

**THE CITADEL
HIGHER EDUCATION ACCOUNTABILITY REPORT FOR 2012
16 September 2013**

SECTION I – Executive Summary

1. Mission and Values

The Citadel Board of Visitors adopted the following statements of Vision, Core Values, and Mission on 10 June 2011.

Statement of Vision

Achieving excellence in the education and development of principled leaders.

Core Values

Honor

First and foremost honor includes adherence to the Honor Code of The Citadel. A cadet “will not lie, cheat or steal, nor tolerate those who do”. The commitment to honor extends beyond the gates of The Citadel and is a life-long obligation to moral and ethical behavior. In addition, honor includes integrity; “doing the right thing when no one is watching”. Finally, honorable behavior includes exercising the moral courage to “do the right thing when everyone is watching”. The Honor Code is the foundation of our academic enterprise.

Duty

First and foremost duty means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of the Corps of Cadets and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

Respect

First and foremost respect means to treat other people with dignity and worth – the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel and the leadership of the Corps of Cadets. Finally, respect includes a healthy respect for one’s self.

Mission

As a higher education institution, The Citadel's mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment. A unique feature of this environment for the South Carolina Corps of Cadets is the sense of camaraderie produced through teamwork and service to others while following a military lifestyle.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

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 military environment. The cadet lifestyle provides a structured environment that supports growth and development of each student's intellect, discipline, physical fitness, and moral and ethical values. The four pillars which define The Citadel experience for cadets consist of these four developmental dimensions.

A complementary purpose of The Citadel, realized through The Citadel Graduate College 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.

Institutional Characteristics. The Citadel is a coeducational, comprehensive, public, four-year institution whose primary undergraduate student body consists of approximately 2,135 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its evening undergraduate and graduate programs, The Citadel Graduate College serves a degree-seeking population of approximately 1,200. The primary service area is the South Carolina Lowcountry. The Citadel Graduate College offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, Bachelor of Science in Electrical Engineering, and Bachelor of Science in Criminal Justice) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and The Citadel Graduate College enroll approximately 3,300 students, about three-fourths of whom come from South Carolina.

In its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its academic programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also address audiences beyond the college by sharing their knowledge with other scholars and with the public.

2. Major Achievements for 2012-2013

Citadel is pleased to highlight the myriad of achievements in 2012-2013 below:

U.S. News: The Citadel is No. 1 best public institution in the South for those offering a master's degree--The Citadel is the top public comprehensive institution in the South this year, according to the latest U.S. News & World Report rankings. In the 2013 rankings, The Citadel is also:

- No. 4 among the best public and private universities in the South offering up to a master's degree but few, if any, doctoral programs.
- No. 22 among the nation's best undergraduate engineering programs at schools where the highest degree is a bachelor's or master's.

LEAD 2018: Strategic Plan for Leadership Excellence and Academic Distinction completed its first year of implementation. The Citadel's LEAD 2018: Strategic Plan for Leadership Excellence and Academic Distinction was constructed thorough a campus-wide collaborative process. This plan communicates the institution's priorities for 2012-2018. The full plan, including objectives and key performance indicators is provided in Attachment II.

Service Learning Program Expands--- The Citadel's Service Learning Program expanded this academic year, providing cadets and faculty/staff with a wide variety of opportunities to serve the community and make a real impact on the lives of people throughout the greater Charleston area. The Citadel placed all sophomores in Service Learning activities during the fall and spring of 2012-2013.

Additionally, The Citadel offered service learning opportunities for all students, faculty, and staff members. The following chart provides a summary of service learning participation and impact:

Table D: 2012-2013 Academic Year Hours

Total Service Hours 2012-2013 By Category			
Category	# Students	Total Hours	\$Value
Poverty	454	3349	\$71,535
Education	1117	6602	\$141,019
Health/Disabilities/ Recreation	516	2215	\$47,312
Animals/ Environment	76	881	\$18,818
Totals	2163	13,047	\$278,684

Continued Expansion of The STEM Center of Excellence--In collaboration with Schools of Engineering and Science and Mathematics, the School of Education has created The Citadel STEM Center of Excellence. Consistent with a strategic initiative in LEAD 2018, the goal of the STEM Center is to “provide outreach to the region and server as a resource in its economic development.” During the 2012-2013 academic year, Citadel faculty developed a new Master of Education in Interdisciplinary STEM degree in collaboration with the STEM Center.

Expansion of Required E-Leadership Portfolios- All freshmen, sophomore, and junior cadets completed assignments within the E-Leadership Portfolio this academic year. The Citadel’s new E-Leadership Portfolio provides an electronic profile documenting and assessing students’ leadership development growth over time. This four-year initiative, starting in the freshman year, documents leadership outcomes through four pillars: academic, military, physical, and moral and ethical effectiveness. The portfolio includes a strong career development focus and all students will graduate with a complete E-Leadership Portfolio to share with potential employers and graduate schools. To date, The Citadel’s E-Leadership Portfolio contains 13,553 graded student artifacts, with 107 faculty and staff members assessing student work.

The Citadel Directors’ Institute (CDI)- The CDI was designed as a function to provide important forum for business and policy leaders to address the changing regulatory environment and fuel high level discussion about ethics in business and finance. Administered by the School of Business Administration, the CDI met with success and critical acclaim in its annual institute Spring 2013.

Academic Support Center Named Top in the Country- The Citadel’s Academic Support Center was selected as the winner of the 2011 Frank L. Christ Outstanding Learning Center Award from the

National College Learning Center Association (NCLCA). During the 2012-2013 academic year, the Center continued expanding its supplemental instruction program.

Expansion of The Citadel Success Institute- The Citadel Success Institute (CSI) is designed to help incoming freshmen make a successful transition through gaining an advance understanding of The Citadel by taking two academic courses and engaging in military and physical training the summer before matriculation. Due to the dramatic retention increases attributed to this program, The Citadel has grown the program from 67 students in 2007 to 296 students in 2013.

Development of a SACS Quality Enhancement Plan on Ethical Reasoning- The Citadel developed a four-year developmental model and quality enhancement plan focused on ethical reasoning during the 2012-2013 academic year. The ethical reasoning curriculum is embedded in the freshmen, sophomore, junior, and senior year academic leadership courses as well as the co-curricular Leadership Training Program. The plan incorporates a strong partnership with the Center for Global Ethics where Citadel students are gain an ethical fitness certification.

3. Key Strategic Goals

The Citadel Board of Visitors, our governing board, voted to approve LEAD 2018: The Citadel's Strategic Plan for Leadership Excellence and Academic Distinction in Summer 2012. These Strategic Initiatives espoused in the plan include:

- A. Develop Principled Leaders in a Globalized Environment.
- B. Strengthen the College through Institutional Advancement.
- C. Enhance the Learning Environment.
- D. Develop the Student Population.
- E. Enhance the Facilities and Technological Support for the Campus.
- F. Improve Institutional Effectiveness.
- G. Ensure the College has the Leadership and Talent to accomplish these Strategic Initiatives.
- H. Provide Outreach to the Region and Serve as a Resource in its Economic Development.

During the 2012-2013 academic year, The Citadel campus community implemented this new strategic plan which is provided in Attachment II.

4. Key Strategic Challenges

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

- Annual State appropriations levels
 - Does not cover HEPI annual inflation
 - Recruitment and retention of quality faculty and staff
 - Construction costs
 - Contracting costs
 - Energy costs
- Lack of State funded capital financing
 - Lack of a bond bill in recent years
- Inadequate need based scholarship funds
- Deferred maintenance deficits mounting (\$65 million)

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

The Citadel submits annually by law the Institutional Effectiveness Report. This report is based on annual assessment reports that are required of every budgeted department/operation 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. The Annual Accountability Report provides the College the opportunity to take a “big picture” look at all data that has been collected through various assessment activities across the College. The Citadel continues to take strong, aggressive steps to solidify and enhance its leadership development model as we strive 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 called “The Citadel Experience” that places the institution’s core values or “Honor, Duty, and Respect” as the cornerstone for The Citadel’s leadership development model.

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 Citadel Graduate College, 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 nineteen major offerings, six master’s degrees in sixteen 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 of 13:1 is complemented with a variety of academic support services including full electronic access to Library holdings, extensive writing and learning strategy support, supplemental instruction, 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 five distinct student bodies:

The Corps of Cadets-- Approximately 2135 young men and women are full-time, living on campus in barracks, and pursuing one of more than 19 undergraduate programs.

Active Duty Students—Approximately 80 young men and women who are non-commissioned officers in the Marine Corps or Navy and are pursuing one of more than 19 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, Criminal Justice, 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 six master's degrees in sixteen academic areas or the specialist degree in two areas. The vast majority of these students are working adults who are pursuing these degrees as professional development.

Veteran Cadets—This program serves approximately students who have previously served our country on active duty military status.

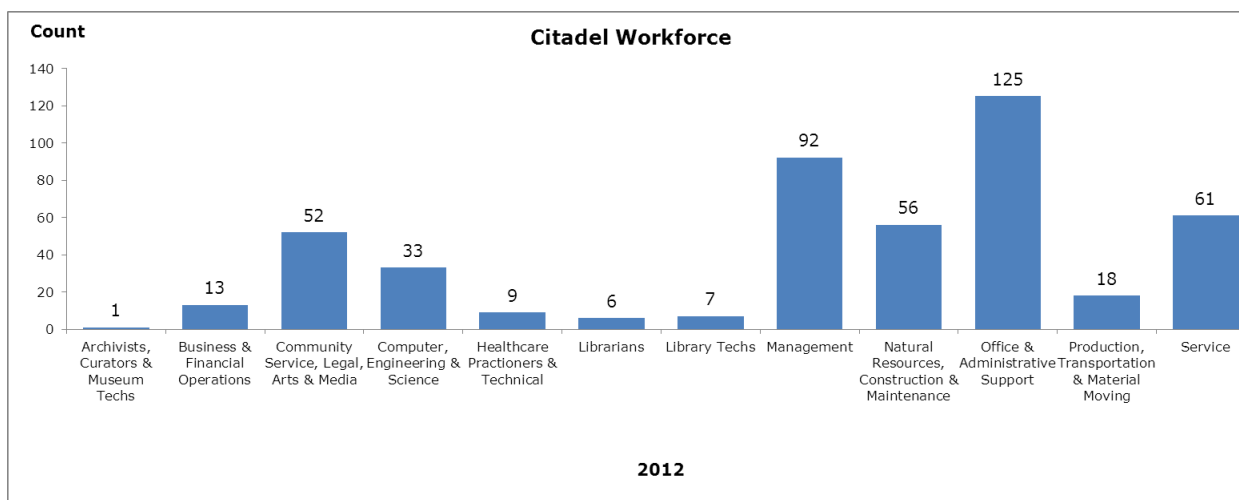
Other primary stakeholders are the parents of our students, alumni/alumnae, employers and the citizens of the Charleston area. The expectations of the students in our Corps of Cadets are an educational experience that will prepare them to take full advantage of the next phase of their lives. Most of 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 designed and 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 the Trident Research Center, 5300 International Boulevard, North Charleston, SC.

4. The number of employees you have, segmented by faculty and staff or other appropriate categories; NOTE: "Faculty and staff" refers to your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization. Contract staff supervised by a contractor should be addressed separately.

The composition of Citadel faculty and staff is depicted in the graph below according the HR data report published by IPEDS each November.



5. The regulatory environment under which your organization operates.

The Citadel is a four-year state college and operates under the following agencies and accrediting bodies.

South Carolina Commission on Higher Education(CHE)

The Citadel is a public 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 2010, and is scheduled to undergo its next reaffirmation of accreditation process 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 Computer Science programs underwent initial review in fall 2007. This was a very successful review, and full accreditation by ABET has been received retroactive to October 2006. Civil and Electrical Engineering programs were re-accredited in 2009.

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 Citadel hosted a very successful NCATE reaffirmation team visit in 2013, and all programs in the School of Education have been granted full accreditation.

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 successfully reaccredited in March 2010.

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. The Citadel hosted a very successful NCAA reaffirmation team visit in fall 2007, and all of The Citadel's sports programs have been declared to be in full compliance with NCAA rules and regulations.

The Ed.S. in School Psychology

This program is approved by the South Carolina Department of Education. Graduates are eligible for certification at the School Psychology II level in South Carolina. The program is also accredited by the National Association of School Psychologists (NASP, 1999), the National Association of State Directors of Teacher Education and Certification (NASDTEC, 1993) and the National Council for Accreditation of Teacher Education (NCATE, 1999).

The Master of Education in Counselor Education

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation in July 2005, effective until October 31, 2013, to The Citadel's School Counseling Programs which offer a Master of Education in Counselor Education.

The Master of Arts in Psychology: Clinical Counseling

This program offers graduate education for those interested in becoming professional counselors in community agencies, including college counseling centers, hospitals, mental health, and social services agencies. The program requires completion of 54 credit hours of coursework, typically completed in 2-1/2 to 3-1/2 years. The curriculum has been developed according to guidelines set forth by the Council of Applied Masters Programs in Psychology (CAMPP) and the program is accredited by the Master's in Psychology Accreditation Council (MPAC). Coursework is consistent with requirements for licensure as a Professional Counselor in the state of South Carolina.

6. 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 Plan that guides the priorities of the institution. The College provides the BOV an annual update on progress being made in addressing the Strategic Initiatives within the Strategic Plan adopted by the BOV in June 2012 for the period 2012 to 2018.

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 planning/budget approval process.

7. 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, this year's entering class included students from 36 states and 4 foreign countries. Most of our adult students are employed full-time in the Lowcountry.

8. Your key competitors.

The Citadel's key competitors are the other four-year State colleges and universities, including senior military colleges and military academies. Additional competitors for The Citadel Graduate College are the extension programs that have moved into Charleston such as the non-traditional Troy State, Webster, Springfield College, and Strayer University.

9. Your principal factors that determine your competitive success.

The Citadel's vision, core values, and mission (See Section I, item1) and the quality of our academic programs 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 "Citadel Experience" 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.

10. Your performance improvement systems

In addition to the accreditation reviews described in Section II, item 5, The Citadel at present has six 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 for Planning, Assessment and Evaluation 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. Institutional Assessment and key performance indicators in the strategic plan are also important performance improvement systems.

b) **Annual Report on the Strategic Plan presented annually to the Board of Visitors.** (See Attachment III)

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-three public institutions annually. The report is submitted to the General Assembly each 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) **The State Budget and Control Board Higher Education Accountability Report.**

This is the fifth year that State colleges and universities have been required to participate in this process. It is expected that this will become another important assessment process for The Citadel.

e) **The President's Dashboard.** The Dashboard is updated quarterly and is available on The Citadel's webpage at <http://www3.citadel.edu/instresearch/dashboard.pdf>)

f.) **Quarterly Reports to the President by each Vice Presidential Level Position.**

12. **Organizational structure**

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

13. Your **Expenditures/Appropriations Chart**---See Attachment V.

14. Your **Major Program Areas Chart**---See Attachment VI.

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. The Citadel implemented a new strategic planning process in 2009 as described in Category 2 below. Through this process, the College most recently re-affirmed statements of vision, mission, and made enhancements to the core values in June 2011, 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 core values are also highly visible on banners hanging from lightposts around The Citadel campus and barracks. 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 External Affairs whose publications go primarily to external audiences – alumni, donors, parents, prospective students, and officials. These values and vision is also communicated through the plan itself.

Over the past year, members of the Senior Staff of the College (Provost, Vice Presidential Level Administrators, Executive Director of the Citadel Foundation, Deans, and representatives of specified organizations), under the guidance of President Rosa, made significant strides in refining the planning and evaluation processes of the College, culminating in the development of The Citadel's new strategic plan. In the initial phase of this effort, each vice presidential level position provided the metrics/expected results most critical in determining the level of success of those operations for which he/she is responsible. Through an extensive process of discussion and refinement, a collection of metrics for the College has been developed and is presented in the Dashboard, that is available on The Citadel webpage at <http://www3.citadel.edu/instresearch/dashboard.pdf>. Each vice presidential level position presents to the President and Senior Staff a quarterly report on the metrics most critical to those areas for which he/she is responsible.

The Citadel Staff Council has adopted an employee code of ethics that sets forth expectations of all employees in view of The Citadel's mission. The Citadel Faculty Council has also adopted a code of ethics that embraces The Citadel's mission in an academic context. 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 create a sustainable organization with a focus on action to accomplish the organization's strategic 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, address issues, and plan for coming events. This group then meets with the President weekly to ensure that he is aware of pertinent matters and activities. Each vice president periodically briefs his department/operational leaders on key performance measures in his/her areas of responsibility.

3. How do senior leaders personally promote and support an organizational 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. In 2011, The Citadel also brought the National Coalition Building Institute (NCBI) to campus to conduct a diversity workshop for senior administrators and faculty. 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. The Citadel also maintains an anonymous reporting hotline for concerns. 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 our students while still following our ethical obligation to provide accurate and timely information.

4. How do senior leaders create an environment for organizational and workforce 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 for both faculty and staff members. Salary adjustments are made for completion of appropriate courses or programs. External funding is obtained for faculty development. The Provost has developed an internal program for professional development of faculty members who are interested in pursuing administrative positions as department head, dean, and provost.

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

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.

The Provost is developing a process for supporting members of the faculty who wish to prepare themselves for administrative positions as department heads, deans, and provost.

6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in 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, completed an advanced degree, or acquired additional responsibilities or skills. The President and senior administrators also hold regular Town Hall meetings to communicate key information as well as answer questions asked by the campus community. The Citadel website, Lesene Gateway (The Citadel's internal employee portal), and dogmail (The Citadel's daily internal bulletin) are all valuable communication mechanisms within the organization.

7. How does your organization evaluate the performance of your senior leaders including the head of the organization, 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. The deans of the five schools are evaluated by their faculty and department heads and by the Provost. Individuals are required to provide plans for addressing any concerns identified in the evaluation processes.

8. What performance measures do senior leaders regularly review to inform them on needed actions?

Over the past three years, 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), under the guidance of President Rosa, has made significant strides in refining the planning and evaluation processes of the College. In the initial phase of this effort, each vice presidential level position provided the metrics/expected results most critical in determining the level of success of those operations for which he/she is responsible. Through an extensive process of discussion and refinement, a collection of metrics for the College has been developed and is presented in the Dashboard, that is available on The Citadel webpage at <http://www3.citadel.edu/instresearch/dashboard.pdf>. Each vice presidential level position presents to the President and Senior Staff a quarterly report on the metrics most critical to those areas for which he/she is responsible. The Provost holds a meeting with his deans each week. This provides a forum for discussion of important issues facing the academic programs of the College.

9. 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).

During the 2012-2013 academic year, The Citadel employed an internal auditor who reports to the Office of the President. This position is shared with the Medical University of South Carolina. There are annual audits of financial records by State approved external auditors. Every individual at The Citadel is evaluated each year. These processes provide for an opportunity for each individual to meet with his/her evaluator, and this step provides the opportunity for concerns and issues to surface. The expectations of the College are that all such audits and reviews will provide no negative findings. The strategic planning process for the College begins with a SWOT assessment (our latest one completed in 2011), the results of which are reviewed periodically (see Category 2). The institution also participates in the Chronicle of Higher Education's Great Colleges to Work For Program, which administers a social climate survey every other year.

10. 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, the workforce, and the organization's students contribute to improving these communities.

Members of the senior leadership are actively involved in local civic clubs and churches. Community service is emphasized in our leadership development programs. The Citadel plays a significant role in community service in the Lowcountry in a variety of ways. All sophomore cadets are required to complete a service learning experience in one of 50 community organizations. The Citadel is a charter member of the Lowcountry Graduate Center which focuses on the educational needs of the Lowcountry. The Citadel has been a long time supporter of United Way, and the leadership of the College play active roles in this program each year. The addition of a new strategic planning initiative to "provide outreach to the region and serve as a resource in its economic development" underscores this commitment. The Citadel also partners with the Charleston Neighborhood Promise Project to improve surrounding elementary schools.

The Schools of Education, Engineering, and Science and Mathematics worked together to establish a partnership with the Charleston County School District to create a STEM (Science, Technology, Engineering, and Mathematics) Educational Center at The Citadel, and these schools are also developing a partnership with the Charleston County School District (CCSD) and the Charleston Metropolitan Chamber of Commerce to conceptualize and create a "high tech high school." The School of Education is transforming the GEAR UP and Wachovia Reading Literacy projects into a more sustainable partnership with the Charleston County School District. The School of Education maintains an active partnership with the Charleston County School District to offer master's program in educational leadership to a cohort of area teachers with leadership aspirations.

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants?

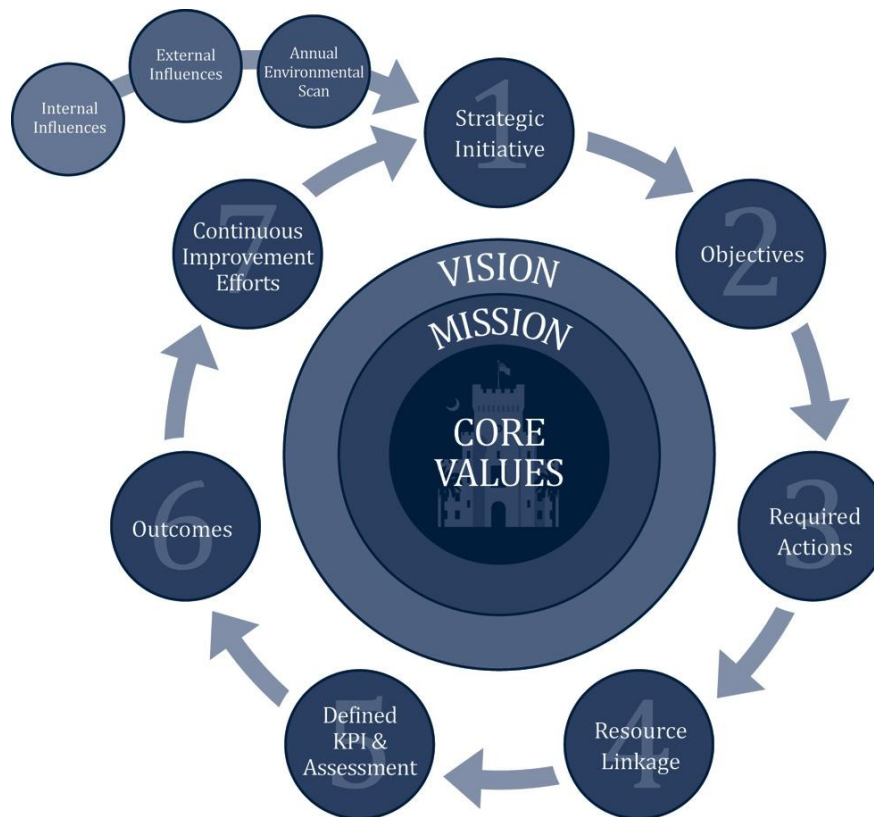
During the 2008-2009 academic year, The Citadel significantly modified the strategic planning process that has been in place since the 1980. The 2012-2013 academic year served as the first year of LEAD 2018: The Citadel's Strategic Plan for Leadership Excellence for Academic Distinction.

Strategic Planning Process

The Citadel's strategic planning process is depicted in the diagram below. A strategic planning website was launched (<http://www.citadel.edu/strategic-planning/>) and strategic planning folders with environmental scans, SWOT analyses, and proposal forms were distributed to every member of The Citadel's faculty and staff. In December 2011, we received strategic planning proposals from campus-wide constituencies. After carefully setting priorities, the Strategic Planning Working Group narrowed these proposals down to 8 strategic initiatives and 31 new objectives that best represent the stature and prominence we desire for The Citadel of the future.

Implementation of Strategic Plan

During the 2012-2013 academic-year, the first year action items in the new strategic plan were implemented. Results from this third year (2011-2012) are available in Attachment III.



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. The Citadel surveyed the entire campus community for feedback on strengths, weaknesses, opportunities and threats Fall 2011. The results of this SWOT analysis were distributed to the entire campus community in strategic planning folders to help inform the development of The Citadel's 2012-2018 Strategic Plan.

b. Financial, regulatory, and other potential risks

The Vice President for Finance serves on the Strategic Planning Working Group and is responsible for monitoring financial and regulatory issues that might influence the strategic planning process and the implementation of the strategic plan. The institution's SWOT analysis is also designed to capture potential risks.

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

The second component of the institution's strategic planning process is the completion of an Environmental Scan which analyses technology trends, student and community demographics, competition, faculty and staff hiring trends, and economic forces. The Citadel's most recent Environmental Scan was a 38 page document led in the creation by faculty librarians. The institution also maintains an active membership in the Society for College and University Planning (SCUP) which provides a quarterly analysis on trends in higher education. The Citadel also administers the College Board's ASQ+ survey every two years to assess shifts in student expectations and experiences.

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 Citadel Graduate College assumes primary responsibility for monitoring the academic needs of the Lowcountry 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. workforce capabilities and needs;

The Provost develops a faculty recruitment plan each year. Through this action, deans and department heads are presented the task of projecting and justifying their short-term (next academic year) and long-term (projected 3- to 5-year needs). These need projections include permanent faculty, visiting faculty, and part-time adjunct faculty. Based on these projects, the Provost develops the recruiting budget for the coming year. Other vice presidents develop similar personnel needs assessments that are presented as part of the annual budgeting process.

e. 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. The Citadel has developed extensive, detailed disaster plans that are reviewed periodically. For example, The Citadel's Hurricane Disaster Plan is available on the College's webpage.

f. Your ability to execute the strategic plan

Full implementation of the strategic plan is dependent upon securing funding from private donors through partnerships with The Citadel Foundation. The Citadel has carefully prioritized strategic planning items which require internal and external funding sources. The Strategic Planning Working Group (formerly 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 your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).

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

- Annual State appropriations levels
 - Does not cover HEPI annual inflation
 - Recruitment and retention of quality faculty and staff
 - Construction costs
 - Contracting costs

- Energy costs
- Lack of State funded capital financing
 - Lack of a bond bill in recent years
- Inadequate need based scholarship funds
- Deferred maintenance deficits mounting (\$70 million)

The Citadel Board of Visitors, our governing board, approved the strategic plan in June 2011. The following Strategic Initiatives were reaffirmed to form the foundation of the 2012-2018 strategic plan.

- A. Develop Principled Leaders in a Globalized Environment.
- B. Strengthen the College through Institutional Advancement.
- C. Enhance the Learning Environment.
- D. Develop the Student Population.
- E. Enhance the Facilities and Technological Support for the Campus.
- F. Improve Institutional Effectiveness.
- G. Ensure the College has the Leadership and Talent to accomplish these Strategic Initiatives.
- H. Provide Outreach to the Region and Serve as a Resource in its Economic Development.

Strategic Initiatives B, D, E, and F address identified barriers to success. The other Strategic Initiatives are directed toward enhancing strengths of the College.

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

The strategic planning process (depicted above) is a circular, continuous process with purposely designed linkages to assessment, budget, key performance indicators, and continuous improvement processes. The BOV is provided quarterly reviews of the Strategic Plan, The Citadel produces an Annual Report on the Strategic Plan (Attachment III), and the Strategic Planning Working Group monitors the progress toward addressing these initiatives as well as their continuing relevance.

4. 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 part of the strategic planning process, concrete and detailed action plans and budget requirements are linked to every objective. The BOV is provided quarterly reviews of the Strategic Plan, and the Strategic Planning Working Group monitors the progress toward addressing these initiatives as well as their continuing relevance. Progress is also discussed during monthly Vice President meetings. Taskstream accountability management software was purchased in 2009 and was implemented during the 2009-2010 academic year, enhancing the institutions ability to track progress on strategic planning initiatives.

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

The new Strategic Plan is communicated through a wide variety of mechanisms, including a printed version (See Attachment III), strategic planning website, and through communication cards. The plan is also communicated through targeted emails, town halls, and Citadel website announcements. Each member of the Senior Staff is responsible for keeping his/her areas of responsibility focused on how the strategic initiatives can be and are being addressed.

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

The BOV is provided quarterly reviews of the Strategic Plan, and the Strategic Planning Working Group monitors the progress toward addressing these initiatives as well as their continuing relevance. Progress is also discussed during month Vice President meetings. Taskstream accountability management software was purchased in 2009 and was implemented during the 2009-2010 academic year, enhancing the institutions ability to track progress on strategic planning initiatives during the 2012-2013 academic year.

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

The Citadel's Strategic Planning Website can be located at: <http://www.citadel.edu/root/theleadplan>

Category 3 – Student, Stakeholder, and Market Focus

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 in 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 College of Charleston.

Another critically important component of our recruiting process is The Citadel Volunteer (CV) Program, formerly known as the Cadet Procurement Program (CAPP). This organization was founded in 1973, and its mission, under the guidance of the Citadel Alumni Association and the Admissions Office, is to identify prospects and then recruit and assist qualified high school students through the matriculation process. Well over 300 alumni serve as Citadel Volunteers. The Citadel has compiled a list of 1064 high schools from 45 states from which at least 1 student has matriculated in the past 3 years. The Citadel Volunteers have initiated an Adopt a High School Program with the specific goal of covering at least 25% of these "Feeder High Schools."

The Citadel surveys the parents of matriculating cadets each fall. Through these surveys, we evaluate the services provided by Admissions, Financial Aid, Registrar, and Treasurer and receive specific suggestions for improving the Parents' Orientation in general. These ratings and suggestions are provided to the individual operations and the responsible vice president for action.

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, Schools of Engineering, Business Administration, and Education all use alumni surveys as parts of their accreditation reviews. The Citadel also uses survey instruments to gather information from students, alumni, and parents.

- **Student Evaluation of Instruction** is administered in each section of each course offered to provide information and the quality of our teaching and effectiveness of our courses. These evaluations include specific questions that are addressed in each section as well as questions for specific courses, sequences, or subsets of the curriculum.
- **Citadel Experience Survey** is completed by each graduating cadet and 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** 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 was administered in fall 2010 to graduates from the AY 2005-2006.
- **National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)** are administered each spring and contribute to our assessment of academic programs.
- **Cooperative Institutional Research Program (CIRP)** is administered to each entering freshman cadet and covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept.
- **Parents of Matriculating Cadets** are surveyed each fall as part of our efforts to assess the effectiveness and quality of our parents' orientation and the services we provide in our recruiting/admission process.

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

The results of the 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/department head, and the directors of each operation mentioned in the survey. The Citadel also presents the data in Town Hall meetings, campus workshops, and in CASTLE faculty meetings.

The CGC has established an Alumni Round Table consisting of distinguished alumni who meet monthly to participate in the CGC 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. The Graduate Student Satisfaction Survey administered annually also yields valuable results. The CGC Student Government Association is very active and provides valuable insights to student interests and needs.

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

See descriptions of surveys in items 2 and 3. Follow-up surveys are reviewed to determine if concerns and issues persist.

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.

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

- **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.
- **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.
- **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.
- **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.
- **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 Dean of CGC has established open email communication with registered students. The CGC 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 CGC classes and instructors. Also, CGC has a series of open houses to discuss programs with prospective students.

Communication with our Active Duty Students is accomplished in the main through the respective ROTC Detachments.

6. How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

The institution's complaint management process is closely linked with institutional published guidelines and regulations to ensure prompt and effective resolution. Published guidance and processes are in

place to facilitate a variety of complaints including grade appeals and admission appeals. Three ombudsmen are also available to help facilitate effective resolution of any complaints.

Category 4 – Measurement, Analysis, and Knowledge Management

1. How do you select which operations, processes, and systems to measure to determine student learning, and for tracking daily operations and overall 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. At the institutional level, The Citadel has implemented E-Leadership Portfolios, a four-year initiative to measure leadership growth and general education learning outcomes over time. During the 2012-2013 academic year, the freshman, sophomore, and junior classes completed portfolios. Next year, seniors will also be required to complete E-Leadership Portfolios.

Under the guidance of the President, a limited, well defined collection of key indicators/metrics has been 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. These metrics are updated quarterly and presented in the Dashboard on The Citadel webpage. In addition, each vice president presents a quarterly report addressing specific aspects of his responsibilities with appropriate metrics. Since the adoption of the Strategic Initiatives, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. At present, the Annual Student Surveys, the Annual Assessment Reports, the Status Report on Strategic Initiatives, the annually prepared Fact Book, quarterly reports from each vice presidential level position, and the President's Dashboard presentation of specific performance metrics are important tools by which the College monitors action plans and their progress.

2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

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, Student Profiles, and the President's Dashboard presentation of specific performance metrics. The Office of Institutional Research also administers numerous surveys throughout the year that provide data for decision-making.

3. How do you keep your measures current with educational service needs and directions?

Because cadet life plays such an essential role in The Citadel educational experience, The Citadel Experience Surveys are administered each spring to the graduating cadet class. This survey covers all aspects of our educational experience including academic programs, academic administrative services, cadet/barracks life, administrative services, etc. Our students' academic performance and retention rates are also monitored closely. The Social Climate Survey is administered to the entire Corps of Cadets every other year. In addition, alumni surveys are administered on a regular cycle. Moreover, the

institution also completes benchmark comparisons each year, to assess our current outcomes and spending in the context of other higher education peer institutions.

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?

The Citadel completes benchmark comparisons each year, to assess our current outcomes and spending in the context of other higher education peer institutions. We also monitor such metrics as standardized test scores and high school grade point ratios to track the relative quality of the students we are attracting. We monitor the academic performance of our students to track how prepared our admitted students are to master the academic programs we offer. This helps us determine appropriate academic support services. Graduation and retention are also important measures of the success of our students. Fund raising is a measure not just of our financial stability, but also of continuing alumni support and the external reputation of the College. These are among the primary factors that feed our planning and decision making processes.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students and stakeholders?

The Citadel utilizes a wide array of techniques to provide employees, students and stakeholders with information. The Citadel's External Affairs Office provides daily updates on important topics in the news. The Citadel's Lessene Gateway portal also provides an internal mechanism for campus announcements, employee information, and campus events. In addition, the College's internal portal is comprised of multiple information channels that "push" information to campus stakeholders. Scheduled town halls, faculty meetings, and department meetings also provide important communication pathways. Academic catalogs, faculty manuals, and student regulations also communicate important information.

The Citadel's website provides a wealth of information to the workforce, students and stakeholders. While all college web-pages are designed to communicate information, several sites are particularly data-rich. The Human Resources page maintains an accessible collection of college policies and regulations. The Office of Institutional Research maintains a page accessible to the public with the most current data needed for decision-making purposes. The strategic planning page communicates information and provides a pathway for involvement. The Commandant's Office provides daily training schedules for students.

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

Whenever 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 9 entering classes, fall to fall attrition 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. (See Item 1.) The institutional assessment plan coordinates the wide array of survey administrations each year to ensure data is available for decision-making purposes.

7. 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.

8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? 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. The Citadel's internal portal also provides a value medium for sharing best practices.

A number of operations must continue to depend on the documentation developed by individual employees. The software systems developed by Information Technology Services and Human Resources are typical examples. Individual employees are expected to document the programs and processes 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. Standing committees of the faculty present annual reports that are shared through The Citadel webpage, and the Faculty Manual is updated periodically. The Faculty Manual was updated this academic year.

Category 5 – Workforce Focus

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

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.) 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 normal teaching load is nine (9) credit hours when one or more graduate courses are assigned. Faculty positions carrying administrative responsibilities warrant a one or two course teaching load reduction. 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 achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

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

Standing and ad hoc faculty committees enable faculty from a variety of academic disciplines to come together to address issues or challenges facing the College. For example, the Committee on Evaluation of Instruction has been established to address all facets of this matter, and the Faculty Computer Advisory Committee ensures that the technology needs of our students and faculty are being met.

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 and learning and their scholarship are shared. Many of the institutional policies and procedures are preserved through General and Special Orders that are available on the webpage. The Citadel has also contracted with the Education Advisory Board to obtain cutting-edge research on a number of academic, financial, and student services processes.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, 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 ratings for higher level performance.

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Positions are filled through formal searches, and members of the faculty and staff, as appropriate, are encouraged to apply for and pursue these positions. 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.

5. How does your development and learning system for the workforce (leaders) address the following:

- a. development of personal leadership attributes;
- b. development of organizational knowledge;
- c. ethical practices;
- d. your core competencies, strategic challenges, and accomplishment of action plans?

Because of the nature of The Citadel’s workforce, distinct, but overlapping, development and learning systems have evolved for the faculty/academic administration, administrative staff, and that portion of

the workforce dealing directly with the Corps of Cadets and cadet life. These systems are not intended specifically to develop leaders, but to prepare the most effective workforce for addressing the mission of the College. All members of the various components of the work force identified above are provided workshops on dealing with diversity; sexual harassment; and inappropriate behavior related to the work place or classroom. New members for the faculty are provided a faculty and cadet mentor and a detailed orientation coordinated by the Associate Provost for Academic Affairs. New members of the administrative staff are provided a detailed orientation by Human Resources. New members who will deal with cadets and cadet life are provided a detailed orientation on their roles as leadership mentors. The development system for each workforce group includes presentations on the mission, core values, and strategic initiatives of the College. The President of the College updates the faculty and staff each year on the state of the institution and the progress on addressing our strategic initiatives.

6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Each member of the permanent faculty goes through 3 to 6 years, depending on academic rank, of extensive peer review before being considered for tenure and reviews by the department head or dean each year after tenure is awarded. In addition, members of the permanent faculty undergo post-tenure review each six years until retirement. Procedures and expectations for these reviews are presented in the Faculty Manual. The skills and competencies for staff positions are documented in the Position Description, and staff members are evaluated (EPMS) annually on their performances relative to their Position Descriptions.

7. How do you recruit, hire, and retain new employees?

Positions to be filled are widely advertised. The nature of the position will determine where the position will be posted. In the case of faculty and senior administrators, search committees are established, but in all cases, a carefully monitored process requires reviewing applications to determine if the applicant is qualified, selecting from among the qualified candidates those to be interviewed and why, documenting each interview, and selecting the most qualified applicant. This process is followed and documented in each search. For retention, The Citadel attempts to keep salaries competitive through frequent salary studies (four-year cycle), faculty and staff development opportunities, and recognition of individual accomplishments and contributions. The most recent salary study was completed in Fall 2008 and the final implementation of the study's recommendation occurred in Spring 2011.

8. How does your workforce education, training, and development address your key organizational needs? 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.

9. How do you evaluate the effectiveness of your workforce and leader training and development systems?

Each workshop/presentation is evaluated, the Faculty and Staff Councils serve as sources of input, and successes of employees are monitored.

10. How do you motivate your workforce 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.

11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The Citadel participates in the Chronicle of Higher Education's Great Colleges to Work for Program, which administers an annual social climate survey. A bi-annual SWOT Analysis survey is also administered which assesses faculty and staff perceptions. The Faculty Council, Staff Council, Human Affairs Committee, and ombudspersons serve as forums for assessing faculty and staff well-being, satisfaction, and motivation.

12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Findings from the surveys and organizations named in item 9 and 11 are used in the institution's strategic planning process and are shared with the departments/operations/individuals named and adjustments are made. The administrative official responsible is charged to conduct follow up investigations.

13. 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 firefighting 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.

Category 6 – Process Management

1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

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 Citadel Graduate College, 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 nineteen major offerings, six master's degrees in sixteen 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 multiple 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 provided 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 was administered in Fall 2012 to graduates from the AY 2006-2007 and is scheduled to be administered next in Fall 2014.

The CGC 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 CGC classes and instructors.

2. What are your organization's key work processes?

Since The Citadel is predominantly an undergraduate teaching institution, our key work processes all center around teaching and learning and supporting these activities.

3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

Results of all surveys and questionnaires are distributed to the Senior Staff, deans/department heads, and those operations addressed.

4. 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 services and efficiencies in its areas of responsibility, and there are examples in every area. 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 its holdings available to its users whenever they are needed and wherever the user might be working. For the Registrar's Office and the Banner Information 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.

5. How do you systematically evaluate and improve your work processes?

The strategic planning process drives institutional evaluation and improvement. Additional 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.

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

As an academic institution, The Citadel's primary support processes must be related to the teaching/learning enterprise, and these have already been addressed. Support processes in the areas of information management, finance and accounting, facilities management, human resources, and administration in general are evaluated through the Annual Assessment Reports, the Status Report on the Strategic Plan, the annually prepared Fact Book, the President's Dashboard, and the quarterly reports presented to the President and Senior Staff by each vice presidential level office of the College.

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 initiatives?

Through The Citadel's Finance module of Banner Enterprise Information System, 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. The Budget Office tracks revenues, expenditures, and the budget through quarterly reviews. 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.

Implementing the Budget

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 on the Mid-Year Review process.

March-April

Budget Office conducts 3rd Quarter review; again projects end-of-the-year 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

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 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

The Organizational Performance Results Category examines your organization's performance and improvement in all key areas: student learning outcomes; student- and stakeholder-focused outcomes; budgetary, financial, and market performance; workforce focused outcomes; process effectiveness; and leadership and social responsibility outcomes. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. 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. The Fact Book is available on The Citadel Web Page at http://www.citadel.edu/instresearch/efactbook/main_navmenu.htm.

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.

The Citadel's primary sources of performance data are the Annual Report on the Strategic Plan (see Attachment II), the annual Fact Book (available on line at http://www.citadel.edu/instresearch/efactbook/main_navmenu.htm), Annual Assessment Reports, and the President's presentation of specific performance metrics. A limited, well defined collection of key indicators/metrics have been developed by the Senior Staff of the College. The current status of each of these key indicators is presented in a Dashboard (available on line at <http://www3.citadel.edu/instresearch/dashboard.pdf>) that is available on The Citadel webpage. The Citadel also monitors comparison IPEDS data of 15 peer institutions very carefully. Since the adoption of the Strategic Initiatives, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. At present, the Annual Assessment Reports, the Status Report on the Strategic Initiatives, the annually prepared Fact Book, the President's Dashboard, and quarterly reports to the President and Senior Staff by each vice presidential office are the primary tools by which the College monitors action plans and their progress.

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

	Cumulative Graduation Rates	
	Graduated within	Graduated within
Fall	4 Years	6 Years
1994	59.30%	66.40%
1995	62.50%	70.30%
1996	56.40%	66.20%
1997	62.30%	71.90%
1998	57.30%	66.00%
1999	55.00%	64.90%
2000	62.40%	71.30%
2001	59.20%	65.20%
2002	59.18%	68.16%
2003	67.00%	75.50%
2004	63.30%	71.80%
2005	60.20%	70.30%
2006	56.20%	65.80%

Table 7.1-1b Four-Year Graduation Rates

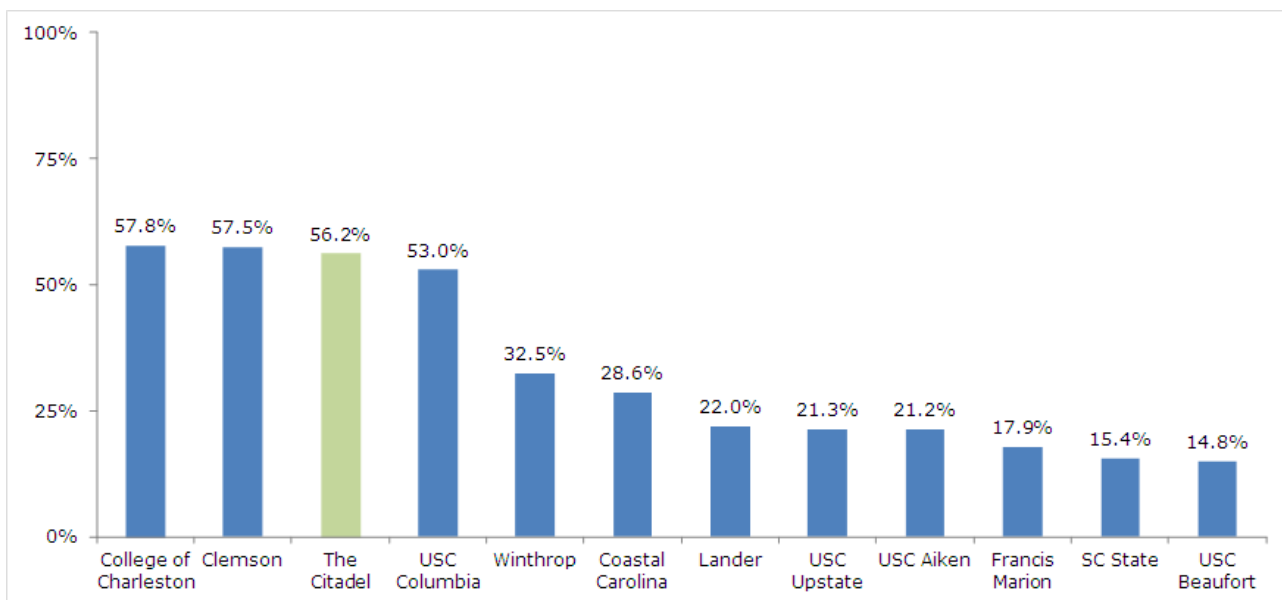


Table 7.1-2 Cumulative and Term Grade Point Ratios by Cadet Class
Cumulative Grade Point Ratios*

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
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Freshman	2.56	2.50	2.55	2.71	2.58	2.56	2.69	2.77	2.77	2.77	2.69	2.82	2.85
Sophomore	2.59	2.62	2.56	2.57	2.74	2.65	2.65	2.75	2.74	2.78	2.79	2.88	2.92
Junior	2.72	2.72	2.71	2.67	2.69	2.84	2.76	2.77	2.84	2.92	3.00	3.06	3.01
Senior	2.72	2.75	2.81	2.79	2.74	2.75	2.92	2.85	2.86	3.07	3.15	3.24	3.25

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
Retention Rate after 1 Year**

Fall	
2000	81.00%
2001	78.40%
2002	77.50%
2003	80.50%
2004	81.90%
2005	81.90%
2006	81.20%
2007	83.70%
2008	83.00%
2009	80.00%
2010	82.00%
2011	84.00%

Source: Institutional Research

The Citadel continues efforts to enhance Academic Support Services by expanding programs (2011-2012 expanded programs: supplemental instruction and LEAD program for study skills) and staffing. This year, The Citadel's Academic Support Center won the 2011 National College Learning Center's Frank L. Christ Outstanding Learning Center Award, noting the center as the best in the nation.

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. Graduate students are surveyed every year about their satisfaction with the program and all related student services offices. Alumni are surveyed 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://www3.citadel.edu/fins/>. Expenditures are closely monitored against budgets, and budgets are closely monitored against revenues. The Strategic Plan also contains an initiative to enhance institutional effectiveness, progress is monitored monthly.

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, work force climate including workplace health, safety, and security?

The Citadel depends on the Faculty Council, Staff Council, and Human Dignity 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. Salary increases were provided where identified, and the College is committed to conducting a salary review on a four-year cycle. In addition, the College sponsors an Employee Appreciation Day each summer. All employees are invited to The Citadel Beach House for team building.

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

	2008	2009	2010	2011	2012
Faculty Development	\$ 98,503	\$75,991	\$70,535	\$82,969	\$90,863
Faculty Research	\$227,500	\$252,942	\$245,341	\$254,541	\$224,465
TOTAL	\$326,003	\$328,933	\$315,876	\$337,510	\$315,328

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

Table 7.4-2 Average Faculty Salaries by Academic Rank

	Professor						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The Citadel	\$77,994	\$77,456	\$79,907	\$83,708	\$84,253	\$86,419	\$88,775
			\$82,159	\$83,036	\$82,640		\$86,945
Coastal Carolina College of Charleston	\$73,231	\$78,667				\$84,168	
Winthrop Univ.	\$76,064	\$77,260	\$80,548	\$81,225	\$81,074	\$82,328	\$86,375
	\$72,651	\$75,230	\$75,968	\$74,655	\$75,170	\$76,326	\$79,072
	Associate Professor						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The Citadel	\$65,858	\$68,850	\$67,693	\$68,680	\$67,879	\$69,802	\$71,870
Coastal Carolina	\$62,123	\$63,887	\$67,679	\$68,397	\$68,877	\$70,535	\$70,405

College of Charleston			\$65,407				
	\$61,522	\$63,396		\$64,988	\$63,927	\$65,022	\$68,775
Winthrop Univ.	\$63,131	\$65,428	\$65,780	\$65,384	\$65,383	\$64,619	\$65,428

	Assistant Professor						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
The Citadel	\$53,043	\$55,655	\$54,035	\$55,707	\$56,117	\$57,535	\$61,205
Coastal Carolina	\$53,996	\$57,786	\$58,005	\$57,468	\$56,232	\$58,234	\$59,999
College of Charleston			\$59,008				
	\$52,461	\$55,527		\$58,388	\$59,190	\$59,060	\$60,115
Winthrop Univ.	\$52,117	\$53,005	\$53,895	\$55,013	\$54,557	\$54,538	\$57,177

Note: Faculty Salaries reported according to CUPA definitions

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system 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 C, Enhance the Learning Environment, is the scholarships and grants provided by the College.

Table 7.5-1 Scholarship and Grants

	2008	2009	2010	2011	2012
Citadel Funded Scholarships	\$4,836,775	\$4,726,901	\$4,936,881	\$5,215,616	\$5,581,439
Athletics Grants in Aid	\$2,613,699	\$2,654,935	\$3,099,483	\$3,094,936	\$3,340,753
ROTC Scholarships	\$ 630,953	\$446,985	\$446,685	\$271,207	\$64,498

Table 7.5-1a Graduate Assistantships

	2008	2009	2010	2011	2012
The Citadel Foundation Funded	\$405,000	\$265,615	\$344,400	\$371,000	\$375,333

The Citadel continues its efforts to improve an aging physical plant. The Citadel has now replaced three barracks with new facilities and constructed one new barracks. Stevens Barracks is the sole remaining existing barrack and was constructed in the late 1940s. Stevens Barracks underwent extensive renovations last year on four floors in support of the increasing size of the Corps of Cadets. It is projected that these renovations will render Stevens Barracks serviceable until funds can be secured to replace it.

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. The Corps of Cadets continues to compile a significant record of community service and to support the community with significant donations through on-campus blood donations to the American Red Cross.

The Krause Center for 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 Center 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 Center 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 on Ethics and Leadership

	2007	2008	2009	2010	2011	2012
TOTAL	\$105,339	\$210,844	\$419,675	\$235,694	\$662,898	\$1,030,473

The Citadel continues to market its CGC programs aggressively.

Table 7.6-2 Marketing Expenditures for the Citadel Graduate College

	2007	2008	2009	2010	2011	2012
TOTAL	\$119,163	\$125,744	\$125,744	\$81,552	\$160,000	\$220,186

The Citadel continues efforts to enhance the technological environment of the College in support of teaching and learning. During the 2010-2011 academic year, we continued the implementation of a new Banner ERP. This is a multi-year, multi-million dollar project that will have profound impacts on every aspect of the College. In 2012-2013, The Citadel continued to refine the capacity of this system.

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

	2007	2008	2009	2010	2011	2012
TOTAL	\$839,392	\$670,248	\$1,210,078	\$1,378,357	\$1,284,554	\$1,226,517

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

The Citadel participates in the Chronicle of Higher Education's Great Colleges to Work For Program, which administers a social climate survey to faculty and staff every other year. The Citadel plans to administer the survey again during the Fall 2013 semester.

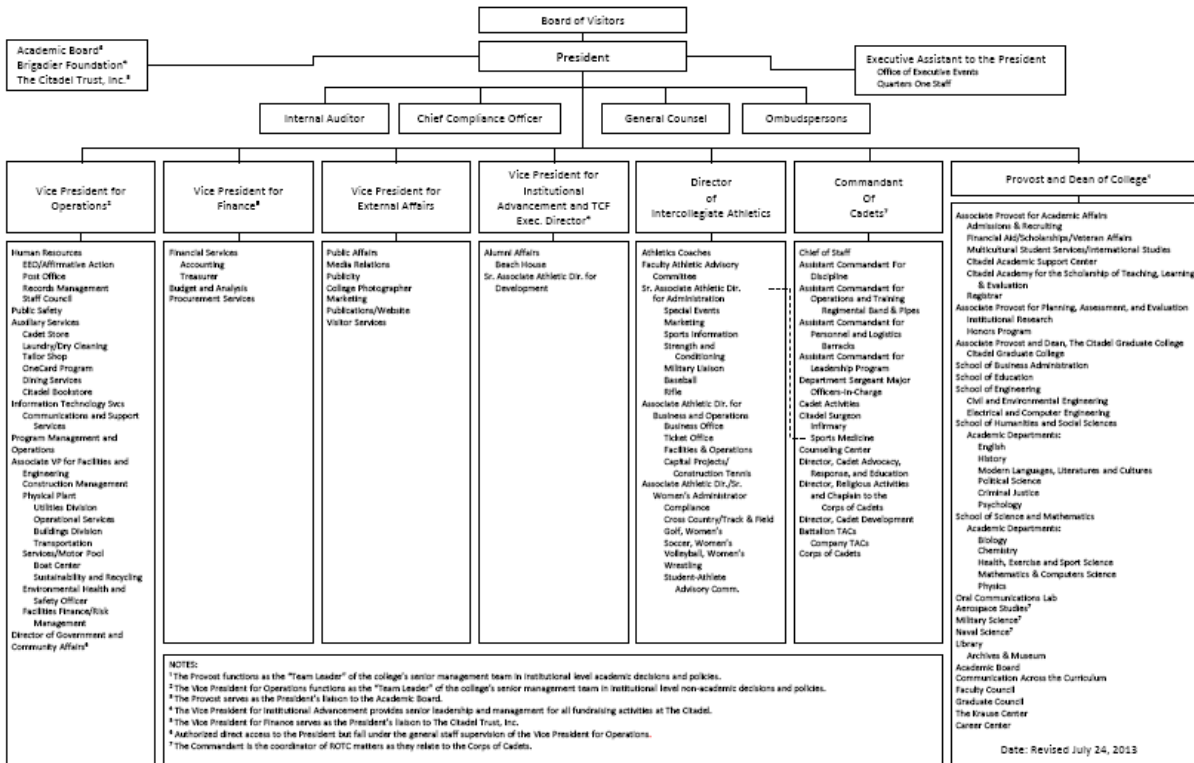
c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

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 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 approved by the BOV.

d. organizational citizenship in support of your key communities?

See Category 1, item 10. As an academic institution, The Citadel supports its communities through a variety of events each year that are open to the public. These include the annual Christmas Candle Light Service presented by Cadet Choral Groups, the Fine Arts Series, the Friends of the Library Series, and speakers and presentations sponsored by schools and academic departments. During the 2012-2013 academic year, The Citadel required service learning activities from every sophomore, benefiting over 50 community agencies.

Appendix I Organizational Chart





THE LEAD PLAN 2018

THE CITADEL'S STRATEGIC PLAN
to promote Leadership Excellence
and Academic Distinction



LETTER FROM THE PRESIDENT & PROVOST

In the fall of 2011, a collaborative team at The Citadel embarked on an important journey to plan, shape, and position the future successes of the College. During the past year, The Citadel conducted a campus-wide planning process that engaged the campus community in a discussion of the institution’s strategic goals and vision, culminating in the LEAD Plan, The Citadel’s 2012-2018 Strategic Plan to Promote Leadership, Excellence, and Academic Distinction.

This planning document communicates The Citadel’s priorities and lays the foundation for a successful capital campaign that will propel the institution to new heights of academic and leadership prominence.

Building on The Blueprint, The Citadel’s previous strategic plan, and in step with our mission and core values, the following eight strategic initiatives comprise the planning priorities for The Citadel:

- | | |
|-------|---|
| ONE | Develop principled leaders in a globalized environment. |
| TWO | Enhance the learning environment. |
| THREE | Strengthen the College through institutional advancement. |
| FOUR | Develop the student population. |
| FIVE | Enhance the facilities and technological support for the campus. |
| SIX | Improve institutional effectiveness. |
| SEVEN | Ensure the College has the leadership and talent to accomplish these strategic initiatives. |
| EIGHT | Provide outreach to the region and serve as a resource in its economic development. |

We are confident that this set of strategic initiatives—which reflects years of thoughtful development and planning—synthesizes the most important aspirations of our campus community and provides a solid foundation to then set goals, establish benchmarks, and express a clear vision and roadmap for our future.

During the next six years, we will implement the objectives and actions that follow in detail to achieve our strategic initiatives. In order to demonstrate full accountability for all of our constituents, this plan is grounded by specific key performance indicators that serve as our tangible performance targets, or end-states, at the action level. Pursuing this vital effort will permit our time-honored institution to deliver distinct value that advances The Citadel as the foremost institution in the South whose mission is to excel in the education and development of principled leaders.

John W. Rosa, ’73
Lieutenant General, USAF (Retired)
President

Brigadier General Samuel M. Hines, Jr., SCM
Provost and Dean of the College



CORE VALUES

HONOR includes adherence to the Honor Code of The Citadel. A cadet “will not lie, cheat or steal, nor tolerate those who do.” The commitment to honor extends beyond the gates of The Citadel and is a life-long obligation to moral and ethical behavior. In addition, honor includes integrity—“doing the right thing when no one is watching.” Finally, honorable behavior includes exercising the moral courage to “do the right thing when everyone is watching.” The Honor Code is the foundation of our academic enterprise.

DUTY means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of the Corps of Cadets and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

RESPECT means to treat other people with dignity and worth—the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel and the leadership of the Corps of Cadets. Finally, respect includes a healthy respect for oneself.

ABOUT THE CITADEL

The Citadel, The Military College of South Carolina, is noted for its educational reputation as well as its rich history. Founded in 1842 in Charleston, The Citadel has an undergraduate student body of about 2,135 students who make up the South Carolina Corps of Cadets. Another 1,000 students attend The Citadel Graduate College, a civilian evening program that offers graduate and professional, as well as undergraduate, courses of study.

The Citadel is best known for its Corps of Cadets, which draws students from across the nation and a dozen countries. The men and women in the Corps live and study under a classical military system that makes leadership and character training an essential part of the educational experience. About a third of the graduating cadets accept military commissions.

The Citadel is divided into five academic schools: Business Administration, Education, Engineering, Humanities and Social Sciences, and Science and Mathematics. Because of its focus on teaching, a noteworthy graduation rate and strong alumni support, The Citadel ranks highly in the annual *U.S. News & World Report* ratings.

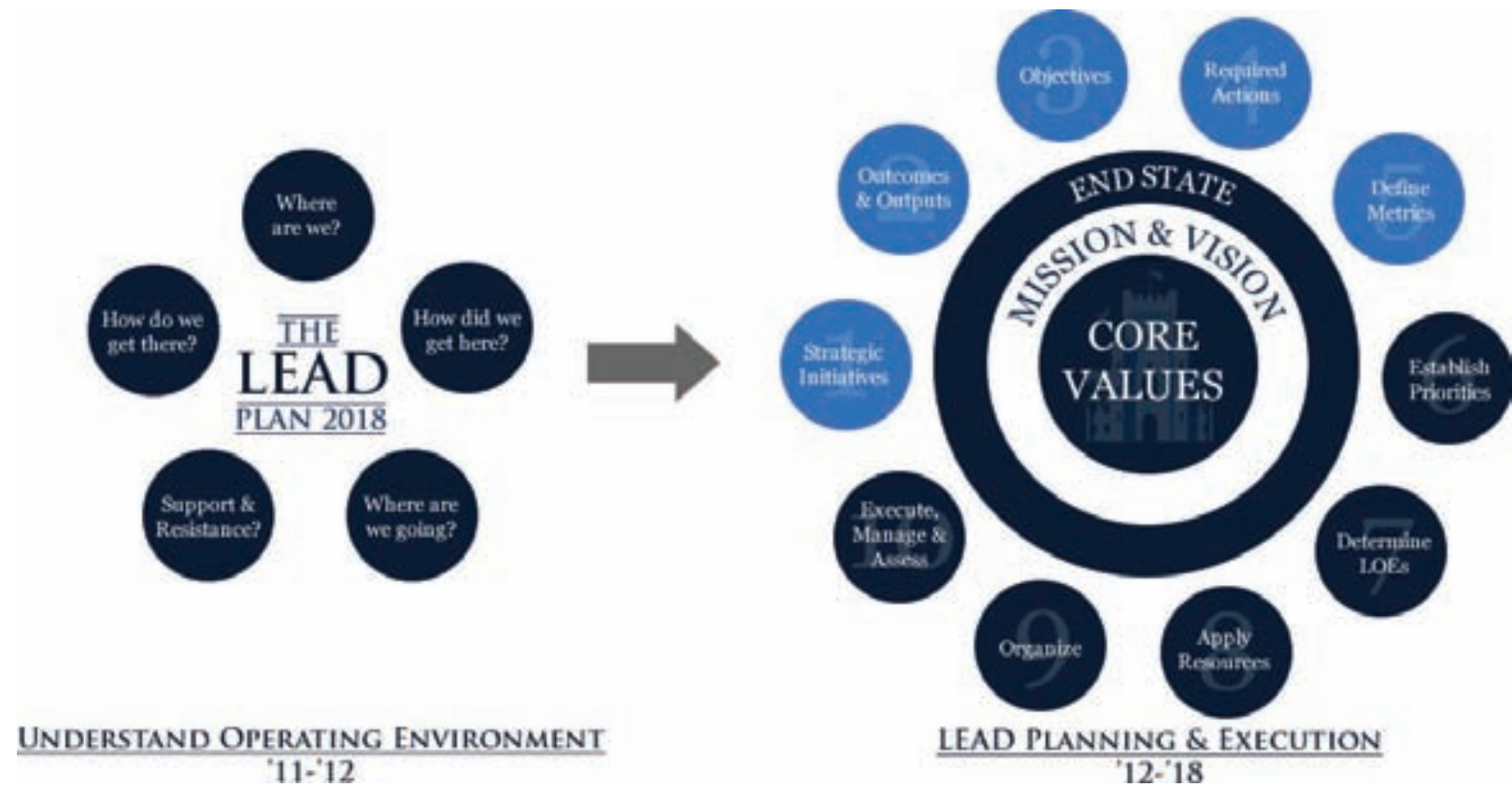
MISSION STATEMENT

The Citadel’s mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment.



STRATEGIC PLANNING PROCESS

In Fall 2011, strategic planning folders with planning materials were distributed to every member of The Citadel’s faculty and staff. In December 2011, we received strategic planning proposals from campus-wide constituencies, including proposals for revision of two strategic initiatives and 258 new actions. After carefully setting priorities, the Strategic Planning Working Group narrowed these proposals down to 8 strategic initiatives and 31 objectives that best represent the stature and prominence we desire for The Citadel of the future.



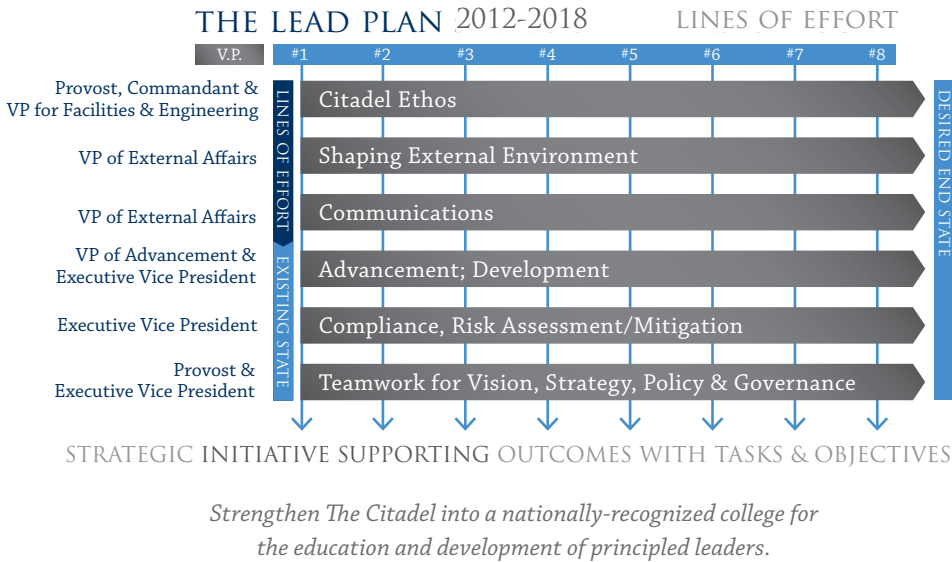
MONITORING OUR PROGRESS

The Citadel leadership team will follow strict project management protocols to ensure all Board-approved initiatives advance as expected. Annual status reports for the plan will be published each year.

To ensure daily operational implementation, The Citadel’s Board of Visitors (BOV) and executive leaders have created six lines of effort that integrate strategic planning into the daily ethos of campus life. These six lines of effort include:

- ONE | Citadel Ethos
- TWO | Shaping the External Environment
- THREE | Communications
- FOUR | Advancement and Development
- FIVE | Compliance and Risk Assessment/Mitigation
- SIX | Teamwork for Vision, Strategy, Policy and Governance

Each line of effort has a corresponding BOV and vice presidential representative.



PARTNERSHIP WITH THE CITADEL FOUNDATION

Success of *The LEAD Plan 2018* will be realized through the continuing partnership with The Citadel Foundation, which will provide the funding for the plan’s action items. In particular, The Citadel Foundation will operate a six-year capital campaign that will be aligned with the priorities of *The LEAD Plan* and its primary lines of effort.

OVERALL
STRATEGIC
END-STATE:

*Strengthen The Citadel into a nationally-recognized college for
the education and development of principled leaders.*

STRATEGIC INITIATIVE SUPPORTING OUTCOMES:

#1 Develop Principled Leaders in a Globalized Environment

- ▶ The Citadel's four-year leadership development model will be nationally recognized as an exemplar among university leadership programs.
- ▶ The Citadel will place 75% of each graduating class in military service, graduate or professional schools, or meaningful career paths within six months of graduation.

#2 Enhance the Learning Environments

- ▶ The Citadel will achieve a 75% four-year graduation rate.
- ▶ The Citadel will sustain its ranking among the top 3 in our Southern region category of the *US News & World Report*, and maintain metrics that are among the best nationally.

#3 Strengthen the College Through Institutional Advancement

- ▶ The Citadel's Athletic Program will increase its financial independence and generate 100 % of the revenues needed to eliminate the need for campus support from unrestricted gift funds.

#4 Develop the Student Population

- ▶ The Citadel will become the national institution of choice after the federal service academies for academic and military preparation for careers in the armed services.
- ▶ The Citadel will develop the mix of its student populations to reflect diversity goals.
- ▶ The Citadel will develop and refine its scholarship and financial assistance programs to support its recruitment goals.

#5 Enhance the Facilities & Technological Support for the Campus

- ▶ The Citadel will invest in its facilities and technological infrastructure to enhance student learning, expand online educational opportunities, and attract online learners.

- ▶ The Citadel will upgrade and maintain its laboratories and instrumentation consistent with best practices.

#6 Improve Institutional Effectiveness

- ▶ The Citadel will have established a secure strategic financial plan.
- ▶ The Citadel will have defined desired end-states for each school based on priorities identified in each school's strategic plan for the future that will provide the resources needed to achieve our academic priorities.
- ▶ The Citadel will enhance its advancement and development capacity to generate external funds.

#7 Ensure the College has the Leadership and Talent to Accomplish these Strategic Initiatives

- ▶ The Citadel's Academic Schools will have established programs of distinction with outstanding faculty and will have established named chairs and professorships to attract top talent.
- ▶ The Citadel will recruit and retain an outstanding staff to ensure effectiveness and provide support for leadership development and academic distinction.

#8 Provide Outreach to the Region and Serve as a Resource in its Economic Development

- ▶ The Citadel Graduate College will become the college of choice for graduate education in the Charleston area and will meet many of the post-graduate educational needs of our community.
- ▶ The Citadel will provide opportunities for SC workforce development through continuing professional education.





STRATEGIC INITIATIVE ONE

DEVELOP PRINCIPLED LEADERS IN A GLOBALIZED ENVIRONMENT

The Citadel develops principled leaders in a climate informed by our core values of Honor, Duty, and Respect. Upon graduation students are well-equipped to embrace the opportunities and challenges presented by an increasingly globalized environment. Achieving our mission requires an integrated effort, involving all members of The Citadel community. During the next six years, The Citadel will take the following actions to strengthen this integration.

OBJECTIVE 1.1

Enhance and integrate The Citadel’s Leader Development Model

The Citadel’s Leader Development Model is built upon academic, military, physical effectiveness, and moral/ethical pillars, through which integration and infusion of leadership learning outcomes provides a cohesive experience for students, where leadership training and academic coursework mutually reinforce one another.

ACTIONS:

- ▶ Refining and implementing a complete four-year Leader Development Model
- ▶ Expanding and refining the Leadership Education Program

KEY PERFORMANCE INDICATORS:

- ▶ Implement LEADERS 311 and 411 by May 2013
- ▶ Increase the number of seniors who believe the leadership education program was an essential element of their becoming a principled leader by 5% in 2015

OBJECTIVE 1.2

Design and develop the Krause Center for Leadership and Ethics of the future

The Krause Center for Leadership and Ethics operates in partnership with other campus offices to continually advance The Citadel’s leadership development programs. The Center uses the campus Leader Development Model to help integrate initiatives within the academic, military, moral and ethical, and physical pillars, which collectively define “The Citadel Experience.”

- ▶ Refine the infrastructure and establish permanent staffing and budget lines within the Krause Center for Leadership and Ethics

- ▶ Complete a six-year staffing and budget plan for the Center

OBJECTIVE 1.3

Implement a comprehensive leadership assessment model

The Citadel’s mission statement, “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,” sets the context for institutional assessment. The Citadel will focus on defining and assessing the four pillars of the Leader Development Model, providing further evidence of student achievement and principled leadership.

- ▶ Expand the Leader Development Model to include expected learning outcomes in each pillar and refine programming and activities to accomplish the desired outcomes
- ▶ Fully implement a required E-Leadership Portfolio for all cadets

- ▶ 80% of cadets completing required components of the E-Leadership Portfolio by 2015



OBJECTIVE 1.4 Promote school-wide participation in service learning and civic engagement	OBJECTIVE 1.5 Integrate career planning into the campus culture
Honor, Duty, and Respect are embedded as guiding core values at The Citadel. The Citadel will continue to implement programming and activities that foster a spirit serving others.	Career Development is a core element of the Leader Development Model. Expanding career development services and requiring all cadets to complete a Career Planning Portfolio will enrich the career development process and aid their job search efforts.
ACTIONS:	
<ul style="list-style-type: none">▶ Provide a required structured service learning opportunity for all freshmen▶ Implement a required service learning program during which all sophomores perform at least 10 service learning hours during the course LDRS 211▶ Create service learning days and summer experiences. Compete for Carnegie Classification in Community Engagement	<ul style="list-style-type: none">▶ Increase staffing to fully implement E-Leadership Portfolio for all cadet classes, to include a Career Development Coordinator and contract staffing▶ Expand career services infrastructure to include an Internship Coordinator to implement comprehensive summer internship program and enhance support for fall and spring term internships▶ Create student internship stipends to foster greater participation in internship opportunities
KEY PERFORMANCE INDICATORS:	
<ul style="list-style-type: none">▶ Earn Carnegie Classification in Community Engagement	<ul style="list-style-type: none">▶ 80% of students completing required career planning components of the E-Leadership Portfolio by 2015





STRATEGIC INITIATIVE TWO

ENHANCE THE LEARNING ENVIRONMENT

The Citadel recognizes that investment in three strategic pathways is especially critical in enhancing the learning environment and elevating institutional prominence. Goals embedded within these pathways promote academic programs of excellence and potential distinction within each academic school, support work to enhance student success, and develop a more significant presence of centers of educational excellence.

OBJECTIVE 2.1

Enhance student retention

While The Citadel continues to lead South Carolina public colleges and universities with the highest four-year graduation rate, we strive for even greater levels of student success. The institution will employ a variety of innovative actions to raise annual retention rates of all classes, as well as 4-year and 6-year graduation rates.

ACTIONS:

- ▶ Create an early warning system to provide supplemental instruction to students enrolled in The Citadel's most rigorous courses
- ▶ Expand Academic Support Center Corps Squad Program, Learning Enhancement and Academic Development Programs, and mandatory study programs to enhance retention services
- ▶ Purchase and implement Banner's Student Retention Program (SRP) to enhance tracking of at-risk students
- ▶ Expand student participation in the summer, pre-freshman Citadel Success Institute and hire a full-time CSI coordinator and student affairs interns to expand instruction, programming, and coordinate student activity

KEY PERFORMANCE INDICATORS:

- ▶ The Academic Support Center will serve an additional 2% of each class of the undergraduate population with the aim of increasing retention through the full range of its support services and programs
- ▶ Expand The Citadel Success Institute enrollment to 400 by 2018
- ▶ The Citadel will achieve a 75% four-year graduation rate by 2018



OBJECTIVE 2.2

Create academic programs of excellence and distinction within each academic school

The Citadel will increase its emphasis on developing and expanding academic programs that foster excellence in the learning environment and elevate institutional prominence. Several identified programs of distinction include:

ACTIONS:

- ▶ *School of Business Administration:* Develop career pathways within the MBA program, including Financial Services and Supply Chain Management and create a Professional Sales Institute Lab. Establish centers for student success and faculty support as well as expand faculty and student international experiences
- ▶ *School of Education:* Expand master’s level partnerships and create The Citadel Summer Institute to provide transformative education for literacy teachers, school administrators, and educational counselors. Invest in faculty leaders with expertise in Educational Leadership and Educational Counseling and sponsor a speaker series of nationally-known authors
- ▶ *School of Engineering:* Establish new departments of Leadership and Program Management, Mechanical Engineering, and Construction Management and create a Corporate Development Council to support the development and growth of new engineering degree programs. Develop and expand an Engineering Citadel Success Institute to enhance student retention
- ▶ *School of Humanities and Social Sciences:* Develop a Center of Excellence for Criminal Justice, Homeland Security, and Intelligence Analysis and compete for DNI Center of Intelligence Education designation. Develop The Citadel Oral History Program and Leadership Archive into permanent research unit
- ▶ *School of Science and Mathematics:* Expand the school’s summer research program and support for faculty and student research collaborations
- ▶ Collaborative Partnerships Between Academic Schools:
 - Enhance The Citadel’s STEM Center of Excellence as a collaborative entity among the Schools of Education, Engineering, and Science and Mathematics
 - Expand the International Education and Study Abroad resources to promote globalization across the College

KEY PERFORMANCE INDICATORS:

- ▶ The Citadel will develop programs of distinction in each academic school, enabling the institution to sustain its top 3 ranking in the *US News & World Report* for master’s granting institutions in the South





STRATEGIC INITIATIVE THREE

STRENGTHEN THE COLLEGE THROUGH INSTITUTIONAL ADVANCEMENT

In the new higher education environment defined by economic challenges and constrained resources, The Citadel must double its efforts to identify alternative funding sources and advancement opportunities. During the next six years, The Citadel will implement actions to expand fundraising and grant writing expertise, increase the financial independence of The Citadel Athletics Program, and enhance regional and national promotion of the institution.

OBJECTIVE 3.1

Expand fundraising expertise and collaboration throughout the campus community

Continuous investment in the College's strategic priorities is critically important to the institution's forward trajectory of excellence. Over the next six years, the institution will implement several actions designed to expand institutional expertise in fundraising.

ACTIONS:

- ▶ Sponsor faculty and development officers to attend CASE workshops and professional development opportunities
- ▶ Host CASE consultants to enhance best practice implementation on campus

KEY PERFORMANCE INDICATORS:

- ▶ Sponsor at least one professional development opportunity annually for development officers

OBJECTIVE 3.2

Increase the financial independence of The Citadel Athletics Program

Athletic programs are an integral component of educating principled leaders, fostering institutional loyalty and spirit, and maintaining a vibrant campus community. The institution will execute several actions designed to strengthen both the athletics program and the College during the next six years:

- ▶ Create an Athletics Excellence Fund and offer naming opportunities
- ▶ Create additional fundraising activities

- ▶ Increase membership in the Brigadier Foundation by 25%
- ▶ Increase new endowed scholarship funds by \$5M



OBJECTIVE 3.3 Expand grant-writing expertise throughout the campus community	OBJECTIVE 3.4 Expand regional and national promotion of The Citadel brand
Grant support enables the College to achieve its mission of educating principled leaders.	Expanding marketing infrastructure and programmatic initiatives will help promote The Citadel brand more prominently across the region and country.
ACTIONS:	
<ul style="list-style-type: none">▶ Create a Citadel Grants Office with a director, grants writer, and post-administration positions▶ Sponsor faculty and staff to attend external grant writing conferences and workshops	<ul style="list-style-type: none">▶ Expand the college's marketing strategy to include a more competitive brand positioning spotlighting The Citadel generally and in support of key programs▶ Develop program-specific, measurable marketing strategies that target student prospects for high-priority programs
KEY PERFORMANCE INDICATORS:	
<ul style="list-style-type: none">▶ Sponsor at least one grant writing professional development opportunity for faculty and staff annually	<ul style="list-style-type: none">▶ Increased year-over-year applications by 15% in 2015▶ Increased website traffic by 5% in 2015▶ Positive brand awareness feedback recorded in surveys





STRATEGIC INITIATIVE FOUR

DEVELOP THE STUDENT POPULATION

The Citadel strives to enroll a diverse community of leaders whose members share a common Citadel grounding in leadership-based education. Expanding the veteran population, increasing student diversity, transforming the delivery of student services, and growing enrollment in The Citadel Graduate College are core strategies in developing this community of leaders.

OBJECTIVE 4.1 Expand enrollment in The Citadel Graduate College	OBJECTIVE 4.2 Enhance the non-cadet student experience by transforming the delivery of student services	OBJECTIVE 4.3 Expand the veteran population
The Citadel Graduate College is poised for carefully planned student enrollment growth and expansion of academic programs. The institution will employ a variety of actions to increase enrollment.	Central to The Citadel’s growth plan is the college’s commitment to expanding its population of graduate and evening undergraduate students. In order to serve their needs, the college will add relevant and dedicated resources to enhance their learning experience on campus.	The Citadel values the service of America’s veterans and believes that veteran students serve as powerful role models throughout the campus environment.
ACTIONS:		
<div>▶ Develop and deliver new curriculum offerings for aspiring professionals in the following areas:<ul style="list-style-type: none">• Intelligence Analysis• International Politics and Military Affairs• Interdisciplinary STEM Education• Mechanical Engineering</div> <div>▶ Enhance the recruitment function and Banner-related functionality</div> <div>▶ Develop a graduate assistantship program</div>	<div>▶ Create a Student Center for the non-cadet population which includes meeting and lounge space, robust student services, and food service.</div>	<div>▶ Expand veteran student services and programing</div>
KEY PERFORMANCE INDICATORS:		
<div>▶ Increase student enrollment in The Citadel Graduate College by 25%</div> <div>▶ Expand graduate educational offerings by 10%</div>	<div>▶ Increase the number of non-cadet students who report the highest satisfaction rating with student services</div>	<div>▶ Double the veteran student population at The Citadel by increasing enrollment to 80 by 2018</div>

OBJECTIVE 4.4

Expand student diversity and sustain an enrollment of 2,135 in the Corps of Cadets

Citadel graduates work, serve, and reside in diverse environments. The prospects for their success as principled leaders are enhanced by exposure to diverse perspectives, interpretations, and points of view. Supporting that diversity enriches the educational environment.

ACTIONS:

- ▶ Recruit quality cadet student athletes who will add to the institution's culture of diversity within the Corps of Cadets by funding full athletic scholarships in all sports
- ▶ Expand needs-based funding

KEY PERFORMANCE INDICATORS:

- ▶ Increase needs-based funding to \$2 million by 2018
- ▶ 100% of full athletic scholarships offered





STRATEGIC INITIATIVE FIVE

ENHANCE THE FACILITIES AND TECHNOLOGICAL SUPPORT FOR THE CAMPUS

Institutional planning is integral in facilitating a progressive transformation of the campus grounds, facilities, and technologies, enabling the institution to achieve its mission and vision for the future. We must position the institution to capitalize on opportunities and create synergies between technologies and physical structures as well as facilitate a campus landscape that builds connections throughout campus.

OBJECTIVE 5.1

Transform student academic learning spaces

The Citadel’s Campus Master Plan establishes overarching goals and design principles, providing a framework for future development. The plan also guides long range planning and investment in the institution’s academic learning spaces. During the next six years, the college will make significant investments in learning spaces.

ACTIONS:

- ▶ Renovate campus auditoriums
- ▶ Upgrade and renovate organic chemistry labs
- ▶ Procure physics laboratory equipment and technology upgrades

KEY PERFORMANCE INDICATORS:

- ▶ Upgrade organic chemistry and physics laboratories by 2015
- ▶ Renovation of 50% of campus auditoriums by 2015; 100% by 2018

OBJECTIVE 5.2

Expand infrastructure with new educational facilities

Capers Hall, constructed in 1951, houses six of The Citadel’s fourteen academic schools and departments. The institution recognizes the need for a new, expanded state-of-the-art learning facility.

- ▶ Develop architectural, design, and construction documents for Capers Hall
- ▶ Create a financial plan for constructing Capers Hall
- ▶ Commence initial planning for new business administration and engineering academic buildings

- ▶ Complete design documents and financial plans for a new Capers Hall by 2015

OBJECTIVE 5.3

Enhance athletic facilities

The athletics facilities represent a core element of the campus educational and co-curricular experience and will be renovated to include upgraded more competitive facilities and technological innovations.

- ▶ Renovation of Altman Center
- ▶ Renovation of McAlister Field House, and Vandiver and Seignious Halls
- ▶ Construction of practice volleyball and basketball facilities

- ▶ Completion of athletics renovations by 2018

OBJECTIVE 5.4 Decrease campus-wide deferred maintenance	OBJECTIVE 5.5 Enhance the Cadet Information System	OBJECTIVE 5.6 Transform campus technology resources
Mounting deferred maintenance costs present a challenge to the majority of higher education institutions. The Citadel will commit to decreasing campus-wide deferred maintenance.	The Cadet Information System is an integral component to the Leader Development Model, facilitating integration of information across all four pillars. To examine the holistic Citadel Experience of each cadet, the institution must build the following components within the Enterprise Information System.	Investment in innovative technology is a critical element of the institution's planning efforts to ensure the college remains competitive.
ACTIONS:		
<ul style="list-style-type: none"> ▶ Budget at least \$3 million annually for deferred maintenance 	<ul style="list-style-type: none"> ▶ Build the Discipline System, Attendance Tracking, and Infirmary modules within Banner ▶ Create a Four Pillars Accountability System and Interface, including the Cadet Record Brief 	<ul style="list-style-type: none"> ▶ Invest in additional technology consulting to aid functional offices utilization and capacity building in Banner ▶ Upgrade auditorium multi-media technical equipment in the College's six major academic auditoriums ▶ Invest in smart and active board upgrades for academic departments
KEY PERFORMANCE INDICATORS:		
<ul style="list-style-type: none"> ▶ Expend complete budget for deferred maintenance by \$3 million annually 	<ul style="list-style-type: none"> ▶ Integration of data from the four pillars that comprise The Citadel Experience ▶ Procurement and creation of cadet information system by 2015 	<ul style="list-style-type: none"> ▶ Upgrade 50% of campus auditorium multimedia equipment by 2015, 100% by 2018

OBJECTIVE 5.7 Develop the institution’s online education capabilities to support teaching and learning	OBJECTIVE 5.8 Enhance the technology workforce
The Citadel will invest in expanding online educational opportunities.	The Citadel will invest in expanding the technological workforce. During the next six years, The Citadel will plan for additions in specific skill areas.
ACTIONS:	
<ul style="list-style-type: none"> ▶ Maintain Blackboard managed Hosting, Content, and Connect system functionality ▶ Expand Blackboard infrastructure to include Blackboard Community, Analytics, and Mobile components ▶ Sponsor an annual Online Teaching Faculty Academy and develop a self-paced online training alternate academy ▶ Establish The Citadel Center for Teaching Excellence and Pedagogical Innovation ▶ Invest in 24/7 online student support services and helpdesk ▶ Expand authorization and licensure for online programs ▶ Increase storage and bandwidth to enhance online education capacity 	<ul style="list-style-type: none"> ▶ Add technology specialists to the Information Technology Services team who will advance the adoption of enterprise-wide Banner applications and speed efficiencies into campus processes ▶ Online Education Instructional Technologist/Course Designer to support online education initiatives ▶ Banner Bridge Coordinator to facilitate capacity within functional offices including CGC, Registrar, Financial Aid, and Admissions
KEY PERFORMANCE INDICATORS:	
<ul style="list-style-type: none"> ▶ Increase number of online courses offered by 10% annually 	<ul style="list-style-type: none"> ▶ Increase staffing by 2015





STRATEGIC INITIATIVE SIX

IMPROVE INSTITUTIONAL EFFECTIVENESS

The Citadel is committed to fostering a culture of service, assessment and continuous improvement throughout the campus environment. In this era of higher education accountability, The Citadel is taking proactive steps to provide evidence of student achievement and the use of assessment results in our improvement efforts. Objectives designed to improve institutional effectiveness include promoting a culture of assessment and continuous improvement, enhance institutional infrastructure to facilitate effective assessment and program evaluation, and increase awareness of environmental issues.

OBJECTIVE 6.1

Foster a culture of assessment and continuous improvement throughout the campus community

The Citadel recognizes that effective assessment requires collaborative, campus-wide involvement. The institution will employ a variety of new actions to foster this widespread engagement.

ACTIONS:

- ▶ Create an Assessment Award Program, recognizing faculty, department, and support services that utilize innovative assessment techniques and demonstrate evidence of using data for continuous improvement
- ▶ Support faculty and staff assessment professional development opportunities to include workshops and conferences on assessment and accreditation, and provide a venue where faculty share gaining information with other faculty and staff upon completion
- ▶ Expand Cognos report writing licenses for the campus community to enable more faculty and staff to access data and institutional information resources from Banner

KEY PERFORMANCE INDICATORS:

- ▶ Provide campus assessment awards by 2015
- ▶ Sponsor three faculty/staff annually to attend assessment professional development opportunities

OBJECTIVE 6.2

Enhance institutional infrastructure to facilitate effective assessment and program evaluation

The Citadel will increase its emphasis on expanding infrastructure and processes central to institutional effectiveness.

- ▶ Expand the role of the Faculty Analysis and Assessment Team, a team of faculty participating in specialized assessment projects and providing assessment outreach to other areas of the institution
- ▶ Establish permanent assessment positions to include a Director of Assessment and Assessment and Institutional Effectiveness Coordinator

- ▶ FAAT team will expand their participation from 4 to 8 in assessment projects by 2014
- ▶ Expand campus institutional assessment staffing by 2015

OBJECTIVE 6.3

Increase awareness of, and adopt best practices on, sustainability and environmental issues at The Citadel

The Citadel is committed to enhancing the campus community’s awareness and adoption of best practices in sustainability.

- ▶ Create company environmental officers within the Corps of Cadets to coordinate recycling and energy savings measures in the barracks and implement an environmental awareness educational campaign
- ▶ Increase the number of paperless offices on campus through the implementation of a document imaging system

- ▶ Implement Document Imaging System in three campus offices by 2015



STRATEGIC INITIATIVE SEVEN

ENSURE THE COLLEGE HAS THE LEADERSHIP AND TALENT TO ACCOMPLISH THESE STRATEGIC INITIATIVES

The quality of the leadership, learning, and service environment depends on the knowledge and skills of our faculty and staff. Therefore, efforts to enhance the quality of The Citadel Experience must include the continuous, measurable development of our employees. During the next six years, The Citadel will implement actions that will help us to recruit and retain a diverse workforce, increase professional development and enhancement opportunities, and expand the number of qualified personnel supporting the institution’s Leader Development Model.

OBJECTIVE 7.1 Recruit and retain a diverse faculty and staff	OBJECTIVE 7.2 Expand the number of qualified personnel able to coach, teach, train and mentor units and individuals across the four pillars	OBJECTIVE 7.3 Establish faculty and staff enhancement programs.
The Citadel firmly believes that diversity enriches the educational environment and promotes personal growth. Acting on this belief, The Citadel will implement the following strategies:	The Citadel’s Leader Development Model integrates the academic, physical, moral and ethical, and military pillars of The Citadel Experience. The following actions are central in driving further integration of these domains:	The Citadel values faculty contributions in teaching, scholarship, and service and aims to enhance institutional support through the following actions:
ACTIONS:		
<ul style="list-style-type: none">▶ Establish an Alliance for Global Diversity, including the establishment of a diversity council, expansion of diversity programming, and implementation of a partnership with the National Coalition Building Institute▶ Sustain a commitment to conducting faculty and staff salary studies	<ul style="list-style-type: none">▶ Development a Tactical Officers Summer Coaching and Mentoring Workshop▶ Create a series of endowed athletics positions to include the director of athletics as well as head coaches of football, basketball, and baseball	<ul style="list-style-type: none">▶ Establish a staff scholarship program to fund enrollment in external degree programs to include associate through doctoral programs▶ Develop a named professorship to be rotated on a competitive basis among current members of the faculty▶ Create a Leadership Development program for Citadel staff members
KEY PERFORMANCE INDICATORS:		
<ul style="list-style-type: none">▶ Increase diversity among faculty and staff, moving The Citadel from the fourth to the third quartile in state agencies	<ul style="list-style-type: none">▶ Endow a strategic athletics position by 2015▶ Develop and implement a Tactical Officers Summer Coaching and Mentoring Workshop by 2014	<ul style="list-style-type: none">▶ Sponsor at least one faculty or staff member to enroll in an external degree program annually▶ Create a named professorship by 2014



Former Secretary of Education William J. Bennett speaks at The Citadel's 5th Annual Principled Leadership Symposium

STRATEGIC INITIATIVE EIGHT

PROVIDE OUTREACH TO THE REGION AND SERVE AS A RESOURCE IN ITS ECONOMIC DEVELOPMENT

The Citadel’s commitment to economic development, organizational partnerships, and community-based service is well demonstrated through engagement in a wide spectrum of outreach and volunteer activities. The Citadel will strengthen its leadership role in, and outreach and contributions to, the economic development of the Lowcountry. The Citadel will focus on enhancing outreach and economic development activities, expanding partnerships, and developing specialized education and training programs for public, private and non-profit organizations.

OBJECTIVE 8.1

Enhance institutional outreach and economic development activities

As the The Citadel’s engagement with the community and business organizations continues to expand, it is critical to coordinate and centralize outreach and economic development activities.

ACTIONS:

- ▶ Host a Global Leadership Challenge, an event hosted by The Citadel where high school students evaluate critical global lifestyle, infrastructure and public policy issues and present theoretical solutions
- ▶ Expand the School of Business Administration’s efforts in entrepreneurship and technology transfer in partnership with MUSC

KEY PERFORMANCE INDICATORS:

- ▶ Host events that service an increasing number of community members through outreach

OBJECTIVE 8.2

Expand partnerships with business and community organizations

Collaboration and partnerships with business and community organizations will strengthen The Citadel and exert a major impact on the region’s economic development. Specific actions the institution has identified include:

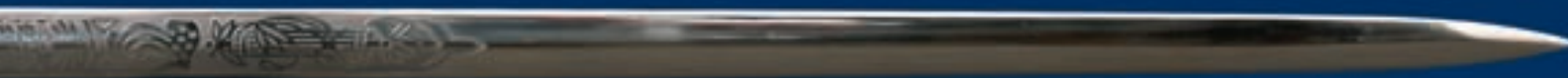
- ▶ Create and implement the South Carolina Veterans Life Fair, a convention-style fair serving the needs of veterans in our community
- ▶ Expand relationships with the Small Business Development Center and South Carolina Council on Economic Education
- ▶ Develop educational and training programs to address identified business and community needs

- ▶ Develop and implement a continuing education program that services multiple industries by 2015



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Appendix III

New Faculty

Department	Job Title	New
Business	Dean	Dr. William Trumbull
Civil Engineering	Assistant Professor	Ms. Mary Katherine Watson
Electrical Engineering	Assistant Professor	Dr. Greg Mazzaro
English	Visiting Instructor	Dr. Sharon George
History	Assistant Professor	Ms. Nancy Aquirre
Modern Languages-French	Assistant Professor	Dr. Alison Smith
Modern Languages-Spanish	Assistant Professor	Ms. Silvia Roca-Martinez
Political Science	Assistant Professor	Dr. Scott Segrest
HESS	Assistant Professor	Mr. Chris Dondzila
HESS	Assistant Professor	Mr. Daniel Bornstein
MACS-Math	Assistant Professor	Ms. Breeanne Baker
MACS-Math	Assistant Professor	Dr. Todd Wittman

Strategic Planning *

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s)	Key Cross References for Performance Measures*
I. Scholarships and Fellowships 332	Strategic Initiatives: 1, 2, 4, and 8 (See Attachment 2)	Objectives: 1.1, 2.1, 2.2, 2.3, 4.1, 4.3, 4.4, 8.2 Timeline: 2012-2018 (See Attachment 2)	7.5-1, 7.5-1a
II. Auxiliary Enterprises 333 - 344	Strategic Initiatives: 6 (See Attachment 2)	Objectives: 6.3 Timeline: 2012-2018 (See Attachment 3)	Captured within 7.3-1, 7.3-1a
I. Instruction 319 - 325	Strategic Initiatives: 1, 2, 6, 7 and 8 (See Attachment 2)	Objectives: 1.1, 2.1, 2.2, 2.3, 6.1, 6.3, 7.2, 7.3, 8.3 Timeline: 2012-2018 (See Attachment 2)	7.4-1, 7.4-2
I. O&M of Plant 331	Strategic Initiative: 5 (See Attachment 2)	Objectives: 5.1, 5.2, 5.3, 5.4 Timeline: 2012-2018 (See Attachment 2)	7.5-2
I. Institutional Support 330	Strategic Initiatives: 1, 2, 4, 5, 6, 7 and 8 (See Attachment 2)	Objectives: 1.2, 4.1, 4.2, 4.4, 5.5, 7.3 Timeline: 2012-2018 (See Attachment 2)	7.6-1, 7.6-2, 7.6-3
Academic Support	Strategic Initiatives: 1, 2, 6 and 8 (See Attachment 2)	Objectives: 1.1, 2.1, 2.2, 2.3, 6.1, 8.3 Timeline: 2012-2018 (See Attachment 2)	7.1-1, 7.1-1b, 7.1-2
Student Services	Strategic Initiatives: 1 and 2 (See Attachment 2)	Objectives: 1.2, 1.5, 2.1, 2.2, 2.3 Timeline: 2012-2018 (See Attachment 2)	7.2-1