

**THE CITADEL**  
**INSTITUTIONAL EFFECTIVENESS**  
**SUMMARY REPORT**

1 August 2006

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## INTRODUCTION

The Citadel's approach to Institutional Effectiveness integrates the three fundamental components: strategic planning, assessment, and budgeting. The Citadel requires periodic assessment of the programs and services of its budgeted departments and units. The Citadel's approach to assessment is in the main decentralized. That is, the school, department, or operational unit responsible for providing a program or service is responsible for the quality of that program or service and thus for its assessment. It is expected that assessment will be more effective if developed and monitored by the unit providing the program or service. It has also been found that assessment tools that are imbedded in normal operations are in general more effective than "tack-on" or external assessment requirements.

Through the annual assessment report, each budgeted department of the College presents its Mission, measurable Expected Results on which the success of meeting that mission will be judged, Assessment Tools that are used to measure results, the actual Assessment Results, and the Actions Taken or Resources Needed to address issues that have surfaced in the assessment process. In those cases where additional resources are needed to address assessment issues, a Supplemental Assessment Matrix is also presented to summarize the assessment issue and the needed resources. These matrices are presented to the Provost and Vice Presidents to facilitate the inclusion of assessment results in the budgeting process of the College.

Annual assessment reports are collected in hardcopy and provided to the President, Provost, and each Vice President to be used in the institution's budgeting process. These volumes have also been made available in the Office of Planning and Assessment, now the Office of the Associate Provost, for the entire institution and serve as the basis for annual Institutional Effectiveness Reports provided to the South Carolina Commission on Higher Education. These volumes also provide the context in which the Strategic Plan Coordination and Implementation Committee, now the Strategic Planning Council (SPC), monitors the implementation of the Strategic Plan. Since the 2002-03 academic year, annual assessment reports have been available electronically on The Citadel's webpage.

### **General Education (Core Curriculum)**

Within The Citadel's core curriculum, study in five areas—English, history, mathematics, science, and social science—is required of all students regardless of their academic majors. For all students other than those pursuing professional preparations in the areas of civil and electrical engineering, education, and the teaching track of physical education, study of a foreign language is also required. Each course, or sequence of courses, which addresses a core curriculum requirement incorporates, where appropriate, all the following skills: written communications, critical thinking/logical reasoning, and resource and reference usage. In 2005-06, these skills were assessed.

## Assessment of Written Communication

### **Assessment During Academic Orientation**

Assessment of the Written Communication skills of our students begins during Academic Orientation before classes begin. For each entering freshman cadet, a writing sample is taken and evaluated holistically and a grammar diagnostic is given in large group settings.

### Expected Results

The level of writing skill and kinds of assistance needed will be determined for each entering freshman cadet.

### Assessment Tools

Grammar diagnostic exam results; success rates in English 101; writing sample results.

### Assessment Results

1. 658 grammar diagnostic exams addressing the following seven specific problem areas were administered and interpreted.

### **Grammar Diagnostic Statistics Fall 2005**

<b>Category</b>	<b>Percent Correct</b>
Pronoun	59%
Subject	54%
Verb	94%
Mood	51%
Modifiers	77%
Connectives	81%
Punctuation	72%
Total	71%

2. 658 writing samples were administered and interpreted; 55% of the samples (305) were rated as Unsatisfactory, 39% (218) were rated as Satisfactory, and 1% (33) were rated as Exceeds Expectations. The scoring rubric follows.

Total Points: \_\_\_\_/25

Student Name: \_\_\_\_\_ CTT Number: \_\_\_\_\_ Major: \_\_\_\_\_

*The Killer Angels*  
Freshman Writing Sample  
Scoring Rubric

*Scoring Instructions:* Rate the student's mastery of the following skills using the scoring system below. After assessing each skill, total the number of points earned and mark it in the space provided above. Also, please provide any additional comments that may facilitate the student's improvement and progress.

- 3 – Exceeds
- 2 – Satisfactory
- 1 – Unsatisfactory

Skill	Score	Comments
Following Instructions		
Sentence Structure		
Punctuation		
Spelling		
Thesis Statement		
Essay Organization		
Development with Supporting Details		
Word Choice		
Use of Quotations (1 – Yes; 2 - No)		

These results were shared with the Department of English and the instructors of each student.

## Recommendations

We are offering an online writing sample in Summer 2006 to better assess incoming freshman writing ability. Students will use their own computers in a familiar environment that more closely approximates the situation under which they will be writing while in college, thereby reducing the inflated stress factor of previous years and generating a sample more reflective of their actual writing abilities (Schiff, 1985; Hansen, 2001; Lavelle, 2001).

The Grammar Diagnostic Exam will be reviewed and scored during students' first two writing appointments. In the past, we received scores only on various sections, but the students were not able to see the exact sentences they missed and the exact errors they made. This change will allow the exam to become a teaching tool used throughout the year.

## **Assessment through Core Curriculum English Courses**

*Mission Statement. The mission of the English Department's core courses (Freshman composition courses and Sophomore surveys of literature) is to teach students (1) use of clear, standard written English, (2) critical thinking skills for analyzing and responding to texts, (3) ability to articulate and develop a thesis throughout a multiparagraph essay, (4) use and proper documentation of quotations and paraphrased material in support of a thesis, (5) proper use of the basic skills of research to discover and report other thinkers' ideas, and (6) mature thinking about complex topics in literature.*

## Expected Results

1. Seventy percent (70%) of students completing ENGL 202, 204, 215, 218, and 219 should achieve a score of four (4) or above on an essay using a sophomore-level topic on the ETS Criterion standardized essay examination to be administered during the last five weeks of the courses, thus demonstrating proficiency in
  - a) use of clear, standard written English,
  - b) critical thinking skills for analyzing and responding to texts, and
  - c) ability to articulate and develop a thesis throughout a multiparagraph essay.
2. A majority of students completing ENGL 202, 204, 215, 218, and 219 should achieve a passing score of seventy percent (70%) on a set of common questions on the final exam which are designed to measure knowledge of the subject matter of those courses.

Assessment Tools

1. Common segment of final examination in English 202, 204, 215, 218, and 219
2. Computer analysis of essays submitted at end of English 202, 204, 215, 218, and 219

Assessment Results

1. **Common Segment of Final Examination.** This assessment activity was not scheduled to be performed in 2005-2006.
2. **Standardized Essay for ENGL 202, 204, 215, 218 and 219.** Each student completing ENGL 202, 204, 215, 218, or 219 in Spring 2006 was required to write an essay on a topic provided by the Criterion program of the Educational Testing Service. The essays were holistically graded by computer by ETS. A total of 244 student essays were evaluated, and these were analyzed for correlation to the students' grades in ENGL 202, 204, 215, 218, 219. The following results were obtained:
  - a) **Test Scores:** On a holistic grading scale of 1-6, a passing grade was defined as a score of four (4) or better. Eighty-five percent (85%) of the 244 students taking the test made passing scores.

Course	Total Students	No. Passing	Percent Passing
202	114	94	82
204	17	17	100
215	51	40	78
218	39	35	90
219	23	22	96
Total	244	208	85

- b) **Grade Correlations:** The final course grade for each student who wrote the Criterion essay was compared to his/her grade on the essay. Using the GPA standard of 4.0 for an A, 3.0 for a B, 2.0 for a C, 1.0 for a D, and 0.0 for an F, the following correlations were obtained:

<u>Essay Score</u>	<u>Average Course Grade</u>
6	2.57
5	2.43
4	2.23
3	2.58
2	2.13
0-1	2.50

### 3. *Analysis of Results*

Of the 244 students taking the ETS Criterion essay exam (second-year college level), 208, or eighty-five percent (85%), made a passing score of four (4) or better. For the second time in a row, the result exceeded the Departmental goal of seventy percent (70%) scoring four or better—a marked improvement over the previous two years, in which only about 60 percent of the students scored four or better. This improvement apparently reflects the increased degree of supervision and mentoring of adjunct faculty by permanent English Department faculty during the past three years (when most of these students would have been taking Freshman English courses) and the effectiveness of the research component added to ENGL 101 in 2003-2004. In regard to the reliability of the ETS Criterion test results, the chart above indicates that the distribution of test grades showed a sound correlation (noting that only two students were in the 0-1 category and these may have been the result of some sort of test-taking aberration) to the grades the students made in their respective courses. Therefore, the test appears to be functioning reliably as an assessment tool, and it can also be concluded that grading consistency among English Department faculty is good.

### **Assessment of Resource and Reference Usage**

Library personnel provide two one-hour workshops for freshman cadets as part of Citadel 101 that is required of all entering freshman cadets. In the CIT 101 library research classes, group research projects are conducted in which students research the leadership skills (or lack) of the major figures in the Battle of Gettysburg. The students:

1. brainstorm on what they already know about that historical figures,
2. develop search strategies based on the information they need to find (background, education, military experience, role in the battle, etc.),
3. use scholarly sources (reference material, journal articles, historical newspapers, primary sources) to find needed information,
4. evaluate the authoritativeness of the information they have gathered,
5. cite properly sources used.

### **Expected Results**

Given a research topic or research scenario, students will be able to:

1. develop a search strategy using key words/concepts and appropriate Boolean operators,

2. use this search strategy to find appropriate information in books and journal articles,
3. cite properly the sources they find.

### Assessment Tools

Assessment through a pre-test and post-test is focused on three areas of competency: key words and Boolean operators, search strategies, and bibliographic citation components.

### Assessment Results

In the 2004 assessment student scores improved from pretest to posttest, however the percentage of students correctly answering the questions was lower than we would wish. Therefore in the 2005 CIT101 research classes we consciously focused on developing search strategies and using keywords and Boolean operators (for example teaching them to structure searches such as *chamberlain and education* or *longstreet and leadership*). We also spent more time on bibliographic citation components (for example requiring that students write out the citations for their sources while in class and emphasizing that their presentations must include a works cited page).

Percentage of correct answers improved from 2004 to 2005, except for Q11 (finding a book). One possible reason is that students tend to use reference sources, journal articles, and primary sources (such as letters and historical newspapers) for this project more than books. However the 2005 pretest to posttest scores for that question improved from 43% to 60%.

Improvement in questions 10, 12, and 13 seems to indicate that the emphasis given to these issues during the instruction classes had a positive impact on student learning. Ability to identify a correct MLA journal article citation (Q 14) did not improve as much as anticipated. Proper documentation of sources is a campus-wide concern, and we will evaluate the 2006 research instruction to find ways to address this problem.

[Q numbers refer to question numbers on the information literacy assessment instrument]

Q10. Students were asked to identify the best search for finding a book on a given topic.

2004 - 50% answered correctly, 2005 – 54% answered correctly

Q11. Students were asked to identify the correct strategy for finding a book in the library

2004 – 61% answered correctly, 2005 – 60% answered correctly

Q12. Students were asked to identify the best search for finding an article on a given topic.

2004 - 59% answered correctly, 2005 – 68% answered correctly

Q13. Students were asked to identify the correct strategy for finding an article in the library

2004 – 60% answered correctly, 2005 – 63% answered correctly

Q14. Students were given the bibliographic record of a journal article and asked to identify the correct citation in MLA style.

2004 – 42% answered correctly, 2005 – 43% answered correctly

### **Assessment of Critical Thinking/Logical Reasoning**

Critical Thinking Assessment Project Report (AY 2005-2006)

Date: April 21, 2006

#### Purpose

The Citadel Academy for the Scholarship of Teaching, Learning, and Evaluation (CASTLE) has for the past several years undertaken the Critical Thinking Project, an effort to assess the critical thinking/logical reasoning skills of our cadets. During the academic year (AY) 2005-2006, the Cornell Critical Thinking Test-Level Z was administered as follows:

#### Expected Results

Base-line statistics will be established relative to the critical thinking/logical reasoning skills of our cadets, and comparisons will be made with the results from other institutions.

#### Assessment Tools

The Cornell Critical Thinking Test – Level Z (CCTT-Level Z) was administered to 72 freshmen during their first semester.

The Cornell Critical Thinking Test – Level Z (CCTT-Level Z) was administered to 46 junior cadets during their second semester.

#### Assessment Results

The 2005-2006 results were analyzed and assessed. Analyses of the results are summarized in the following tables:

Citadel Class (2004-2005)	Number (N)	Average Correct Score out of 52	Comparative Percentile (1)
Freshmen (4A)	112	24.7	14
Juniors (2B)	48	25.0	15

Citadel Class (2005-2006)	Number (N)	Average Correct Score out of 52	Comparative Percentile (1)
Freshmen (4A)	72	25.3	16
Juniors (2B)	46	28.2	37

Comparison Group	Number (N)	Average Correct Score out of 52	Percentile
Freshmen	82	29.8	50
Juniors	224	29.4	50

Note 1: The students in the group selected for comparison with the freshmen were freshmen engineering students (N=82) at a college in New Jersey (average score of 29.8). The juniors were compared to undergraduate students (N=224) in junior-level psychology at a midwestern state university (average score of 29.4).

### Conclusions

- 1) Both freshmen and junior cadets were most successful at deduction and induction questions.
- 2) Both freshmen and juniors cadets most struggled with questions of meanings, assumptions, and certain deduction questions.
- 3) The Spring 2006 CCTT results had a higher correct average (28.2) than the previous semesters of the CCTT at The Citadel (i.e., Spring 2005: 25.0 (n = 48), Fall 2005: 25.3 (n = 72).
- 4) This spring's results (while higher) showed similar patterns of correct and incorrect answers. For example, the first 10 questions of the CCTT are deduction, which students typically perform better on. However, question # 3 (a deduction question) is consistently among the most frequently missed questions each semester.
- 5) The higher results of the Spring 2006 CCTT (28.2 in spring 2006 vs. 25.0 in spring 2005) may have been influenced by several factors:

- a. **Incentive** - Providing the cadets with a lunch after taking the test to increase their incentive to give a better performance.
- b. **Environment** - The cadets took the test in a classroom this spring. Last year, the juniors took the test in an auditorium (Jenkins Hall).
- c. **Weekday** - The juniors took the CCTT on a Tuesday at 10:45 a.m. this spring; the CCTT was administered on a Saturday morning last spring.

Next year, follow the current model of testing freshmen in their CIT 101 classes, while trying to equalize the testing environments as much as possible.

## **Majors and Concentrations**

### **Full Report:**

#### **Modern Languages - BA Program in French, German, and Spanish**

##### **A. Mission/Purpose**

Through majors in French, German, and Spanish the Department enables students to approach the degree of linguistic sophistication necessary to communicate effectively with native speakers. In addition, language majors acquire a broad knowledge of the civilization and literature that are manifestations of the language they have chosen. The major provides excellent preparation for students pursuing careers in various professions and/or attending graduate, business, law, or medical school. The curricula also provide sufficient flexibility to enable the student to explore other areas of academic interest.

##### **B. Expected Results**

Upon completion of the major a student will be practically proficient in a French, German, or Spanish speaking country, i.e., able to converse intelligibly with native speakers on a range of topics in formal as well as informal settings, read literary works with the aid of a dictionary, digest a radio news broadcast, follow a university lecture; write correspondence and expository pieces grammatically, etc.

##### **C. Assessment Tools**

The efficacy of teaching in core-curriculum, minor, and major courses is assessed at each level by evaluating student proficiency in targeted areas of skills-acquisition as measured by a battery of existing, rigorously calibrated instruments. The targeted skills are (a) aural comprehension, (b) oral expression, including pronunciation, (c) reading comprehension, (d) composition, and (e) cultural knowledge. The instruments by which student performance in the above areas is measured include written tests (some with embedded questions), oral interviews, essays of increasing length and complexity, daily participation grades, and formal certification examinations.

Assessment of core and major programs in French, German, and Spanish utilizes "composite assessment" drawing on existing measurements, embedded questions, and, in the case of German, the Goethe Institut's Zertifikat Deutsch fuer den Beruf examination, taken by select majors studying business language.

#### **D. Assessment Results**

During AY 2005-06 only one tenured/tenure-track member of the French section was in residence; the other two members of the French staff were on one-year appointment. Accordingly, no assessment was undertaken this year in French. Results for German and Spanish assessments are reported here.

This year the German section assessed cultural knowledge via the final exam discussion question from the seminar course Siegfried Lenz' *Deutschstunde* (GERM 450, spring 2006), formulated to gauge student ability to relate Lenz' novel to its historical context: civilian life during the Third Reich and its collapse. The seven students in the section, all German majors, addressed the question:

In no more than 500 words, explain the lesson(s) of *The German Lesson*.

Essay scores ranged from 75% to 98%. Drawing on knowledge of Nazi Germany gained from German courses prerequisite to the senior seminar, from material learned in courses in other departments recommended to all German majors (such as HIST 481: Hitler and National Socialism), and from outside reading, all essayists noted the pernicious influence of a hegemonic ideology grounded in racism and chauvinism on the intellectual and artistic life of the nation. All essayists evinced a clear understanding of the work's central theme and the author's message and demonstrated critical thinking on moral issues. The most successful essayists explicated the logical inconsistency and fundamental absurdity of the Nazi campaign against Expressionist painting as "cosmopolitan, Jewish, Bolshevist art," citing the conflict between the novel's protagonist, the painter Nansen, and his former friends and neighbors.

In the AY 2005-06, the Spanish section ambitiously assessed its students in various courses.

In SPAN 425 (Contemporary Spanish American Fiction) the assessment tool was a comprehensive final exam focusing on three areas: (1) identification of studied literary texts, (2) knowledge of studied literary movements and authors; (3) competence to compose a critical essay. The instrument was the following two-part essay:

Analyze the general characteristics of Contemporary Spanish American Fiction (*Nueva Narrativa*) contrasting them with the traditional literary trends before the 60s.

Choose two contemporary authors giving specific examples of his/her work in a novel

AND short-story. Provide information about the narrator, time and space-montage, point of view, representation of reality (magic realism and fantasy) and innovative literary techniques that are crucial to recognize the Spanish American fiction of the period.

10 of 11 students (91%) demonstrated a superior understanding of Spanish American literature with above-average abilities to express themselves abstractly in Spanish.

In SPAN 305 (Introduction to the Study of Hispanic Literature), a preparatory course for literary studies, provides a comprehensive introduction to literary analysis and equips students with necessary technical vocabulary. The assessment tool was a comprehensive final exam testing knowledge of the three basic genres of narrative, poetry, and drama via the following questions:

What are the principal elements of these genres?

Identify the authors, corresponding literary movements, and the central themes of the literary excerpts.

Analyze two excerpts.

The Spanish section considers the last question the most important since excerpt analysis reflects the students' overall skills. 81% of the class answered question 1 satisfactorily, whereas 24% and 91% dealt satisfactorily with questions 2 and 3, respectively. In treating question 2, students struggled with recalling specific names of authors, but they performed well in identifying literary movements and central themes. Highest student success was exhibited in answer to question 3, which required actual literary analysis and use of technical vocabulary.

SPAN 303 assessed writing and knowledge of the fundamental cultural genesis of Spain and its civilization via a comprehensive bonus essay question covering over two thousand years of history. Student competency was based on knowledge of the defining components of Spanish civilization, particularly within the areas of society, politics, architecture, literature, art, and music. Students were expected to identify essential historical referents, place them within appropriate movements, and competently construct a narrative binding the elements to a common theme. The essay was the following (translation):

Define what it means to be Spanish utilizing the notion of what the textbook has dubbed as the diversity of "the Spains". Begin with Spain's first origins with the *Iberos*, Celts, Phoenicians, and the Greeks and continue with the Romans, Visigoths, Arabs, and the "Reconquest" of the Peninsula by the Christians. Highlight the "Golden Age" of Spain up through Romanticism, Realism, and the postwar literature of the Spanish Civil War. In your response defend your answer by utilizing historical aspects, literary figures and movements, architectural trends, art, and music.

90% was the average score for all students assessed for writing (in Spanish) and their abilities to construct a fluid, coherent narrative by situating key historical events, aspects, and figures of Spanish civilization within two thousand years of history. The two students scoring lower than 78% wrote half-page responses. These two essays were less developed in syntax and grammar and reflected weaker command in expressing complex ideas. The other sixteen students composed essays of one and a half pages and scored above 83%.

In SPAN 301, Advanced Spanish Conversation, nine students were assessed for their abilities to discuss in pairs and at length (7-10 minutes per debate) a controversial topic in Spanish (e.g., space exploration, the legalization of drugs, the existence of a supreme being, the right to commit suicide, and men vs. women). With an odd number of students, the professor opted to be the debate-companion for the student whom the professor believed to possess the most advanced Spanish conversational skills of the group. Amazingly, the professor determined that all nine students demonstrated acceptable fluidity, impressive improvisational skills for unknown vocabulary, ability to articulate abstractly in the target language, and overall ease (with little hesitation) in countering views posed by their debate partners. Even the students who began the semester with notably weak communication skills (labored conversation on immediate, concrete reality) performed brilliantly in the stressful context of the graded debate. Although the Spanish section would have ideally preferred to see a more pervasive, successful use of the subjunctive in this exercise (only one student demonstrated a convincing command of the subjunctive), most students in general require either extensive upper-level Spanish coursework or a full semester abroad to attain mastery of subjunctive in both written and conversational Spanish. The one student who did demonstrate such mastery is a pleasant anomaly, as he had neither studied abroad nor completed many upper-level Spanish courses at The Citadel.

### **E. Assessment Conclusions**

In consideration of student performance weighed against optimal expectations, the German section judged its methodology for instilling knowledge of culture well suited to the purpose and found that expectations are wholly appropriate for a course at the advanced level.

The Spanish section is extremely satisfied with the efficacy of teaching reading comprehension, composition, conversation, literature, history, and culture at the advanced level. Additional proof of this efficacy is manifest anecdotally in the experience of a graduate from May 2006 who was not in the top 15% of our majors yet was accepted to master's programs at Middlebury, Ohio, and Syracuse. At Ohio he was offered a full fellowship. That a graduate in Spanish deemed just "above average" here rates admission to select MA programs bespeaks the solid preparation imparted by our faculty.

### **F. Major Goals and Objectives for 2006-2007**

Next year the Department aims (1) to embrace the promise and possibilities afforded by new leadership in Modern Languages and the College (2) to nurture our new members in

Spanish and French as teachers, scholars, and colleagues; (3) to conduct successful searches for tenure-track positions in Spanish and German; (4) to consolidate the gains of objective, universal, binding language placement; and (5) to continue our successful mentoring of candidates for graduate admissions and international fellowships.

### **Interim Report:**

#### **The Citadel's School of Education NCATE Activities (2005-2006)**

It has been a year of transition for The Citadel's Professional Education Unit. Much of the year has been spent responding to the ruling by NCATE's Unit Accreditation Board granting The Citadel *Accreditation with Conditions* based on a site visit in the spring of 2005. This accompanied by the arrival of Dr. Tony W. Johnson as the new dean of the School of Education dominated the year's activities. Since the NCATE ruling focused on problems related to assessment, our efforts have been on establishing a viable assessment system and on revising policies and curricula to ensure that candidates know their content and have mastered the pedagogical skills necessary for success as an educational professional. Specific actions taken to remedy assessment problems include:

- Revision of transition points for both initial and advanced programs;
- Identification of common unit assessments and development of rubrics for these assessments at both initial and advanced levels;
- Establishment of The Professional Education Board as the campus-wide governance structure charged with reviewing program and unit data to monitor student progress and facilitate program improvement;
- Selecting Livetext as the electronic program to assist us in compiling, analyzing, and using data in support of our assessment system;
- Increasing graduation requirements for undergraduate teacher candidates;
- Revising our M.Ed. in Literacy in accordance with the new standards of the International Reading Association; and
- Recruiting and hiring Dr. Marilyn Feldmann, a nationally recognized expert on NCATE, as our Accreditation coordinator for the 2006/2007 academic year.

Please note that--with the submission and final approval of our P-12 program in physical education—all of The Citadels' professional education programs are nationally recognized. Less than 46% of the programs across the country achieve such national recognition by their respective specialty area associations. Meriting special recognition here is the School of Education's Counseling Programs achieving full CACREP accreditation, one of the few programs in the state to earn this distinction.

## **Technologically Skilled Workforce**

The Citadel prepares its students to be principled leaders in an ever more technologically dependent world. Electronic information management technology is, therefore, incorporated in every aspect of the student's educational experience. Students and faculty have ready access to 15 fully equipped, general purpose computer labs; special purpose labs in Civil Engineering, Electrical Engineering, Computer Science, Physics, and Modern Languages; and 80 multimedia classrooms and lectures halls. In 2005, Byrd and Duckett Auditoriums were updated and refurbished with new, state-of-the-art multimedia equipment. Two floors in Thompson Hall that house the Department of Mathematics and Computer Science have been converted to "wireless network" as has a section in Daniel Library.

The Citadel campus is fully networked giving students and faculty direct access to each other, other resources on campus, and the Internet. Each faculty member has a state-of-the-art PC linked to the campus network and with a full range of application software. Each student is encouraged to have a computer in his/her barracks room, and in the 2005-06 academic year, more than 90% of day students had personal computers that were linked to the campus network. Electronic communication has become the norm for students, faculty, and staff. Perhaps most important, The Citadel has moved aggressively to provide users access to library information through electronic databases. This enables students and faculty to find and retrieve information when they need it and where they are working. This capability is used in practically every course offered. The Citadel requires that every student demonstrate "computer literacy" either by passing a test developed and administered by Information Technology Services or by completing an approved computer-related course. Since fall 1999, each entering freshman has also been required to complete Citadel 101, a course intended to help the student make the academic/emotional transition to college/cadet life and ensure that the student has, or is aware of, the tools needed to reach his/her full potential. As part of this course, students are provided workshops on the computer as an essential tool for success at The Citadel and in professional life. Students are introduced to the electronic resources of the College; email as an efficient communication tool; on-line access to their academic records through "PAWS"; and access to library holdings and the internet.

The Web address of The Citadel's Title II report is:

<http://www.citadel.edu/academicaffairs/index.html>