if the initially unsuccessful students could have been identified for additional remediation prior to testing. Students will continue to take subject area exams online in addition to teacher made exams each of the last four semesters and those who do not exceed the national pass rate for the exam are required to remediate the content and retest. We continue to have a large number of students who report 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 close to a 100 percent job placement rate.

National Council Licensure Exam (NCLEX) 2008-2011

Name of Exam	Year	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
National Council Licensure Exam (NCLEX) - Registered Nurse (BS)					
Clemson University	2008	104	104	98	94.23%
South Carolina NCLEX Pass Rate	2008	1911	1911	1669	88.03%
National NCLEX Pass Rate	2008	129,114	129,114	111,979	86.73%
Clemson University	2009-10	96	96	87	90.63%
South Carolina NCLEX Pass Rate	2009-10	1529	1529	1397	91.37
National NCLEX Pass Rate	2009-10	75508	75508	68040	90.11
Clemson University	2010-11	109	87	77	88.5
South Carolina NCLEX Pass Rate*	2010-11	NA	2224	2007	90.2
National NCLEX Pass Rate**	2010-11	80246	80246	76623	90.51

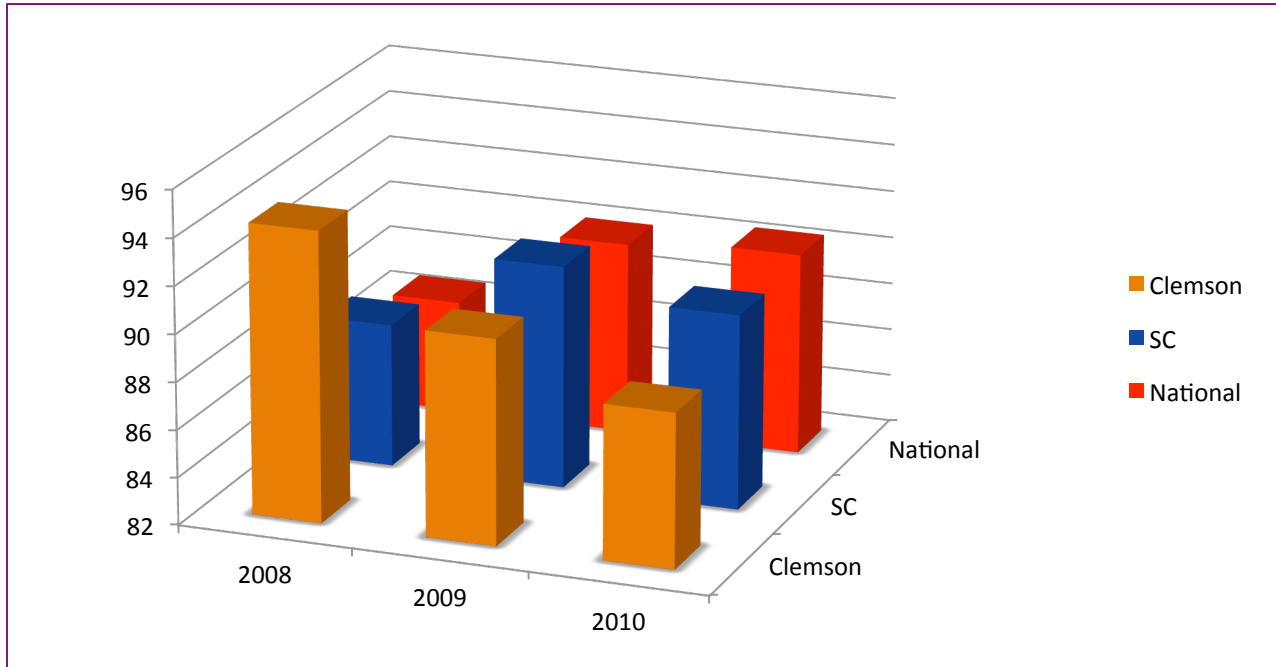
*Source: South Carolina Board of Nursing:

<http://www.llr.state.sc.us/pol/nursing/forms/NCLEXRNPassRate.pdf>

**Source: National Council of State Boards of Nursing:

https://www.ncsbn.org/Table_of_Pass_Rates_2011.pdf

Clemson, South Carolina, and National NCLEX Pass Rates



Overall first time pass rate for the undergraduate students slipped slightly to 90.63 % exceeding the national pass rate of 90.11% in 2009-10. Several of the students in this statistic completed their program 12 to 18 months earlier and delayed taking the exam for the first time. We did expect some drop since test difficulty is reviewed every three years and we were notified that the difficulty of this national test had been increased.

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 Examinations

State certification is required for initial level teacher certification program candidates to be practicing teachers in SC. Candidates must pass the PRAXIS I before being admitted to professional level (junior-senior year) of our programs. Then candidates must take and pass PRAXIS II Principles of Learning and Teaching (PLT) and subject area test(s) for state certification. Clemson University's [Eugene T. Moore School of Education](#) submits Title II Reports with PRAXIS II licensure test pass rates annually. 2009-10 Title II report was complete in April 2011. Clemson has opted to present this official report on 2009-10 program completers rather than provide a best estimate on the current year as has been submitted previously.

Educational leadership, school counseling and literacy education advanced level programs require passes for PRAXIS II subject area tests for certification and practice as school counselors, school leaders, and literacy specialists. Pass rates for all three are 100%.

PRAXIS II Examination Pass Rates: Program Completers 2009-10¹

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
<i>Teaching and Research Sectors</i>				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	Bi-monthly 2009-2010	129	124	96%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	Bi-monthly 2009-2010	29	26	90%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	Bi-monthly 2009-2010	67	65	97%
PRAXIS SERIES II: SPECIALTY AREA TESTS	Bi-monthly 2009-2010	228	213	93%

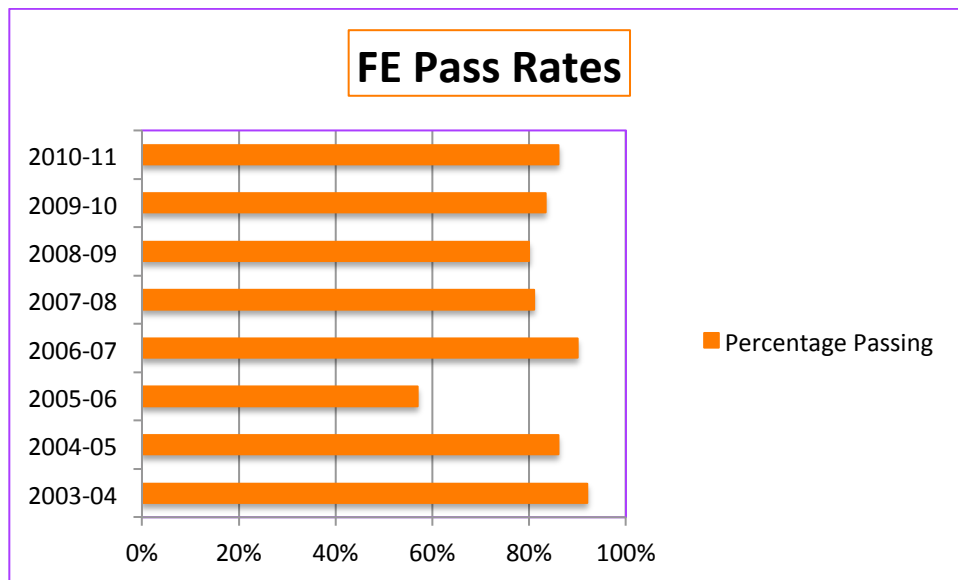
¹TITLE II HEA Report, April 2011.

Engineering: Fundamentals of Engineering Examination

All seniors in the engineering programs at Clemson University are encouraged 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, General Engineering, Industrial Engineering, Materials Science and Engineering, and Mechanical Engineering. The FE pass rates for all engineering programs for 2003-2011 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%
09-10	83.4%
10-11	86.1%



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 9 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 2010-2011 academic year, Clemson had 22 graduates apply and 10 offered a dietetic internship for a 55% computer match rate. The national computer matching for Dietetic Internship applicants for 2010-2011 was about 50%. Clemson's 4-year match rate (2007-2011) is 44%. The national computer-matching rate from 2007-2011 ranged from 50-59%.

Clemson tracks the percentage of graduates who pass the national registration examination for dietitians. In calendar year 2010, Clemson had 6 students take the exam for the first time and 6 of them passed resulting in a 100% pass rate. Over a 4-year period (2007-2010) 94% of the graduates 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.

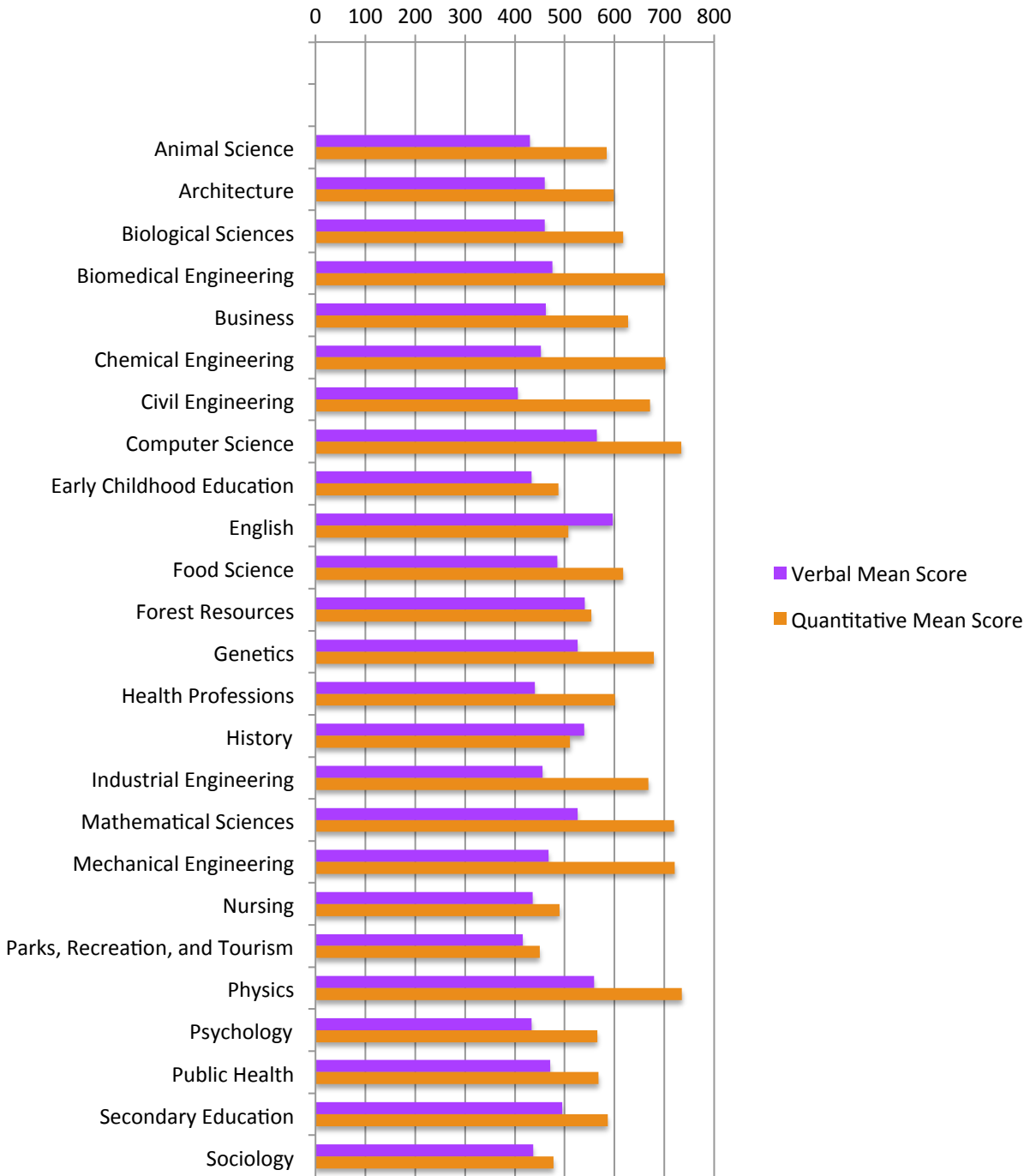
Graduate Record Examination (GRE)

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. Undergraduate or graduate students may take the examination 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 2010-2011

Discipline	Sample Size	Verbal Mean Score (range)	Quantitative Mean Score (range)	Writing Mean Score (range)
Animal Science	44	430 (300-640)	584 (390-770)	4.93 (2.0-5.4)
Architecture	51	460 (320-620)	598 (440-800)	3.77 (2.0-5.0)
Biological Sciences	28	460 (360-590)	617 (440-730)	3.85 (3.0-5.0)
Biomedical Engineering	52	475 (310-660)	701 (540-800)	3.82 (3.0-5.0)
Business	9	462 (380-630)	627 (570-680)	4.03 (3.0-4.0)
Chemical Engineering	16	452 (280-700)	702 (610-800)	3.63 (2.0-6.0)
Civil Engineering	25	406 (260-700)	671 (490-800)	3.40 (2.0-5.0)
Computer Science	14	564 (330-770)	734 (520-800)	4.23 (3.0-6.0)
Early Childhood Education	14	433 (310-600)	487 (370-570)	3.85 (2.0-5.0)
English	10	596 (490-730)	507 (320-720)	4.10 (4.0-5.0)
Food Science	17	485 (320-650)	617 (280-740)	3.88 (3.0-5.0)
Forest Resources	6	540 (470-610)	553 (400-610)	4.00 (3.0-5.0)
Genetics	13	526 (410-690)	679 (510-800)	4.23 (3.0-6.0)
Health Professions	7	440 (370-530)	601 (520-750)	4.20 (4.0-5.0)
History	17	539 (400-710)	511 (420-750)	4.17 (3.0-6.0)
Industrial Engineering	16	456 (360-580)	668 (440-770)	4.00 (3.0-6.0)
Mathematical Sciences	10	526 (380-730)	720 (630-800)	4.00 (3.0-5.0)
Mechanical Engineering	39	468 (310-680)	721 (630-800)	3.62 (2.0-5.0)

Nursing	49	436 (300-600)	490 (300-710)	3.77 (3.0-4.0)
Parks, Recreation, and Tourism Management	14	416 (270-650)	450 (310-740)	3.75 (3.0-4.0)
Physics	9	559 (500-630)	735 (640-790)	4.12 (4.0-5.0)
Psychology	60	434 (320-590)	565 (350-720)	3.90 (3.0-5.0)
Public Health	24	471 (330-680)	568 (430-720)	3.87 (3.0-4.0)
Secondary Education	18	495 (360-620)	586 (370-800)	3.94 (3.0-4.0)
Sociology	12	437 (310-570)	478 (340-650)	3.83 (2.0-5.0)



Program-Specific Accreditation

Program-specific accreditations are a reliable indicator of the quality of particular academic programs. In addition to institutional accreditation through SACSCOC, academic programs may be accredited through program-specific accrediting bodies. The following table lists accredited programs at Clemson University in academic year 2010-2011.

Accrediting Body and Degree Program	Accreditable Program	Fully-Accredited Program	Last Accreditation	Next Accreditation
American Assembly of Collegiate Schools of Business - International Association for Management Education				
Baccalaureate, Master's and Doctoral degree programs in business	X	X	2010	2015
Administration and management				
Baccalaureate, Master's and Doctoral degree programs in accounting	X	X	2010	2015
Accrediting Board for Engineering and Technology, Inc.				
Engineering (ENG) - Baccalaureate programs in engineering	X	X	2006	2012
Master's programs in engineering				
Computer Science (COMP)- Baccalaureate programs in computer science	X	X	2006	2012
American Council for Construction Education				
Construction Education (CONST) - Baccalaureate degree programs	X	X	2007	2013

American Society of Landscape Architects				
Landscape Architecture (LSAR)- Baccalaureate and master's programs leading to the first professional degree	X	X	2009	2015
Commission on Accreditation for Dietetics Education (CADE)				
Nutrition and Dietetics – Baccalaureate program	X	X	2007	2017
Commission on Collegiate Nursing Education (CCNE)				
Baccalaureate degree in nursing education programs	X	X	2010	2020
Graduate degree nursing education programs	X	X	2010	2020
Council for Accreditation of Counseling and Related Education Programs (CACREP)				
Master's degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education	X	X	2000	2015
National Architectural Accrediting Board, Inc.				
Architecture (ARCH) - first professional degree programs	X	X	2008	2011

National Association of Schools of Arts and Design				
Art & Design (ART) - Degree-granting schools and departments and non-degree-granting schools	X	X	2007	2012
National Council for Accreditation of Teacher Education (NCATE)				
Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools	X	X	2005	2013
National Recreation and Park Association				
Parks, Recreation, and Tourism Management - undergraduate and graduate programs	X	X	2010	2015
Planning Accreditation Board				
Master of City and Regional Planning (MRCP)	X	X	2008	2015
Society of American Foresters				
Forestry (FOR) programs leading to a bachelor's degree or higher first professional degree	X	X	2002	2012*
* May be rescheduled to 2013				