

**Institution:**

College of Charleston

**RESULTS OF PROFESSIONAL EXAMINATIONS**

*Applicable to all sectors – Measured for April 1, 2005-March 31, 2006*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2005 through March 31, 2006**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

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<b>Name of Exam</b>	<b>Date(s) Administered</b>	<b># of Examinees</b>	<b># of 1<sup>st</sup> Time Examinees</b>	<b># of 1<sup>st</sup> Time Examinees who Passed</b>	<b>% 1<sup>st</sup> Time Examinees Passing</b>
<b>TEACHING SECTOR</b>					
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>04/05</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>06/05</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>08/05</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>09/05</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0%</b>
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>11/05</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>01/06</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>66.7%</b>
PRAXIS Series II: Principles of Learning & Teaching (K-6)	<b>03/06</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>94.1%</b>
PRAXIS Series II: Principles of Learning & Teaching (5-9)	<b>09/05</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (5-9)	<b>11/05</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (5-9)	<b>01/06</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>100%</b>
PRAXIS Series II: Principles of Learning & Teaching (5-9)	<b>03/06</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0%</b>
PRAXIS Series II: Specialty Area Tests	<b>04/05</b>	<b>37</b>	<b>37</b>	<b>36</b>	<b>97.3%</b>
PRAXIS Series II: Specialty Area Tests	<b>06/05</b>	<b>69</b>	<b>69</b>	<b>68</b>	<b>98.6%</b>
PRAXIS Series II: Specialty Area Tests	<b>08/05</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>92.9%</b>
PRAXIS Series II: Specialty Area Tests	<b>09/05</b>	<b>31</b>	<b>31</b>	<b>28</b>	<b>90.3%</b>
PRAXIS Series II: Specialty Area Tests	<b>11/05</b>	<b>113</b>	<b>113</b>	<b>110</b>	<b>97.4%</b>
PRAXIS Series II: Specialty Area Tests	<b>01/06</b>	<b>80</b>	<b>80</b>	<b>76</b>	<b>95.0%</b>
PRAXIS Series II: Specialty Area Tests	<b>03/06</b>	<b>83</b>	<b>83</b>	<b>71</b>	<b>85.5%</b>