"As a higher education institution, The Citadel's mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment. A unique feature of this environment for the South Carolina Corps of Cadets is the sense of camaraderie produced through teamwork and service to others while following a military lifestyle" (https://web.citadel.edu/root/images/policies/college-regulations.pdf).

Aligned with our mission, The Citadel identifies, evaluates, and publishes 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, course success rates, and through principled leadership questions embedded in the Citadel Experience Surveys.

The academic leadership team will review the criteria for student achievement every two years.

The Citadel's Significant Populations

As one of the nation's six senior military institutions, The Citadel's mission is to educate and develop principled leaders in all walks of life. To ensure success for the nature of the students The Citadel serves, the institution believes the student achievement metrics examined for gender, minority status, and Pell Grant recipients is consistent with *Our Mighty Citadel Strategic Plan 2026*. Examining the disaggregated metrics is critical to support diversification of the student body.

Criteria 1: First-Time, Full-Time Freshman Retention Rates

Achieving and maintaining high freshman retention rates is one indicator our faculty, staff, and cadets have demonstrated principled leadership in guiding our freshmen through their first year on campus. More specifically, retention rates are an important gauge of student achievement indicating student academic success and the efficacy of the support systems offered at The Citadel. The high freshman retention rate is evidence that The Citadel is serving its cadets well by providing the infrastructure needed to integrate new freshmen into life on campus, providing the support students require, and developing an attachment between the student and institution.

Establishing the Thresholds of Acceptability and Goals

The Citadel reviewed 10 years of retention data to determine the minimum *threshold of acceptability* for the overall first-time, full-time freshman retention rate and each of the selected populations, reviewing the minimum and maximum rates and taking into consideration any anomalies due to small population size. For the freshman cohort, an overall retention rate of 84% was selected. For females, 74% was selected; for minorities, 80% was chosen; for Pell Grant recipients, 77% was selected. Retention rates will be monitored closely over the next five years as the potential impacts of the COVID-19 pandemic and the post-pandemic environment are analyzed.

The Citadel's *goal* is to continually meet or exceed freshman retention rates of at least 85% on an annual basis. This goal is based on the 10-year average to determine a rate high enough to give confidence that students are well served yet achievable over time. For the female populations, the goal is to meet or exceed 84% and the minority population goal is to meet or exceed 82% annually, both aligning with the 10-year average. For the Pell Grant recipients, the goal is 81% to correspond to the 10-year average.

Table 8.1.1. Thresholds and Goals of Student Achievement Success for First-Time, Full-Time Freshman Retention

	Overall	Females	Minorities	Pell Grant Recipients
Threshold of Acceptability	84%	74%	80%	77%
Goal	85%	84%	82%	81%

Institutional Efforts to Meet Thresholds and Goals

- Continue to assign all incoming freshmen a faculty advisor in their major
- Additional position in Academic Affairs/Student Affairs: Director of Academic Advising
- TAC Officers (Teacher, Advisor, Coach; staff positions) to monitor overall success of first-year cadet students
- Increase support for Academic Officers (student positions) to monitor academic progress of assigned students with the new Director of Academic Advising
- New avenues for supplemental advising for high risk students through the Student Success Center and Student Support and Academic Services
- Maintain the freshman orientation course, LDRS 101, designed to help acclimate freshmen to campus culture and resources and to lay the foundation for the leadership curriculum that follows
- Training for instructors with the new Director of Advising
- Persist with female focused events to enhance the cadet mentoring program in conjunction with The Citadel's strategic plan, *Our Mighty Citadel Strategic Plan 2026*
- Continue to assign incoming African American freshman cadets a mentor from The Citadel's African American Alumni Association
- Scholarship support for Citadel Success Institute (CSI) for fifty academically high-risk cadets
- New freshman engineering labs
- 24-hour online tutoring for business majors
- Virtual fourth-class orientation
- New orientation for international students matriculating at The Citadel

Demonstrating Student Achievement: Data Findings AY 2022-2023 and AY 2023-2024
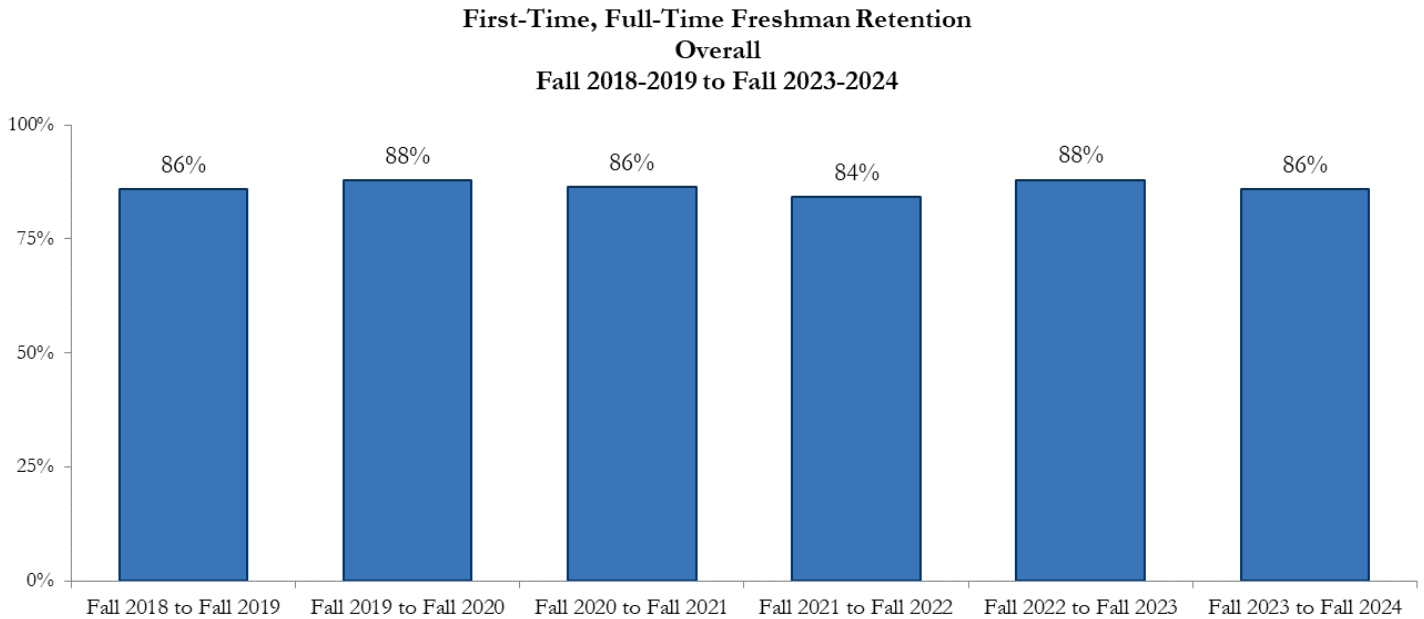
The Citadel met or exceeded all *thresholds of acceptability* in the academic year 2022-2023. The Citadel will continue to monitor these rates for all populations.

Table 8.1.2. Thresholds, Goals and Outcomes of Student Achievement Success for First-Time, Full-Time Freshman Retention for Academic Year 2022-2023 and Academic Year 2023-2024

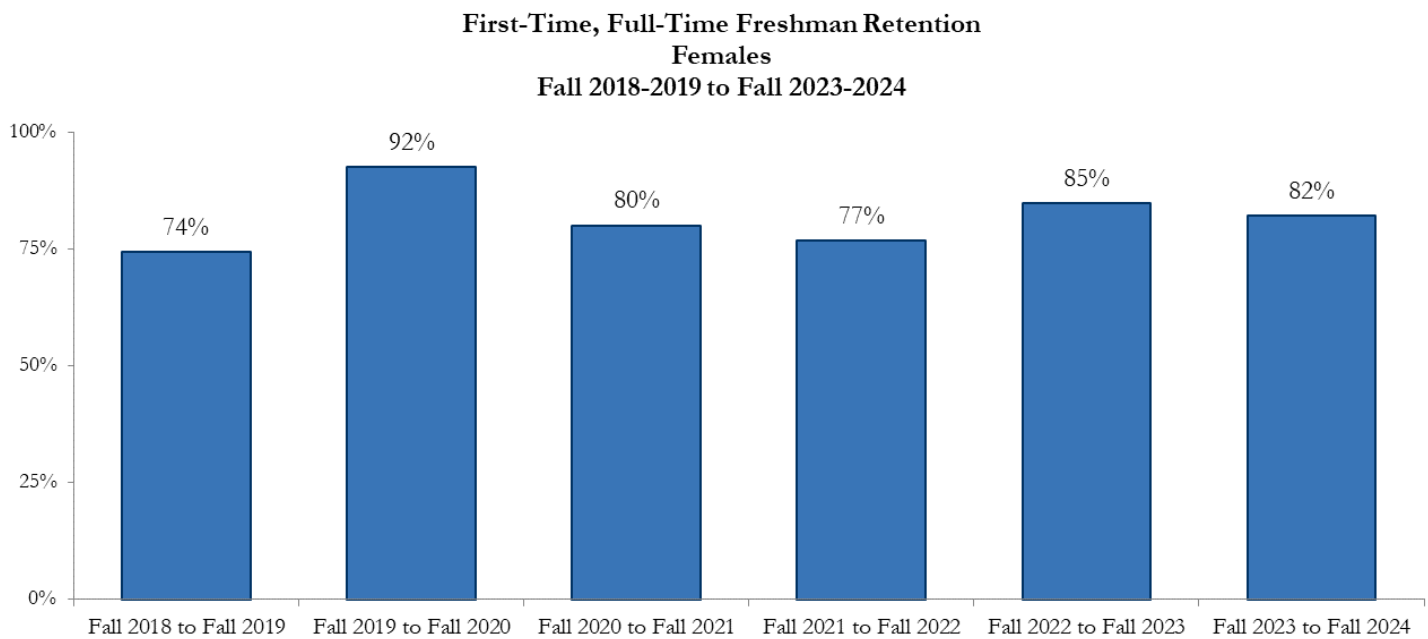| Populations	Threshold of Acceptability	Goal	AY 2022-2023 Outcome	AY 2023-2024 Outcome
Overall	84%	85%	88%	86%
Females	74%	84%	85%	82%
Minorities	80%	82%	81%	84%
Pell Grant Recipients	77%	81%	82%	79%

The Citadel's first-time, full-time freshman retention rates are depicted in the following tables and charts for the overall population, as well as the identified populations. Data is sourced from the IPEDS Fall Enrollment Reports and The Citadel's census data.

Figure 8.1.3a Overall Population: Trends: Fall 2018-2019 to Fall 2023-2024

First-Time, Full-Time Freshman Retention
Overall
Fall 2018-2019 to Fall 2023-2024

Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024
86%	88%	86%	84%	88%	86%

Source: IPEDS Fall Enrollment Report and Citadel Census data

Figure 8.1.3b Female Population Trends: Fall 2018-2019 to Fall 2023-2024

First-Time, Full-Time Freshman Retention
Females
Fall 2018-2019 to Fall 2023-2024

Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024
74%	92%	80%	77%	85%	82%

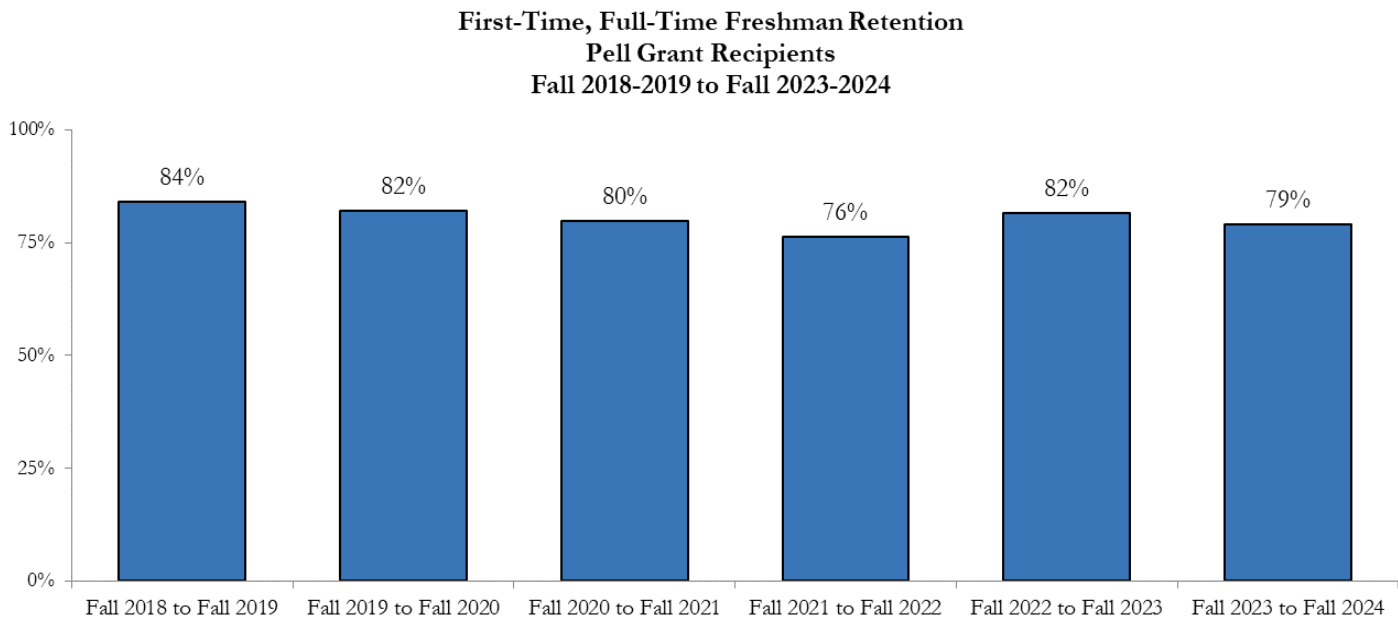*Source: IPEDS Fall Enrollment Report and Citadel Census data*

Figure 8.1.3c Minority Population: Year Trends: Fall 2018-2019 to Fall 2023-2024

First-Time, Full-Time Freshman Retention
Minorities
**Fall 2018-2019 to Fall 2023-2024**
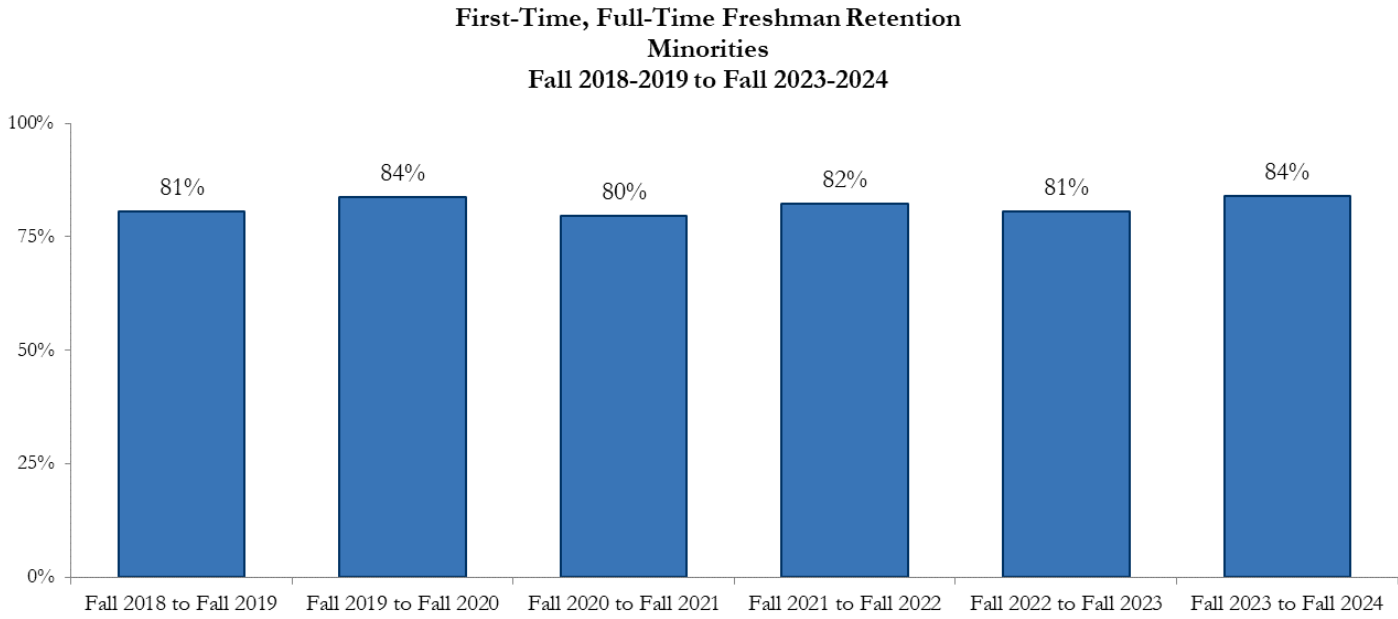
Source: IPEDS Fall Enrollment Report and Citadel Census data

Figure 8.1.3d Pell Grant Recipients: Five Year Trends: Fall 2018-2019 to Fall 2023-2024

First-Time, Full-Time Freshman Retention
Pell Grant Recipients
Fall 2018-2019 to Fall 2023-2024

Source: IPEDS Fall Enrollment Report and Citadel Census data

Figure 8.1.3e South Carolina Public Comprehensive Institution Comparison Fall 2021 to Fall 2022*

First-Time, Full-Time Freshman Retention
South Carolina Public Comprehensive Institutions
Fall 2021 to Fall 2022
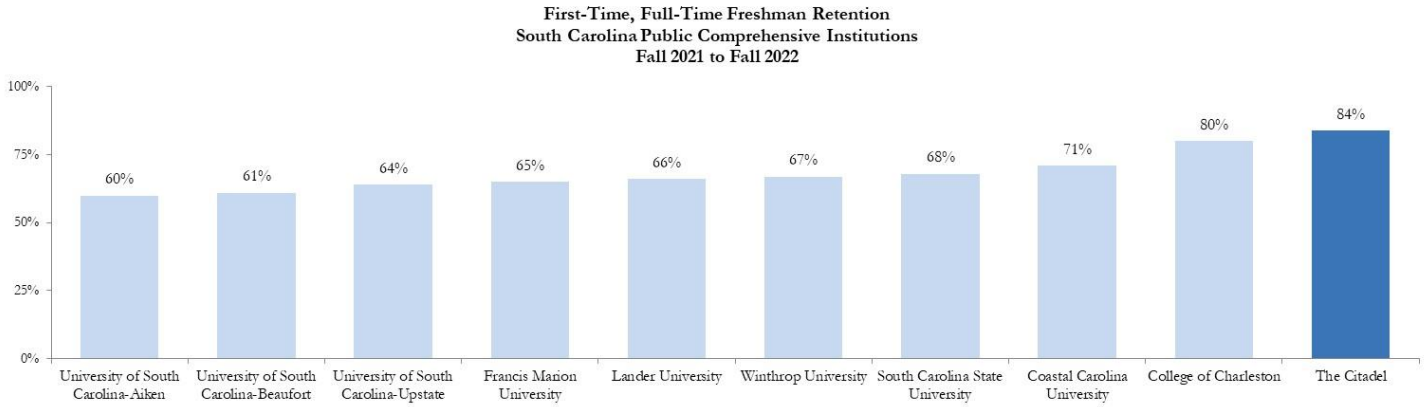
* Current data is not available for comparison purposes.

Source: IPEDS Fall Enrollment Report.

Criteria 2: Graduation Rates

The Citadel's Determination of Student Achievement Success

The Citadel takes pride in graduating principled leaders, consistently holding the highest four-year graduation rate among South Carolina Public Comprehensive Institutions. Furthermore, The Citadel's six-year graduation rate is consistently among the top in the state. Timely degree completion signals an environment in which graduating is valued, encouraged and supported. Graduation rates are a common metric used in measuring the effectiveness of an institution. IPEDS Graduation Rates are the data source chosen as the indicator used to evaluate graduation rates.

Establishing the Thresholds of Acceptability and Goals

The *thresholds of acceptability* were established by reviewing trend data over the previous 10 years. For the overall population, the threshold of acceptability for the four-year and six-year graduation rates was set to the lowest rate of the previous 10 years, 56% and 66% respectively. For the female, minority and Pell Grant populations, additional consideration was taken as the size of each of these populations is smaller, which could result in more fluctuation in rates from year to year. For the female population, a four-year graduation rate of 54% and a six-year graduation rate of 61% was selected. For the minority population, a four-year graduation rate of 44% and a six-year graduation rate of 62% was selected. For Pell Grant Recipients, the threshold of acceptability for the four-year graduation rate was set to the lowest of the previous 10 years, 46%, and the six-year graduation rate of 53% was selected.

The *goals* were ascertained by reviewing the average rate over the review period of previous 10 years. For the overall population, this resulted in a goal to meet or exceed 61% for the four-year graduation rate and 70% for the six-year graduation rate. For the female population, 66% was selected as a four-year graduation rate and 73% was selected as a six-year graduation rate to meet or exceed. The adjusted average for the minority population was 50% for the four-year graduation rate and 66% for the six-year graduation rate. For Pell Grant recipients, a four-year graduation rate of 53% and a six-year graduation rate of 62% was selected.

Table 8.1.4. Thresholds and Goals of Student Achievement Success for Four-Year and Six-Year Graduation Rates

	Overall	Females	Minorities	Pell Grant Recipients
4-Year Threshold of Acceptability	56%	54%	44%	46%
4-Year Goal	61%	66%	50%	53%
6-Year Threshold of Acceptability	66%	61%	62%	53%
6-Year Goal	70%	73%	66%	62%

Institutional Efforts to Meet Thresholds and Goals

- Continue institutional support through courses such as LDRS 101, a freshmen orientation course, with units on time management, study skills, effective course planning, choosing a major, and registration instruction
- Creation and publication of program maps for undergraduate majors provide a guide to coursework requirements
- New general education program with reduced number of hours and engaging strand themes for increased interest and value to general education studies
- Restructured position in Academic Affairs: Student Affairs Program Coordinator who provides targeted advising to students in at-risk populations
- Web-based presence to centralize services related to inclusive-excellence: https://www.citadel.edu/inclusive-excellence/, and opening of the Center for Inclusive Excellence in August of 2023
- Establishing a female organization, Circle of Women

## Demonstrating Student Achievement: Data Findings for 2017 and 2018 First-Time, Full-Time Freshman Cohort

The Citadel's four-year and six-year graduation rate thresholds of acceptability, goals and outcomes are depicted below for the overall population as well as the selected populations of females, minorities, and Pell Grant recipients.

Table 8.1.5. Thresholds, Goals and Outcomes of Student Achievement Success for 2017 and 2018 First-Time, Full-Time Freshman Cohort Graduation Rates

| Populations	Threshold of Acceptability	Goal	2017 First-Time, Full-Time Freshman Cohort Graduation Rates Outcome	2018 First-Time, Full-Time Freshman Cohort Graduation Rates Outcome
4-Year Graduation Rates:				
Overall	56%	61%	64%	68%
Females	54%	66%	66%	62%
Minorities	44%	50%	53%	59%
Pell Grant Recipients	46%	53%	58%	67%
6-Year Graduation Rates:				
Overall	66%	70%	73%	75%
Females	61%	73%	69%	67%
Minorities	62%	66%	61%	64%
Pell Grant Recipients	53%	62%	66%	75%

The Citadel's four-year and six-year graduation rates for the past six cohorts are depicted below for the overall population as well as the selected populations of females, minorities, and Pell Grant recipients.

Figure 8.1.6a Overall Population: Trends for First-Time, Full-Time Freshman Cohort Years 2013 - 2018

Graduation Rate Trends
Overall
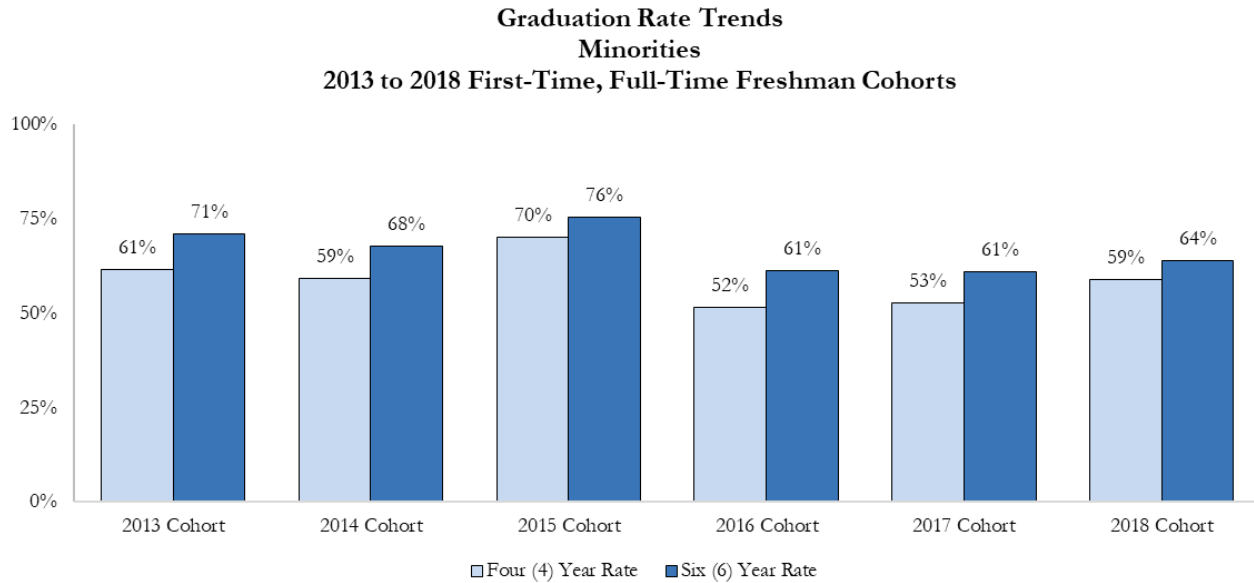**2013 to 2018 First-Time, Full-Time Freshman Cohorts**
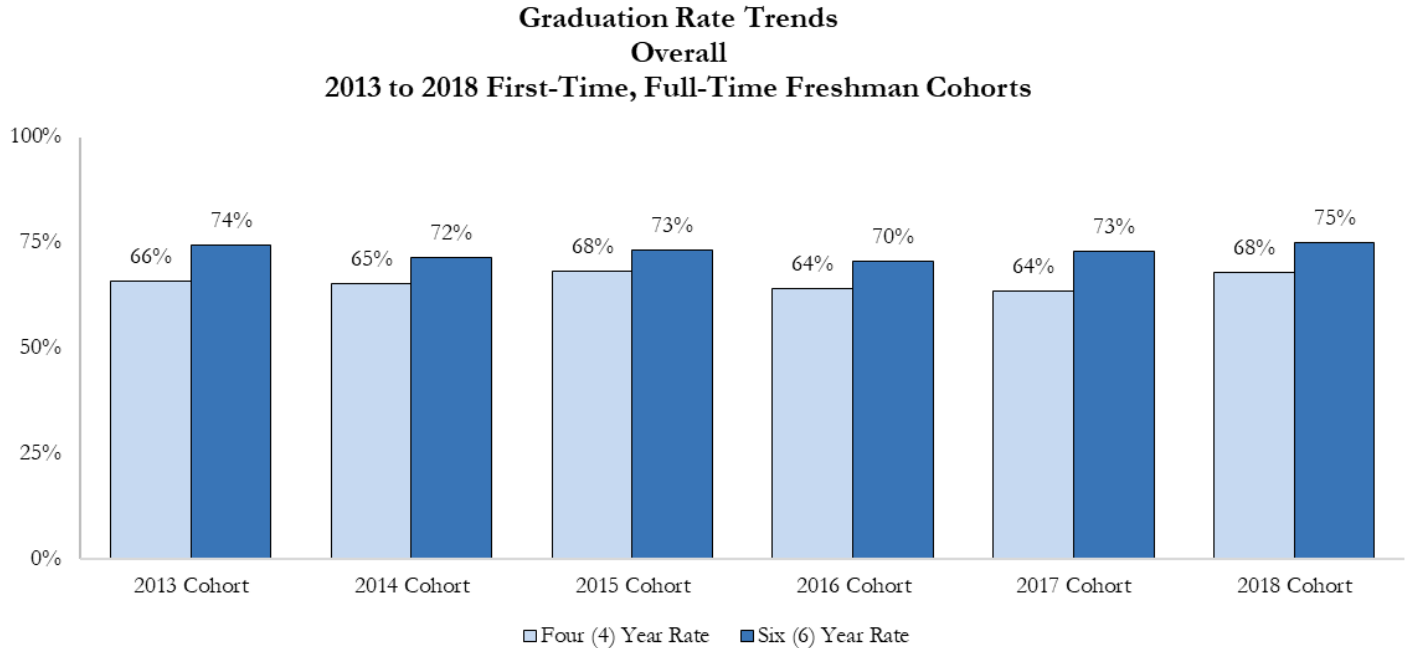
Source: IPEDS Graduation Rates Report

Figure 8.1.6b Female Population: Trends for First-Time, Full-Time Freshman Cohort Years 2013 - 2018

Graduation Rate Trends
**Females**
2013 to 2018 First-Time, Full-Time Freshman Cohorts
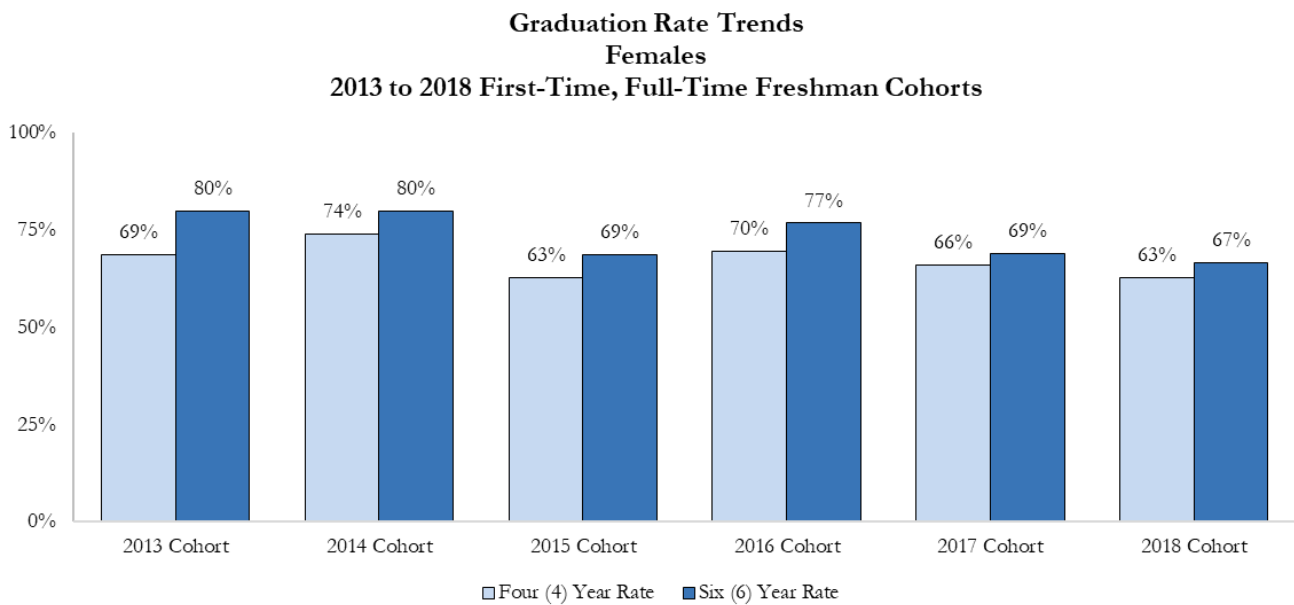
Source: IPEDS Graduation Rates Report

Figure 8.1.6c Minority Population: Trends for First-Time, Full-Time Freshman Cohort Years 2013 - 2018

Graduation Rate Trends
Minorities
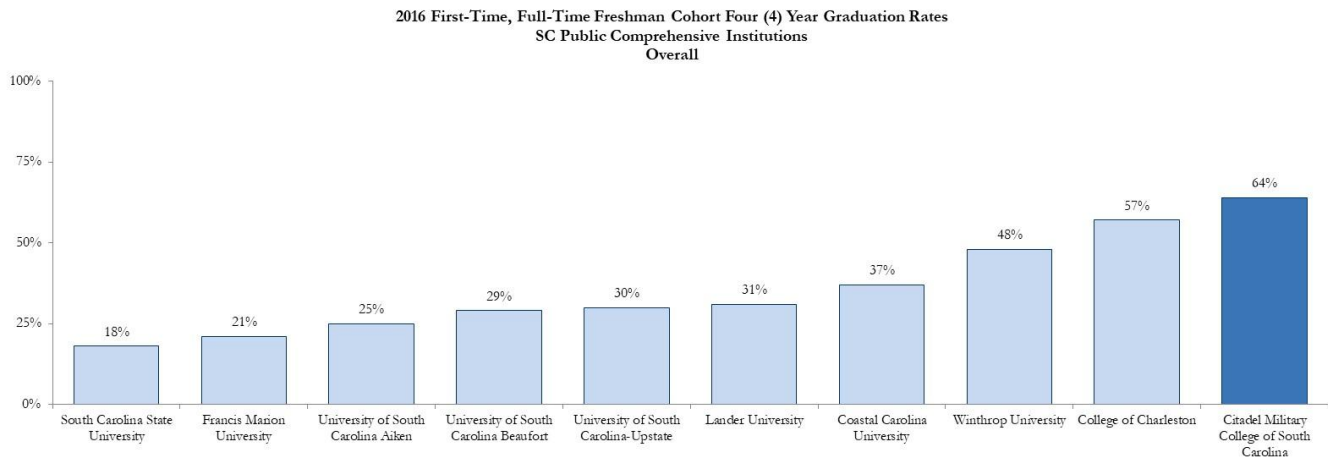**2013 to 2018 First-Time, Full-Time Freshman Cohorts**

Source: IPEDS Graduation Rates Report

Figure 8.1.6d Pell Grant Recipients: Trends for First-Time, Full-Time Freshman Cohort Years 2013 - 2017

Graduation Rate Trends
Pell Grant Recipients
2013 to 2018 First-Time, Full-Time Freshman Cohorts
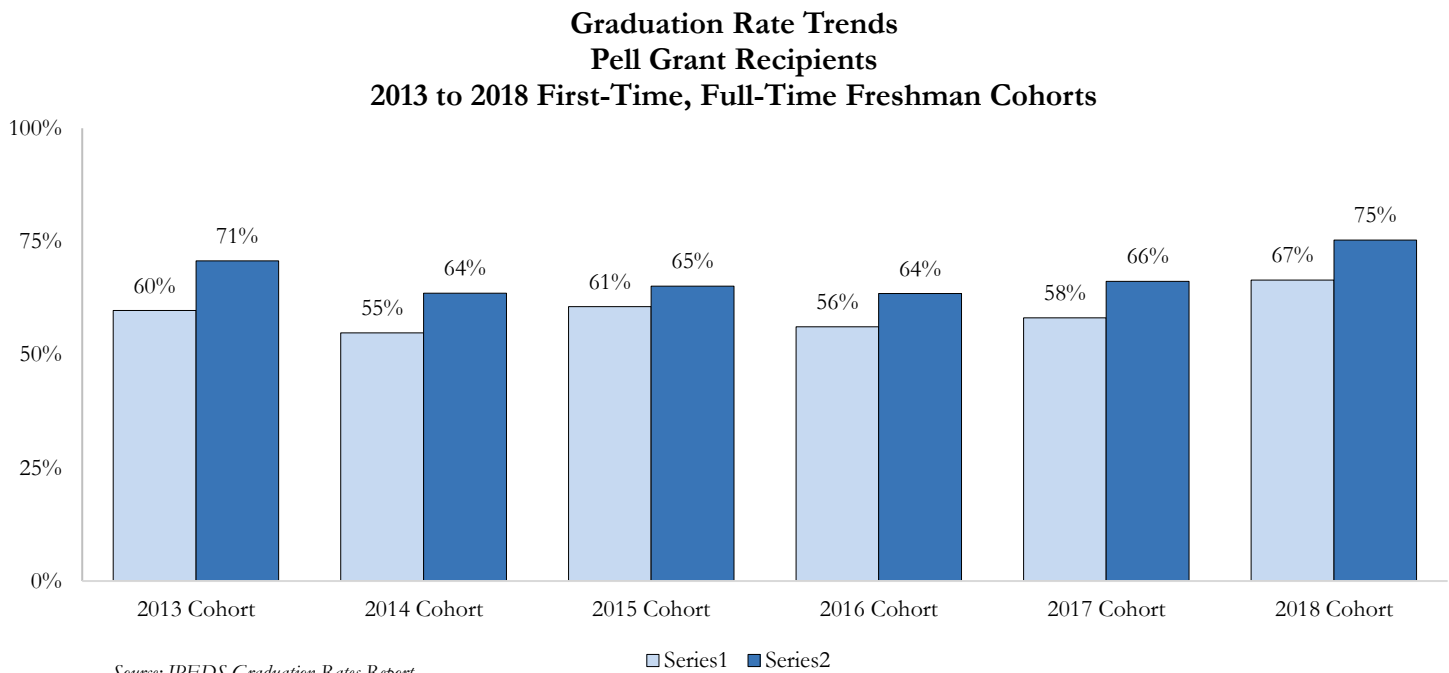
Source: IPEDS Graduation Rates Report

When compared against its traditional peer group of public comprehensive institutions within South Carolina, The Citadel emerges as a leader in graduation rates. The subsequent graphs show comparative 4-year, 6-year, Pell Grant 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 graduation rates and comparative peers to be evidence of student achievement success.
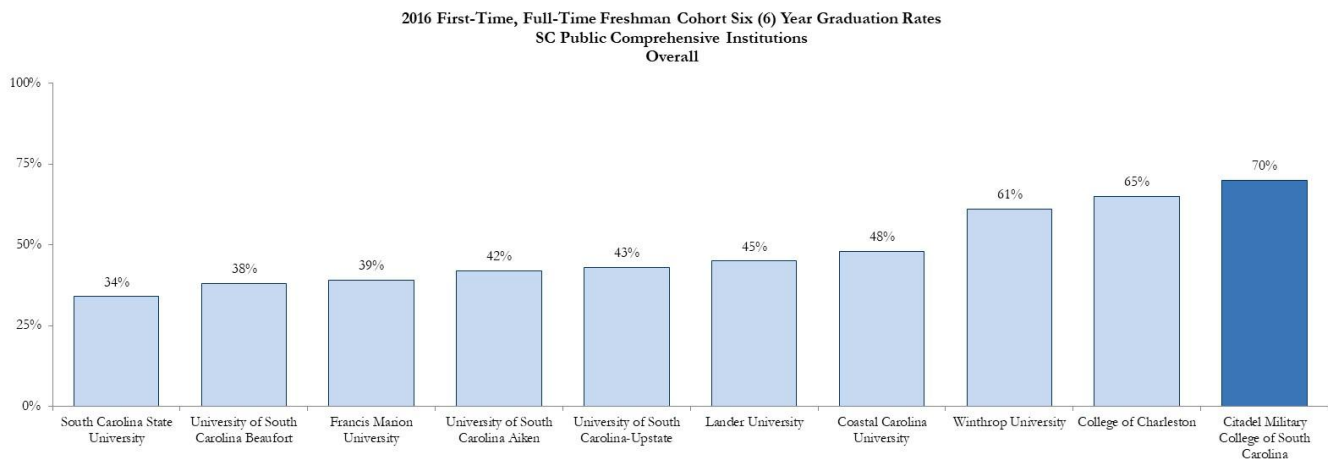
Figure 8.1.7a Overall Population Four-Year Graduation Rates; 2016 First-Time, Full-Time Freshman Cohort*

2016 First-Time, Full-Time Freshman Cohort Four (4) Year Graduation Rates
SC Public Comprehensive Institutions
Overall

* Current data is not available for comparison purposes.
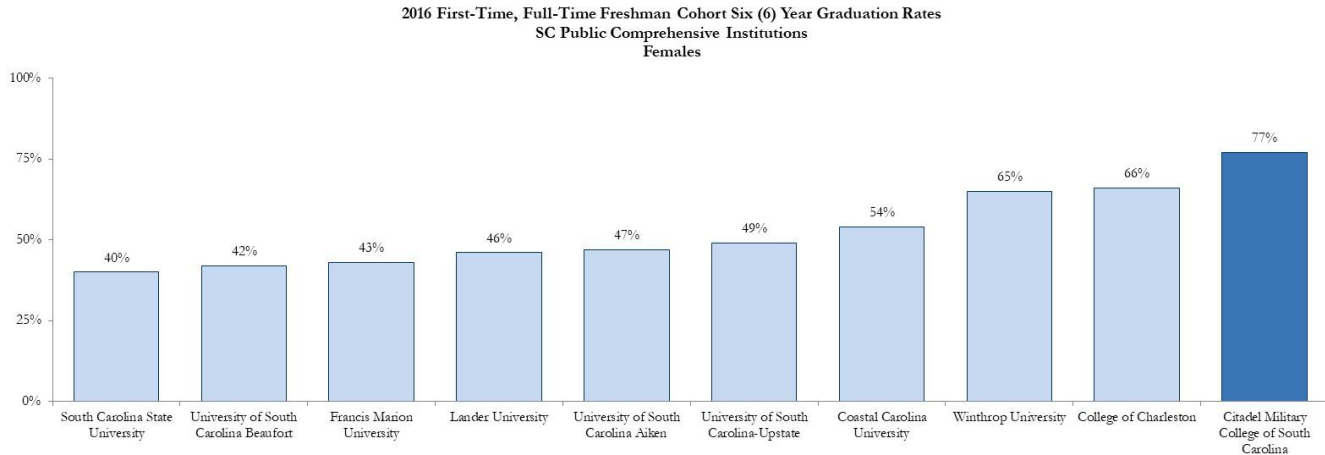*Source: IPEDS Graduation Rates Report.*

Comparative data from IPEDS Graduation Rates for the South Carolina Public Comprehensive Institutions is not available for the populations of Females, Minority and Pell Grant Recipients for the four-year graduation timeframe.

Figure 8.1.7b Overall Population Six-Year Graduation Rates; 2016 First-Time, Full-Time Freshman Cohort*

2016 First-Time, Full-Time Freshman Cohort Six (6) Year Graduation Rates
SC Public Comprehensive Institutions
Overall

* Current data is not available for comparison purposes.
Source: IPEDS Graduation Rates Report.

Figure 8.1.7c Female Population Six-Year Graduation Rates; 2016 First-Time, Full-Time Freshman Cohort*

2016 First-Time, Full-Time Freshman Cohort Six (6) Year Graduation Rates
SC Public Comprehensive Institutions
Females

* Current data is not available for comparison purposes.

Source: IPEDS Graduation Rates Report.

Figure 8.1.7d Minority Population Six-Year Graduation Rates; 2016 First-Time, Full-Time Freshman Cohort*
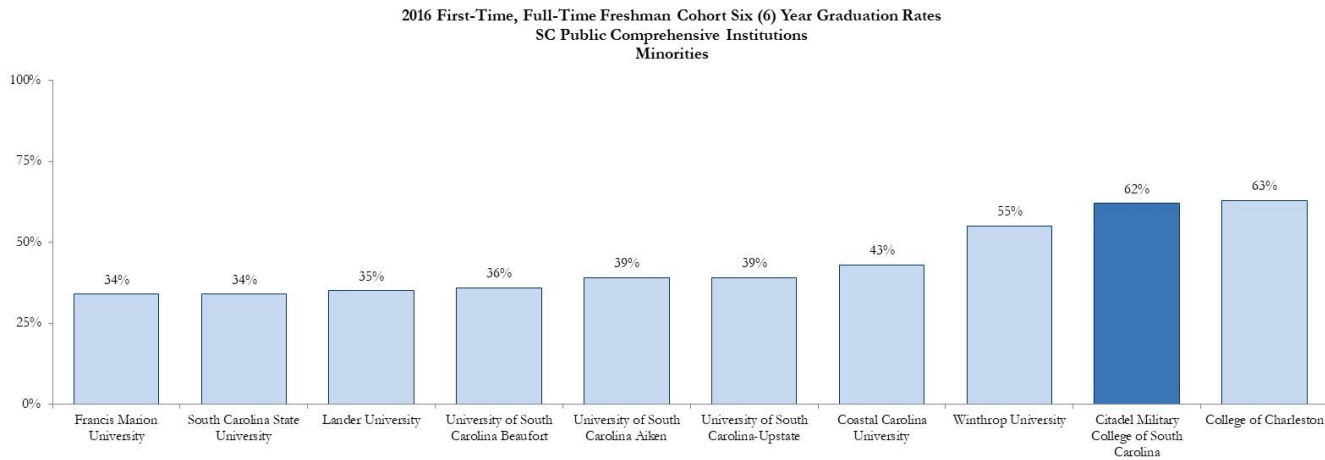
2016 First-Time, Full-Time Freshman Cohort Six (6) Year Graduation Rates
SC Public Comprehensive Institutions
Minorities

* Current data is not available for comparison purposes.

Source: IPEDS Graduation Rates Report.

Figure 8.1.7e Pell Grant Recipients Six-Year Graduation Rates; 2016 First-Time, Full-Time Freshman Cohort*
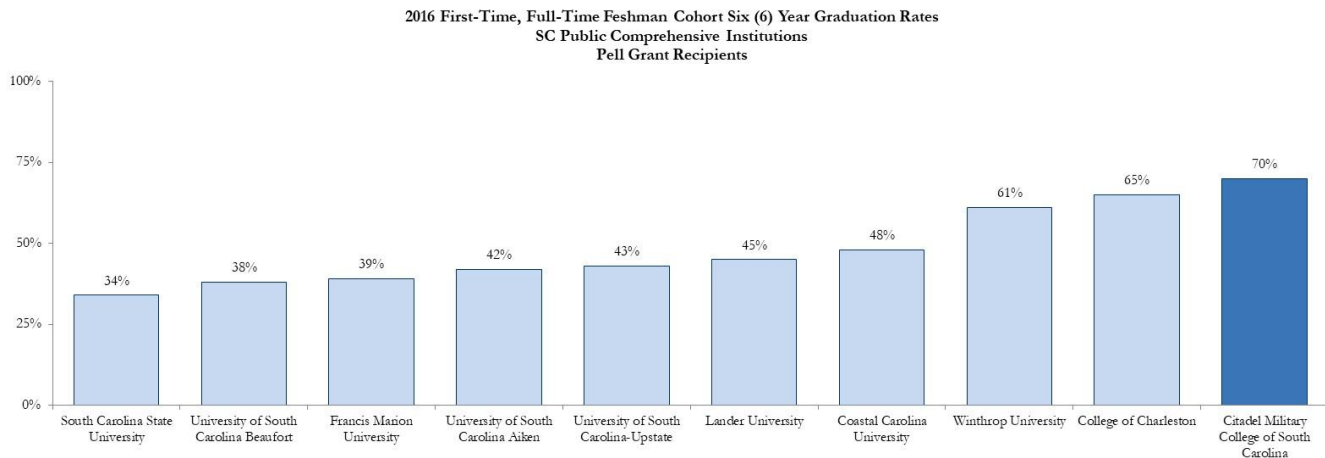
2016 First-Time, Full-Time Feshman Cohort Six (6) Year Graduation Rates
SC Public Comprehensive Institutions
Pell Grant Recipients

* Current data is not available for comparison purposes.

Source: IPEDS Graduation Rates Report.

Criteria 3: Course Success Rates

Course success rates are strongly correlated to retention and graduation rates. Course success rate variations can be one attribute impacting students' persistence. Courses with low success rates may be indicative of institutional or curricular challenges.

Course success rates are defined here as the percentage of college-level graded enrollments successfully completed with grades of A, B+, B, C+, or C by students in the indicated academic year.

Establishing the Thresholds of Acceptability and Goals

The *threshold of acceptability* was selected by reviewing 10 years of data and choosing the lowest success rates of that time period for each category of course offerings, undergraduate lower level, undergraduate upper level, and graduate level.

The *goals* were set to balance student success with appropriate degrees of rigor. An average for each of the categories was used to determine the goals.

Table 8.1.8 Thresholds, Goals and Outcomes of Student Achievement Success for Course Success Rates

	Undergraduate Lower Level	Undergraduate Upper Level	Graduate Level
Threshold of Acceptability	81%	91%	94%
Goal	84%	92%	96%

Institutional Efforts to Meet Thresholds and Goals

- Quality Enhancement Plans (QEP) focuses on advising, and dedicating personnel to academically at-risk students
- Student Success Center offers supplemental instruction and peer tutoring
- Assigned faculty advisor in major
- New position in Academic Affairs: Executive Director of Student Support and Academic Services
- Restructured position in Academic Affairs: Student Affairs Program Coordinator who provides targeted advising to students in at-risk populations
- Faculty development offered through Center for Excellence and Innovation in Teaching Learning and Distance Education (CEITL&DE)
- All online courses reviewed using Quality Matters standards

Demonstrating Student Achievement: Data Findings for AY 2022-2023 and AY 2023-2024

Course success is a building block of student retention, persistence and graduation at The Citadel. The table and chart below provide evidence of success in each population.

Table 8.1.9 Thresholds of Student Achievement Success for Course Success Rates: Academic Year 2022-2023 and Academic Year 2023-2024

Course Level	Threshold of Acceptability	Goal	AY 2022-2023 Outcome	AY 2023-2024 Outcome
Undergraduate Lower Level	81%	84%	85%	88%
Undergraduate Upper Level	91%	92%	93%	94%
Graduate Level	94%	96%	95%	96%

Figure 8.1.10 Course Level Success Rates: Trends AY 2018-2019 to AY 2023-2024
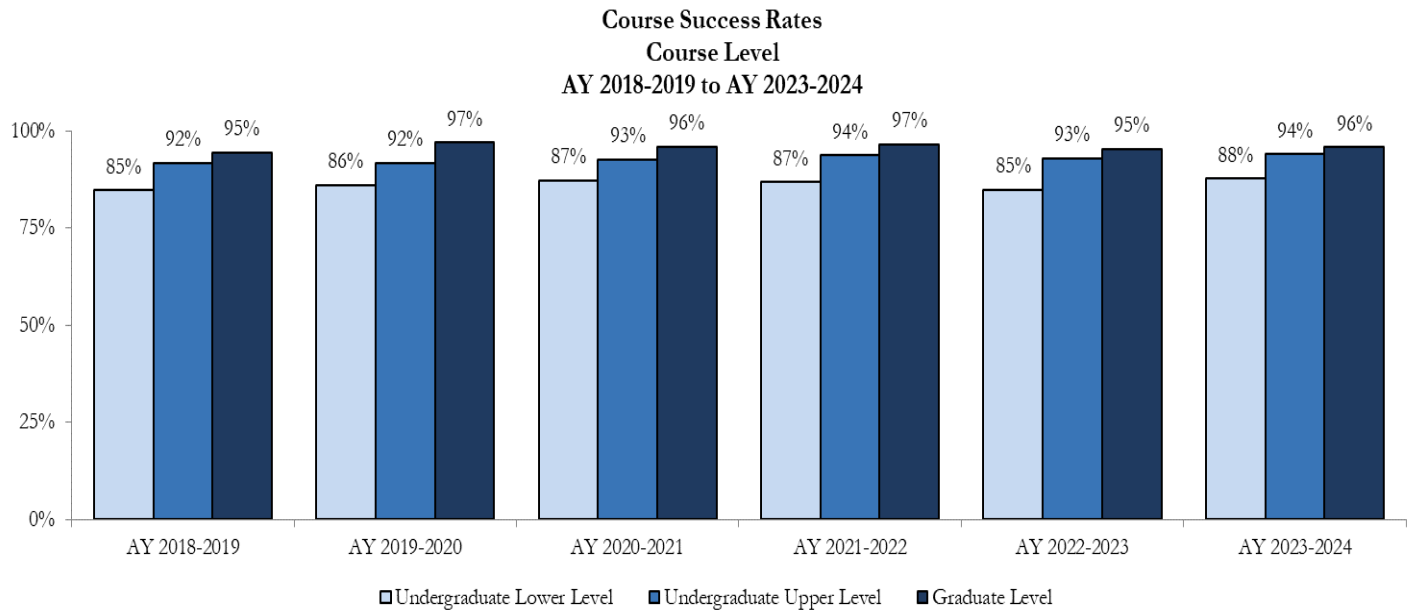
Source: Banner Student Data

Criteria 4: Principled Leadership

Aligned to its mission, The Citadel strives to provide a rigorous academic education in the context of a leadership laboratory. An item in The Citadel Experience Surveys asks students to rate their level of agreement with the following statement, "Attending the Citadel enhanced my ability to be a principled leader." These surveys are administered annually to graduating students in each of the populations, the South Carolina Corps of Cadets (SCCC), College Transfer Program (CTP) undergraduate students, and Citadel Graduate College (CGC) graduate students.

Establishing the Thresholds of Acceptability and Goals

To determine the *thresholds of acceptability*, the lowest reported percentage of "Agree/Strongly Agree" in a five-year time frame was used (Spring 2018 to Spring 2022). As the data used to study this aspect of student achievement is based on survey data, consideration must be given to response rates and the size of the population. In particular, the CTP undergraduate students and CGC graduate students' response rates to these surveys tend to be much lower than the SCCC.

The *goal* of each of the populations is the average of the responses of "Agree/Strongly Agree" in the five-year time frame, excluding outliers.

Table 8.1.11 Thresholds and Goals of Student Achievement Success of Students' Perceived Principled Leadership Skills

	SCCC	CTP Undergraduate Students	CGC Graduate Students
Threshold of Acceptability	82%	80%	91%
Goal	85%	87%	92%

Institutional Efforts to Meet Thresholds and Goals

- Educate and develop principled leaders from Strategic Initiative 1 in The Citadel's Strategic Plan, *Our Mighty Citadel Strategic Plan 2026*
- Leadership coursework included in general education requirements
- Leadership experience (non-credit) courses required for graduation
- Extensive service learning opportunities required for cadets and available to all students through the Krause Center for Leadership and Ethics, which earned the Carnegie Foundation Community Engagement Classification in 2015 and 2020
- LDRS 500 for all CGC Graduate Students and EUGS 101 for all CTP Undergraduate Students
- Additional efforts for completion of survey for CGC Graduate and CTP Undergraduate students, working with departments, student organizations and gathering data at graduation line-up

Demonstrating Student Achievement: Data Findings for Spring 2023 and Spring 2024

Developing principled leaders continues to be at the forefront of The Citadel's mission. Outcome data confirms all populations' *thresholds of acceptability* have been exceeded. *Goals* were met or exceeded in two out of the three populations (SCCC and CGC Graduate). The table and charts below provide evidence of success in each population.

Table 8.1.12 Thresholds, Goals and Outcomes of Student Achievement Success of Students' Perceived Principled Leadership Skills Spring 2023 and Spring 2024

Population	Threshold of Acceptability	Goal	Outcome Spring 2023	Response Rate Spring 2023	Outcome Spring 2024	Response Rate Spring 2024
SCCC	82%	85%	89%	83%	91%	72%
CTP Undergraduate	80%	87%	95%	16%	89%	24%
CGC Graduate	91%	92%	98%	19%	91%	23%

Figure 8.1.13a South Carolina Corps of Cadets Population: Trends: Spring 2019 to Spring 2024
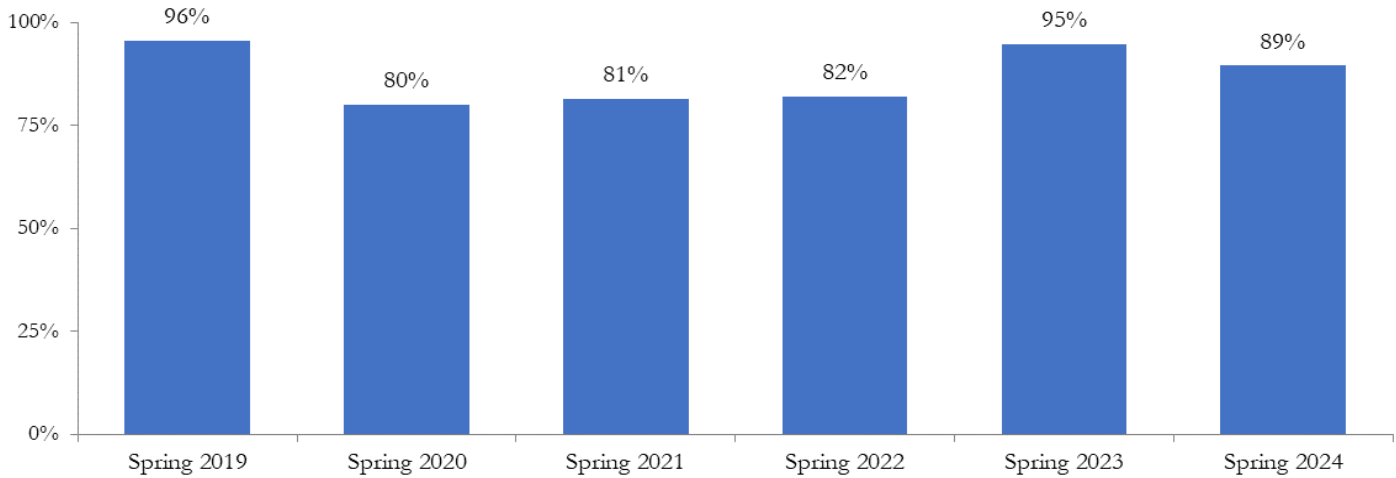

SCCC Experience Survey Question:
"Attending The Citadel enhanced my ability to be a principled leader."
Agree/Strongly Agree
Spring 2019 to Spring 2024

Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
84%	82%	87%	88%	89%	91%
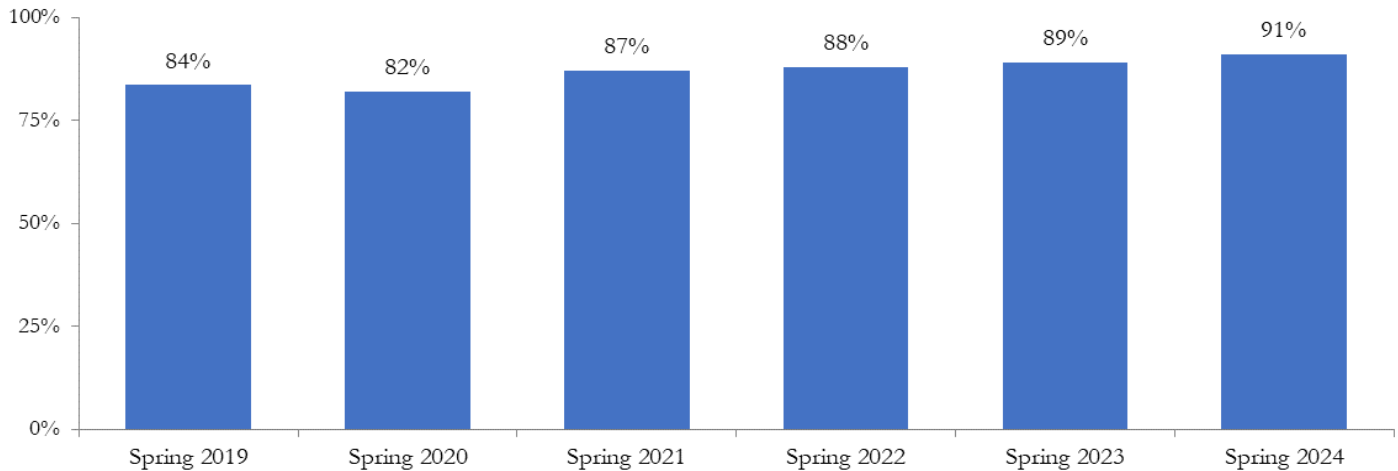
Source: Citadel Experience Surveys

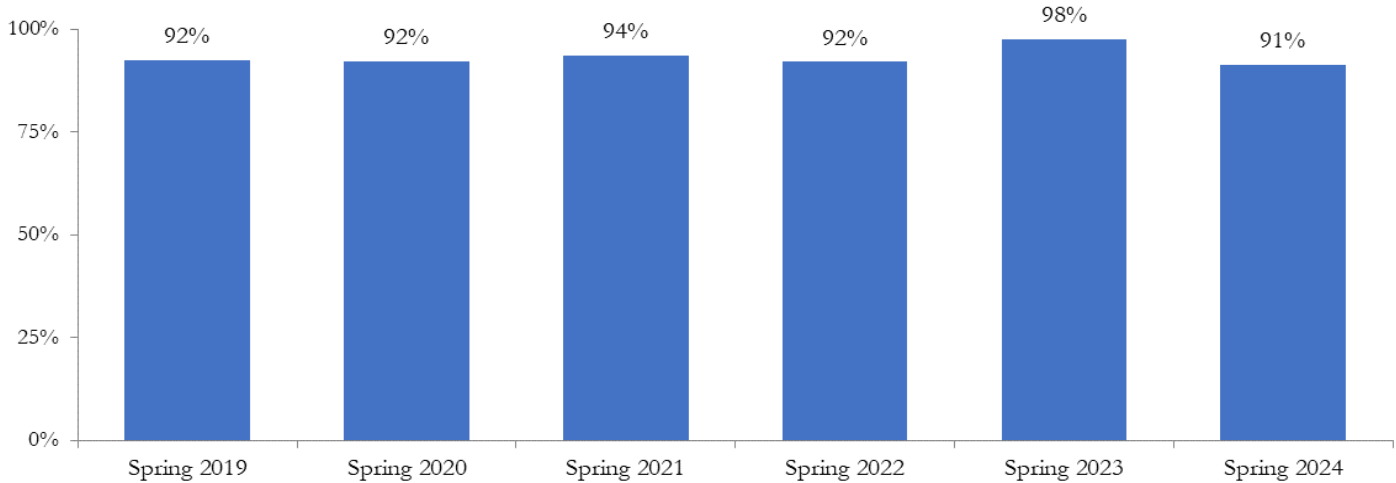Figure 8.1.13b College Transfer Program Undergraduate Population: Trends: Spring 2019 to Spring 2024

CTP Undergraduate Experience Survey Question:
"Attending The Citadel enhanced my ability to be a principled leader."
Agree/Strongly Agree
Spring 2019 to Spring 2024

- Spring 2019: 96%
- Spring 2020: 80%
- Spring 2021: 81%
- Spring 2022: 82%
- Spring 2023: 95%
- Spring 2024: 89%

Source: Citadel Experience Surveys

Figure 8.1.13c The Citadel Graduate Population: Trends: Spring 2019 to Spring 2024

CGC Graduate Experience Survey Question:
"Attending The Citadel enhanced my ability to be a principled leader."
Agree/Strongly Agree
Spring 2019 to Spring 2024

- Spring 2019: 92%
- Spring 2020: 92%
- Spring 2021: 94%
- Spring 2022: 92%
- Spring 2023: 98%
- Spring 2024: 91%

Source: Citadel Experience Surveys