

THE CITADEL

HIGHER EDUCATION ACCOUNTABILITY REPORT FOR 2006

15 September 2006

SECTION I – Executive Summary

1. Mission and Values

The Citadel Board of Visitors adopted the following statements of Vision, Core Values, and Mission on 14 September 2002.

Statement of Vision

Achieving excellence in the education of principled leaders.

Core Values

Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.

Duty: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.

Honor: We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.

Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

Discipline: We operate a leadership laboratory which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.

Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.

Mission

The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

2. Major Achievements for 2006

The Citadel is very pleased with a number of its achievements in 2006. Among these are the following:

- Lt. Gen. John W. Rosa was selected as the 19th president of The Citadel. A 1973 Citadel graduate, Rosa retired after 32 years in the U.S. Air Force. His last duty station was the U.S. Air Force Academy where he was superintendent. A command pilot with more than 3,600 flying hours, Rosa was commissioned in the Air Force in 1973 after graduating from The Citadel with a B.S. in business administration. He holds a master's degree in public administration from Golden Gate University and has completed programs at Harvard, the U.S. Army War College, the U.S. Army Command and General Staff College and the Air Command and Staff College.
- Col. Gregory A. Stone was appointed as Commandant of Cadet. COL Stone, a 1976 graduate of West Point, earned his master's degree from Villanova and, in his last duty assignment before

retiring from the US Army, served as chief of staff and deputy commandant of the United States Corps of Cadets at the U.S. Military Academy at West Point.

- In the *U.S. News* rankings for 2006, the College held steady at the No. 2 spot for top public universities in the South offering up to a master's degree. Last year it tied for the same position. This year, however, the annual rankings lauded the College for its outstanding six-year graduation rate of 69 percent.
- *U.S. News & World Report* ranked The Citadel No. 7 in the South for best value. Last year, the College ranked No. 8.
- Civil and Electrical Engineering students are among the most highly recruited students at The Citadel. There are approximately 400 enrolled in the program, which is ranked No. 32 by *U.S. News*.
- The high marks from *U.S. News & World Report* come on the heels of *Newsweek* magazine naming The Citadel one of its 25 hottest colleges in America.
- The Citadel is on a Fulbright roll. With his award of a Fulbright to study in Germany, senior Cadet Drew Brooks of Springfield, Va., is the 10th cadet to be granted a Fulbright from The Citadel since 1992 and the sixth cadet in five years to receive a Fulbright to study in Germany.
- Cadet Douglas Schmid is one of 75 college juniors nationwide to receive a \$30,000 fellowship for graduate study as a Truman Scholar. Schmid, a political science major with a concentration in international affairs, has a 3.9 GPR and has been named the 2006-2007 Charlie Company Commander.
- On March 18, 2006, The Citadel Foundation kicked off the public phase of the most comprehensive and ambitious fundraising effort ever undertaken at the Military College of South Carolina. The Campaign for The Citadel plans to raise \$100 million by Dec. 31, 2007 for numerous campus initiatives.

3. Key Strategic Goals

The Citadel Board of Visitors, our governing board, adopted the following Strategic Initiatives in September 2002 for the period 2002 to 2012.

- A. Develop and formalize leadership programs, activities, and curricula.
- B. Make character development and ethics education fundamental components of The Citadel experience.
- C. Successfully complete a comprehensive fund-raising program in support of academics, athletics, and student life.
- D. Significantly enhance the facilities and technological support for students.
- E. Enhance the development of the College of Graduate and Professional Studies.
- F. Enhance the intellectual and academic learning environment for students and faculty.
- G. Ensure that the college has the leadership and talent necessary to accomplish these goals.

4. Opportunities and Barriers that may affect the agency's success in fulfilling its mission and achieving its strategic goals (This establishes the basis for the agency's budget request.)

The Citadel has identified the following as barriers and has attempted to address these through budget requests and fundraising efforts:

- Insufficient State Appropriations
- Aging Facilities (Lack of a State Bond Bill in Recent Years)
- Insufficient Need Based Scholarships
- Increasing Operating Expenses

- Recruitment and Retention of Quality Faculty and Staff
- Construction Costs
- Contracting Costs
- Utility Costs
- Unfunded Deferred Maintenance

The Citadel is taking strong, aggressive steps to solidify and enhance its leadership development model as we continue to meet our mission to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment.

Under the leadership of Lt Gen John Rosa, The Citadel has initiated a program on Values and Respect that is intended to place respect for self and respect for others in all matters as the cornerstone for The Citadel's leadership development model.

5. How the accountability report is used to improve organizational performance.

This is the first year State colleges and universities have been required to submit this report. In the past, we have submitted by law the Institutional Effectiveness Report and the Performance Funding Report. These reports are still required and are based on annual assessment reports that are required of every budgeted department of the College. These reports are provided to each vice president and provide the College a context for budget decisions, resource allocations, and fundraising priorities.

SECTION II – Organizational Profile

1. Your organization's main educational programs, offerings, and services and the primary methods by which these are delivered

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through the College of Graduate and Professional Studies, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

The Citadel offers five undergraduate degrees with twenty major offerings, seven master's degrees in twelve academic areas, and the specialist degree in two areas. The Corps of Cadets is a full-time residential student body functioning in a structured cadet lifestyle, and our graduate students are, in the main, practicing professionals who are employed full-time. The lifestyle of these groups requires that a great deal of learning take place in the classrooms. The Citadel, therefore, requires class attendance for all members of the Corps of Cadets and offers its degree programs through small classes taught by qualified, motivated faculty. This small student/faculty ratio is complemented with a variety of academic support services including full electronic access to Library holding, extensive writing and learning strategy support, support for students with learning differences to help them become efficient and independent learners, and programming and activities designed to increase the involvement of minority students in extracurricular activities.

2. Your key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/expectations

The Citadel serves four distinct student bodies:

The Corps of Cadets-- Approximately 2000 young men and women are full-time, living on campus in barracks, and pursuing one of more than 20 undergraduate programs.

Active Duty Students—Approximately 75 young men and women who are non-commissioned officers in the Marine Corps or Navy and are pursuing one of more than 20 undergraduate majors with the Corps of Cadets. The active duty students are assigned to the Naval ROTC Detachment at The Citadel, wear uniforms while on campus, and will be commissioned as second lieutenants or ensigns upon degree completion.

Undergraduate Evening Students—Approximately 120 male and female non-traditional students are pursuing degrees in Business Administration, Civil Engineering, or Electrical Engineering through 2 + 2 programs offered jointly by The Citadel and Trident Technical College.

Graduate Students—Approximately 1000 students are pursuing one of more than 15 master's and specialist degree programs. The vast majority of these students are working adults who are pursuing these degrees as professional development.

Other primary stakeholders are the parents of our cadets, alumni/alumnae, and the citizens of the Charleston area. The expectations of the students in our Corps of Cadets are an educational experience that will prepare them to take full advantage of the next phase of their lives. Most of our Active Duty, Undergraduate Evening, and Graduate Students have already chosen a career path, and their expectations deal in the main with professional development. We have developed our curricula and student development programs accordingly.

3. Your operating locations

The Citadel offers all degree programs on its campus at 171 Moultrie Street in Charleston, SC. While no complete degree programs are offered, a number of graduate courses in Business Administration, Computer Science, and Education are offered at the Lowcountry Graduate Center located in Trident Research Center, 5300 International Boulevard, North Charleston, SC.

4. The regulatory environment under which your organization operates

South Carolina Commission on Higher Education(CHE)

The Citadel is a state-assisted college. Degree programs are approved and monitored by the South Carolina Commission on Higher Education (CHE). Budgets are submitted through the CHE.

Commission on Colleges of the Southern Association of Colleges and Schools(SACS)

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, and Specialist degrees. The institution was initially accredited in 1924, was last reaffirmed in 2004, and is scheduled to receive its next reaffirmation of accreditation in 2014.

Accreditation Board for Engineering and Technology (ABET).

Civil Engineering and Electrical Engineering Programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). The Citadel has been continuously accredited by ABET in Civil Engineering since 1936 and in Electrical Engineering since 1976. The Citadel's undergraduate degree in Computer Science will be considered for initial accreditation by ABET in spring 2008.

National Council for Accreditation of Teacher Education (NCATE).

Programs for the preparation of secondary teachers at the bachelor's level, for the preparation of secondary and special education teachers at the master's level, for the preparation of guidance counselors at the master's and specialist degree levels, and for the preparation of school superintendents at the specialist degree level are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Citadel has been continuously accredited by NCATE since 1975.

The Association to Advance Collegiate Schools of Business (AACSB)

The Citadel's programs in Business Administration, both graduate and undergraduate, are accredited by AACSB – The Association to Advance Collegiate Schools of Business. The Citadel's bachelor's and master's programs in business administration were accredited by AACSB in April 1996 and reaccredited in March 2000.

National Collegiate Athletic Association and Southern Conference(NCAA)

The Citadel is a member of the NCAA Division I-AA classification in football and Division I classification in all other sports. In addition, the College is a member of the Southern Conference.

5. Your governance system (the reporting relationships between your governance board/policy making body and your senior leaders, as appropriate)

The Citadel's governing board, The Citadel Board of Visitors (BOV), was established by **Section 59-121 of Code of Laws of South Carolina 1976 (as amended)**. The policies by which the Board of Visitors governs The Citadel are presented in "College Regulations." This document and the minutes of BOV meetings are kept in the Office of the President and are posted on The Citadel webpage. The BOV is responsible for hiring the President, the Provost/Dean of the College, and all other vice presidential level administrators. The BOV holds scheduled meetings periodically throughout the calendar year and conducts its business through ten Standing Committees. Each of these committees has a senior administrator as its liaison with the College. The BOV approves statement of vision, mission, and core values for the College as well as the Strategic Initiatives that guide the priorities of the institution. The College provides the BOV an annual update on progress being made in addressing the Strategic Initiatives adopted by the BOV in September 2002 for the period 2002 to 2012. Annually, the BOV provides guidance for the College through its evaluation of the President of the College and the goals provided for the coming year through the budget approval process.

6. Your key suppliers and partners

While The Citadel recruits and admits students nationwide, our key suppliers and partners are the public and private secondary schools in South Carolina and four surrounding states, North Carolina, Georgia, Florida, and Virginia. For example, the entering class for fall 2006 included students from 40 states and 10 foreign countries. Most of our adult students are employed in the Lowcountry.

7. Your key competitors.

The Citadel's key competitors are the other four-year State colleges and universities. Additional competitors for The Citadel's College of Graduate and Professional Studies are the extension programs that have moved into Charleston, both USC and Clemson, and the non-traditional Troy State, Webster, Springfield College, Strayer College, and City College.

8. Your principal factors that determine your competitive success.

The Citadel's vision, core values, and mission (See Section I, item 1) remain our strength. The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Significant steps are being taken to strengthen our leadership development model to include an extensive four-year Values and Respect Program. This program begins on the very first day the new freshman class arrives on campus and continues through the senior year during which cadets assume responsibility for cadet life. The importance of developing principled leaders has never been greater, and The Citadel continues to strive for excellence in that endeavor, which includes all students.

9. Your key strategic challenges.

The Citadel has identified the following as barriers and has attempted to address these through budget requests and fundraising efforts: Insufficient State Appropriations, Aging Facilities (Lack of a State Bond Bill in Recent Years), Insufficient Need Based Scholarships, Increasing Operating Expenses (Recruitment and Retention of Quality Faculty and Staff, Construction Costs, Contracting Costs, Utility Costs), Unfunded Deferred Maintenance.

10. Your performance improvement systems

In addition to the accreditation reviews described in Section II, item 4, The Citadel at present has five continuing improvement systems.

- a) **Internal Assessment Process of the College.** Each budgeted school/department of the College presents an annual assessment report on its programs/services/activities. These reports are submitted each June to the Office of the Associate Provost which is responsible for compiling these reports for the use of the Provost, Vice Presidents, and President in developing the budget and allocating the resources of the College. Each report includes the following: Mission/Purpose, Expected Results, Assessment Tools, and Assessment Results/Actions Taken/Resources Needed.
- b) **Update on Strategic Initiatives presented annually to the Board of Visitors.** (See Attachment I)
- c) **Institutional Effectiveness Report to the Commission on Higher Education.** Pursuant to [Section 59-101-350 of the SC Code of Laws, 1976, as amended](#), the CHE collects and reports on institutional effectiveness (IE) information from each of the thirty-January and made available to each institution and the public. The information regarding institutional effectiveness reporting required by Section 59-101-350 includes specific metrics in thirteen different areas.
- d) **South Carolina's Performance Funding System for Higher Education.** Act 359 of 1996, commonly referred to as the "Performance Funding Legislation," requires that State colleges and universities be evaluated in the following areas: Mission Focus (three specific areas), Quality of Faculty (three specific areas), Classroom Quality (seven specific areas), Institutional Cooperation and Collaboration, Entrance Requirements (five specific areas), Graduates' Achievements (10 specific areas), User-Friendliness of the Institution (eight specific areas), and Research Funding (three specific areas)
- e) **The State Budget and Control Board Higher Education Accountability Report.** This is the first year that State colleges and universities have been required to participate in this process. It is expected that this will become a fifth assessment process for The Citadel.

11. Your **Expenditures/Appropriations Chart**
See Attachment II.

12. Your **Major Program Areas Chart**
See Attachment III.

13. Your organizational structure.

The Citadel's Organizational Chart is included in landscape format as the first document after the body of the report.

SECTION III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

The Leadership Category examines how your organization's senior leaders guide and sustain your organization. It also examines your organization's governance and how your organization addresses its ethical, legal, and community responsibilities.

1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

The Citadel develops and refines its mission and vision through the strategic planning process detailed in Category 2 below. In the latest strategic planning effort, the College developed statements of vision, mission, and core values, and the senior leadership of the College decided to place these statements in all classrooms and on bulletin boards in the academic, administrative and cadet areas as constant reminders to students, faculty, and staff of the principles by which The Citadel is committed to operate. The vision statement – Excellence in the education of principled leaders – appears on the home page of the web site and in college-wide publications produced by the VP for Communications. These publications go primarily to external audiences – alumni, donors, parents, prospective students and officials.

Four years ago, The Citadel Staff Council adopted an employee code of ethics that sets forth expectations of all employees in view of The Citadel's mission. The Citadel Faculty Council also adopted a code of ethics that embraces The Citadel's mission in an academic context. All new employees now sign a statement of agreement to uphold The Citadel's code of ethics.

Senior leaders have regular meetings with the heads of the departments/operations under their supervision. These meetings provide the forum for discussions of mission, vision, and values as well as day to day operational and budgetary issues.

2. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The Citadel provides annually workshops and briefings on such legal and ethical issues as sexual harassment, sexual assault, FERPA regulations, state and federal guidelines for fiscal and regulatory accountability. Institutional, state, and federal regulations regarding purchases, travel, per diem, etc. are strictly enforced. The Citadel has established two ombudspersons to facilitate the reporting of illegal or unethical behavior. Internal and external audits are conducted regularly to ensure that the institution is in compliance with all regulations. Our communications on issues relating to legal matters that go to either the Board of Visitors or the news media are reviewed by the college attorney to ensure that we are protecting the privacy rights of cadets while still following our ethical obligation to provide accurate and timely information.

3. How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

The Senior Staff of the College (Provost, Vice Presidential Level Administrators, Executive Assistant to the President, Executive Director of the Citadel Foundation, General Counsel for the College, and representatives of specified organizations) meet weekly to share ideas and address issues. This group then meets with the President to ensure that he is aware of pertinent matters and activities. This enables the College to help the President schedule his time most effectively. A series of talking points has been developed and made available to those members of the faculty and staff who speak for the College so that communications on our mission and core values and particularly our current focus on values and respect are consistent and current. Each vice president periodically briefs the Senior Staff on key performance measures in his/her areas of responsibility.

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

Senior Leaders set the example for those in their areas by continuing to grow professionally themselves. They are active members of the primary professional organizations for their areas. They encourage members of their staffs to do the same. Funding is provided for professional development activities. Salary adjustments are made for completion of appropriate courses or programs. External funding is obtained for faculty development.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

One member of the faculty or staff each year participates in the South Carolina Executive Institute which is a venue for training leaders in public service.

The Citadel is a chain-of-command organization in its administration and the process of preparing subordinates to step-in when directors are away is a systematic way to groom staff members to accept higher positions.

6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

HR has a plan for compensation bonuses for times when employees have filled in for others, done an extraordinary job, completed an advanced degree, or acquired additional responsibilities or skills.

The quarterly and annual employee recognition programs highlight employees who serve others above and beyond the requirements of their jobs.

7. How does your organization evaluate the performance of your senior leaders, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The senior leaders—Provost and vice presidential level administrators—are evaluated annually by the President. The BOV evaluates the President annually. There is no formal evaluation of the governing board of the College.

8. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).

The Citadel has a full-time internal auditor who reports to the Office of the President. There are annual audits of financial records by State approved external auditors.

HR has a plan for compensation bonuses for times when employees have filled in for others or done an extraordinary job. The expectations of the College are that all such audits and reviews will provide no negative findings.

9. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization's students contribute to improving these communities.

Note: In describing your organization's support of the communities in which it operates, include the contributions of your senior leaders, faculty, staff, and students. Areas of community support appropriate for inclusion might include your efforts to strengthen local community services, community education, the environment, participation and practices of professional associations.

Members of the senior leadership are actively involved in local civic clubs and churches. Community service is emphasized through our Human Affairs program. The Citadel plays a significant role in community service in the Lowcountry in a variety of ways. The Corps of Cadets received national recognition for its community service efforts. The Citadel is a charter member of the Lowcountry Graduate Center which focuses on the educational needs of the Lowcountry.

Category 2 – Strategic Planning.

The entries in the Strategic Planning Chart are related to the items in Attachment I, “Fall 2005 Status Report on The Citadel Strategic Initiatives 2002-2012.” Entries in column 2 identify specific Strategic Initiatives being addressed, entries in column 3 identify the specific Actions addressing that initiative, and entries in column 4 identify the tables in which assessment data are being presented.

1. What is your Strategic Planning process?

The Citadel's Board of Visitors has approved a tri-level planning process for the College.

Level I (Strategic) Planning--While strategic planning is a continuing process at The Citadel, on a five-year cycle, or as internal or external circumstances may dictate, the College engages in a formal review of the current strategic plan. This review must be comprehensive enough to address all of the Citadel's resource allocation responsibilities (personnel, space, and support funds) and all program areas (instruction, administrative and student services, academic support, athletics, and physical plant). The aim is to ensure that the planning process is driven by assessment of institutional effectiveness and takes into account all relevant educational, economic, social and public policy variables, trends, and realities and that it leads the institution toward informed decisions about institutional priorities and goals.

Level II (Provost/Vice Presidential) Planning--In response to the strategic institutional goals or planning priorities that have emerged through the formal review of the current strategic plan, the provost and each vice president prepare action plans to include timelines and funding and resource requirements for addressing those strategic goals falling within his or her areas of responsibility. When resource requirements are expected to exceed those provided in the projected normal operating budget of the College, additional funding sources must be identified with revenue expectations for each. When these additional revenue sources are not expected to enable the College to address all strategic goals, priorities are proposed by the provost and vice presidents. As endorsed by the President and the Board of Visitors these Level II plans, proposed revenue sources, and proposed priorities become the Strategic Plan for the College.

Level III (School/Department/Unit) Planning--Each budgeted school/department/ unit prepares an annual plan within the context of the Strategic Plan, the Level II action plans prepared by the Provost/Dean of the College or its vice president, and any specific guidance provided by the Provost/Dean of the College or its vice president and/or the President. Because the implementation of a Strategic Plan is at least as important as the Plan itself, the Strategic Planning Council (SPC) monitors the implementation of each strategic plan and serves as the nucleus of the institutional planning process. The SPC is chaired by the Provost/Dean of the College and consists of the Chair of the most recent Strategic Planning Committee, Chair of the Faculty Council, Chair of the Staff Council, the Vice President for

Finance and Business Affairs, Associate Provost, and the Chair of the Strategic Planning Committee of the Board of Visitors.

The SPC is responsible for reviewing Level II provost/vice presidential plans in response to the strategic goals or planning priorities determined through the strategic planning process and making recommendations regarding Level II plans to the President and the BOV.

Once Level II plans are approved by the President and the Board of Visitors as the Strategic Plan of the College, the SPC provides annual assessment reports to the President and the Board of Visitors describing the progress of the College toward implementing the Strategic Plan. The SPC functions in these roles of overseeing and reporting through the life of the Strategic Plan. When it is deemed advisable by the President of the College (generally on 3-to 5-year cycle) or by the SPC (which would then petition the President), the College will implement a formal review of the current strategic plan. At these junctures in the planning process of the College, the SPC, assisted by the Academic Board, Faculty Council and Staff Council, recommends to the President its choice for a faculty member as the chair of the Strategic Planning Process and representatives of the various constituencies of the College who will form the Strategic Planning Committee.

It is the responsibility of the Strategic Planning Council to conduct the strategic planning process and prepare the strategic planning report to the President.

As the College's chief planner, the President is ultimately responsible for all strategic decisions and goals which come from the strategic planning process. He meets regularly with the Strategic Planning Committee to receive updates on their progress and to provide necessary information and guidance. The President is in regular contact with the Provost/Dean of the College, the Vice Presidents, the Commandant, the Director of Intercollegiate Athletics, and the Board of Visitors about the activities of and the recommendations issued by the Strategic Planning Committee.

After receiving the final report of the Strategic Planning Committee, it is the responsibility of the President to take that report with its recommended strategic goals to the Board of Visitors. Based on the action of the Board of Visitors, the President will charge the Provost/Dean of the College and Vice Presidents to develop their Level II plans for submission to the Board of Visitors. Action on these Level II plans establishes the next Strategic Plan for the College, and the planning cycle continues.

How does the Strategic Planning Process address:

a. Your organizations' strengths, weaknesses, opportunities and threats

The first step in the strategic planning process is to conduct a SWOT assessment. In this step, the various constituencies of the College are invited to participate. The constituencies are: student bodies of the College, parents and alumni/alumnae, faculty and staff, the BOV. The contributions of these constituencies are consolidated, reviewed, and refined by the Strategic Planning Committee before a final draft is presented to the President and the BOV.

b. Financial, regulatory, and other potential risks

The Vice President for Finance and Business Affairs serves on the Strategic Planning Council and is responsible for monitoring financial and regulatory issues that might influence the strategic planning process and the implementation of the strategic plan.

c. Shifts in technology, student and community demographics, markets, and competition

The Citadel has established a standing faculty Computer Advisory Committee to keep the College informed regarding the technology needs of student and faculty. To ensure that the highest priorities of the College regarding technology continue to be true to its mission, Information Technology Services reports directly to the Provost of the College.

The Recruiting Process for the Corps of Cadets is monitored through weekly reports that provide a continuing analysis of the potential size, quality, and composition of the incoming class. The projected size of the entering class is based on a model that includes the impact of fall to fall attrition by class with data from the past five academic years.

The College of Graduate and Professional Studies assumes primary responsibility for monitoring the academic needs of the community that might impact the College. The following characteristics are monitored annually and compiled for longitudinal studies: race, age, sex, education level, growth rate of population over 25 years of age, employment rate, new job growth, employment by sector, employment by local county and type of business, and income. Data is also collected on the advertising media that are most attractive to our students.

d. Long-term organizational sustainability and organizational continuity in emergencies

The senior staff of the College meets each Monday in preparation for a weekly meeting with the President. These Monday meetings are chaired by the Provost/Dean of the College and include all vice presidential-level administrators as well as representatives of key areas of the College. These meetings provide regular, face-to-face exchanges between those members of the staff who must assume most responsibility for implementing the strategic plan and assessing the continuing credibility of the strategic plan.

e. Your ability to execute the strategic plan

The Strategic Planning Council has specific responsibility for monitoring the implementation of the strategic plan of the College. Its composition is specifically designed to ensure that major internal components of the college are represented. This ensures that the implementation of the strategic plan is broadly monitored.

2. How do you evaluate and improve your strategic planning process?

Note: Strategic Planning process refers to your organization's approach (formal or informal) to a future-oriented basis for business decision, resource allocations and management, to include how relevant data and information are gathered and analyzed.

This process may use various types of forecasts, projections, options, scenarios or other approaches to address the future.

The BOV is provided an annual review of its Strategic Initiatives for 2002-2012, and the Strategic Planning Council monitors the progress toward addressing these initiatives as well as their continuing relevance. For example, the Strategic Planning Council with input from the Faculty Council, Academic Board, and senior administrators has developed extensive revisions for the Strategic Initiatives. These revisions include a number of specific goals for each initiative with associated time lines. These recommendations will be presented to the BOV at its 29-30 September 2006 meeting.

3. What are your key strategic objectives? (Address in Strategic Planning Chart)

The Citadel's key strategic objectives are presented in the Strategic Initiatives for 2002-2012 approved by the Board of Visitors. See Attachment I for the current report on the status of the College in addressing these objectives.

4. What are your key action plans/initiatives? (Address in Strategic Planning Chart)

See Attachment I for the current update on the status of the College in addressing the Strategic Initiatives 2002-2012.

5. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

As an academic institution, The Citadel's primary support processes must be related to the teaching/learning enterprise, and these have already been addressed. Methods for evaluating and improving support processes in the areas of information management, finance and accounting, facilities management, human resources, and administration in general are being refined.

At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, and the annually prepared Fact Book are the primary tools by which the College monitors action plans and their progress. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report for 2005-06 is included as Attachment I. Under the leadership of Lt Gen John Rosa, who assumed the position of president in January 2006, the College has developed significant revisions to the Strategic Initiatives that will be presented to the BOV in late September and is When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, we were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council has developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be presented to the Board of Visitors in late September. Again under the guidance of the President, a limited, well defined collection of key indicators/metrics is being developed by the Senior Staff of the College. These key indicators must be sufficiently broad to forecast the health of the College and its success in accomplishing its mission, while sufficiently focused to be manageable and useful. This will not replace the current assessment process, but will serve as an overall summarizing tool. The first step in the process is for the Provost and other vice presidential-level administrators to share the key measures/metrics by which they measure the success of their areas of responsibility. As an example, the Provost is presenting as his key measures/metrics: SAT and HS GPR for entering class; Cumulative and Term GPRs by class; Class Attendance; Student Evaluation of Instruction; Accreditation; and Faculty Salaries. Through this process of sharing, discussion, and "trial and error" will come those measures that will best evaluate the performance of the institution as a whole.

6. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Each budgeted department of the College presents an Annual Assessment Report through which it reports on initiatives, justifies resource requests, and provides assessment of its operations. Other performance measures are published in the annual Fact Book and the annual Update on Strategic

Initiatives 2002-2012. In the future, this process will be supplemented with an annual report on the selected indicators/metrics being developed.

7. How do you measure progress on your action plans?

Each operation provides assessment plans in its Annual Assessment Report, and an update on the status of the College in addressing Strategic Initiatives 2002-2012 is provided to the Board of Visitors each year. In the future, these will be supplemented with reports on the status of the selected indicators/metrics currently being developed.

8. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

The Citadel has identified the following as barriers and has attempted to address these through budget requests and fundraising efforts:

- Insufficient State Appropriations
- Aging Facilities (Lack of a State Bond Bill in Recent Years)
- Insufficient Need Based Scholarships
- Increasing Operating Expenses
 - Recruitment and Retention of Quality Faculty and Staff
 - Construction Costs
 - Contracting Costs
 - Utility Costs
- Unfunded Deferred Maintenance

The Citadel Board of Visitors, our governing board, adopted the following Strategic Initiatives in September 2002 for the period 2002 to 2012.

- A. Develop and formalize leadership programs, activities, and curricula.
- C. Make character development and ethics education fundamental components of The Citadel experience.
- D. Successfully complete a comprehensive fund-raising program in support of academics, athletics, and student life.
- E. Significantly enhance the facilities and technological support for students.
- F. Enhance the development of the College of Graduate and Professional Studies.
- G. Enhance the intellectual and academic learning environment for students and faculty.
- H. Ensure that the college has the leadership and talent necessary to accomplish these goals.

Strategic Initiatives D and E address the identified barriers to success. The other Strategic Initiatives are directed toward enhancing strengths of the College. See Attachment I for the current update on the status of the College in its efforts to address the Strategic Initiatives 2002-2012.

9. If the organization's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.

www.citadel.edu/r3/bov/policy/vision/index.shtml

Category 3 – Student, Stakeholder, and Market Focus

The Student, Stakeholder, and Market Focus Category examines how your organization determines the requirements, expectations, and preferences of students, stakeholders, and markets. It also examines how your organization builds relationships with students and stakeholders, and the key factors that attract

students, and lead to student and stakeholder satisfaction, loyalty, increased educational services and programs, and organizational sustainability.

Note: This category addresses students and external stakeholders only – Differing requirements may exist for your various internal customer groups.

1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

Typically, over 50% of each entering cadet class initially identify themselves as interested in The Citadel as our first contact with them. They have already determined that we offer something that they want. Approximately 25% of the class results from mailings to students identified through national vendors. We purchase names from a number of vendors (College Board, ETS, College Bound Selection Service, and National Research Center for College University Admissions). Each vendor has different information available on the students in their data files. We select names to purchase based on a selection of variables including interest in military colleges, ROTC programs, and majors that we offer. We also select from geographical areas that have been good markets. The remainder of the class is made up of students identified through other sources such as college fairs, participants at programs held on campus, or other indicators of potential interest such as Boys'/Girls' State, the Hugh O'Brien Leadership Conference, etc. Graduate and evening programs are developed and offered to meet the educational needs of the Lowcountry in cooperation with the Medical University of South Carolina and the College of Charleston.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

The Citadel administers a number of program-specific surveys, for example the Electrical Engineering Evaluation of Learning. The Citadel also uses three survey instruments to gather information from students.

Student Evaluation of Instruction--Each section of each course offered—fall, spring, Maymester, and Summer Sessions--is evaluated through the Student Evaluation of Instruction Instrument. Citadel Experience Survey--Each graduating cadet class is surveyed through the Citadel Experience Survey. This survey addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provide to encourage students to share suggestions, criticisms, and observations.

Alumni Survey--The Alumni Survey is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey will be administered in fall 2006 to graduates from the AY 2003-2004.

3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

The results of these surveys listed in item 2 are shared with the Office of the President, the Provost/Dean of the College, each vice presidential-level administrator, each academic dean, and the directors of each operation mentioned in the survey.

The CGPS has established an Alumni Round Table consisting of distinguished alumni who meet monthly to participate in the CGPS strategic planning processes. They provide information on alumni needs, contact to alumni in the community, and, because of their positions in the community, a business perspective for planning.

4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Follow-up surveys are reviewed to determine if concerns and issues persist.

The CGPS conducts semiannual satisfaction surveys. Subsequent surveys are designed around previous analysis. The CGPS Student Government Association also collects qualitative data that they provide in periodic reports to CGPS. CGPS maintains open email communications with all registered students and a comment/suggestion box in CGPS. The information is collected, collated, and analyzed. The prepared data is discussed in weekly CGPS meetings and provided to the Graduate Council and administration. The Student Government and CGPS have derived action items for the year 2007 from the dissatisfaction comments.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Note: "Educational programs, offerings, and service features" refers to key characteristics of programs, offerings, and services that are available throughout the period of time students attend your organization. This includes the period from the students' initial decision to enroll in your organization through the time of their departure.

Positive relationships are built with prospective members of the Corps of Cadets in the following ways:

1. **U.S. Mail.** Prospective students and applicants receive an extensive series of letters from various members of the campus community. These personalized letters encourage the students' interest and congratulate them when they receive academic acceptance. Letters from the Office of Admissions also provide students with valuable information regarding The Citadel and the admissions process.
2. **Telecounseling.** Approximately 20 trained cadets attempt 15,000-16,000 phone calls each year to prospective students and applicants. The telecounseling program allows cadets to answer questions about the cadet lifestyle while also advising students how to proceed through the admissions process efficiently.
3. **E-mail.** Prospective students and applicants receive a regular, personalized electronic newsletter called *Dawg E-Bites* from the Office of Admissions. These messages contain the subtitle "This Week At The Citadel" and are in the form of short narratives, with accompanying pictures, that depict life at The Citadel.
4. **Citadel Volunteers.** Originally called the Cadet-Alumni Procurement Program (CAPP) when it was created in 1973, the Citadel Volunteers (CV) Program, allows trained alumni to represent The Citadel at college/career fairs across the country. The 400-450 alumni who participate in this program can potentially speak to thousands of prospective students and applicants each year.
5. **Citadel Family Association.** Created in 1993, the Citadel Family Association (CFA) is a group to which all cadet parents/guardians belong. Representatives of the CFA are present at each Pre-

Knob (overnight visitation) Program for the purpose of meeting, and answering questions from, the parents of the academically-accepted students participating in the Pre-Knob Program.

The Associate Dean of CGPS has established open email communication with registered students. No student email goes over 24 hours without being answered. The CGPS web site is user-friendly and information packed. The Student Government site provides services, a discussion forum, and current information about textbooks, classes, and services. Student surveys have consistently reported high satisfaction with the academic quality of CGPS classes and instructors. Also, CGPS has a series of open houses to discuss programs with prospective students.

Category 4 – Measurement, Analysis, and Review of Organizational Performance

The Measurement, Analysis, and Review of Organizational Performance Category examines how your organization selects, aggregates, analyzes, manages, and improves its data, information, and knowledge assets. It also examines how your organization reviews its performance.

Note: The terms “information” and “analysis” refer to the key measurements used by your organization to analyze performance. Because of the key nature of the data and information, they should be linked to the organization’s operations, systems and processes described in your Business Overview and Category 6 – Process Management.

The term “knowledge assets” refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by your organization and its faculty and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities.

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

The operations, processes, and systems to measure/determine student learning are selected by the academic schools and departments and include administering standardized tests, embedding selected questions in tests and exams, developing student portfolios, student surveys, and capstone courses.

Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report for 2005-06 is included as Attachment I at the end of this document. Under the leadership of Lt Gen John Rosa, who assumed the position of president in January 2006, the College has developed significant revisions to the Strategic Initiatives that will be presented to the BOV in late September. At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, and the annually prepared Fact Book are the primary tools by which the College monitors action plans and their progress. When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council has developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be presented to the Board of Visitors in late September. Again under the guidance of the President, a limited, well defined collection of key indicators/metrics is being developed by the Senior Staff of the College. These key indicators must be sufficiently broad to forecast the health of the College and its success in accomplishing its mission, while sufficiently focused to be manageable and useful. In the initial stage of development, each vice president is presenting specific key measures by which the performance of his or her area of the College can be measured. As an

example, the Provost is presenting as his key measures/metrics: SAT and HS GPR for entering class; Cumulative and Term GPRs by class; Class Attendance; Student Evaluation of Instruction; Accreditation; and Faculty Salaries. Out of the key measures for each major area of the College will come those measures that will best evaluate the performance of the institution as a whole.

2. How do you use data/information analysis to provide effective support for decision making throughout your organization?

Note: Analysis includes trends, projections, comparisons, and cause-effect correlation intended to support performance reviews and the setting of priorities for resource use.

Analysis draws upon many types of data including student and stakeholder related requirements, operational, competitive, and others. (Results are reported in Category 7).

The primary source of data/information for the College is the Office of Institutional Research. Each year that operation provides CHEMIS data for the SC Commission on Higher Education and develops The Citadel Fact Book, the Common Data Set, and Student Profiles.

3. What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

See Item 1 above.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

See item 1 above.

5. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

When ever practical, decisions are based on trend data and not on one-time information. For example, the model on which the appropriate size for the incoming freshman class is based includes data from the past 8 entering classes, fall to fall attritions data by class, readmission data, and readmission retention data. The Office of Institutional Research is the primary source of data for college-wide decision making.

6. How do you translate organizational performance review findings into priorities for continuous improvement?

Results of the various assessment efforts of the College are shared with the Office of the President, the Provost/Dean of the College, the vice presidential-level administrators, the academic deans, and directors of the various operations included in assessment instruments. These findings are used in the annual budget development process.

7. How do you collect, transfer, and maintain organizational and employee knowledge?
How do you identify and share best practices?

The Citadel has developed a number of processes and documents for preserving institutional knowledge. Primary among them is the information presented on The Citadel webpage. Most operations have developed departmental web pages through which pertinent information is preserved and made widely

available. We welcome a visit to www.citadel.edu to see the volume of employee knowledge being preserved through this medium.

A number of operations must continue to depend on the documentation developed by individual employees. The software systems developed by Information Technology Services are typical examples. Individual employees are expected to document the programs they develop so that someone else could take over their maintenance and improvements.

Academic policies and practices are documented in undergraduate and graduate catalogues that are available both electronically and in hardcopy.

Category 5 – Faculty and Staff Focus

This Category examines how your organization enables faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans. It also describes how work environment and organizational climate improvement efforts are conducive to performance excellence and to personal and organizational growth.

Note: The term faculty and staff refers to your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization.

Faculty and Staff include managers and supervisors at all levels. Contract employees supervised by a contractor performing support processes should be addressed in Category 6 – Process Management.

1. How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans? How do you evaluate and improve your organization and HR processes?

The primary function of The Citadel Teacher-Scholar is effective teaching. Each faculty member is normally scheduled for 12 semester hours or 14 contact hours of lectures and labs (normally representing no more than three separate preparations.) When the teaching load consists only of laboratories or non-credit required physical education courses, the normal load is 16 contact hours. The normal teaching load allows for faculty involvement in student consultations and mentorships along with some scholarly activity. The College's reluctance to increase teaching assignments through overloads evolves from a desire to encourage out-of-class student contacts along with scholarship, professional activities, and service to the College and community.

The teaching load for faculty teaching graduate course work must reflect the expectations of accrediting bodies that these faculty spend additional time in student instruction through avenues such as mentorships, student collaboration in research, and non-credit seminars/symposia. The combined credit hour production from the undergraduate and graduate portions of the faculty member's teaching load should generate approximately the number of credit hours expected of a full-time equivalent faculty (FTEF) member in that discipline. The normal teaching load is nine (9) credit hours when one or more graduate courses are assigned.

The following faculty positions warrant a semester teaching load of 6 semester hours or 7 contact hours, regardless of whether these hours are graduate, undergraduate, or honors, with the associated reduction in expectations for credit hour production:

- academic department heads
- endowed chairholders
- Director, Honors Program

The following faculty positions normally warrant a semester teaching load of 9 semester hours or 10 contact hours, regardless of whether these hours are graduate, undergraduate, or honors, with the associated reduction in expectations for credit hour production:

- Chair, Faculty Council
- Chair, formal accreditation studies (national or regional) during the period of actual preparation of the study.

The responsibilities of these positions may, due to unusual circumstances, warrant an additional course reduction. Such circumstances must be presented in writing to the dean/department head.

The Citadel provides Faculty Development Funds through an annual award from The Citadel Foundation. A standing committee of the Faculty evaluates proposals and makes recommendations to the Provost.

For each staff position, there is a Position Description that describes the expectations of the position. The Faculty Council and the Staff Council serve as forums for discussion of faculty and staff development issues.

2. How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Faculty and staff initiatives are encouraged and recognized. Working groups such as the SIS Team bring users and ITS staff together to work on issues related to this software package. This coalition of staff assumes “ownership” for the administrative tool of the College. This approach is repeated in a variety of operational areas of the College.

3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

Sharing of best practices is encouraged at all levels from presidential staff meetings to daily conversations between colleagues. The faculty has established two standing discussion groups, Communication Across the Curriculum and The Citadel Academy for Scholarship, Teaching, Learning, and Evaluation. Through regular meetings of these groups, best practices in teaching, learning, and their scholarship are shared.

4. How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

The faculty evaluation system and the staff EPMS system provide for opportunities for feedback and support high performance work. The merit system provides graduated merit increases for higher level performance.

5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

While positions for state positions must be filled through formal searches, members of the faculty and staff, as appropriate, are encouraged to apply for and pursue these positions, as appropriate. Members of the faculty are provided opportunities to assume leadership positions through the Faculty Council and various accreditation reviews. Members of the staff have comparable leadership development opportunities through the Staff Council and assumption of duties in the absence of directors.

6. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

At initial hiring, the position announcements outline the education and training required. Once employed, faculty and staff are provided opportunities for professional development and to assume additional responsibilities. While most positions must be advertised and search committees formed, current employees are encouraged to apply.

7. How do you motivate faculty and staff to develop and utilize their full potential?

All members of the faculty and staff are evaluated annually, and part of the evaluation is critique by the department head, dean, or supervisor. One of the responsibilities of the critique is to encourage professional growth and development. The College also provides merit increases and other recognitions of exceptional accomplishments.

8. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

Both Public Safety and the Safety and Risk Manager report to the Vice President for Facilities and Engineering. Physical Plant Emergencies include: fire, electrical shorts, flooding from burst pipes or backed up drainage systems, leaking windows and roofs and those situations when additional damages will result if immediate repairs are not made. Non-emergencies include such events as : plumbing backups that do not result in overflow, plumbing that does not function when other facilities are available, lights that do not work and non functioning air conditioning.

The Safety and Risk Officer should be immediately notified anytime:

1. There has been a fire anywhere on campus that results in an injury to an employee or student, or if the fire required the use of fire fighting equipment (including portable extinguishers) or fire department response to extinguish.
2. An emergency involving any hazardous material occurs.
3. An accident or emergency that has resulted in significant (over \$1,000) in property damage has occurred.
4. An accident requiring transport by EMS or when a death has occurred.

Policies and procedures regarding public safety and emergency plans are available on The Citadel webpage.

9. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

The Faculty Council, Staff Council, Human Affairs Committee, and ombudspersons serve as forums for assessing faculty and staff well-being, satisfaction, and motivation.

10. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

Findings from the organizations named in item 9 are shared with the departments/operations/individuals named and adjustments are made. The administrative official responsible is charged to conduct follow up investigations.

Category 6 – Process Management

This Category examines key aspects of your organization’s process management, including key learning-centered processes for your educational programs, offerings, and services that create student, stakeholder, and organizational value. It also examines key support processes.

Note: Your key learning-centered processes are those most important to maximizing student success. They are the processes that involve the majority of your organization’s faculty and staff and produce value for students and stakeholders. They also include the learning-centered processes most critical to adding value to the organization itself, resulting in student success and educational growth. For example, your responses could include: how programs, offerings, and services are designed and delivered; the application of technology; the use of computer-assisted, distance, and Web-based learning, the importance or research and development, and the availability of offerings at different times and locations.

1. How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

Throughout its history, The Citadel’s primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

A complementary purpose of The Citadel, realized through the College of Graduate and Professional Studies, is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

The Citadel offers five undergraduate degrees with twenty major offerings, seven master’s degrees in twelve academic areas, and the specialist degree in two areas. The Corps of Cadets is a full-time residential student body functioning in a structured cadet lifestyle, and our graduate students are, in the main, practicing professionals who are employed full-time. The lifestyle of these groups requires that a great deal of learning take place in the classrooms. The Citadel, therefore, requires class attendance for all members of the Corps of Cadets and offers its degree programs through small classes taught by qualified, motivated faculty. This small student/faculty ratio is complemented with a variety of academic support services including full electronic access to Library holdings, extensive writing and learning strategy support, support for students with learning differences to help them become efficient

and independent learners, and programming and activities designed to increase the involvement of minority students in extracurricular activities.

The Citadel administers a number of program-specific surveys, for example the Electrical Engineering Evaluation of Learning. The Citadel also uses three survey instruments to gather information from students.

Student Evaluation of Instruction--Each section of each course offered—fall, spring, Maymester, and Summer Sessions--is evaluated through the Student Evaluation of Instruction Instrument.

Citadel Experience Survey--Each graduating cadet class is surveyed through the Citadel Experience Survey. This survey addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provide to encourage students to share suggestions, criticisms, and observations.

Alumni Survey--The Alumni Survey is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey will be administered in fall 2006 to graduates from the AY 2003-2004.

The Associate Dean of CGPS has established open email communication with registered students. No student email goes over 24 hours without being answered. The CGPS web site is user-friendly and information packed. The Student Government site provides services, a discussion forum, and current information about textbooks, classes, and services. Student surveys have consistently reported high satisfaction with the academic quality of CGPS classes and instructors.

2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

See item 1 above.

3. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

Every operation of the College is urged to be cognizant of ways to improve their areas of responsibility, and there are examples in every area. For faculty bringing technology into the teaching learning processes has been a major challenge. Classrooms have been renovated with multimedia capability to include internet access for complementing lectures. Through electronic data bases and campus networking, the Library has made it holdings available to its users whenever they are needed and wherever the user might be working. For the Registrar's Office and the SIS system, degree-audits, on-line grade submission, and on-line registration are but a few of the accomplishments. These kinds of advancements can be found in practically every area of the College and result in cost saving in personnel, supplies (paper and ink), and time.

4. What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

The key performance measures are user satisfaction and performance improvement. The performance measures are assessed through surveys, student participant performance, and annual assessment reports. Resource allocation for these processes is modified relative to their performance records.

5. How do you systematically evaluate and improve your learning-centered processes?

See item 4 above.

6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Note: Support processes are those that support your organization's products/services. For many organizations, this might include information and knowledge management, finance and accounting, facilities management, research and development, administration, intergovernmental relations, legislative and public affairs and marketing. Please address those key support processes unique to your organization and how you operate.

As an academic institution, The Citadel's primary support processes must be related to the teaching/learning enterprise, and these have already been addressed. Methods for evaluating and improving support processes in the areas of information management, finance and accounting, facilities management, human resources, and administration in general are being refined.

At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, and the annually prepared Fact Book are the primary tools by which the College monitors action plans and their progress. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report for 2005-06 is included as Attachment I. Under the leadership of Lt Gen John Rosa, who assumed the position of president in January 2006, the College has developed significant revisions to the Strategic Initiatives that will be presented to the BOV in late September and is. When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, we were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council has developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be presented to the Board of Visitors in late September. Again under the guidance of the President, a limited, well defined collection of key indicators/metrics is being developed by the Senior Staff of the College. These key indicators must be sufficiently broad to forecast the health of the College and its success in accomplishing its mission, while sufficiently focused to be manageable and useful. This will not replace the current assessment process, but will serve as an overall summarizing tool. The first step in the process is for the Provost and other vice presidential-level administrators to share the key measures/metrics by which they measure the success of their areas of responsibility. As an example, the Provost is presenting as his key measures/metrics: SAT and HS GPR for entering class; Cumulative and Term GPRs by class; Class Attendance; Student Evaluation of Instruction; Accreditation; and Faculty Salaries. Through this process of sharing, discussion, and "trial and error" will come those measures that will best evaluate the performance of the institution as a whole.

7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives?

Executing the Current Budget

Through The Citadel's Financial Resources System software package, each budgeted department has direct electronic access to its budget at all times and can move funds (except for utilities and personnel services) from one budget line to another when circumstances warrant. While any department may submit at any time through appropriate channels requests for additional funds/resources to address emergency needs, The Citadel has instituted a formal Mid-Year Review process for addressing unfunded requirements that present themselves during the current budget year.

June

Budget for current fiscal year is closed.
Board of Visitors approves budget for coming fiscal year.

July

New budget is implemented through various department accounts. Department heads validate new fiscal year budgets and notify Budget Office of any issues. Budget Office validates that budgeted revenues (student tuition/fees and State appropriations) and budgeted expenditures are in balance.

September-October

Budget Office conducts 1st Quarter review to ensure that revenues and spending are tracking with budget projections. Any discrepancies are reported to the departments.

November-December

Budget Office requests input for the Mid-Year Review. Through these requests, departments identify unfunded requirements for the current budget year and new requirements for the next fiscal year.

January-February

Budget Office conducts 2nd Quarter review, projects end-of-the-year revenue and expenditure levels, compares these levels with the budget, and determines if any funds can be made available to address unfunded requirements that have surfaced in the Mid-Year Review. Unfunded requirements are identified as one-time or recurring. Provost and Vice Presidents prioritize unfunded requirements and within the scope of available funds recommend to the President the funding of top priorities. The President makes final decisions on funding of unfunded requirements. Departments are notified of adjustments in budgets based of the Mid-Year Review process.

March-April

Budget Office conducts 3rd Quarter review; again projects end-of-the-years revenue and expenditure level, compares these with the budget, and determines if any actions are required.

June

Budget Office takes actions to close out the current budget year.

Developing the Budget

The development of the budget for the coming year takes place concurrently at the State and institutional levels.

State-Level Actions

September-October

Budget Office submits preliminary budget to State. This preliminary budget is based on historical data; projected enrollments; guidance provided by the Provost, Vice Presidents, and President; and Strategic Goals/Priorities of the College.

November-December

State Executive Office reviews preliminary budgets submitted by State agencies and provides a proposed budget/spending level for the State.

January-February-March

State Legislature reviews budget proposed by the State Executive Office.

April-May-June

Executive and Legislative branches of State government negotiate on final version of the budget/spending limit for each State agency and for the State as a whole.

June

State agencies are notified of State appropriations and budget/spending level authorizations.

Citadel Actions

September-October

Budget Office prepares preliminary budget for submission to State. This preliminary budget is based on historical data; projected enrollments; guidance provided by the Provost, Vice Presidents, and President; and Strategic Goals/Priorities of the College.

November-December-January

Through the Mid-Year Review process for the current budget, the Budget Office gathers information from the departments about unfunded requirements that are recurring or cannot be addressed in the current budget and new requirements.

February-March-April

Based on actual expenditures over the past two fiscal years, projected expenditures in the current year, projected revenues for the coming year, and unfunded requirements and requests for new funds identified in the mid-year review of the current budget and approved for funding in the coming budget year, the Budget Office prepares and loads into the College computer system proposed department budgets for the coming year.

May

Departments are provided electronically a computer screen (FRS screen 22) containing the revised budget for the previous fiscal year, the original and revised budgets for the current fiscal year, and the proposed budget for the coming fiscal year. Based on this data, departments can identify any additional unfunded requirements. The Provost and Vice Presidents review the proposed department budgets and additional unfunded requirements identified by departments in their review of proposed department budgets and make final budget adjustments based on the results of annual assessment reports of the departments and the strategic goals/priorities of the College. The final version of the proposed budget is presented to the President.

June

Proposed budget is presented to the Board of Visitors for final approval.

July

Proposed department budgets are adjusted to reflect final budget actions. Proposed budget becomes official budget, and execution of the budget begins.

Category 7 – Organizational Performance Results

This Category examines your organization's performance and improvements in: customer satisfaction, mission accomplishment and organizational effectiveness, financial performance, human resource results, regulatory/legal compliance and community support. Information is typically displayed by the use of performance measures.

Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Over the years, The Citadel has developed a variety of key indicators as it monitors organizational performance. Many of these are published in The Citadel Fact Book. Fact Book 2005 is available on The Citadel Web Page at www.citadel.edu/instresearch/adobe/factbook.pdf.

The Citadel has, in the main, measured its success against its own past performances. As an academic institution, The Citadel's primary support processes must be related to the teaching/learning enterprise, and these have already been addressed. Methods for evaluating and improving support processes in the areas of information management, finance and accounting, facilities management, human resources, and administration in general are being refined.

At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, and the annually prepared Fact Book are the primary tools by which the College monitors action plans and their progress. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report for 2005-06 is included as Attachment I. Under the leadership of Lt Gen John Rosa, who assumed the position of president in January 2006, the College has developed significant revisions to the Strategic Initiatives that will be presented to the BOV in late September and is. When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, we were not tracking some very important matters, and the Strategic

Initiatives were in need of work. Under his guidance, the Strategic Planning Council has developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be presented to the Board of Visitors in late September. Again under the guidance of the President, a limited, well defined collection of key indicators/metrics is being developed by the Senior Staff of the College. These key indicators must be sufficiently broad to forecast the health of the College and its success in accomplishing its mission, while sufficiently focused to be manageable and useful. This will not replace the current assessment process, but will serve as an overall summarizing tool. The first step in the process is for the Provost and other vice presidential-level administrators to share the key measures/metrics by which they measure the success of their areas of responsibility. As an example, the Provost is presenting as his key measures/metrics: SAT and HS GPR for entering class; Cumulative and Term GPRs by class; Class Attendance; Student Evaluation of Instruction; Accreditation; and Faculty Salaries. Through this process of sharing, discussion, and “trial and error” will come those measures that will best evaluate the performance of the institution as a whole.

Until these performance indicators are in place and being assessed, The Citadel’s primary source of performance data will be the Annual Status Report on the Status of Addressing Strategic Initiatives 2002-2012 (see Attachment I), the annual Fact Book (available on line at www.citadel.edu/instresearch/adobe/factbook.pdf), and Annual Assessment Reports.

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Two of the key measures for student learning are graduation rates and grade point ratios.

Table 7.1-1 Four- and Six-Year Graduation Rates

Table 7.1-1 Four- and Six-Year Graduation Rates

Fall	Headcount	Cumulative Graduation Rates	
		Graduated within 4 Years	Graduated within 6 Years
1991	538	56.10%	73.00%
1992	527	59.90%	76.80%
1993	518	59.60%	70.40%
1994	481	59.30%	66.40%
1995	499	62.50%	70.30%
1996	474	56.40%	66.20%
1997	441	62.30%	71.90%
1998	484	57.30%	66.00%
1999	517	55.00%	64.90%
2000	553		
2001	570		
2002	520		
2003	553		
2004	569		
2005	585		

Source: Institutional Research

Table 7.1-2 Cumulative and Term Grade Point Ratios by Cadet Class

Table 7.1-2 Cumulative and Term Grade Point Ratios by Cadet Classification

Cumulative Grade Point Ratios*												
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Freshman	2.25	2.32	2.21	2.39	2.36	2.34	2.56	2.50	2.55	2.71	2.58	2.56
Sophomore	2.46	2.40	2.51	2.49	2.51	2.56	2.59	2.62	2.56	2.57	2.74	2.65
Junior	2.64	2.61	2.62	2.62	2.65	2.67	2.72	2.72	2.71	2.67	2.69	2.84
Senior	2.63	2.70	2.67	2.68	2.72	2.73	2.72	2.75	2.81	2.79	2.74	2.75

Average Fall Term Grade Point Ratios by Cadet Classification*

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Freshman	2.25	2.32	2.21	2.39	2.36	2.34	2.56	2.49	2.55	2.70	2.58	2.55
Sophomore	2.61	2.59	2.64	2.63	2.61	2.68	2.76	2.68	2.62	2.60	2.76	2.71
Junior	2.97	2.90	2.96	2.86	2.96	2.93	2.97	2.97	2.87	2.79	2.83	3.04
Senior	2.90	2.91	2.99	3.02	2.99	3.03	3.03	3.02	3.05	3.04	2.99	3.10

*As of the end of the Fall Semester; excluded discharged cadets.

Source: Institutional Research Semester Grade Analysis

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Major key measures of student satisfaction are fall to fall retention rates for all classes. As an example, the following table provides freshman retention.

Table 7.2-1 Fall to Fall Retention Rates for First-Time/Full-Time Freshman Cadets

Table 7.2-1 Fall to Fall Retention Rates for First-Time/Full-Time Freshman Cadets

Fall	Headcount	Retention Rate after 1 Year
1991	538	74.30%
1992	527	83.80%
1993	518	82.70%
1994	481	80.30%
1995	499	84.20%
1996	474	77.80%
1997	441	76.60%
1998	484	77.10%
1999	517	73.70%
2000	553	81.00%
2001	570	78.40%
2002	520	77.50%
2003	553	80.50%
2004	569	81.90%
2005	585	

Source: Institutional Research

The Citadel continues efforts to enhance Academic Support Services. The following table presents expenditures in support of the Office of Access Service, Instruction, and Support (O.A.S.I.S.), that provide service for students with learning difference, Writing and Learning Strategies, and Multicultural Student Services.

Table 7.2-2 Expenditures in Academic Support Services

	2003-04	2004-05	2005-06
OASIS	\$291,057	\$303,778	\$327,741
Writing and Learning Strategies	\$108,342	\$154,365	\$187,776
Multicultural Student Services	\$ 103,211	\$105,239	\$10 2,589
Citadel 101	\$ 25,000	\$ 25,000	\$ 25,000
TOTAL	\$523,533	\$588,382	\$642,188

Student satisfaction is also assessed through the Citadel Experience Survey that is administered to each graduating cadet each spring. The results are provided to each organization or service addressed in the survey. Alumni are survey every other year, and results are shared.

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

The Citadel's financial statement audits going back to 1997 and NCAA audits going back to 1998 are available at <http://osa.sc.gov/statereports/citadel/>. Expenditures are closely monitored against budgets.

Table 7.3-1 Quarterly Budget versus Actual Expenditures (2004 VS 2005)

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
2004-05	38.9%	77.1%	89.1%	100.1%
2005-06	40.7%	81.7%	91.0%	101.8%
Five-Year Ave.	37.7%	73.7%	87.8%	101.4%

The Citadel continues its efforts to meet the goal of raising \$100,000,000 in its capital campaign.

Table 7.3-2 Cumulative Progress Toward Completion of Capital Campaign

June 30, 2003	\$31,725,179
June 30, 2004	\$50,338,935
June 30, 2005	\$62,899,261
June 30, 2006	\$83,061,000

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff wellbeing, satisfaction, and dissatisfaction?

The Citadel depends on the Faculty Council, Staff Council, and Human Affairs Committee to identify issues of concern to the faculty and/or staff. When such issues are presented, steps are taken to address them. For example, when issues of inequities in salaries and promotions were raised several years ago, the College engaged a consultant to review all faculty and staff salaries and compare them with national averages. Substantial salary increases were provided, and the College is committed to conducting a salary review every few years.

Key performance measures for faculty performance and development are funding levels provided for faculty research and development.

Table 7.4-1 Faculty Development and Faculty Research

	2003-04	2004-05	2005-06
Faculty Development	\$170,000	\$170,000	\$155,000
Faculty Research	\$195,000	\$195,000	\$219,000
Sabbatical Support	\$100,000	\$100,000	\$ 95,000
TOTAL	\$465,000	\$465,000	\$469,000

An additional key performance measure for faculty satisfaction is average salaries.

Table 7.4-2 Average Faculty Salaries by Academic Rank

**Average Salaries of Full-Time Faculty
2003-2004, 2004-05, 2005-06**

	Professor		
	2003-04	2004-05	2005-06
The Citadel	\$67,072	\$74,514	\$77,745
Coastal Carolina	62,281	68,471	71,845
College of Charleston	68,135	71,298	75,055
Winthrop Univ.	62,403	65,448	69,727

	Associate Professor		
	2003-04	2004-05	2005-06
The Citadel	\$55,885	\$60,986	\$64,425
Coastal Carolina	53,937	56,615	59,385
College of Charleston	53,901	57,400	60,165
Winthrop Univ.	54,456	57,919	60,168

	Assistant Professor		
	2003-04	2004-05	2005-06
The Citadel	\$47,148	\$48,957	\$52,627
Coastal Carolina	44,887	48,248	51,395
College of Charleston	45,268	47,196	49,596
Winthrop Univ.	45,908	47,433	50,621

Note: Faculty Salaries reported according to CUPA definitions

The Citadel continues to attempt to address outstanding performance by faculty and staff.

Table 7.4-3 Faculty and Staff Salary Increases

	2004-05	2005-06
COLA	4%	3%
Faculty Merit	\$149,973	\$ 90,152
Staff Merit	\$150,513	\$141,766

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

Tables addressing Student Performance/Development are presented in 7.1 and 7.2 above. Key measures of organizational effectiveness/operational efficiency are being developed as described in the introduction to this category.

A key measure in monitoring Strategic Initiative E, Enhance the intellectual and academic learning environment for students and faculty, is the scholarships and grants provide by the College.

Table 7.5-1 Scholarship and Grants Provided by The Citadel

	2003-04	2004-05	2005-06
Citadel Foundation Scholarships	\$4,204,074	\$4,366,278	\$4,020,553
Athletics Grants in Aid	\$1,898,302	\$2,081,551	\$2,140,729
Fee Abatements	\$ 929,398	\$ 996,406	\$1,115,789
ROTC Scholarships	\$ 479,673	\$ 421,470	\$ 412,100
TOTAL	\$7,511,447	\$7,865,705	\$7,699,171

The Citadel continues its efforts to improve an aging physical plant.

Table 7.5-2 Expenditures for Deferred Maintenance and Replacing Older Facilities

FY 2003-04	\$11,714,347
FY 2004-05	\$ 8,391,512
FY 2005-06	\$23,099,554

7.6 What are your performance levels for your key measures related to leadership and social responsibility:

a.) accomplishment of your organizational strategy and action plans

Since The Citadel considers service as a cornerstone of principled leadership, public service is reviewed each year. Three service awards (Ackerman Leadership in Community Award, Harry R. Dawley, Jr. Community Service Award, and Andrew Mazur Citizenship Medal) have been established to recognize exemplary records in community service. In 2004-05, the Corps of Cadets compiled a record of over 56,836 hours in community service.

The **Krause Initiative in Ethics and Leadership**, in support of The Citadel Vision, is a college-wide effort to enhance leadership development and ethical growth at The Citadel.

Established in July of 2003, the mission of the Krause Initiative is to provide institutional programs and activities that will help strengthen The Citadel's preparation of principled leaders. Supporting The Citadel's core values, the Krause Initiative promotes the ethical growth and leadership development of our students while serving as a model for peer institutions.

Table 7.6-1 The Krause Initiative

	FY 2004	FY 2005	FY 2006
Citadel Subsidy	\$ *	\$ *	\$ 8,135
Krause Funds	\$62,220	\$68,346	\$85,029
TOTAL	\$62,220	\$68,346	\$93,164

The Citadel continues to market its CGPS programs aggressively.

Table 7.6-2 Marketing Expenditures for College of Graduate and Professional Studies

	2003-04	2004-05	2005-06
Advertising	\$ 52,636	\$ 66,306	\$ 63,185
Salaries	\$ 48,000	\$ 68,111	\$ 68,111
TOTAL	\$100,636	\$134,417	\$131,296

The Citadel continues effort to enhance the technological environment of the College in support of teaching and learning.

Table 7.6-3 Expenditures for Information Technology in Support of Teaching and Learning

	2003-04	2004-05	2005-06	TOTAL
Data Processing Supplies	\$135,638	\$359,283	\$690,450	\$1,185,371
IT Equipment	\$250,915	\$ 42,986	\$ 19,034	\$ 312,935
Software less than \$100,000	\$ 340	4,421	\$ 32,537	\$ 32,537
Equipment	\$ 50,026	\$154,082	\$102,132	\$ 306,240
TOTAL	\$436,919	\$560,772	\$839,392	\$1,837,083

b.) stakeholder trust in your senior leaders and the governance of your organization

Not assessed at this time.

c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

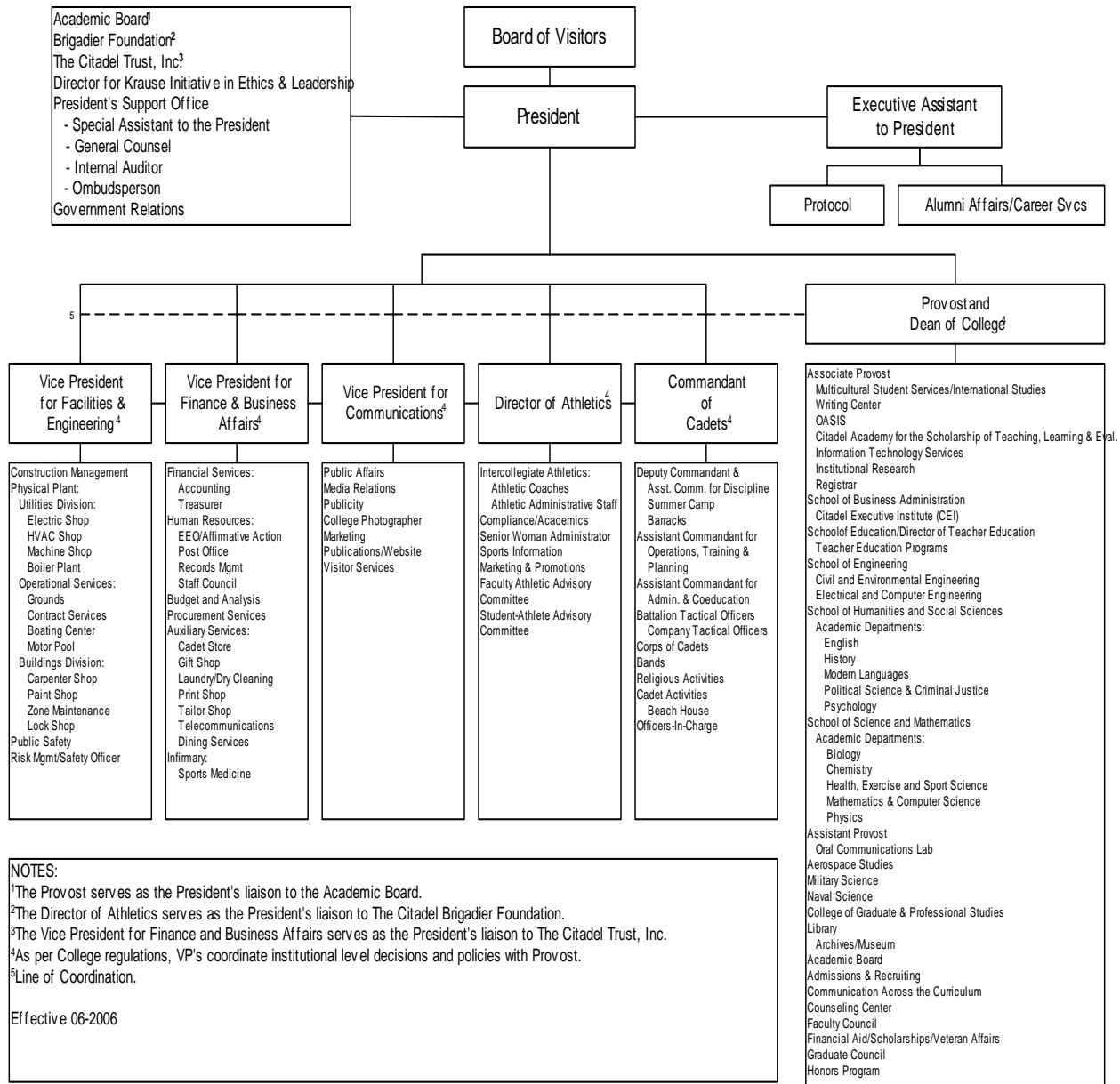
Note: Please address only top-level results showing aggregate measures of organizational performance that are reflective of the value added to students, faculty and staff, and stakeholders. Please include comparative data as applicable. These results are typically captured in performance goals and planning documents.

The Citadel has selected as a key measure of fiscal accountability the monitoring of expenditures against budget. See Table 7.3-1 above.

The Citadel's procurement services are audited every three years by the Materials Management Office of Audit and Certification. The last audit was from January 2001 through December 2004. The Citadel's compliance record is also part of each external financial audit.

Because The Citadel's operating budget has remained fairly stagnant over the past several years and there has been little flexible funding, we have measured our success in terms of actions taken to address the mission of the College and specifically the Strategic Initiatives 2002-2012 approved by the BOV. Those actions for 2005-06 are presented in Attachment I.

The Citadel
 Organization and Function Chart
 June 28, 2006



Attachment I

Fall 2005 Status Report on The Citadel Strategic Initiatives 2002-2012

A. Develop and formalize leadership programs, activities, and curricula.

Status: On-going

Actions Taken Thus Far:

1. Integrate and coordinate the various leadership activities on campus.
 - a. LTC Weart, Director of the Krause Initiative, has developed a draft Principled Leader Development Concept to provide an integrated institutional philosophy on developing principled leaders.
 - b. The Summer Leadership Seminar for rising Corps leaders has been redesigned to incorporate Human Affairs Team Training and the Honor Education Program.
 - c. A new four-year Honor Education Program has been designed and implemented emphasizing the Spirit of the Honor code and the expectations that cadets will develop into ethical role models.
 - d. The Class Absence System continues to be refined to improve responsiveness, to elevate the academic consequences of disregarding the academic policy of mandatory class attendance, and to provide cadet academic officers more direct involvement in implementing the system. The following specific improvements were added in 2004-05:
 - 1) Faculty and Staff Company Advisors have been given access to Class Absence Data for their companies.
 - 2) Additional reports have been developed to assist Cadet Academic Officers, TAC Officers, and the Associate Provost in administering the CAS.
 - 3) Cadet Academic Officers have been provided explicit criteria on which class absences may be excused. A goal is to have most class absences handled electronically and to minimize the number of absences dealt with by the Cadet Academic Officers and the TACs.
 - 4) The Provost meets regularly with the Regimental Academic Officer to review class absences and other matters related to the academic performance of the Corps.
 - 5) The Provost met with the leadership of five cadet companies to critique their fall 2005 academic performances.
 - e. The full slate of seven women's sports all meeting NCAA and Southern Conference standards continues to enhance The Citadel's capacity to attract female applicants and to provide female cadets the opportunity to develop as principled leaders in competitive

Division I athletics programs. Of the 128 female cadets enrolled at end of Drop/Add in fall 2005, 63 are athletes.

- f. In an effort to improve relationships within the Corps, the cadet human affairs team under the leadership of the Regimental Human Affairs Officer has developed standardized lesson plans for alcohol awareness and human dignity. They have also developed tools for assessing the climate of the Corps on a weekly basis in order to identify issues and problems at the earliest stage.
2. Encourage the introduction of specific courses and programs (graduate and undergraduate) that address the issues of principled leadership within the context of sound academic practice.

An interdisciplinary minor in Leadership has been approved involving the School of Business Administration and the Departments of English, History, Political Science/Criminal Justice, and Psychology. In fall 2005, 11 cadets and 1 active duty student have elected this minor. The five courses in this minor attracted 78 students in fall 2005

3. Maintain staffing levels required to provide the leadership programs and activities necessary to achieve excellence in the education of principled leaders.
 - a. Each cadet company is assigned a TAC officer and a member of the faculty/staff as an advisor.
 - b. In its second year of existence, The Krause Initiative provides additional institutional depth and capability in the design, implementation, and assessment of leader development and ethical growth activities and programs

B. Make character development and ethics education fundamental components of The Citadel experience.

Status: On-going

Actions Taken Thus Far:

1. Emphasize character development by promoting formal and informal discussion of ethical principles and of approaches to moral dilemmas in all contexts--academic, athletic, military, and extracurricular.
 - a. The Common Reading Program for the entering fourth class cadets is in its second year. Theme, "Read to Lead," has been continued and *The Killer Angels* by Michael Shaara was again used as the required reading. Each fourth class cadet is provided a copy of this book in the summer before matriculation. He/she is encouraged to read the book and develop a journal in preparation for a required writing exercise during Academic Orientation. Entering cadets are required to write on one of the following topics:

Topic #1 (for those cadets who have read *The Killer Angels*): How has reading *The Killer Angels* affected your understanding of leadership?

Topic #2 (for those cadets who have not read *The Killer Angels*): A strong moral character provides a cornerstone for leadership, and cadets must continuously

choose the right path in life. Discuss the personal values that you feel will help you become a successful leader at The Citadel.

The papers are evaluated by Writing Center personnel, and the results are shared with the students and their English instructors.

- b. As part of the assessment of Citadel 101, fourth class cadets are asked for examples of positive and negative leadership they have experienced during their time at The Citadel.
 - c. A new integrated approach to promote greater leadership opportunities has been developed and implemented with activities that included a formal program, inspirational speakers, and selected alumni participation for selected cadet social events (junior class dinner, senior class ring dinner, Corps Leadership seminar, etc.).
 - d. Several Communication Across the Curriculum (CAC) faculty luncheons have been focused on promoting character and ethical development issues within the classroom.
2. Recognize the achievement of cadets who contribute significantly to the development of character within the Corps.
- a. Cadets may earn additional privileges or work off minor punishments through community service.
 - b. Three service awards (Ackerman Leadership in Community Award, Harry R. Dawley, Jr. Community Service Award, and Andrew Mazur Citizenship Medal) have been established to recognize exemplary records in community service. In 2004-05, the Corps of Cadets compiled a record of over 56,836 hours in community service.
 - c. The rank structure for Cadet Honor Committee Officers has been revised to enable those in these positions to serve as a senior ranking cadet on the Regimental and Battalion Staffs which adds focus and emphasis on the importance of the Honor System.
 - d. Regimental Human Affairs Team created a greater presence and improved support from the cadet chain of command through their integrated training, coordination with the Campus Human Affairs Committee, and active involvement with a variety of Corps issues.

E. Successfully complete a comprehensive fund-raising program in support of academics, athletics, and student life.

Status: On-going

Actions Taken Thus Far:

1. Acquire sufficient unrestricted and restricted private funding to allow The Citadel to operate with a stable funding base and to limit annual student tuition and fee increases to the Higher Education Price Index (HEPI).
 - a. Since 2003, the Dean of the School of Engineering has worked to raise over \$3,500,000 in cash, trust, estate trust, agreements, and equipment funds.

- b. The School of Business Administration Advisory Committee has contributed to date \$935,000 toward its fund raising goal of \$10,000,000.
- c. The School of Education has received two rather significant grants that provide additional funding. These are the federal GEAR UP grant of \$1,000,000 and a Wachovia Foundation Reading grant of \$250,000.
- d. The School of Humanities and Social Sciences has received a number of external grants and has raised \$75,000 toward the endowment of two scholarships for cadets.
 - 1) Dr. Conway Saylor, Professor of Psychology, has been awarded a grant from the State Department of Education for \$35,000 to increase service learning opportunities and assistantships for Citadel students.
 - 2) Dr. Virginia DeRoma, Assistant Professor of Psychology, has been awarded a grant for \$1,000,000 by the New Morning Foundation to provide service learning opportunities and assistantships for Citadel students.
 - 3) Dr. Marcus Cox, Assistant Professor of History and Director of the African American Studies Program, has been awarded a grant is from the Jesse Ball DuPont Foundation for \$89,900 in support of the African American Studies Program that provides role models for minority students (non-college) and service learning opportunities and an assistantship for Citadel students.
- e. The Citadel Foundation has received more than \$70 million in pledges and verbal commitments toward the \$100 million Campaign for The Citadel.
- f. Bill and Gay Krause have established a \$2,000,000 endowment to fund specific initiatives to refine and improve the dialogue on ethics and leadership within the College.
- g. The South Carolina Education Lottery is providing approximately \$500,000 annually in support of electronic technology upgrades.
- h. The Brigadier Foundation is contributing approximately \$900,000 for scholarships for cadet athletes, and in addition, the College abated approximately \$981,844 in fees for student athletes.
- i. The Citadel Foundation Annual Award in support of Academic Excellence is approximately \$3.5 million.
- j. The Citadel receives approximately \$246,000 in NCAA funds in support of the Athletics Programs.

F. Significantly enhance the facilities and technological support for students.

Status: On-going

Actions Taken Thus Far:

1. Continue construction and maintenance in accordance with priorities established in the Comprehensive Permanent Improvement Plan.

The replacement of Law Barracks (estimated \$23,000,000 project) is on schedule to be in full service for January 2007.

2. Reduce deferred maintenance at an acceptable annual rate.

The following represent significant deferred maintenance projects completed or underway since 2002. In addition, \$100,000 to \$700,000 is expended on classroom and laboratory improvements annually throughout the campus.

COMPLETED

Beach House Latrine Structural and Mechanical Repairs--\$245K
Byrd Hall Laboratory Renovations--\$117K
Byrd Hall Roof Replacement--\$195K
Classroom Multimedia Improvements--\$200K
Deas Hall Renovation (HVAC, roof and window replacements)--\$2.29M
Law Barracks Roof Replacement & Repairs--\$586K
Padgett-Thomas Barracks Chiller--\$1,047K
Mark Clark Hall Roof Replacement--\$195K
Mark Clark Hall HVAC Replacement--\$410K

UNDERWAY

Bond Hall Partial Roof Replacement--\$ 55K
Bond Hall HVAC Replacement--\$325K
Capers Hall Accreditation Improvements--\$154K
Letellier Hall Chiller Replacement--\$ 60K
Library Cooling Tower Replacement--\$61K
Vandiver Hall HVAC Upgrade--\$95K
Watts and Stevens Barracks Renovations--\$250K
Jenkins Hall Air Handler Replacement--\$275K
Jenkins Hall Cooling Tower Replacement--\$75K
Ventilation Dampers (Jenkins, Coward, Byrd)--\$20K
Boiler Plant Water Softener Replacement--\$22K
New Water Level Controls for Surge Tank--\$42K
Boiler Plant Water Level Controls (\$15K per Boiler)--\$45K
Boiler Plant Condensate Pit Repairs--\$15K
Boiler Plant City Water Pump--\$7K
Grimsley Hall Cooling Tower Repairs--\$5K
Duckett Hall Hot Water Pump Replacement--\$5K
Capers Hall Hot Water Pump Replacement--\$5K
High Voltage Transformer Oil Cleaning--\$15K

Bond Hall HVAC Controls--\$35K
 Capers Hall HVAC in CPU Labs--\$20K
 Coward Hall Kitchen Swamp Coolers--\$15K
 South Campus Water Booster Pump--\$10K
 PPLT Shops Heater Replacements--\$20K
 Bond Hall McQuay Air Cooled Chiller--\$100K
 Daniel Library 1st Floor Air Handlers--\$150K
 Campus Annual Fire Alarm Certifications--\$50K
 Old Alumni House Exterior Repairs--\$110K
 Old Alumni House Interior Repairs and HVAC--\$190K
 Faculty House Envelop Repairs and Asbestos Abatement--\$200K
 Boat Center Docks--\$45K
 Boating Center Shop Repairs/Improvements--\$60K
 Grimsley Hall Roof Repair--\$20K
 Capers Hall and Public Safety Roof Repair--\$110K
 Duckett Hall Repair Stucco Façade and Paint Building--\$450K
 Chapel Exterior Waterproof/Paint--\$200K
 Bond Hall Window Replacement--\$300K
 201 and 202 Richardson Window Replacement--\$55K
 Deas Hall Pool Deck Waterproofing--\$150K

3. Develop and support enhancements in technology that improve the teaching/learning environment and promote effective communication among The Citadel's various constituents.
 - a. Multimedia specialists in the Department of Information Technology Services have designed seventy-eight new multimedia classrooms. In 1997, only three of one-hundred classrooms deemed capable of conversion to multimedia facilities had been converted.
 - b. Duckett and Byrd Hall auditoriums have been converted to first-rate multimedia lecture halls.
 - c. The Citadel webmaster continues to develop programs that will allow the administration and faculty to add materials to the college website. In addition, he is assisting with the production of four electronic newsletters that provide information to various constituents.
4. Develop an automated interactive system for cadet accountability to encompass all major aspects of cadet life.

Development of an Electronic Sign-In/Sign-Out System, the next component for a comprehensive, integrated Electronic Accountability System for the Corp of Cadets, and hiring a programmer/analyst to develop and maintain the EAS are commitments in the Quality Enhancement Plan. A second trip to West Point is planned for spring 2006 to review once again the electronic accountability system developed there. To date, ITS at The Citadel has developed electronic accountability systems for Special Orders, Cadet Leaves, Infirmary Visits, and Class Attendances. LTC John Moore, Head of the Department of Mathematics and Computer Science, has developed an electronic "all in/all right" software system that was tested in Palmetto Battery in fall 2005. This system is intended to permit students to sign for the 1950 "all in/all right" check from various study sites on campus such as Daniel Library, Letellier Hall, Computer Labs, etc.

G. Enhance the development of the College of Graduate and Professional Studies.

Status: On-going

Actions Taken Thus Far

1. Develop and expand marketing activities in order to optimize program enrollment
 - a. CGPS ongoing recruiting activities include:
 - 1) Continued advertising relationships with the Charleston Regional Business Journal, Post and Courier, City Paper, and local radio stations.
 - 2) Redesigned graduate program brochures, advertisements, flyers, and promotional materials to achieve consistency and straightforward presentation.
 - 3) Continued relationship with Trident Technical College for undergraduate evening programs to include 2 + 2 in Business Administration, 2 + 2 Civil Engineering, and 2 + 2 in Electrical Engineering.
 - 4) Fall 2005 campaign “Learning. Living. Leading.”
 - 5) 2005-2006 CGPS Catalog in print and on disc.
 - 6) CGPS information sessions held twice a year for fall and spring enrollment; new student orientation held at the beginning of each semester.
 - 7) Fully operational online application for prospective students and continuous updates and improvements for web pages.
 - b. The College of Graduate and Professional Studies has taken a number of actions to serve its adult learners better.
 - 1) Admissions and Registrations have been enhanced to the director level, commensurate with the undergraduate admissions and registrations.
 - 2) A Student Government Association has been formed, and a Student Life coordinator in CGPS provides liaison and assistance to the Association.
 - 3) A network of adult learning web sites, topical materials, and current books are being collected as resources for faculty and staff with the long term goal of CGPS becoming a center of excellence for adult learning.
2. Ascertain the feasibility of additional off-campus course offerings to include distance learning capabilities.
 - a. The Citadel continues to be an active participant in the Lowcountry Graduate Center (LGC) with the College of Charleston and the Medical University of South Carolina. Major accomplishments include commitment to offer The Citadel’s MBA at the LGC, establishment of a Board of Directors and Executive Committee, obtaining State funding in

- the amount of \$760,000 (\$100,000 non-recurring), and initial discussions have been held with Georgia Tech and USC regarding offering master's degrees in engineering at the LGC. Discussion with USC and Clemson regarding the PhD in Education Leadership that could be an extension of The Citadel's Ed S in Education Leadership. These efforts have come to fruition with the agreement of Clemson University to offer its PhD in Education Leadership at the LGC. Discussions are ongoing with USC.
- b. The Citadel continues to investigate the feasibility of offering courses/programs in a distance learning format.
3. Continually monitor the need for new degree programs and implement them as studies demonstrate that they can be initiated and sustained.
- a. The Commission on Higher Education has authorized the change of the MED in Health, Exercise, and Sport Science (formerly the MED in Physical Education) to the MS in Health, Exercise, and Sport Science to reflect the more scientific nature of that program. This change was made effective fall 2005.
 - b. Because teacher education is still an important aspect of the work of the Department of Health, Exercise, and Sport Science, that department has added the MAT in Health, Exercise, and Sport Science. This degree was approved by CHE to be offered effective fall 2005 and is currently under review by the State Board of Education as a K – 12 certification program.
 - c. The CHE has approved two new master's degree programs effective fall 2005: MA in Biology and MA in Social Science.
 - d. School of Business Administration has developed cooperative dual degree programs with the Medical University of South Carolina. The MBA/PharmD program and MBA/MD program are in place, and a dual program with the Nursing Program is under consideration. A cooperative dual degree between The Citadel's MBA and the Charleston School of Law is also being developed.
 - e. Lowcountry Writing Project has expanded to include Winter and Advanced Institutes.
 - f. CGPS in conjunction with the School of Engineering offers the Technical Project Management Certificate Program.

H. Enhance the intellectual and academic learning environment for students and faculty.

Status: On-going

Actions Taken Thus Far:

1. Maintain accreditation through the Southern Association of Colleges and Schools and gain or maintain accreditation for each accreditable academic program.
 - a. The Citadel is regionally accredited by the Southern Association of Colleges and Schools. Undergraduate Civil and Electrical Engineering programs are accredited by the Accreditation Board of Engineering and Technology; the MBA and undergraduate Business Administration programs are accredited by the Association of the Advance Collegiate Schools of Business;

undergraduate and graduate Education programs are accredited by the National Council for Accreditation of Teacher Education; the MA in Psychology (Clinical Counseling) is accredited by the Masters in Psychology Accrediting Council; the Ed S in School Psychology is accredited by the National Association of School Psychologists; the undergraduate Chemistry program is accredited by the American Chemical Society; and the intercollegiate athletics programs are certified by the National Collegiate Athletics Association.

- b. The NCATE review in April 2005 resulted in renewed accreditation with conditions. NCATE will return to The Citadel in fall 2007 to review the new assessment procedures being developed by the School of Education. The assessment procedures will address the following two NCATE standards:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

It should be noted that all programs were given approvals by their Specific Professional Association, and Dean Tony Johnson is confident the School of Education will be prepared for the NCATE visit and that full accreditation will be forthcoming.

- c. With the hiring of a second doctoral-level faculty member in Computer Science, the Department of Mathematics and Computer Science is fully prepared to pursue accreditation of the undergraduate and graduate Computer Science programs. In preparation of submission of the application for accreditation to the Accreditation Board for Engineering and Technology, the MA in Computer and Information Technology, offered jointly with the College of Charleston, will undergo review by an external consultant in 2005-06. Members of the Department of Mathematics and Computer Science visited VMI in spring 2005 as that institution prepared for its ABET accreditation visit and will visit again in spring 2006 after the ABET visit is completed. The Citadel expects to present its self-study to ABET in the 2006-07 academic year.
2. Develop and implement a Quality Enhancement Plan to improve student learning.

The first draft of the QEP was submitted to SACS in February 2004. The SACS Reaffirmation Team visited campus 29 to 31 March 2004, and reviewed the QEP in great detail with the Leadership Team and individuals responsible for major portions of the plan. The follow-up report of the Visiting Team included nine specific "Needed Improvements" on the QEP. The College has now revised the QEP to address these concerns, and the revised QEP (titled "Improving the Academic Performance, Development of Principled Leadership, and Physical

Effectiveness of Fourth Class Cadets at The Citadel”) was submitted to SACS on 30 August 2004. The SACS approved The Citadel’s QEP at its December 2004 meeting in Atlanta.

3. Provide scholarship funding sufficient to meet established enrollment goals for academic and athletic programs.
 - a. In 2004-05, 1055 cadets, or 59% of the Corps of Cadets, received some sort of institutional scholarship, financial aid, or tuition abatement totaling more than \$7.0 million.
 - b. The Citadel Foundation Annual Award provided \$1,739,805: \$802,843 for Full Scholarships, \$515,492 for partial Leadership Scholarships, and \$421,470 for Military Scholarships (ROTC Scholarship Supplements).
 - c. The Brigadier Foundation provided about \$900,000 in athletics grants-in-aid.
 - d. The Daniel Fund provided \$98,750 in need-based aid.
 - e. The Citadel Trust provided \$1,416,784 in named scholarships.
 - f. The Citadel abated \$1,051,708 in out-of-state fees for athletes and members of the band.
 - g. The Citadel provided an additional \$1,180,551 in athletics scholarships through other funds (Daniel Fund, Unrestricted Gifts, and Auxiliary Services).
4. Provide resources (equipment, travel, tutors, recruiting, etc.) to enable student athletes to perform at high levels both academically and athletically.

At the request of the Athletics Department, the Writing and Learning Strategies Center has implemented study halls for cadet athletes. By spring 2003, these study halls included all freshman and sophomore athletes with cumulative GPR less than 2.000. Study sessions are conducted Sunday, Monday, Tuesday, and Thursday evenings and include learning strategies sessions and subject matter tutorials. A \$1000 cadet athletic tutor scholarship has been established.

5. Develop and implement a comprehensive plan to integrate academic support programs and to augment them as necessary to meet the goals of the institution.

The Writing and Learning Strategies Center continues to expand its academic support programs. (Jump Start, Athletic Study Hall, Study Hall for tours, MBTI, Writing Tutorials, Learning Strategies Workshops, Time Management Workshops)

6. Develop and implement a comprehensive plan to attract, select, and retain graduate and undergraduate students with high academic potential.
 - a. After the “patriotic spike” in admission experienced by The Citadel and the Service Academies in fall 2003, the size and quality of the entering class in fall 2004 settled back to the pattern of steady increase The Citadel has experienced over the past several years.

- b. The Office of the Vice President for Communications, through its webmaster, has taken significant strides in making The Citadel webpage more attractive, more easily navigated, and more user-friendly for those operations and programs on campus to “tell their story” (The Citadel Foundation and School of Business Administration, for example) to the public. It is anticipated that this will become an increasingly important recruiting tool for students, staff, and faculty.
- c. The Admissions Office is developing a new admissions video that emphasizes academic opportunities that The Citadel offers within its leadership laboratory. This video will replace one that was developed in 1998 and will provide material that can be posted on the website and delivered to prospective students in a way that takes advantage of different technologies.

G. Ensure that the college has the leadership and talent necessary to accomplish these goals.

Status: On-going

Actions Taken Thus Far:

- 1. Ensure that The Citadel recruits, develops, and retains the faculty, staff, and administration necessary to accomplish the goals of the institution.
 - a. Search committees were established to conduct nation-wide searches for the Dean of the School of Education and the Dean of the School of Science and Mathematics/Traubert Chair in Science and Mathematics. The search for the Dean of Science and Mathematics was extended to 2005-06, but Dr. Tony Johnson was selected as the new dean of The Citadel School of Education.

Dr. Johnson brings more than 30 years of experience in teaching and administration to his new position. Johnson has expertise in developing teacher education programs for early childhood, special education and secondary education. An honor graduate of Western Carolina University, Johnson holds an M.A. and Ph.D. in education from George Peabody College for Teachers at Vanderbilt University. His academic specialty is the history and philosophy of education. He has previously served as director of teacher education and head of the Teachers Academy at UNC-Greensboro. He has also served on the faculty of the University of Texas at San Antonio and the George Peabody College for Teachers at Vanderbilt.

- b. Search committees were established to conduct nation-wide searches for the President of the College and the Commandant of Cadets. Outstanding candidates were identified and subsequently selected for both positions.
- c. The College was successful in hiring 13 outstanding new members of the permanent faculty, and in most cases, departments and schools hired their first choices.

New Faculty Fall 2005

Dr. John Zardus, Assistant Professor of Biology
B.S., M.S., Brigham Young University; Ph.D., Northeastern University

Ms. Liz Arnold, Assistant Professor of Business Administration

B.A., University of Washington; Ph.D. (ABD), Rutgers University

Mr. David Kuhlmeier, Assistant Professor of Business Administration
B.A., Drake University; M.A., Ph.D. (ABD), Florida State University

Dr. Michael Dorko, Assistant Professor of Chemistry
B.S., M.S., University of Pittsburg; Ph.D., Michigan State

Dr. Joseph Wehrman, Assistant Professor of Education
B.S., Psychology & Sociology, Montana State University - Billings
M.S., Applied Psychology: Behavior Analysis, St. Cloud State University
Ph.D., Counselor Education, University of South Dakota

Dr. Siripong Potisuk, Assistant Professor of Electrical and Computer Engineering
B.S., The Citadel; M.S., Ph.D., Purdue University

Dr. Dena Garner, Assistant Professor of Health, Exercise, and Sport Science
B.A., Furman University; M.S., University of South Carolina; Ph.D., Oregon State University

Dr. Kym Kirby, Assistant Professor of Health, Exercise and Sport Science
B.S., Clemson University; M.A.T., Ph.D., University of South Carolina

Dr. Blain Roberts, Assistant Professor of History
B.A., Princeton University; M. Litt., University of St. Andrews; M.A., Ph.D., University of North Carolina at Chapel Hill

Dr. Elizabeth Stepp, Assistant Professor of Mathematics and Computer Science
B.S., Vanderbilt University; M.S., Middle Tennessee State University; Ph.D., University of Kentucky

Dr. Zane Segle, Assistant Professor of Modern Languages
B.A., M.A., University of Utah; Ph.D., University of Colorado

Dr. Catherine Burton, Assistant Professor of Political Science and Criminal Justice
B.A., M.A., University of South Carolina; Ph.D., Louisiana State University

Dr. Robert McNamara, Assistant Professor of Political Science and Criminal Justice
B.S., Western Connecticut State University; M.S. Southern Connecticut State University;
Ph.D., Yale University.

- d. In order to develop a more diverse future academic leadership team, the Provost has initiated a Provost's Administrative Fellows Program, including mentoring, seminars by senior administrators, case studies, and professional support.
- e. In an effort to increase retention and to develop succession planning for key leadership administration, a member of the Human Resources staff is currently attending a 12-week Dale Carnegie Leadership Development course. Upon completion of the requisite courses, Human Resources will either a) initiate appropriate steps for Dale Carnegie trainers to deliver

the Leadership program or b) develop a customized Leadership Development Program tailored to the strategic initiatives of the institution.

- f. The Human Resources Department continues to streamline the on-line application process to make it more user-friendly and to increase efficiency. When the on-line application capabilities were completed four years ago, the department only captured 33% of the applications electronically. Furthermore, H.R. was generically tracking the source of applications received such as “media advertisement” and “community agency.” Between the years 2000 and 2001, only 11 data sources were tracked. This has dramatically changed for the years 2002 - 2005. HR is now able to track 84 applicant data sources. In 2000 and 2001, 33–49% of all applications were submitted electronically. That percentage has increased to 54 – 61% for the last two years. Through a more accurate tracking of the source of applications, H.R. has been able to assess more accurately the ROI on advertising dollars spent and has been able to modify annual recruitment initiatives and advise hiring departments on the best utilization of advertising dollars. On average, Human Resources is receiving 5000 applications annually.
 - g. Human Resources has established two goals regarding retention of employees. First, no more than 15% of the permanent faculty and staff will leave the College in any one year, and second, no more than 8% of the departing employees will express dissatisfaction with their employment at The Citadel. The results of exit surveys administered by Human Resources indicate that of the 64 employees who left The Citadel in FY 2005 (47 resignations and 17 terminations), only 5% left state job dissatisfaction. The majority of the employees who resigned cited their reason for leaving as acceptance of other employment. These data fall well within the percentage goals for total annual loss of employees and for those leaving who were dissatisfied with their employment at The Citadel.
 - h. The Web Information System for Employees was put online as of February 2005, and faculty and staff were provided ample opportunities to be trained on the system. The WISE system allows employees to make changes online to their personal information, such as address and phone number, as well as view their paycheck form and change their withholding on their W4. These changes automatically update the Human Resources System and are checked on a weekly basis to ensure accuracy.
2. Ensure competitive salaries for faculty and staff as compared to our peer institutions.

All State employees received a cost of living allowance (COLA) of 4% on 1 Jul 2005. Additionally, merit increases were given in conjunction with performance reports. Employees received 1% for a merit rating of “substantially exceeds,” .75 % for a rating of “exceeds,” and .5 % for a rating of “meets.” The Citadel continues to provide salary increases for additional duties, additional skills and knowledge, reclassifications, and promotions.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 31,065,701	\$ 10,409,664	\$ 33,824,840	\$ 11,998,207	\$ 37,278,190	\$ 11,998,207
Other Operating	\$ 51,873,601	\$ -	\$ 55,432,170	\$ -	\$ 62,557,795	\$ -
Special Items	\$ 1,260,314	\$ 1,110,000	\$ 667,802	\$ -	\$ 861,564	\$ -
Permanent Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Case Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Distributions to Subdivisions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits	\$ 7,895,882	\$ 2,646,833	\$ 8,397,296	\$ 2,756,054	\$ 9,083,149	\$ 2,756,054
Non-recurring	\$ -	\$ -	\$ 500,000	\$ 500,000	\$ -	\$ -
Total	\$ 92,095,498	\$ 14,166,497	\$ 98,822,108	\$ 15,254,261	\$ 109,780,698	\$ 14,754,261

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ -	\$ -
Bonds	\$ -	\$ -