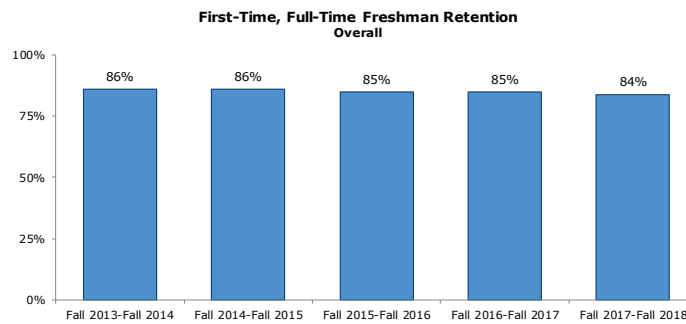


The Citadel identifies goals and outcomes for student achievement appropriate to the institution’s mission, the nature of students it serves and the kinds of programs offered. The Citadel consistently evaluates the achievement of its students using multiple measures, including monitoring rates of freshmen retention, graduation rates, and also through student E-Leadership Portfolio ethical reasoning assessment data.

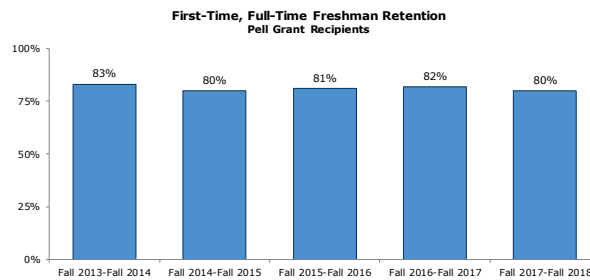
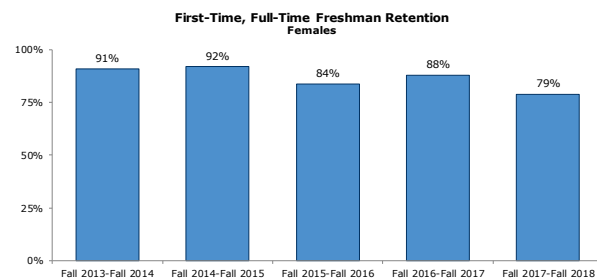
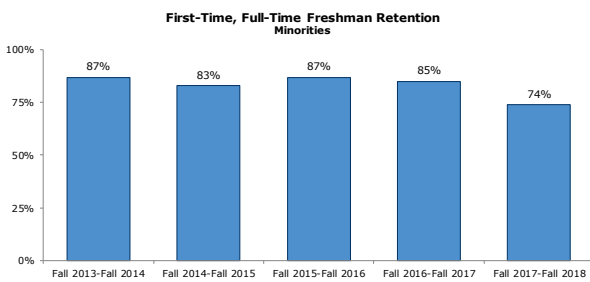
Given The Citadel’s role as one of the nation’s senior military colleges, its mission to educate and develop principled leaders in all walks of life, as well as the nature of the student body, the institution believes the selection of these student achievement metrics and disaggregation of these metrics by gender, minority status, and by Pell Grant recipients is most appropriate.

Freshmen Retention Rates

The Citadel’s first-year, full-time freshmen retention rates are depicted in the graph below.



The Citadel’s mission to educate and develop principled leaders in all walks of life as well as the nature of the student body, necessitates disaggregation of these rates by gender, minority status, and by Pell Grant recipients. These disaggregated rates are depicted in the graphs below.



The Citadel’s Determination of Student Achievement Success:

Fall 2016 to Fall 2017 and Fall 2017 to Fall 2018 First-time Full-Time Freshman Retention Goals: Maintain 85% Overall, 84% female, 87% minority, and 81% Pell, while increasing access

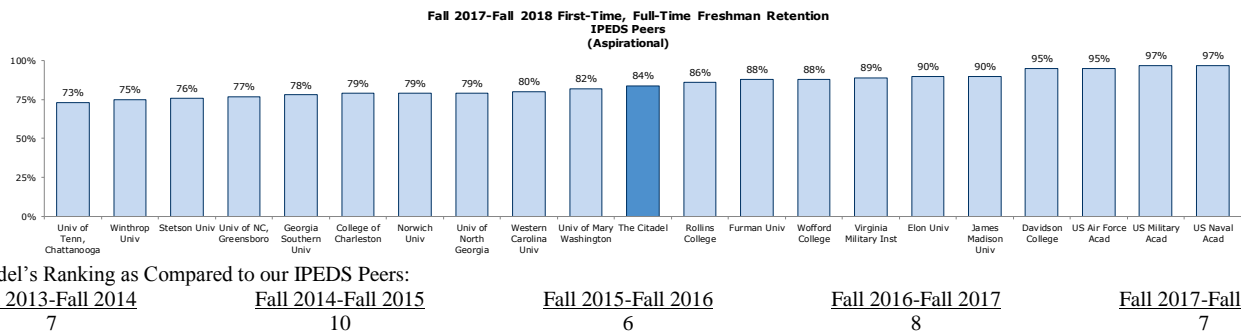
Future Goal:

Fall 2018 to Fall 2019 and Fall 2019 to Fall 2020 First-time Full-Time Freshman Retention Goals: Increase retention rates by 1% from the Fall 2017 to Fall 2018 cohort:

- Overall: 85%
- Female: 80%
- Minority: 75%
- Pell: 80%

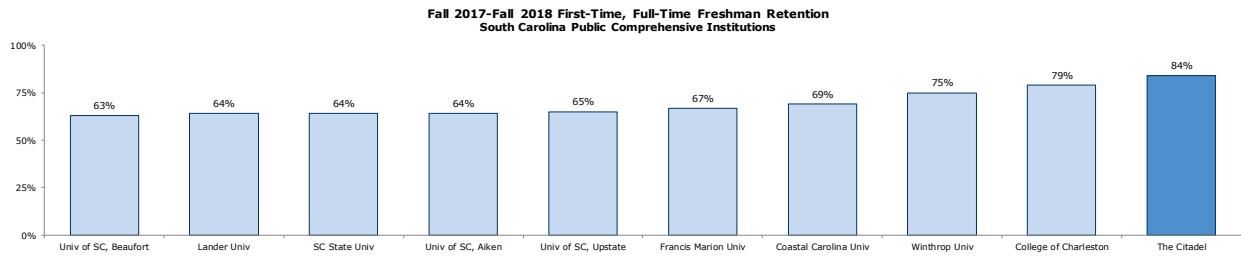
The Citadel’s published goals for first-year student retention depict a careful balance of desiring to maintain its high rates while expanding access and providing opportunity as one of the nation’s senior military colleges. The institution’s goals for the two most recent cohorts were to maintain its high 85% freshmen retention rate as well as the 84% female, 87% minority, and 81% Pell Grant recipient rates (based off its Fall 2015 to Fall 2016 first-time, full-time freshmen retention rate), while increasing the number of freshmen and further diversifying the freshmen class. The Citadel realized mixed results over the past two cohorts, achieving the overall goal with the Fall 2016 to Fall 2017 retention rate, and the Fall 2017 to Fall 2018 retention rate falling slightly under by less than one percent. The institution also realized gains in female and Pell Grant recipient retention rates in the Fall 2016 cohort and declines in the Fall 2017 cohort. However, at the same time over these two cohorts, The Citadel increased the size of the freshmen class by over 100 students and significantly increased the number of women by 1.5% and minorities by 4%, increasing access and opportunity.

The Citadel utilizes IPEDS Data Center’s Peer Analysis Tool to analyze the retention rates of our first-time, full time freshmen compared to the retention at other institutions when controlled for Carnegie classification, institutional control, and size. The Citadel utilizes data generated by this comparative approach to help assess the achievement of students. The Citadel believes in challenging itself and that is reflected in the selection of an IPEDS peer group that includes both peers and aspirant peers like the federal military academies and highly selective private institutions. When compared to these peers and aspirant peers, The Citadel’s overall retention rate is competitive as depicted in the chart below.



Student Achievement at The Citadel

However, when compared against its traditional peer group of public comprehensive institutions within South Carolina, The Citadel emerges as a leader in student retention as depicted in the graph below. The Citadel's investment in academic student support services and a summer Citadel Success Institute that approximately half of incoming students attend exerts a significant impact, helping actual student achievement to be much higher resulting in an 84-86% retention rate over the last five cohorts. The Citadel considers this tremendous difference between the institution's retention rates and comparative peers to be evidence of student achievement success.



The Citadel's Ranking as Compared to our State Peers:

Fall 2013-Fall 2014

1

Fall 2014-Fall 2015

1

Fall 2015-Fall 2016

1

Fall 2016-Fall 2017

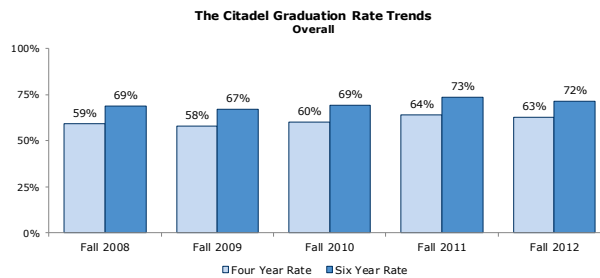
1

Fall 2017-Fall 2018

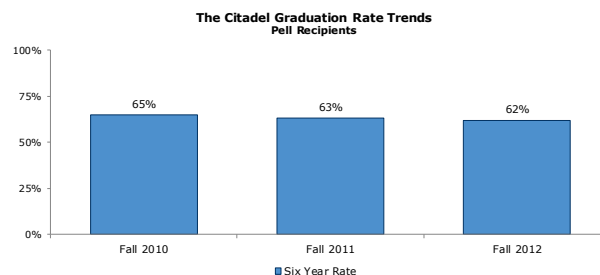
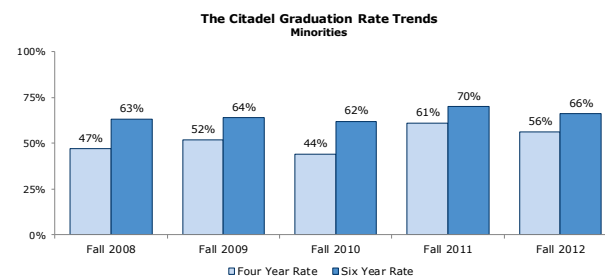
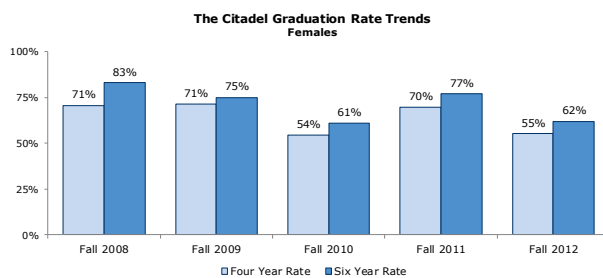
1

Graduation Rates

The Citadel's 4-year, 5-year, and 6-year graduation rates for the past five cohorts are depicted below. The Citadel's 4-year graduation rate has increased by four percent, from 59% to 63% over the last five cohorts. The institution's 6-year graduation rate has increased by three percent, from 69% to 72%.



The disaggregated graduation rates for females, minorities, and Pell Grant recipients are depicted in the graphs below.



The Citadel's Determination of Student Achievement Success:

2011 and 2012 Cohort Goals: Increase all graduation rates by 1% from the 2010 cohort

- 4-year goal: 61%
- 6-year goal: 70%
- Female 4-year goal: 55%
- Female 6-year goal: 62%
- Minority 4-year goal: 45%
- Minority 6-year goal: 63%
- Pell 6-year goal: 66%

Future Goal:

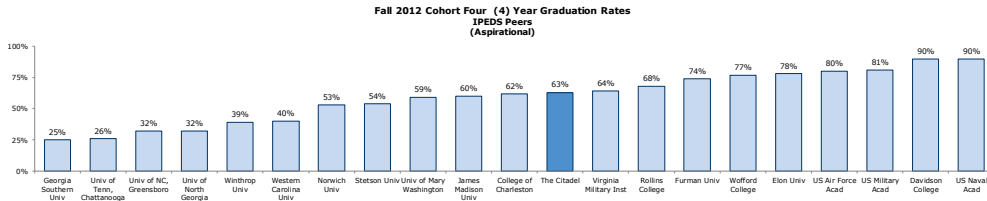
2013 and 2014 Cohort Goal: Increase all graduation rates by 1% from the 2012 cohort

- 4-year goal: 64%
- 6-year goal: 73%
- Female 4-year goal: 56%
- Female 6-year goal: 63%
- Minority 4-year goal: 57%
- Minority 6-year goal: 67%
- Pell 6-year goal: 63%

The Citadel's published goals for graduation rates also depict a careful balance of desiring to maintain its high rates while expanding access and providing opportunity as one of the nation's senior military colleges. The institution's goals for the two most recent cohorts were to increase its 4-year and 6-year graduation rates by 1% (based off its 2010 cohort), from 60% to 61% and 69% to 70% respectively. The Citadel exceeded these goals. The Citadel's 4-year rate surpassed the 61% goal, reaching 64% in the 2011 cohort and 63% in the 2012 cohort. The Citadel's 6-year rate surpassed the 70% goal, reaching 73% in the 2011 cohort and 72% in the 2012 cohort. Goals also included increasing female, minority, Pell Grant recipient rates by one percent. Graduation rates for female students and minority students also exceeded the established goals, while rates for Pell Grant recipients declined slightly.

The Citadel utilizes IPEDS Data Center's Peer Analysis Tool to analyze the graduation rates compared to the graduation rates at other institutions when controlled for Carnegie classification, institutional control, and size. The Citadel utilizes data generated by this comparative approach to help assess the achievement of students. The Citadel believes in challenging itself and that is reflected in the selection of an IPEDS peer group that includes both peers and aspirant peers like the federal military academies and highly selective private institutions. When compared to these peers and aspirant peers, The Citadel's overall graduation rates are competitive as depicted in the charts below that depict comparative 4-year, 6-year, Pell recipient, female and minority rates.

Student Achievement at The Citadel



The Citadel's Ranking as Compared to our IPEDS Peers:

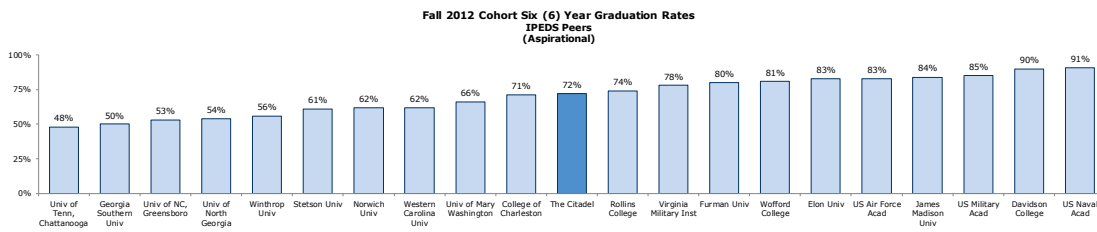
Fall 2008 Cohort
11

Fall 2009 Cohort
10

Fall 2010 Cohort
10

Fall 2011 Cohort
9

Fall 2012 Cohort
9



The Citadel's Ranking as Compared to our IPEDS Peers:

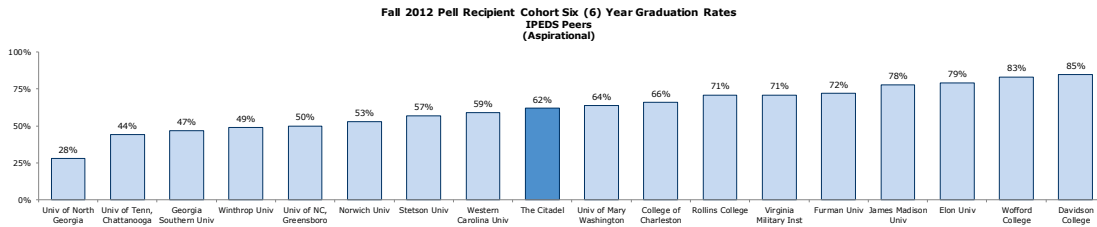
Fall 2008 Cohort
10

Fall 2009 Cohort
10

Fall 2010 Cohort
9

Fall 2011 Cohort
9

Fall 2012 Cohort
10

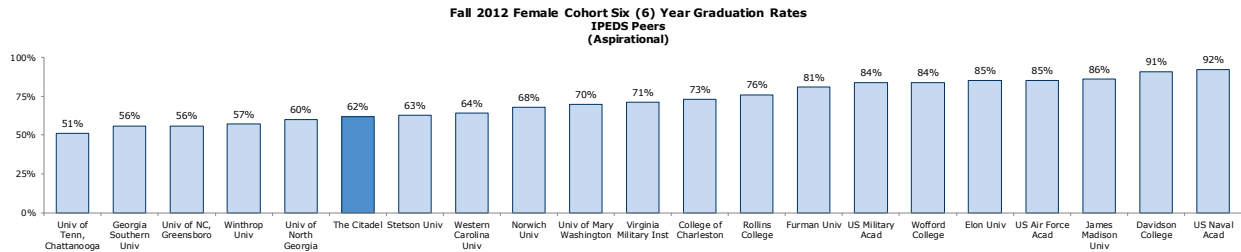


The Citadel's Ranking as Compared to our IPEDS Peers:

Fall 2010 Cohort
9

Fall 2011 Cohort
7

Fall 2012 Cohort
9



The Citadel's Ranking as Compared to our IPEDS Peers:

Fall 2008 Cohort
5

Fall 2009 Cohort
7

Fall 2010 Cohort
13

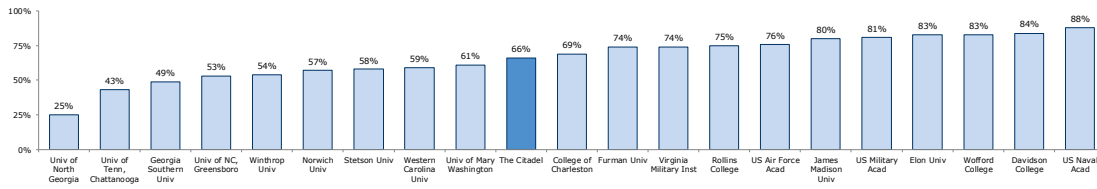
Fall 2011 Cohort
8

Fall 2012 Cohort
14

Student Achievement at The Citadel



**Fall 2012 Minority Cohort Six (6) Year Graduation Rates
IPEDS Peers
(Aspirational)**



The Citadel's Ranking as Compared to our IPEDS Peers:

Fall 2008 Cohort
12

Fall 2009 Cohort
11

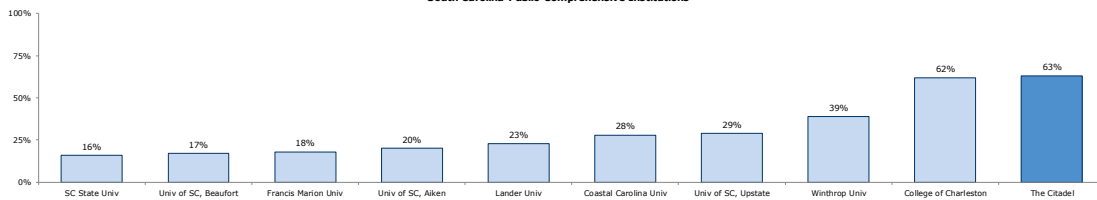
Fall 2010 Cohort
9

Fall 2011 Cohort
8

Fall 2012 Cohort
10

However, when compared against its traditional peer group of public comprehensive institutions within South Carolina, The Citadel emerges as a leader in graduation rates as depicted in the graphs below that depict comparative 4-year, 6-year, Pell recipient, female and minority rates. The Citadel's investment in high quality instruction, low student to faculty ratios, and academic and student support services exert a significant impact. The Citadel considers this tremendous difference between the institution's retention rates and comparative peers to be evidence of student achievement success.

**Fall 2012 Cohort Four (4) Year Graduation Rates
South Carolina Public Comprehensive Institutions**



The Citadel's Ranking as Compared to our State Peers:

Fall 2008 Cohort
1

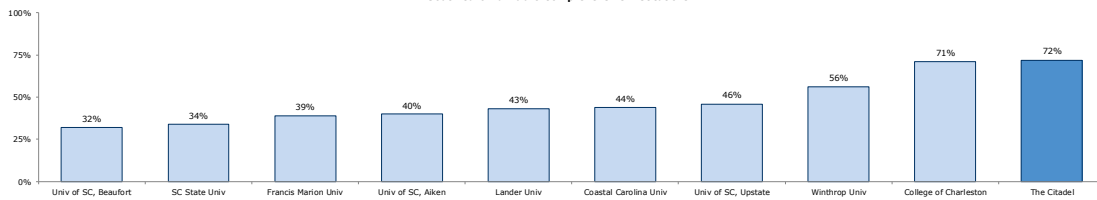
Fall 2009 Cohort
1

Fall 2010 Cohort
1

Fall 2011 Cohort
1

Fall 2012 Cohort
1

**Fall 2012 Cohort Six (6) Year Graduation Rates
South Carolina Public Comprehensive Institutions**



The Citadel's Ranking as Compared to our State Peers:

Fall 2008 Cohort
1

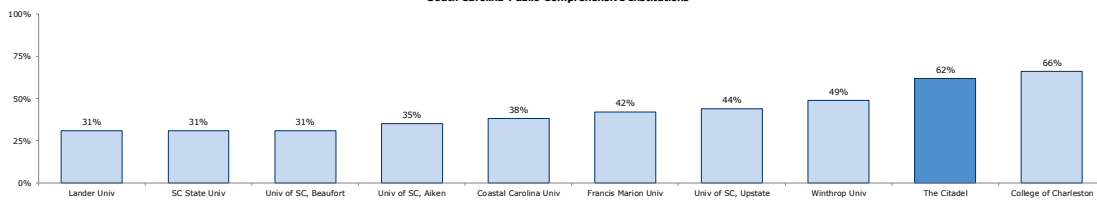
Fall 2009 Cohort
2

Fall 2010 Cohort
1

Fall 2011 Cohort
1

Fall 2012 Cohort
1

**Fall 2012 Pell Recipient Cohort Six (6) Year Graduation Rates
South Carolina Public Comprehensive Institutions**



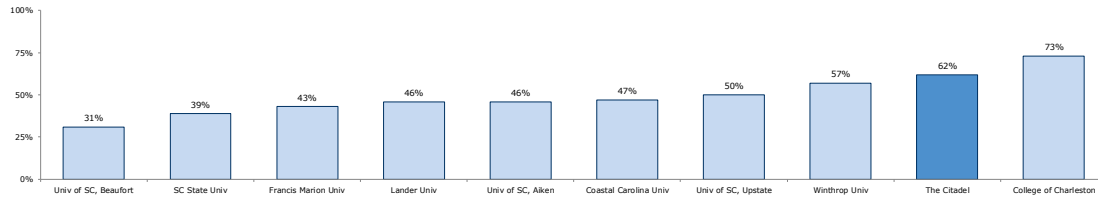
The Citadel's Ranking as Compared to our State Peers:

Fall 2010 Cohort
1

Fall 2011 Cohort
1

Fall 2012 Cohort
2

Fall 2012 Female Cohort Six (6) Year Graduation Rates
South Carolina Public Comprehensive Institutions



The Citadel's Ranking as Compared to our State Peers:

Fall 2008 Cohort

1

Fall 2009 Cohort

1

Fall 2010 Cohort

2

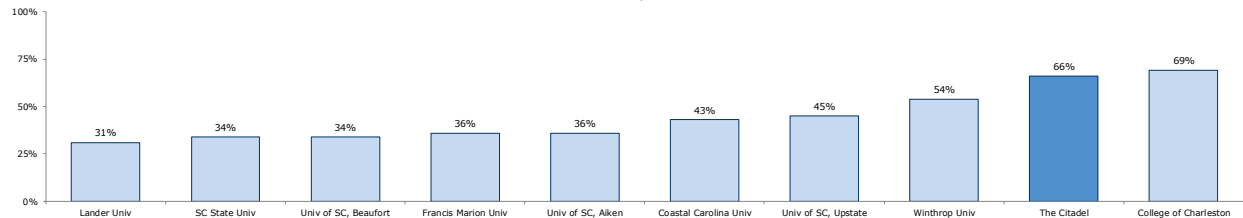
Fall 2011 Cohort

1

Fall 2012 Cohort

2

Fall 2012 Minority Cohort Six (6) Year Graduation Rates
South Carolina Public Comprehensive Institutions



The Citadel's Ranking as Compared to our State Peers:

Fall 2008 Cohort

2

Fall 2009 Cohort

2

Fall 2010 Cohort

2

Fall 2011 Cohort

1

Fall 2012 Cohort

2

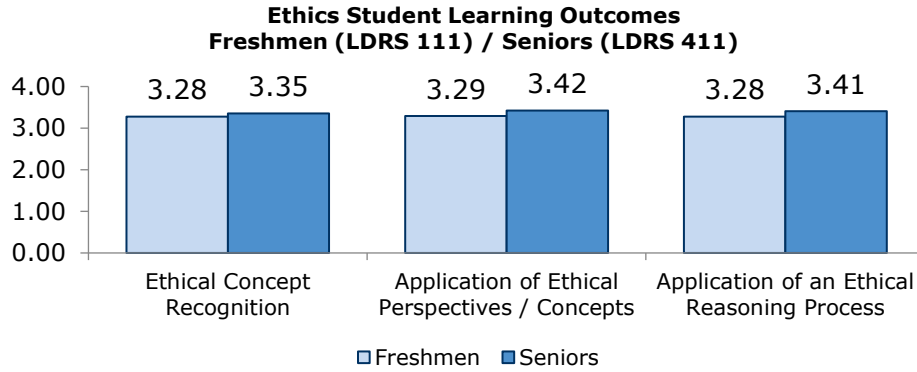
E-Leadership Portfolio Direct Assessment of Student Learning

Ethics in Action, The Citadel's Quality Enhancement Plan (QEP), focuses on strengthening students' ethical reasoning skills and confidence in their own ability to apply an ethical reasoning decision-making process through the implementation of a formal four-year ethical reasoning curriculum. The QEP integrates several higher education high impact practices, including leveraging a common intellectual experience and e-portfolios to enhance student learning. Given The Citadel's mission to educate and develop principled leaders and the makeup of the student body, the institution believes monitoring ethical reasoning learning outcomes is an essential component of student achievement.

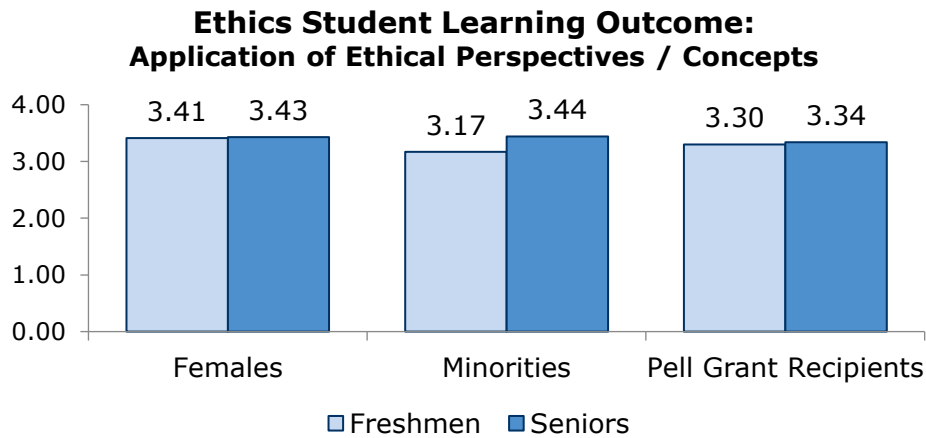
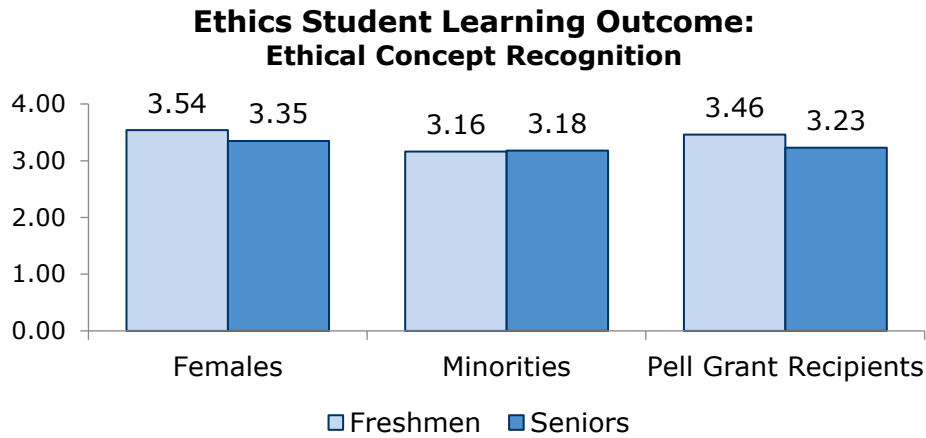
Ethical reasoning student learning outcomes:

- Students will be able to identify concepts such as ethics, morals, character, ethical principles, and ethical relativism.
- When describing an ethical issue, students will correctly differentiate whether it is a moral temptation or an ethical dilemma.
- Students will be able to apply the ethical reasoning process to an ethical dilemma from their own experience.

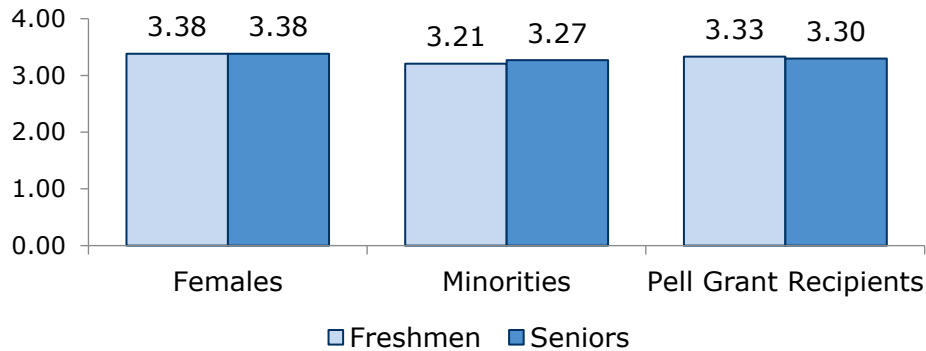
Results from student ethical reasoning essays in their freshmen and senior years, assessed with an adapted Association of American Colleges and Universities (AAC&U) Ethical Reasoning VALUE national rubric are depicted in the following graphs.



The disaggregated assessment scores for females, minorities, and Pell Grant recipients are depicted in the graphs below.



**Ethics Student Learning Outcome:
Application of an Ethical Reasoning Process**



The Citadel’s Determination of Student Achievement Success:

2018 Goal: 3.0/4.0 (same goal for overall cohort, female students, minorities, and Pell recipients)

2019 Goal: 3.0/4.0 (same goal for overall cohort, female students, minorities, and Pell recipients)

The Citadel’s published goals for student learning outcomes reflect the institution’s desire to enhance the ethical reasoning skills of students as part of the institution’s principled leadership mission. Results from students’ ethical reasoning essays after the QEP Ethical Reasoning instructional content (3.28-3.29 freshmen; 3.35 – 3.42 seniors) far exceed pre-QEP assessment results (2.18 – 2.59 freshmen) as well as the 3.0 milestone goal using the AAC&U adapted rubric. The results also exceeded the 3.0 milestone target originally established in the QEP. Disaggregated assessment results for females, minorities, and Pell Grant recipients also exceeded the original QEP goal of 3.0 on the national AAC&U Ethical Reasoning VALUE rubric.