CLEMSON UNIVERSITY

**SUMMARY REPORT
ON
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO
COMMISSION ON HIGHER EDUCATION**

AUGUST 1999

This summary report for Clemson University includes:
Majors or Concentrations, and Academic Advising

The following reporting cycle (past and future) is for the other required components:

Component	1998	2000	2001
General Education	X		X
Procedures for Student Development	X	X	
Library Resources and Services	X		X

Component 2
Majors or Concentrations

Reporting on assessment in the major has been modified across the state to coincide with program reviews. The following majors underwent program review by the National Council for Accreditation of Teacher Education (NCATE) and the South Carolina Commission on Higher Education (CHE) since the last reporting period, although the final report has not been issued.

Agriculture Education (BS, MS)	Counseling and Guidance Services (MEd)
Curriculum and Instruction (PhD)	Early Childhood Education (BA)
Education Administration and Supervision (MEd, EdS)	Educational Leadership (PhD)
Industrial Education (BS, MInEd)	Elementary Education (BA, MEd)
Reading (MEd)	Mathematics Teaching (BS)
Secondary Education (BA, MEd)	Science Teaching (BS)
Vocational and Technical Education (EdD)	Special Education (BA, MEd)

Synopsis of Program Review
Assessment for Selected Majors or Concentrations

Clemson University School of Education
The School of Education within the College of Health, Education, and Human Development analyzed its programs. Four objectives were identified as indicators of success or areas for improvement as a result of the assessment. Improvement strategies are identified and shall be implemented in conjunction with the College's reorganization from four academic departments to nine content program areas.

The **first objective** is recruitment of high-quality undergraduate and graduate students. A means of assessment for this strategy continues to be the use of the Education Entrance Examination scores. These scores are monitored for passing rates and indicate that Clemson University students lead the other state institutions in passing rates for reading tests (93%), mathematics test (95%), and writing test (97%). The critical review of entrance criteria is another means of assessment. The Educational Leadership (Ph.D.) program faculty determined that modifications to the requirements would enhance the quality of enrolled students; therefore, the faculty is revising the program admission criteria. The revised standards will judge students' potential using a variety of criteria, rather than over-reliance on standardized test scores. Additionally, the program faculty are working on means to more uniformly assess transfer credit applied to the degree. Revisions in this process are intended to enhance the opportunity for recruiting high-quality students.

The **second objective** is sustaining high quality classroom instruction. The state-mandated Professional Knowledge Examination of the NTE is an assessment measure of this objective. Based on the scores for 1999 reporting year, the pass rate of 99.43 % was achieved. Students did well on the NTE specialty area test with 84 % meeting the cut off scores in their respective disciplines. The most recent scores are the same as 1997-1998 and both are an increase over the reported percentage passing in 1996-1997 and reflect positively on the programs at Clemson University. Assessment in other programs includes the examination of employment rates. The

Counseling and Guidance Services (MEd) faculty report the employment rate of the students at time of graduation continues to be well above 90%. The faculty believes this high rate is a strong indicator that the students are well prepared in the classroom.

Students routinely evaluate individual faculty members. Interviews indicate wide utilization of the results in making adjustments not only in teaching methods but also in materials, classroom activities, audio-visual aids, and instructional strategies to reflect areas of concern identified by students. Such measures of classroom instructional effectiveness, in concert with surveys of graduates and alumni, yield an ongoing profile of program effectiveness in meeting the needs of the students.

Objective three is to address identified needs for improving curriculum. A regular survey system by the School includes: students, student teacher supervisors, undergraduate and graduate alumni (one-year and three-year), faculty committees, and program administrators. From these surveys two priorities for program change emerged: (1) more experience and information related to classroom management and student discipline should be embedded in the preparation program, and (2) more experience in the classroom setting is needed prior to student teaching. One response of the School faculty is revision of the program to include more experience in the classroom prior to student teaching. This assures that increased emphasis is provided during a semester that the student is undertaking required field experiences in a school setting. Student responses to the change have been very positive. Another modification is the revision of course sequence in all Elementary and Secondary Education programs to provide additional time in the school setting during the semester immediately preceding student teaching. Additionally, syllabi in identified areas have been revised to incorporate research as a uniform and consistent part of the course. In the Special Education program, which is the most recent of the undergraduate majors, a special design provides the model for the senior year in a school setting. During the fall semester, students spend three hours each morning in a Special Education classroom, and then attend methods classes in the afternoons. The spring semester is devoted full-time to student teaching.

The **fourth objective** is successful placement of graduates. Clemson University assesses this indicator using the measure of degree of participation by program graduates and employing school districts. The Education's unit's separate placement office was established in 1974, only three years later than the university's placement office. As part of the recent college restructuring, specific responsibility for placement services for education majors are not assigned to an individual in the university's campus-wide placement office. The focus on profession-specific job placement of our graduates will, therefore, continue uninterrupted. The number of employing school districts registering for CUTIP in the 1998 spring semester was 95, almost 10 % more than in the previous year. Also, approximately 90 % of our student teachers participated in the event (compared to 70.5% the previous year).

In conclusion, the Office of Assessment reviews each annual program assessment report that identifies multiple measures to monitor success or failure in meeting each of the specific educational outcomes. The reports provide specific results and describe the use of results for continuous improvement. The programs reviewed in this cycle of NCATE and CHE review comply with the submission of assessment plans and are currently submitting the annual report. All of these efforts are to ensure program and institutional effectiveness.

Interim Report

The Professional Communication (MAPC) program at Clemson University offers students from diverse backgrounds the opportunity to explore communication theory and practice in a variety of disciplines and to develop the communication expertise requisite for success in the workplace and in the classroom. Students are prepared for careers in information design and development, online documentation and digital publishing, multimedia authoring, instructional design, international and corporate communication, publications management, usability testing, technical communication, and grant writing. The primary goals are (1) to ensure that the MAPC curriculum combines work in theory, research, and practice with a comprehensive emphasis on written, oral, and visual communication, while retaining the flexibility to accommodate the variety of interests that the field encompasses and (2) to help graduates of the MAPC program prepare to become professional and technical communicators in industry and government, and/or to provide the background necessary for students who plan to pursue a PhD in rhetoric or professional and technical communications.

Two faculty members undertook an annual review of 23 seminar papers or projects of students currently enrolled in the program. On a 4-point scale, 78% of the papers were ranked at 3.0 or higher. This is one of several assessment strategies used by the department to examine educational outcomes of the program. A comprehensive oral examination on a substantial reading list resulted in 89% of the students passing the exam and demonstrating familiarity with significant historical and contemporary works in the field of professional communications. The department used alumni surveys and exit surveys as other methods of assessment. All results were complied in a detailed report including a summary of scorers' comments on all writing samples, and were distributed to all faculty who teach MAPC courses. The report identifies specific aspects of student writing and of the program that need improvement. Revisions to the courses will be implemented as necessary to address identified deficiencies. Additionally, the Chair of the English department, the Director of Graduate Studies, and the University Office of Assessment obtained copies of the report for their use.

Component 5
Academic Advising

Overview
In order to gather information regarding academic advising procedures, policies, and common practices, multiple measures are being employed by the Office of Assessment, the Senior Vice Provost and Dean of Undergraduate Studies, Office of Institutional Research and specific academic departments and colleges. This constitutes an initial comprehensive inventory and review of practices for both graduate and undergraduate education. As an introduction to the study that will be undertaken in the academic year 1999-2000, some of the data sources and the results are described below. Following the brief overview of strategies for assessment, there is a summary of the conclusions and the use of results.

Measures and Strategies
Student Satisfaction: Currently Enrolled Undergraduate and Graduate Students
The *Student Satisfaction Inventory* by Noel-Levitz, Inc. rates importance and satisfaction of several scales such as Instructional Effectiveness, Campus Climate, Safety and Security, and Academic Advising. To determine the level of satisfaction with practices at Clemson University, a sample of undergraduate students were selected responded to questions on the Student Satisfaction Inventory. The reported scores based on a scale of 1 to 7 compare the May 1999 survey results with those of the students taking the same inventory in 1998. Additional comparison is provided between the Clemson University students and the national group means. The focus here is on the Academic Advising section of the survey. The 1999 respondents do not rank academic advising as important as those students in 1998. Of the six items specifically related to advising, students in 1999 were more satisfied than students in 1998 (see following table). It is important to notice that the difference in responses between the two cohorts is statistically significant for all items but one. And, that the change is toward greater or higher satisfaction for all items.

Comparison of Undergraduate Students
1999 and 1998

Scale / Item	Spring 1999		Spring 1998		Mean Difference
	Importance	Satisfaction	Importance	Satisfaction	'99-'98 Satisfaction
Academic Advising	*6.28*	*5.20*	*6.29*	*5.05*	*0.15****
My academic advisor is approachable	6.41	5.50	6.42	5.30	0.20***
My academic advisor is concerned about my success as an individual	6.23	5.09	6.24	4.88	0.21***
My academic advisor helps me set goals to work toward	5.89	4.58	5.88	4.41	0.17**
My academic advisor is knowledgeable about requirements in my major	6.52	5.50	6.55	5.37	0.13**
Major requirements are clear and reasonable	6.33	5.33	6.36	5.31	0.02

** Difference statistically significant at .01 level
*** Difference statistically significant at .001 level

When compared to the National Group Means, the Clemson University students in 1999 reported greater satisfaction for all items than the National Group Means. Of those reported items, the difference between the Clemson students' level of satisfaction and that of the national group is statistically significant at .001 level for all but one item. At this time the reporting service does not provide an analysis of difference between 'importance' and 'satisfaction'; therefore it is not clear from the data whether or not the differences are statistically significant.

Comparison of Undergraduate Students
And National Group Means, 1999

Scale / Item	Clemson University	1999	National Group Means	1999	Mean Difference
	Importance	Satisfaction	Importance	Satisfaction	'99-'98 Satisfaction
Academic Advising	*6.28*	*5.20*	*6.31*	*5.01*	*0.19****
My academic advisor is approachable	6.41	5.50	6.42	5.21	0.29***
My academic advisor is concerned about my success as an individual	6.23	5.09	6.24	4.90	0.19***
My academic advisor helps me set goals to work toward	5.89	4.58	6.00	4.54	0.04
My academic advisor is knowledgeable about requirements in my major	6.52	5.50	6.50	5.31	0.19***
Major requirements are clear and reasonable	6.33	5.33	6.37	5.10	0.23***

*** Difference statistically significant at .001 level

Graduate students were surveyed using the same items. Without a previous administration of this survey, comparative data is limited to the National Group Means. Graduate students reported the highest level of importance (6.52) and satisfaction (5.01) with Academic Advising than any other scale including Campus Climate, Instructional Effectiveness, and Student Centeredness. In comparison to the National Group Means, Clemson University graduate students rate importance of academic advising the highest; the National Group Means reflects an equal ranking of importance for both Academic Advising and Instructional Effectiveness (6.13). The National Group Means recorded higher satisfaction with Instructional Effectiveness (5.04) than Academic Advising.

The responses to specific items of academic advising show that graduate students rate 'approachability' as the most important characteristic. This area is not the highest of their satisfaction; however, insufficient data is available to determine whether or not there is a statistical difference between reported importance and satisfaction. The National Group Means for importance of 'approachability' (6.42) is a little lower than that of importance of 'knowledgeable about requirements in my major' (6.50). The following table displays each of the items of the Academic Advising scale for both Clemson University graduate students and the National Group Means of four-year public institutions. It is important to notice that the mean difference between the Clemson University graduate student responses and the responses of the National Group are statistically significant for every item at the .001 level.

Comparison of Graduate Students
And National Group Means, 1999

Scale / Item	Clemson University	1999	National Group Means	1999	Mean Difference
	Importance	Satisfaction	Importance	Satisfaction	CU-Nat'l Satisfaction
Academic Advising	*6.52*	*5.70*	*6.31*	*5.01*	*0.69****
My academic advisor is approachable	6.66	5.88	6.42	5.21	0.67***
My academic advisor is concerned about my success as an individual	6.58	5.76	6.24	4.90	0.86***
My academic advisor helps me set goals to work toward	6.38	5.39	6.00	4.54	0.85***
My academic advisor is knowledgeable about requirements in my major	6.61	6.00	6.50	5.31	0.69***
Major requirements are clear and reasonable	6.37	5.44	6.37	5.10	0.34***

*** Difference statistically significant at .001 level

The graduate students rated importance of academic advising and all associated items with importance higher than the rating given by undergraduate students. Also, the level of satisfaction of graduate students for all areas of academic advising is higher. Both groups of students rated all advising items as being at least 4.58 on the 7-point scales of importance and satisfaction. This can be interpreted as general satisfaction with the academic advising for currently enrolled students at Clemson University.

Advising Survey Data
The Advising Survey was administered to 2,240 undergraduate students during selected 9:05 Wednesday classes in April 1999 (term 9901). The classes were selected to create a representative sample of the undergraduate student body. The students responded to a four-point Likert-like scale of satisfaction regarding the availability of their academic advisor. They were to consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail, or other means. The results of the survey indicate that 86% of the students are either satisfied or very satisfied with advising. When examined by academic status, the freshmen were more satisfied (89%) with decreasing satisfaction to the senior year (84%). The range by college in level of satisfaction was from 90% satisfaction in the college of Engineering and Science to 80% in Health, Education, and Human Development. This year, the College of Health, Education, and Human Development established an advising center for students. In order to enhance its usefulness and successfully achieve desired outcomes, a strategic plan and assessment process are being developed and implemented this summer.

Advising Services Student Satisfaction Survey, Spring 1999
Clemson University has several forms of academic advising. Student Advising Services or Centers provide a designated point for academic counseling for specific students. In the College of Architecture, Arts, and Humanities, enrolled students with undeclared majors are advised through a center. In Engineering, all freshmen are advised through an advising service. In an evaluation of this service in the spring of 1999, 81% of the responding students indicated that

they would recommend that other General Engineering students use the Advising Center. This response indicates their satisfaction with the services of the center.

Alumni Survey
Each year the Office of Assessment sends an alumni survey to each student who graduated one and three years ago and for whom there is a complete USA address. The results of these surveys are shared with the appropriate departments, colleges, and administrators to aid in their decision making. Those graduate students who graduated one year ago (August and December 1997, May 1998) responded positively to questions associated with advising. For example, when asked if faculty were interested in their progress as a student, 74% of the respondents agreed or strongly agreed. 83% of the alumni agreed or strongly agreed that faculty were available outside of the classroom. However, 58% stated that they agreed or strongly agreed that they frequently conferred with their advisor. And, 59% stated that their advisor was helpful in developing their program. These results may be interpreted as the students' satisfaction with advising although students may elect not to use it. This summer, the Assessment Committee proposed to incorporate into the annual undergraduate alumni survey items pertaining to satisfaction with advising while at Clemson. These modifications shall be implemented in the fall 1999 survey and reported next year.

Faculty Activity System
All Clemson University faculty engage in student advising. The Office of the Vice President for Academic Affairs and Provost implemented a piloted a Faculty Activity System (FAS) report in 1999. Sufficient entries allow a general review of the activities undertaken by faculty members that they report as advising within the system. Alumni, parents, prospective new or transfer students are advised by program faculty. Advising takes place on a formal level through the assignment of activities such as serving as Program Coordinator, Placement Coordinator, and committee representative. Representation at the Department, College, or University level regarding academic advising includes Scholarship and Awards, Registration, and Orientation and Admissions. Advising beyond the academic program includes student club, societies, and associations. These may be national or local organizations that focus on the major, professional, academic, social, art, health, service, sports, or religion. In all cases the advisor is serving individuals or groups whether he has been assigned or volunteers to serve as an advisor. Individual attention is given to undergraduate and graduate thesis, dissertation, research, grants, project, and capstone course demands. Other individual advising services are based on academic standing and need such as honors, academic probation, undeclared majors, difficulty holding GPA but not on probation, special programs (PROACT). Special academic activities such as internships, cooperative programs, exchange, study abroad, academic studio or capstone courses generally have designated faculty advisors. The range of topics that academic advisors cover is extensive. Some of the guidance to students is in course selection, practicum or internship, personal problems, career decisions for both enrolled and alumni students, major and minor degree requirements, and transfer credit or exchange.

This initial effort in gathering faculty reports on advising opens the door to further investigation during the coming years. The categories and topics in FAS may be refined so that qualitative interpretation or quantitative analysis of faculty advising may be conducted. The use of faculty surveys in conjunction with the current student and alumni surveys shall provide greater insight into the common practices of advising at Clemson University.

Use of Results and Conclusions

It is evident that Clemson University undergraduate and graduate students are satisfied with the way advising is conducted. However, there is little understanding of which practices are most successful, why students do not avail themselves of advising opportunities, and what opportunities faculty see that may improve current practices. Summaries of data from the studies are presented to each of the college deans, Provost, Dean of the Graduate School, and Senior Vice Provost and Dean of Undergraduate Studies. The Office of Assessment has an on-going working relationship with the Dean of Undergraduate Studies and the Office of Institutional Research to ensure the use of the data and to continue to evaluate the process and outcomes of advising. In addition to cooperative exchanges, refining the Faculty Activity System (FAS), developing an advising use and satisfaction survey for both faculty and students, and examining in greater detail the types of advising activities are part of planned projects for the Assessment Committee in 1999-2000. Other committees such as the Academic Advising Committee are scheduled to receive the reports this fall of the previous year surveys. Thus, this initial inventory and review provides a useful overview of policy, procedures, or practices in academic advising and becomes the basis for the 1999 – 2000 study.

RESULTS OF PROFESSIONAL EXAMINATIONS
Two- and Four-Year Institutions

All public institutions must report student scores on professional examinations with detailed information over time. CHE reports all national and regional pass rates and will contact (within a 30-day period) all licensing/examination bodies directly for their data.

The information reported should include all first-time examinees who completed the specific exam during the period of April 1, 1998 through March 31, 1999 and should list the entire (proper) name for each exam. All institutions should report each test administered and the dates of those tests.

Name of Exam	Date(s) Administered	# of 1st time Examinees	# of 1st time Examinees who Passed	% Passing
NTE-PKE	Apr-98	43	43	100.00
	Jun-98	58	56	96.55
	Oct-98	52	52	100.00
	Nov-98	60	60	100.00
	Jan-99	20	20	100.00
	Mar-99	102	102	100.00
NTE-Specialty	Apr-98	76	64	84.21
	Jun-98	93	77	82.80
	Oct-98	104	89	85.58
	Nov-98	61	53	86.88
	Jan-99	29	23	79.31
	Mar-99	101	92	91.09
NCLEX	Apr-Jun-98	43	38	88.37
	Jul-Aug 98	32	29	90.62
	Sep-Dec 98	11	7	63.64
	Jan-Mar 99	19	14	73.68

COURSES TAUGHT BY FACULTY
Lower Division Instructional Courses (Sections)

Directions:
Two- and Four-Year Institutions will report the number and percent of lower division courses taught by full-time faculty, part-time faculty and by graduate assistants for Fall 1998. Please provide the data for your institution in the appropriate columns below.

Lower division courses include all sections of courses which the institutions considers to be below the junior or third year level, in most cases courses carrying a number below 300. Developmental courses should be included. Graduate teaching assistants are to be included if they are the instructors of record.

Total # of Lower Division Sections	# of Full-Time Faculty	# of Part-Time Faculty	# of Graduate Assistants
1437	1038	161	238

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES
Applies to Four-Year Institutions except MUSC

Directions:

All four-year post-secondary institutions shall report the number and percent of students enrolled in developmental courses and the number of students exiting such courses and successfully completing the entry-level course (for which the developmental preparation was intended).

For purposes of counting students who exit developmental courses and successfully complete the appropriate entry level course, a student enrolled in more than one developmental course and completing more than one entry level course should be counted once for each developmental course 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 1997 (include first-time freshmen who enrolled either part-time or full-time in the Summer 1997 if they returned full-time in the Fall 1997) Item (1)	Number of those students who were enrolled in one or more developmental courses in Summer or Fall 1997 Item (2)	Number of those students in each developmental course who successfully completed the appropriate entry level course by the end of Spring 1999. Item (3)
2589	0	0

Breakdown of Items (2 and 3)

List below the developmental courses taught in Summer and Fall 1997 (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 1999.

Course Description (symbol, number, title)	Total Enrollment	Number Exiting	Number Completing Entry-Level Course

ACCREDITATION OF DEGREE-GRANTING PROGRAMS
Also Performance Funding Indicator 3.D

DIRECTIONS:
This form includes only those accrediting bodies that are included on the FORM IPEDS-1C-1 (6/1/94) and/or have been approved by the Commission **and** are applicable to at least one South Carolina public institution or program.

If your institution offers one or more programs listed in the Commission's current <u>Inventory of Academic Degree Programs</u> that is accreditable in one or more of the categories listed in the column labeled "ACCREDITING AGENCIES AND PROGRAMS" you must complete the two right hand columns for that accrediting agency and area(s). 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.

If the program has been approved by the Commission within five years of the reporting date, put the date of the approval in the box instead of a check mark. You have five years to gain accreditation for a new program and the new program will be excluded from your count. However, if it has already been accredited, put a check mark and you will have it counted in your favor to increase your percentage.

One accrediting body, the Association of Collegiate Business Schools and Programs, was added to the IPEDS list in 1993. You should only fill out the form for that accrediting association if you are not accredited by or seeking accreditation by the American Assembly of Collegiate Schools of Business, but have business programs that are accreditable by the Association of Collegiate Business Schools and Programs. However, since you have five years from the date an accrediting body is added to the form to obtain accreditation by that body, simply write the date 1998 in the appropriate accreditable "cell(s)" and you will not have it counted against you if your applicable programs have not been accredited by that body. If you have already had your programs accredited by that body, put check marks in the appropriate boxes and you will receive credit for that accomplishment. In addition, The American Veterinary Medical Association (AVMA) and the American Counseling Association (CACREP) were added in 1998 and are governed by the same guidelines, with their 5-year period ending in 2003. The American Association of Family and Consumer Sciences (AAFCS) was added in 1999, with a 5-year period ending in 2004 (if approved by the Commission at its meeting in May 1999).

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
ACCREDITATION BOARD FOR ENGINEERING AND TECHNOLOGY, INC.		
Engineering (ENG) - Baccalaureate and master's level programs in engineering	X	X
Engineering –related (ENGR) - Engineering-related programs at the baccalaureate level		
Engineering Technology (ENGT) - Associate and baccalaureate degree programs in engineering technology		
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION		
Health Services Administration (HSA) - Graduate programs		
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS		
Journalism and Mass Communications (JOUR) - Units within institutions offering professional undergraduate and graduate (master's) degree programs		
AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY		
Marriage and Family Therapy (MFCC) - Clinical training programs		
Marriage and Family Therapy (MFCD) - Graduate degree programs		
AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SERVICES (AAFCS)		
Home Economics – Baccalaureate programs		
AMERICAN ASSOCIATION OF NURSE ANESTHETISTS		
Nurse Anesthetists (ANEST) - Generic nurse anesthesia educational programs/schools		
AMERICAN BAR ASSOCIATION		
Law (LAW) – Professional schools		
AMERICAN BOARD OF FUNERAL SERVICE EDUCATION		
Funeral Service Education (FUSER) - Independent schools and collegiate departments		
AMERICAN COLLEGE OF NURSE-MIDWIVES		
Nurse Midwifery (MIDWF) - Basic certificate and basic master's degree programs		

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION		
Construction Education (CONST) - Baccalaureate degree programs	X	X
AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION		
Pharmacy (PHAR) - Professional degree programs		
AMERICAN COUNSELING ASSOCIATION		
Counseling – Masters and Doctoral level programs	ADDED 1998	
AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE		
Culinary Arts (CUL) - Postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management		
AMERICAN DENTAL ASSOCIATION		
Dental Assisting (DA)		
Dental Hygiene (DH)		
Dental Technology (DT)		
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree; advanced general dentistry and specialty programs, and general practice residency programs		
AMERICAN DIETETIC ASSOCIATION, THE		
Dietetics (DIET) - Coordinated undergraduate programs		
Dietetics (DIETI) - Postbaccalaureate internship programs		
AMERICAN LIBRARY ASSOCIATION		
Librarianship (LIB) master s program leading to the first professional degree		
AMERICAN MEDICAL ASSOCIATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION		
Medicine (MED) - Programs leading to the first professional degree		

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
AMERICAN OCCUPATIONAL THERAPY ASSOCIATION		
Occupational Therapist (OT)		
Occupational Therapy Assistant (OTA)		
AMERICAN PHYSICAL THERAPY ASSOCIATION		
Physical Therapy (PTAA) - Programs for the physical therapist assistant		
Physical Therapy (PTA) - Professional programs for the physical therapist		
AMERICAN PSYCHOLOGICAL ASSOCIATION		
Clinical Psychology (CLPSY) - Doctoral programs		
Counseling Psychology (COPSY) - Doctoral programs		
Professional Psychology (IPSY) - Predoctoral internship programs		
Professional/Scientific Psychology (PSPSY) - Doctoral programs		
School Psychology (SCPSY) - Doctoral programs		
AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS		
Landscape Architecture (LSAR) - Baccalaureate and master=s programs leading to the first professional degree	X	X
AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION		
Audiology (AUD) – Master's degree programs		
Speech-Language Pathology (SP) – Master's degree programs		
AMERICAN VETERINARY MEDICAL ASSOCIATION		
First professional degree programs in veterinary medicine at the doctoral level		
Veterinary Technology - Associate Degree		
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS		
Cytotechnologist (CYTO)		
Diagnostic Medical Sonographer (DMS)		
Electroneurodiagnostic Technologist (ENDT)		
Emergency Medical Technician-Paramedic (EMTP)		
Histologic Technician/Technologist (HT)		
Medical Assistant (MA)		
Medical Record Administrator (MRA)		

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (Cont'D)		
Ophthalmic Medical Assistant (OMA)		
Perfusionist (PERF)		
Physician Assistant (PA) – Assistant to the primary care physician		
Respiratory Therapist (REST)		
Respiratory Therapy Technician (RESTT)		
Specialist in Blood Bank Technology (SBBT)		
Surgeon s Assistant (SA)		
Surgical Technologist (ST)		
COMMISSION ON OPTICIANRY ACCREDITATION		
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician		
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser		
COMPUTING SCIENCE ACCREDITATION BOARD, INC.		
Computer Science (COMP) – Baccalaureate programs in computer Science	X	X
COUNCIL ON EDUCATION FOR PUBLIC HEALTH		
Community Health Education (CHE) - Graduate programs offered outside schools of public health		
Community Health/Preventative Medicine (CHPM) - Graduate programs offered outside schools of public health		
Public Health (PH) - Graduate schools of public health		
COUNCIL ON SOCIAL WORK EDUCATION		
Social Work (SW) - Baccalaureate and master's degree programs		
FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH		
Interior Design (FIDER) - 2-year pre-professional assistant level programs (certificate and associate degree); first professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and postprofessional master's degree programs		

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
JOINT REVIEW COMMISSION ON EDUCATION IN RADIOLOGIC TECHNOLOGY		
Radiographer (RAD) - Diploma, associate, baccalaureate programs		
Radiation Therapy Technologist (RADTT) - Diploma, associate, baccalaureate programs		
JOINT REVIEW COMMITTEE ON EDUCATION PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY		
Nuclear Medicine Technologist (NMT)		
NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES		
Medical Laboratory Technician (MLTC) - Certificate		
Medical Laboratory Technician (MLTAD) - Associate degree		
Medical Technologists (MT) B Bacc. And masters level		
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES		
Cosmetology (COSME) - Postsecondary schools and departments		
NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.		
Architecture (ARCH) - First professional degree programs	X	X
NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY		
Industrial Technology (INDT) - Baccalaureate degree programs	X	X
NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN		
Art (ART) - Degree-granting schools and departments and nondegree-granting schools	X	
NATIONAL ASSOCIATION OF SCHOOLS OF DANCE		
Dance (DANCE) - Institutions and units within institutions offering degree-granting and nondegree-granting programs		
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC		
Music (MUS) - Baccalaureate and graduate degree programs		
Music (MUSA) - Community and junior college programs		
Music (MUSN) - Nondegree programs		
NATIONAL ASSOCIATION OF SCHOOLS OF THEATER		
Theater (THEA) – Institutions and units within institutions offering degree-granting and/or nondegree-granting programs		

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
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
NATIONAL LEAGUE FOR NURSING, INC.		
Nursing (PNUR) - Practical nursing programs		
Nursing (ADNUR) - Associate degree programs		
Nursing (DNUR) - Diploma programs		
Nursing (NUR) - Baccalaureate and higher degree programs	X	X
SOCIETY OF AMERICAN FORESTERS		
Forestry (FOR) - Programs leading to a bachelor's or higher first professional degree	X	X

Those institutions which have business programs should complete one, but not both, of the following:

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS		
Business (BUS) - Baccalaureate and master s degree programs in business administration and management	X	X
Business (BUSA) - Baccalaureate and master s degree programs in accounting	X	X

OR

LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SECRETARY, U.S. DEPARTMENT OF EDUCATION		
ACCREDITING AGENCIES AND AREAS	**ACCREDITABLE PROGRAM(S)**	**ACCREDITED PROGRAM(S)**
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS		
Business (BUAD) – Associate degree programs in business and business-related fields		
Business (BUBD) – Baccalaureate degree programs in business and business-related fields		
Business (BUMD) – Master's degree programs in business and business-related fields		

Total Programs: **12**   **10**
                               Accreditable   **Accredited**

STUDENT INVOLVEMENT IN SPONSORED RESEARCH
Four-Year Institutions

Directions:
Each institution that receives research dollars generated by external funding (sponsored research) shall report the number and percentage of graduate and upper division undergraduates who receive funding through grant monies and thus participate in sponsored research programs. The nature of student involvement in the projects is not addressed, i.e., what role the student played; nor is there an attempt to determine the extend to which students participate in non-externally funded research projects. Please report the number of students in each category who participated in sponsored research programs at your institutions during Fall 1998. CHE will calculate the percentage using these data and enrollment data from the Fall 1998 IPEDS Enrollment Forms.

	Number of Students Participating in Sponsored Research (Exclude first professional students)
Upper-Division Students	177
Graduate Students	636