THE CITADEL

HIGHER EDUCATION ACCOUNTABILITY REPORT FOR 2007

15 September 2007

SECTION I – Executive Summary

1. Mission and Values

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

Statement of Vision

Achieving excellence in the education of principled leaders.

Core Values

Academics: We produce graduates who have insight into the issues, ideas and values that are important to society and possess the skills necessary to deal with them successfully.
Discipline: We operate a leadership laboratory which emphasizes a structured environment, acceptance of responsibility, self-confidence and service to others.
Diversity: We promote diversity in all segments of our campus community and in all aspects of college life.
Duty: We emphasize the importance of individual accountability and the moral obligation of responsibility for the welfare of others.
Honor: We adhere to a code which teaches that uncompromising personal integrity is the primary guide in all situations.
Morality: We believe that an individual's character is of utmost importance and, therefore, we provide training which emphasizes ethical principles and core values.

Mission

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

2. Major Achievements for 2007

Citadel is very pleased with a number of it achievements in 2007. Among these are the following:

➢ U.S. NEWS Rankings

After being ranked No. 7 last year, U.*S. News & World Report* has named The Citadel the No. 2 best value in the South for 2007.

The Citadel was also ranked in several other categories in the annual higher education ratings:
- In the category of best public universities in the South offering up to a master's degree the college is ranked No. 3.

- Among the best public and private universities in the South offering up to a master's degree but few, if any, doctoral programs, The Citadel is ranked No. 7.
- The School of Engineering ranked No. 36 among the nation's best undergraduate engineering programs.

Last year, *U.S. News & World Report* ranked the college seventh in the South for best value. The year before the college was No. 8. The move to the No. 2 best value in the South reflects the college's diligent cost-saving efforts aimed at minimizing the impact of tuition increases on students and their families.

➢ Replacement of Law Barracks

Originally built in 1939, Law Barracks was closed in 2004 and demolished in 2005. Law Barracks is named for Evander M. Law, Class of 1856, a major general in the Confederate Army. He was instrumental in establishing the Florida educational system after the Civil War. When Law Barracks opened in 1939 the fact that it had hot and cold running water, individual clothing cabinets and stationary beds in all the rooms was important news for faculty, staff and cadets. In 2007, what's important is the new Law Barracks will be wired for Internet and will have air conditioning. The barracks rebuilding program began in 1996, and of the original barracks, only Stevens Barracks has not been replaced

➢ Appointment of Provost

The Citadel and its Board of Visitors have announced that Sam Hines of the College of Charleston has been selected to become the next provost and dean of the college. He will begin work July 1. Hines has been a professor and administrator at the College of Charleston since 1973. He has held numerous positions at C of C, including dean of the School of Humanities and Social Sciences, vice president for departmental affairs and associate provost, dean of graduate studies, acting provost/senior vice president for academic affairs, chairman and director of the department of political science, director of the Institute for Public Affairs and Policy Studies, and professor of political science, and associate director and coordinator of the MPA Program, Center for Metropolitan Affairs & Public Policy. Hines is the founding dean of the College of Charleston's newly established School of Languages, Cultures, and World Affairs. He has a Ph.D. and masters in political science from Duke University and a bachelor's in political science from A.B. Davidson College.

➢ Dedication for the Inouye Hall Marksmanship Center

As Sen. Daniel K. Inouye of Hawaii, the third most senior member of the U.S. Senate, looked on the plaque bearing his name was unveiled at the entrance of the marksmanship center. It was a common interest in government and military service that paved the way for federal appropriations of $3 million for the marksmanship center. "I shall never forget this moment,"

Inouye said. "I am a Citadel man now and I am proud to be a Citadel man. I will do my very best to conduct myself as a Citadel man." The new one-story marksmanship center is on the Ashley River side of campus and features 16 firing positions for marksmanship training, weapons qualifications and competitions. The 12,000-square-foot center allows the college to host regional tournaments. The Inouye Hall Marksmanship Center is used for practice and training by the South Carolina National Guard, ROTC cadets and The Citadel's rifle and pistol teams.

➢ NCAA Certification Process

The Citadel applied for certification from the National Collegiate Athletic Association in 1997, a year after the beginning of coeducation and a time when the athletic offerings were far different. There was only one female athlete who participated in three newly-established women's sports -- indoor and outdoor track and cross country. Ten years later the college is in the process of gaining recertification and the athletic landscape has changed. Seven NCAA women's teams represent The Citadel in volleyball, soccer, golf and rifle as well as cross country and indoor and outdoor track. Enrollment of women in the Corps of Cadets has grown from 20 to more than 100 and about half of the female cadets are athletes. The recertification process involves conducting a self study, updating the original plans filed with the NCAA and developing new plans for gender equity and minority equity. The steering committee began work on recertification last October. The committee's final report must be submitted to the NCAA on May 1, 2007. An NCAA visiting team will come to The Citadel October 16-18 for a final evaluation

➢ New Dean of the School of Business Administration Selected

Ronald F. Green, dean of the Indiana State University School of Business and a native of the Lowcountry, was named dean of The Citadel School of Business Administration. Green has been dean and professor of management at Indiana State University in Terre Haute, Ind., since July 2002. Prior to that, he held several positions at East Tennessee State University, including associate dean and director of Graduate Studies in Business. He was an instructor at Furman University and a graduate teaching assistant at Clemson. Green earned his doctoral degree from Clemson University, his MPA and MBA from Jacksonville State University and his BS from Clemson University. His teaching interests are in strategic management and his research interests are in business level strategy and health care strategy.

➢ Citadel Reinstate Veterans Program

The Citadel Board of Visitors has approved a modified version of a veterans program that was discontinued in 1992. Effective with the fall 2007 semester, cadets who leave The Citadel for active military service before completing their degree will have the following options provided they have been honorably discharged with full rights and privileges of a veteran:

Option 1. If they are eligible, they may return to the Corps of Cadets to continue to pursue the cadet degree.

Option 2. They may enroll as civilian students in classes with the Corps of Cadets to pursue the non-cadet degree with non-cadet diploma and ring available currently to active duty students and formerly to veteran students.

3. Key Strategic Goals

The Citadel Board of Visitors, our governing board, adopted Strategic Initiatives in September 2002 for the period 2002 to 2012. These Strategic Initiatives were revised as follows by the Board of Visitors at its 30 September 2006 meeting.

    A. Focus on the Development of Principled Leaders.
    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.

The Citadel Board of Visitors authorized the College to develop Action Items to address each of these initiatives. Those Action Items are presented in Attachment I.

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

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

The Citadel continues to take strong, aggressive steps to solidify and enhance its leadership development model as we strove to meet our mission to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Under the leadership of Lt Gen John Rosa, The Citadel has initiated a program on Values and Respect that places respect for self and respect for others in all matters as the cornerstone for The Citadel's leadership development model.

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

The Citadel submits annually by law the Institutional Effectiveness Report and the Performance Funding Report.   These reports are based on annual assessment reports that are required of every budgeted department of the College. These reports are provided to each vice president and provide the College a context for budget decisions, resource allocations, and fundraising priorities.   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.

SECTION II – Organizational Profile

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

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

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

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

The Citadel serves four distinct student bodies:
The Corps of Cadets-- Approximately 2000 young men and women are full-time, living on campus in barracks, and pursuing one of more than 20 undergraduate programs.
Active Duty Students—Approximately 75 young men and women who are non-commissioned officers in the Marine Corps or Navy and are pursuing one of more than 20 undergraduate majors with the Corps of Cadets. The active duty students are assigned to the Naval ROTC Detachment at The Citadel, wear uniforms while on campus, and will be commissioned as second lieutenants or ensigns upon degree completion.
Undergraduate Evening Students—Approximately 120 male and female non-traditional students are pursuing degrees in Business Administration, Civil Engineering, or Electrical Engineering through 2 + 2 programs offered jointly by The Citadel and Trident Technical College.
Graduate Students—Approximately 1000 students are pursuing one of more than 15 master's and specialist degree programs. The vast majority of these students are working adults who are pursuing these degrees as professional development.

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

3. Your operating locations

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

4. The 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.

EMPLOYEES AT THE CITADEL SUPERVISED BY STAFF

	Full-Time Faculty	Adjunct Faculty	Full-Time Staff	Part-Time Staff
2006-07	167	88	458	284

EMPLOYEES AT THE CITADEL SUPERVISED BY CONTRACTOR

	Full-Time	Part-Time
2006-07	135	20

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 state-assisted college. Degree programs are approved and monitored by the South Carolina Commission on Higher Education (CHE). Budgets are submitted through the CHE.
Commission on Colleges of the Southern Association of Colleges and Schools(SACS)

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

Accreditation Board for Engineering and Technology (ABET).

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

National Council for Accreditation of Teacher Education (NCATE).

Programs for the preparation of secondary teachers at the bachelor's level, for the preparation of secondary and special education teachers at the master's level, for the preparation of guidance counselors at the master's and specialist degree levels, and for the preparation of school superintendents at the specialist degree level are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Citadel has been continuously accredited by NCATE since 1975. The Citadel will host an NCATE reaffirmation team in fall 2007.

The Association to Advance Collegiate Schools of Business (AACSB)

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

National Collegiate Athletic Association and Southern Conference(NCAA)

The Citadel is a member of the NCAA Division I-AA classification in football and Division I classification in all other sports. In addition, the College is a member of the Southern Conference. The Citadel will host an NCAA reaffirmation team in fall 2007.

The Ed.S. in School Psychology

The 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 it business through ten Standing Committees. Each of these committees has a senior administrator as it liaison with the College. The BOV approves statement of vision, mission, and core values for the College as well as the Strategic Initiatives that guide the priorities of the institution. The College provides the BOV an annual update on progress being made in addressing the Strategic Initiatives adopted by the BOV in September 2002 for the period 2002 to 2012. Annually, the BOV provides guidance for the College through its evaluation of the President of the College and the goals provided for the coming year through the budget approval process.

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, the entering class for fall 2006 included students from 40 states and 10 foreign countries. Most of our adult students are employed in the Lowcountry.

8. Your key competitors.

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

9. Your principal factors that determine your competitive success.

The Citadel's vision, core values, and mission (See Section I, item1) remain our strength.
The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Significant steps are being taken to strengthen our leadership development model to include an extensive four-year Values and Respect Program. This program begins on the very first day the new freshman class arrives on campus and continues through the senior year during which cadets assume responsibility for cadet life. The importance of developing principled leaders has never been greater, and The Citadel continues to strive for excellence in that endeavor, which includes all our students.

10. Your key strategic challenges.

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

11. Your performance improvement systems

In addition to the accreditation reviews described in Section II, item 5, The Citadel at present has five continuing improvement systems.

a) **Internal Assessment Process of the College.** Each budgeted school/department of the College presents an annual assessment report on its programs/services/activities. These reports are submitted each June to the Office of the Associate Provost which is responsible for compiling these reports for the use of the Provost, Vice Presidents, and President in developing the budget and allocating the resources of the College. Each report includes the following: Mission/Purpose, Expected Results, Assessment Tools, and Assessment Results/Actions Taken/Resources Needed.

b) **Update on Strategic Initiatives presented annually to the Board of Visitors.** (See Attachment II)

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) **South Carolina's Performance Funding System for Higher Education.** Act 359 of 1996, commonly referred to as the "Performance Funding Legislation," requires that State colleges and universities be evaluated in the following areas: Mission Focus (three specific areas), Quality of Faculty (three specific areas), Classroom Quality (seven specific areas), Institutional Cooperation and Collaboration, Entrance Requirements (five specific areas), Graduates' Achievements (10 specific areas), User-Friendliness of the Institution (eight specific areas), and Research Funding (three specific areas)

e) **The State Budget and Control Board Higher Education Accountability Report.**
This is the second 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.

f) **The President's Dashboard.**

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 IV.

14. Your **Major Program Areas Chart**
See Attachment V.

SECTION III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility
The Leadership Category examines how your organization's senior leaders guide and sustain your organization. It also examines your organization's governance and how your organization addresses its ethical, legal, and community responsibilities.

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

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

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. All new employees now sign a statement of agreement to uphold The Citadel's code of ethics.

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

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

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

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

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

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

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

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

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

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

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

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

The Provost is developing a program for recognizing faculty excellence in the areas of Teaching, Scholarship, and Service.

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

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

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

The Citadel has a full-time internal auditor who reports to the Office of the President. There are annual audits of financial records by State approved external auditors.
HR has a plan for compensation bonuses for times when employees have filled in for others or done an extraordinary job. The expectations of the College are that all such audits and reviews will provide no negative findings.

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

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

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

The Schools of Education, Engineering, and Science and Mathematics are developing a partnership with the Charleston County School District to establish 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. Effective with fall 2007, the School of Education is partnering 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.

The entries in the Strategic Planning Chart are related to the items in Attachment I, "Revised Strategic Initiatives 2002-2012." These revised Strategic Initiatives were approved by The Citdel Board of Visitors at its 30 September 2006 meeting. Entries in column 2 identify specific Strategic Initiatives being addressed, entries in column 3 identify the specific Actions addressing that initiative, and entries in column 4 identify the tables in which assessment data are being presented.

1. What is your Strategic Planning process?

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

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

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

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

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

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

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

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

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

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

How does the Strategic Planning Process address:

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

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

b. Financial, regulatory, and other potential risks

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

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

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

The College of Graduate and Professional Studies assumes primary responsibility for monitoring the academic needs of the 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. Based on these reviews, the College is considering a name change for the College of Graduate and Professional Studies. This is first step in an aggressive recruiting plan to increase enrollment in our non-cadet programs.

d. Long-term organizational sustainability and organizational continuity in emergencies.
The senior staff of the College meets each Monday in preparation for a weekly meeting with the President. These Monday meetings are chaired by the Provost/Dean of the College and include all vice presidential-level administrators as well as representatives of key areas of the College. These meetings provide regular, face-to-face exchanges between those members of the staff who must assume most responsibility for implementing the strategic plan and assessing the continuing credibility of the strategic plan. The Citadel has developed extensive, detailed disaster plans that are reviewed periodically. For example, The Citadel's Hurricane Disaster Plan is available on our webpage.

e. Your ability to execute the strategic plan
The Strategic Planning Council has specific responsibility for monitoring the implementation of the strategic plan of the College. Its composition is specifically designed to ensure that major internal components of the college are represented. This ensures that the implementation of the strategic plan is broadly monitored. For example, the Strategic Planning Council decided that with the arrival of a new President and reaching the mid-point of the period for addressing Strategic Initiatives 2002-2012, it was time to review these Strategic Initiatives. The resulting revisions were presented to the Board of Visitors and approved in September 2006.

2. How do you evaluate and improve your strategic planning process?
Note: Strategic Planning process refers to your organization's approach (formal or informal) to a future-oriented basis for business decision, resource allocations and management, to include how relevant data and information are gathered and analyzed.
This process may use various types of forecasts, projections, options, scenarios or other approaches to address the future.

The BOV is provided an annual review of its Strategic Plan, and the Strategic Planning Council monitors the progress toward addressing these initiatives as well as their continuing relevance. For

example, the Strategic Planning Council developed and presented in September 2006 extensive revisions for the Strategic Initiatives 2002 to 2012.

3. What are your key strategic objectives? (Address in Strategic Planning Chart)
The Citadel's key strategic objectives are presented in the Strategic Initiatives for 2002-2012 as revised by the Board of Visitors at its 30 September 2006 meeting. See Attachment II for the current report on the status of the College in addressing these objectives. This report presents timelines, objectives, responsibilities, and status.

4. What are your key action plans/initiatives? (Address in Strategic Planning Chart)
See Attachment II for the current update on the status of the College in addressing the Strategic Initiatives 2002-2012 as revised by the Board of Visitors at its 30 September 2006. This report presents timelines, objectives, responsibilities, and status.

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

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

The Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, the annually prepared Fact Book, and the Dashboard presentation of selected college-wide metrics are the primary tools by which the College monitors action plans and their progress. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, we were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These were presented to the Board of Visitors and approved in September 2006. Again 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. The goal is to select a collection of key indicators that are sufficiently broad to forecast the health of the College and its success in accomplishing its mission, while being sufficiently focused to be manageable and useful. This will not replace the current assessment processes, but will serve as an overall summarizing tool. The first effort at identifying these metrics has been presented in a Dashboard format and is available on The Citadel webpage. Through a process of sharing, discussion, and "trial and error" will come those measures that will best evaluate the performance of the institution as a whole.

6. How do you communicate and deploy your strategic objectives, action plans and related performance measures?
Each budgeted department of the College presents an Annual Assessment Report through which it reports on initiatives, justifies resource requests, and provides assessment of its operations. Other

performance measures are published in the annual Fact Book, the annual Update on Strategic Initiatives 2002-2012, and the President's Dashboard of Selected Metrics.

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

Each operation provides assessment plans in its Annual Assessment Report, and an update on the status of the College in addressing Strategic Initiatives 2002-2012 is provided to the Board of Visitors each year. In addition, the President's Dashboard of Selected Metrics monitors the state of the college.

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

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

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

The Citadel Board of Visitors, our governing board, adopted Strategic Initiatives in September 2002 for the period 2002 to 2012. These Strategic Initiatives were revised as follows by the Board of Visitors at its 30 September 2006 meeting.

- A. Focus on the Development of Principled Leaders.
- 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.

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

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

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

Category 3 – Student, Stakeholder, and Market Focus

The Student, Stakeholder, and Market Focus Category examines how your organization determines the requirements, expectations, and preferences of students, stakeholders, and markets. It also examines how your organization builds relationships with students and stakeholders, and the key factors that attract students, and lead to student and stakeholder satisfaction, loyalty, increased educational services and programs, and organizational sustainability.

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

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

Typically, over 50% of each entering cadet class initially identify themselves as interested in The Citadel 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 Medical University of South Carolina and the College of Charleston.

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

The Citadel administers a number of program-specific surveys, for example the Electrical Engineering Evaluation of Learning. The Citadel also uses three survey instruments to gather information from students.
> Student Evaluation of Instruction--Each section of each course offered—fall, spring, Maymester, and Summer Sessions--is evaluated through the Student Evaluation of Instruction Instrument.
> Citadel Experience Survey--Each graduating cadet class is surveyed through the Citadel Experience Survey. This survey addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provide to encourage students to share suggestions, criticisms, and observations.
> Alumni Survey--The Alumni Survey is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey was administered in fall 2006 to graduates from the AY 2003-2004.

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

The results of 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, and the directors of each operation mentioned in the survey.

The CGPS has established an Alumni Round Table consisting of distinguished alumni who meet monthly to participate in the CGPS strategic planning processes. They provide information on alumni

needs, contact to alumni in the community, and, because of their positions in the community, a business perspective for planning. The CGPS 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?

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

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

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.
Note: "Educational programs, offerings, and service features" refers to key characteristics of programs, offerings, and services that are available throughout the period of time students attend your organization. This includes the period from the students' initial decision to enroll in your organization through the time of their departure.

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

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

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

Category 4 – Measurement, Analysis, and Review of Organizational Performance
The Measurement, Analysis, and Review of Organizational Performance Category examines how your organization selects, aggregates, analyzes, manages, and improves its data, information, and knowledge assets. It also examines how your organization reviews its performance.
Note: The terms "information" and "analysis" refer to the key measurements used by your organization to analyze performance. Because of the key nature of the data and information, they should be linked to the organization's operations, systems and processes described in your Business Overview and Category 6 – Process Management.
The term "knowledge assets" refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by your organization and its faculty and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities.

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

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

When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be presented to the Board of Visitors in September 2006. Again 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. In the initial stage of development, each vice president presented specific key measures by which the performance of his or her area of the College can be measures. Out of the key measures for each major area of the College will come those measures that will best evaluate the performance of the institution as a whole. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report on the revised initiatives adopted in September 2006 is included as Attachment II at the end of this document. At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, the annually prepared Fact Book, and the President's Dashboard presentation of specific performance metrics are the primary tools by which the College monitors action plans and their progress.

2. How do you use data/information analysis to provide effective support for decision making throughout your organization?
Note: Analysis includes trends, projections, comparisons, and cause-effect correlation intended to support performance reviews and the setting of priorities for resource use.
Analysis draws upon many types of data including student and stakeholder related requirements, operational, competitive, and others. (Results are reported in Category 7).

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

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

See Item 1 above.

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

See item 1 above.

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

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 8 entering classes, fall to fall attritions data by class, readmission data, and readmission retention data. The Office of Institutional Research is the primary source of data for college-wide decision making.

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

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

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

The Citadel has developed a number of processes and documents for preserving institutional knowledge. Primary among them is the information presented on The Citadel webpage. Most operations have developed departmental web pages through which pertinent information is preserved and made widely available. We welcome a visit to www.citadel.edu to see the volume of employee knowledge being preserved through this medium.

A number of operations must continue to depend on the documentation developed by individual employees. The software systems developed by Information Technology Services are typical examples.

Individual employees are expected to document the programs they develop so that someone else could take over their maintenance and improvements.

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

Standing faculty committees present annual report that are shared through The Citadel webpage, and the Faculty Manual is updated periodically.

Category 5 – Faculty and Staff Focus
This Category examines how your organization enables faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans. It also describes how work environment and organizational climate improvement efforts are conducive to performance excellence and to personal and organizational growth.

Note: The term faculty and staff refers to your organization's permanent, temporary, and part-time personnel, as well as any contract employees supervised by your organization.
Faculty and Staff include managers and supervisors at all levels. Contract employees supervised by a contractor performing support processes should be addressed in Category
6 – Process Management.

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

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

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

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

- academic department heads
- endowed chairholders

- Director, Honors Program

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

The Safety and Risk Officer should be immediately notified anytime:

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

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

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

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

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

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

Category 6 – Process Management
This Category examines key aspects of your organization's process management, including key learning-centered processes for your educational programs, offerings, and services that create student, stakeholder, and organizational value. It also examines key support processes.

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

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

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

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

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

academic support services including full electronic access to Library holdings, extensive writing and learning strategy support, support for students with learning differences to help them become efficient and independent learners, and programming and activities designed to increase the involvement of minority students in extracurricular activities.

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

> Student Evaluation of Instruction--Each section of each course offered—fall, spring, Maymester, and Summer Sessions--is evaluated through the Student Evaluation of Instruction Instrument.
> Citadel Experience Survey--Each graduating cadet class is surveyed through the Citadel Experience Survey. This survey addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provide to encourage students to share suggestions, criticisms, and observations.
> Alumni Survey--The Alumni Survey is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey will be administered in fall 2006 to graduates from the AY 2003-2004.

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

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

See item 1 above.

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

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

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

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

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

See item 4 above.

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

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

When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be presented to the Board of Visitors in September 2006. Again 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. In the initial stage of development, each vice president presented specific key measures by which the performance of his or her area of the College can be measures. Out of the key measures for each major area of the College will come those measures that will best evaluate the performance of the institution as a whole. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report on the revised initiatives adopted in September 2006 is included as Attachment II at the end of this document. At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, the annually prepared Fact Book, and the President's Dashboard presentation of specific performance metrics are the primary tools by which the College monitors action plans and their progress.

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

Executing the Current Budget

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

June

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

July

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

September-October

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

November-December

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

January-February

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

March-April

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

June

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

Developing the Budget

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

State-Level Actions

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

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

January-February-March
> State Legislature reviews budget proposed by the State Executive Office.

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

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

Citadel Actions

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

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

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

May

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

June

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

July

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

Category 7 – Organizational Performance Results
This Category examines your organization's performance and improvements in: customer satisfaction, mission accomplishment and organizational effectiveness, financial performance, human resource results, regulatory/legal compliance and community support. Information is typically displayed by the use of performance measures.
Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Over the years, The Citadel has developed a variety of key indicators as it monitors organizational performance. Many of these are published in The Citadel Fact Book. Fact Book 2006 is available on The Citadel Web Page at www.citadel.edu/instresearch/adobe/factbook.pdf.

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

The Citadel's primary source of performance data will be the Annual Status Report on the Status of Addressing Strategic Initiatives 2002-2012 (see Attachment II), the annual Fact Book (available on line at www.citadel.edu/instresearch/adobe/factbook.pdf.), Annual Assessment Reports, and the President's Dashboard presentation of specific performance metrics..

When Lt Gen John Rosa arrived on campus as the 19th president of The Citadel, he gave careful review to the strategic planning process of the College and the method by which institutional quality was being determined and success monitored. He almost immediately came to the conclusion that we were tracking too many things, were not tracking some very important matters, and the Strategic Initiatives were in need of work. Under his guidance, the Strategic Planning Council developed a fairly extensive list of recommended changes, clarifications, and expectations for the Strategic Initiatives. These will be

presented to the Board of Visitors in September 2006. Again 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. In the initial stage of development, each vice president presented specific key measures by which the performance of his or her area of the College can be measures. Out of the key measures for each major area of the College will come those measures that will best evaluate the performance of the institution as a whole. Since the adoption of the Strategic Initiatives 2002-2012, the College has measured its performance by how well and extensively the actions taken by the various operations/departments have addressed these initiatives. The report on the revised initiatives adopted in September 2006 is included as Attachment II at the end of this document. At present, the Annual Assessment Reports, the Status Report on Strategic Initiatives 2002-2012, the annually prepared Fact Book, and the President's Dashboard presentation of specific performance metrics 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

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

| | | Cumulative Graduation Rates | |
| | | Graduated within | Graduated within |
Fall	Headcount	4 Years	6 Years
1991	538	56.10%	73.00%
1992	527	59.90%	76.80%
1993	518	59.60%	70.40%
1994	481	59.30%	66.40%
1995	499	62.50%	70.30%
1996	474	56.40%	66.20%
1997	441	62.30%	71.90%
1998	484	57.30%	66.00%
1999	517	55.00%	64.90%
2000	553	62.40%	71.30%
2001	570		
2002	520		
2003	553		
2004	569		
2005	585		

Source: Institutional Research

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

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

Cumulative Grade Point Ratios*

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Freshman	2.32	2.21	2.39	2.36	2.34	2.56	2.50	2.55	2.71	2.58	2.56	2.69
Sophomore	2.40	2.51	2.49	2.51	2.56	2.59	2.62	2.56	2.57	2.74	2.65	2.65
Junior	2.61	2.62	2.62	2.65	2.67	2.72	2.72	2.71	2.67	2.69	2.84	2.76
Senior	2.70	2.67	2.68	2.72	2.73	2.72	2.75	2.81	2.79	2.74	2.75	2.92

Average Fall Term Grade Point Ratios by Cadet Classification*

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Freshman	2.32	2.21	2.39	2.36	2.34	2.56	2.49	2.55	2.70	2.58	2.55	2.69
Sophomore	2.59	2.64	2.63	2.61	2.68	2.76	2.68	2.62	2.60	2.76	2.71	2.76
Junior	2.90	2.96	2.86	2.96	2.93	2.97	2.97	2.87	2.79	2.83	3.04	2.95
Senior	2.91	2.99	3.02	2.99	3.03	3.03	3.02	3.05	3.04	2.99	3.10	3.33

*As of the end of the Fall Semester; excluded discharged cadets.
Source: Institutional Research Semester Grade Analysis

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

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

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

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

Fall	Headcount	Retention Rate after 1 Year
1991	538	74.30%
1992	527	83.80%
1993	518	82.70%
1994	481	80.30%
1995	499	84.20%
1996	474	77.80%
1997	441	76.60%
1998	484	77.10%
1999	517	73.70%
2000	553	81.00%
2001	570	78.40%
2002	520	77.50%
2003	553	80.50%
2004	569	81.90%
2005	585	81.90%
2006		

Source: Institutional Research

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

Table 7.2-2 Expenditures in Academic Support Services

	2003-04	2004-05	2005-06	2006-07
OASIS	$291,057	$303,778	$327,741	$325,816
Writing and Learning Strategies	$108,342	$154,365	$187,776	$192,665
Multicultural Student Services	$ 103,211	$105,239	$10 2,589	$139,850
Citadel 101	$ 25,000	$ 25,000	$ 25,000	$ 28,157
TOTAL	$523,533	$588,382	$642,188	$686,488

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

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

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

Table 7.3-1 Quarterly Budget versus Actual Expenditures (2006 VS 2007)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2005-06	24.0%	45.9%	71.0%	95.9%
2006-07	22.3%	45.0%	70.3%	95.0%
Five-Year Ave.	23.1%	46.5%	71.2%	96.5%

Table 7.3-1a Quarterly Budget versus Actual Revenues (2006 VS 2007)

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2005-06	40.7%	81.7%	91.0%	101.8%
2006-07	41.4%	79.9%	91.6%	102.6%
Five-Year Ave.	39.2%	77.1%	89.0%	101.8%

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

Table 7.3-2 Cumulative Progress Toward Completion of Capital Campaign

June 30, 2003	$31,725,179
June 30, 2004	$50,338,935
June 30, 2005	$62,899,261
June 30, 2006	$83,061,000
June 30, 2007	$97,789,000

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

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

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

Table 7.4-1 Faculty Development and Faculty Research

	2003-04	2004-05	2005-06	2006-07
Faculty Development	$170,000	$170,000	$155,000	$ 95,000
Faculty Research	$195,000	$195,000	$219,000	$233,374
Sabbatical Support	$100,000	$100,000	$ 95,000	$170,875
TOTAL	$465,000	$465,000	$469,000	$499,249

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

Table 7.4-2 Average Faculty Salaries by Academic Rank

Average Salaries of Full-Time Faculty

2003-2004, 2004-05, 2005-06, 2006-07

Professor				
	2003-04	2004-05	2005-06	2006-07
The Citadel	$67,072	$74,514	$77,745	$77,994
Coastal Carolina	62,281	68,471	71,845	$73,231
College of Charleston	68,135	71,298	75,055	$76,064
Winthrop Univ.	62,403	65,448	69,727	$72,651

Associate Professor				
	2003-04	2004-05	2005-06	2006-07
The Citadel	$55,885	$60,986	$64,425	$65,858
Coastal Carolina	53,937	56,615	59,385	$62,123
College of Charleston	53,901	57,400	60,165	$61,522
Winthrop Univ.	54,456	57,919	60,168	$63,131

Assistant Professor				
	2003-04	2004-05	2005-06	2006-07
The Citadel	$47,148	$48,957	$52,627	$53,043
Coastal Carolina	44,887	48,248	51,395	$53,996
College of Charleston	45,268	47,196	49,596	$52,461
Winthrop Univ.	45,908	47,433	50,621	$52,117

Note: Faculty Salaries reported according to CUPA definitions

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

Table 7.4-3 Faculty and Staff Salary Increases

	2004-05	2005-06	2006-07
COLA	4%	3%	3%
Faculty Merit	$149,973	$ 90,152	$0
Staff Merit	$150,513	$141,766	$0

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

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

A key measure in monitoring Strategic Initiative C, Enhance the Learning Environment, is the scholarships and grants provide by the College.

Table 7.5-1 Scholarship and Grants

	2003-04	2004-05	2005-06	2006-07
Citadel Funded Scholarships	$4,204,074	$4,366,278	$4,020,553	$4,266,549
Athletics Grants in Aid	$1,898,302	$2,081,551	$2,140,729	$2,146,968
Fee Abatements	$ 929,398	$ 996,406	$1,115,789	$1,119,533
ROTC Scholarships	$ 479,673	$ 421,470	$ 412,100	$ 431,938
TOTAL	$7,511,447	$7,865,705	$7,699,171	$7,964,988

Table 7.5-1a Graduate Assistantships

	2003-04	2004-05	2005-06	2006-07
Citadel E & G Funded	$ 63,300	$ 72,431	$ 87,225	$ 70,863
The Citadel Foundation Funded	$374,631	$384,420	$367,713	$348,105
TOTAL	$437,931	$456,851	$454,938	$418,968

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

Table7.5-2 Expenditures for Deferred Maintenance and Replacing Older Facilities

FY 2003-04	$11,714,347
FY 2004-05	$ 8,391,512
FY 2005-06	$23,099,554
FY 2006-07	$13,036,613

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 compiled a record of nearly 60,000 hours in community service and to support the community with significant donations through on-campus blood donations to the American Red Cross.

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

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

Table 7.6-1 The Krause Initiative

	FY 2004	FY 2005	FY 2006	FY 2007
Citadel Subsidy	$ *	$ *	$ 8,135	$ 21,370
Krause Funds	$62,220	$68,346	$85,029	$ 83,969
TOTAL	$62,220	$68,346	$93,164	$105,339

The Citadel continues to market its CGPS programs aggressively.

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

	2003-04	2004-05	2005-06	2006-07
Advertising	$ 52,636	$ 66,306	$ 63,185	$ 63,709
Salaries	$ 48,000	$ 68,111	$ 68,111	$ 55,454
TOTAL	$100,636	$134,417	$131,296	$119,163

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

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

	2003-04	2004-05	2005-06	2005006	TOTAL
Data Processing Supplies	$135,638	$359,283	$690,450	$418,183	$1,603,554
IT Equipment	$250,915	$ 42,986	$ 19,034	$ 83,647	$ 396,582
Software less than $100,000	$ 340	4,421	$ 32,537	$ 60,248	$ 92,785
Equipment	$ 50,026	$154,082	$102,132	$108,170	$ 414,410
TOTAL	$436,919	$560,772	$839,392	$670,248	$2,507,331

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

Not assessed at this time.

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

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

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

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

The Citadel
Organization and Function Chart
June 28, 2006

Board of Visitors

President

Executive Assistant to President

Academic Board[1]
Brigadier Foundation[2]
The Citadel Trust, Inc[3]
Director for Krause Initiative in Ethics & Leadership
President's Support Office
  - Special Assistant to the President
  - General Counsel
  - Internal Auditor
  - Ombudsperson
Government Relations

Protocol

Alumni Affairs/Career Svcs

[5]

Provost and Dean of College[1]

Vice President for Facilities & Engineering[4]

Construction Management
Physical Plant:
  Utilities Division:
    Electric Shop
    HVAC Shop
    Machine Shop
    Boiler Plant
  Operational Services:
    Grounds
    Contract Services
    Boating Center
    Motor Pool
  Buildings Division:
    Carpenter Shop
    Paint Shop
    Zone Maintenance
    Lock Shop
Public Safety
Risk Mgmt/Safety Officer

Vice President for Finance & Business Affairs[4]

Financial Services:
  Accounting
  Treasurer
Human Resources:
  EEO/Affirmative Action
  Post Office
  Records Mgmt
  Staff Council
Budget and Analysis
Procurement Services
Auxiliary Services:
  Cadet Store
  Gift Shop
  Laundry/Dry Cleaning
  Print Shop
  Tailor Shop
  Telecommunications
  Dining Services
Infirmary:
  Sports Medicine

Vice President for Communications[4]

Public Affairs
Media Relations
Publicity
College Photographer
Marketing
Publications/Website
Visitor Services

Director of Athletics[4]

Intercollegiate Athletics:
  Athletic Coaches
  Athletic Administrative Staff
Compliance/Academics
Senior Woman Administrator
Sports Information
Marketing & Promotions
Faculty Athletic Advisory Committee
Student-Athlete Advisory Committee

Commandant of Cadets[4]

Deputy Commandant &
  Asst. Comm. for Discipline
  Summer Camp
  Barracks
Assistant Commandant for Operations, Training & Planning
Assistant Commandant for Admin. & Coeducation
Battalion Tactical Officers
  Company Tactical Officers
Corps of Cadets
Bands
Religious Activities
Cadet Activities
  Beach House
Officers-In-Charge

Associate Provost
  Multicultural Student Services/International Studies
  Writing Center
  OASIS
  Citadel Academy for the Scholarship of Teaching, Learning & Eval.
  Information Technology Services
  Institutional Research
  Registrar
School of Business Administration
  Citadel Executive Institute (CEI)
School of Education/Director of Teacher Education
  Teacher Education Programs
School of Engineering
  Civil and Environmental Engineering
  Electrical and Computer Engineering
School of Humanities and Social Sciences
  Academic Departments:
    English
    History
    Modern Languages
    Political Science & Criminal Justice
    Psychology
School of Science and Mathematics
  Academic Departments:
    Biology
    Chemistry
    Health, Exercise and Sport Science
    Mathematics & Computer Science
    Physics
Assistant Provost
  Oral Communications Lab
Aerospace Studies
Military Science
Naval Science
College of Graduate & Professional Studies
Library
  Archives/Museum
Academic Board
Admissions & Recruiting
Communication Across the Curriculum
Counseling Center
Faculty Council
Financial Aid/Scholarships/Veteran Affairs
Graduate Council
Honors Program

NOTES:
[1]The Provost serves as the President's liaison to the Academic Board.
[2]The Director of Athletics serves as the President's liaison to The Citadel Brigadier Foundation.
[3]The Vice President for Finance and Business Affairs serves as the President's liaison to The Citadel Trust, Inc.
[4]As per College regulations, VP's coordinate institutional level decisions and policies with Provost.
[5]Line of Coordination.

Effective 06-2006

Attachment I

Objectives/Action Items for Revised Strategic Initiatives 2002-2012 for 2006-07

A. *Focus on the Development of Principled Leaders*
1. Implement the initial phase of the Citadel Values and Respect Program by Fall 2006 (SA/AD).
2. Integrate Vision, Mission, and Core Values into all Corps related training and activities starting in Fall 2006 and CGPS related information and activities starting in Fall 2007.
3. Create an integrated leader development model within the Citadel Experience by August 2007.
4. Fully develop and implement the Citadel Values and Respect Program (Honor Education, Wellness, Human dignity, Leader Development, Sexual Assault/ Harassment) by Fall 2007.
5. Complete the study of the 24 hour schedule and physical effectiveness of the 4th class IAW the QEP May 2007. Implement needed changes in Fall of '07.
6. Establish an automated Cadet Accountability System by Fall 2007 IAW QEP.
7. Review the Honor System by May 2008 as an integral component in the preparation of Principled Leaders.
8. Review Cadet Discipline System by May 2008 as an integral component in the preparation of Principled Leaders.
9. Embed a culture of Values and Respect into The Citadel ethos by Fall 2010.

B. *Strengthen the College through Institutional Advancement*
1. Develop a Strategic Communications Plan for the college by July 2006 and update as needed (semi-annually).
2. Enhance donor relations and stewardship processes with TCF, TCBF, and CAA by 2007.
3. Create a comprehensive Marketing Plan by Fall 2007.
4. Develop concepts and plan for future capital campaign by 1 Oct 2007.
5. Annually provide TCF, TCBF, and CAA "need based" statements to portray funding shortfalls for different institutional needs appropriate for fundraising.
6. Acquire sufficient unrestricted and restricted private funding by 2010 to allow The Citadel to operate with a stable funding base and to limit annual student tuition and fee increases to the Higher Education Price Index (HEPI).

C. *Enhance the Learning Environment*
1. Complete NCAA Self Study by May 2007.
2. Provide resources on an annual basis to enable all students to be competitive at conference or national levels across all program areas by Fall 2007.
3. Achieve initial accreditation in Computer Science by AY 2007-2008.
4. Improve and continue to integrate the academic support programs, as reflected by our assessment process, to meet the goals of the institution by Fall 2008.
5. Maintain accreditation through the Southern Association of Colleges and Schools (SACS) by fully implementing the QEP by August 2009.
6. Maintain Academic Program accreditation in the following academic areas; Business Administration, Education, Engineering, and Psychology. Critical dates will vary by professional association. Fall 2007 is the earliest critical date (Education).
7. Review annual academic assessment reports to determine critical needs for inclusion in the budget request process by Fall 2006.

D. *Develop the Student Population*
1. Determine annually the feasibility of additional off-campus course offerings to include distance learning capabilities by Fall 2006.
2. Revise recruiting strategy and goals by Jan 2007 to achieve increased minority and female representation within the Corps.
3. Average one national level post-graduate scholarship per year by May 2007.
4. Review feasibility of reinstating Veterans Program by June 2007
5. Examine institutional best practices of assessing the quality of incoming class and establish a revised methodology by Fall 2007.
6. Conduct academic needs assessment every 3-5 years beginning Fall 2008.
7. Implement Plan A (grow Corps by approximately 2 companies) by Fall 2010.
8. Improve freshman and class cohort retention to exceed the national average and those of designated peer institutions IAW QEP by 2009.
9. Grow CGPS enrollment by 25 % by Fall of 2010.

E. *Enhance the Facilities and Technological Support for the Campus*
1. Create and implement an integrated technology plan for The Citadel beginning by Aug 2007.
2. Annually plan and execute expenditure of State Education Lottery funding to improve institution's technology capabilities by Fall 2007.
3. Revise The Citadel Facilities Master Plan IAW Comprehensive Permanent Improvement Plan (CPIP) schedule for 2007 and beyond.
4. Reduce deferred maintenance at an average annual rate of 3% by 2012 (pending consistent funding levels).

F. *Improve Institutional Effectiveness*
1. Develop and implement a reporting process that provides standardized "key metrics dashboards" to reflect institutional progress by 31 August 2006.
2. Integrate the following State reporting requirements, by September 2006, into the planning/assessment processes of the College (annual): CHE Performance Funding; Agency head Evaluation; Accountability Report.
3. Improve organizational design and capacity for institutional assessment to embed integrated assessment efforts within The Citadel culture by July 2007.
4. Revise and publish a strategic planning process that outlines a formal process of assessing results, updating performance indicators, and revising plans that contribute to institutional progress by Fall 2008.
5. Seek out best practices and, as a minimum, implement a new practice in each VP area that improves organizational effectiveness and reduces the need for annual tuition increases by Spring 2008.

G. *Ensure the College has the Leadership and Talent to Accomplish these Goals*
1. Revise the recruiting and hiring processes to improve the diversity of the administration, faculty and staff (by Jan 2007).
2. Establish diversity goals for each employment category annually.
3. Quarterly examine staffing levels to ensure sufficient manning and to determine progress toward diversity goals.
4. Conduct a faculty salary study every three years beginning in Fall 2006.
5. Conduct a salary study for administrative and staff positions every three years beginning in Spring 2007.
6. Utilize the most current salary studies in establishing the salary increase plan annually.

Objectives and Actions for The Citadel Strategic Initiatives 2006-07

	First Year Objectives June 2006 – May 2007	Responsible Operation	Status
A1.	Implement the initial phase of the Citadel Values and Respect Program by Fall 2006 (SA/AD).	Director, The Krause Initiative in Ethics and Leadership	**On Track**
A2.	Integrate Vision, Mission, and Core Values into all Corps-related training and activities; starting in Fall 2006 and CGPS related information and activities starting in Fall 2007.	Values and Respect Task Force	**On Track**
A5.	Complete the study of the 24-hour schedule and physical effectiveness of the 4th class IAW the QEP by May 2007. Implement needed changes Fall of '07.	Values and Respect Task Force	**Started, not on Track**
B1.	Develop a Strategic Communications Plan for the college by July 2006 and update as needed (semi-annually).	VP Communications	**Started, not on Track**
B2.	Enhance donor relations and stewardship processes with TCF, TCBF, and CAA by 2007.	The Citadel Foundation	**Started, not on Track**
C1.	Complete NCAA Self Study by May 2007.	Provost	**On Track**
C7.	Review annual academic assessment reports to determine critical needs for inclusion in the budget request process by Fall 2006.	Provost	**On Track**
D1.	Determine annually the feasibility of additional off-campus course offerings to include distance learning capabilities by Fall 2006	Provost	**Started, not on Track**
D2.	Revise recruiting strategy and goals by Jan 2007 to achieve increased minority and female representation within the Corps.	Admissions	**On Track**

D3.	Average one national level post-graduate scholarship per year by May 2007.	Provost	**On Track**
E3.	Revise The Citadel Facilities Master Plan IAW Comprehensive Permanent Improvement Plan (CPIP) schedule for 2007 and beyond.	VP Facilities	**On Track**
F1.	Develop and implement a reporting process that provides standardized "key metrics dashboards" to reflect institutional progress by 31 August 2006.	Special Assistant to the President	**On Track**
F2.	Integrate the following state reporting requirements, by September 2006, into the planning/assessment processes of the College (annual): • CHE Performance Funding • Agency head Evaluation • Accountability Report	Provost and Executive Assistant to the President	**On Track**
G1.	Establish diversity goals for each employment category annually.	Human Resources	**On Track**
G2.	Revise the recruiting and hiring processes to improve the diversity of the administration, faculty, and staff (by Jan 2007).	Human Resources	**Started, not on Track**
G4.	Conduct salary study every three years beginning in Fall 2006.	Provost and VP Finance	**On Track**

Attachment III.

New Tenure-Track Faculty 2007-08

LTC Erick Snellman, Assistant Professor of Biology
B.S., University of Massachusetts at Dartmouth
M.S., University of Connecticut
Ph.D., University of Maryland

MAJ Michael Barth, Associate Professor of Business Administration
B.B.A., Ph.D., Georgia Southern University

COL Ron Green, Dean, School of Business Administration, Professor
B.S., Clemson University
M.P.A., M.B.A., Jacksonville State University
Ph.D., Clemson University

CMDR Alton Lovvorn, Assistant Professor of Business Administration
B.A., Vanderbilt University
M.B.A., Ph.D., University of Memphis

CPT Frank Morris, Assistant Professor of Business Administration
B.A.E., Georgia Institute of Technology
M.B.A., Georgia Southern University
Ph.D., Auburn University

LTC Ed Timmerman, Professor of Business Administration
B.B.A., M.B.A., Delta State University
D.B.A., University of Memphis

CPT Lori Williams Assistant Professor of Health, Exercise, and Sport Science
B.S., James Madison University
M.S., Gardner Webb University
Ph.D., University of South Carolina

CPT Kurt Boughan, Assistant Professor of History
B.A., Stanford University
M.A., Ph.D., University of Iowa

CPT Dana DeFebbo, Assistant Professor of Library Science
B.A., State University of New York at Geneseo
MSIS, State University of New York at Albany

CPT Elise Wallace, Assistant Professor of Library Science
B.A., Roanoke College
MLIS, University of South Carolina

CPT Alan Cambiera, Assistant Professor of Modern Languages
B.A., Pennsylvania State University
M.A., Brooklyn College
Ph.D., Clark Atlanta University

CPT Martha Henderson, Assistant Professor of Criminal Justice
B.A., Furman University
M.A., Ph.D., University of Cincinnati

CPT Michael Wagers, Assistant Professor of Criminal Justice
B.S., M.S., University of North Carolina at Charlotte
Ph.D., Rutgers University-Newark

Mark Clark Visiting Professor of History
LTC John Reed
B.S., Massachusetts Institute of Technology
Ph.D., Columbia University

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

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

Other Expenditures

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

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross References for Financial Results*
I. Scholarships and Fellowships	Includes expenditures for grants to students selected by the institution and financed from current funds, restricted or unrestricted. Also, includes Direct Lending Program funds.	**State:** 0.00 **Federal:** 15,748,801.00 **Other:** 9,574,450.00 **Total:** 25,323,251.00 **% of Total Budget:**	28%	**State:** 0.00 **Federal:** 15,664,496.00 **Other:** 10,658,866.00 **Total:** 26,323,362.00 **% of Total Budget:**	27%	Table 7.3-2, 7.5-1, 7.5-1a
II. Auxiliary Enterprises	Furnishes goods or services to students, faculty, or staff, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services.	**State:** 0.00 **Federal:** 0.00 **Other:** 23,147,395.00 **Total:** 23,147,395.00 **% of Total Budget:**	25%	**State:** 0.00 **Federal:** 0.00 **Other:** 24,707,051.00 **Total:** 24,707,051.00 **% of Total Budget:**	25%	
I. Instruction	Expenditures for institutional instruction programs for all credit and non-credit courses to include occupational and vocational instruction, and for regular, special, and extension sessions.	**State:** 10,652,296.00 **Federal:** 0.00 **Other:** 7,198,515.00 **Total:** 17,850,811.00 **% of Total Budget:**	19%	**State:** 10,710,570.00 **Federal:** 0.00 **Other:** 8,465,732.00 **Total:** 19,176,302.00 **% of Total Budget:**	19%	Table 7.1-1, 7.1-2,7.2-1 7.2-2, 7.3-2,7.4-1, 7.4-2, 7.4-3, 7.5-1, 7.6-1, 7.6-2, 7.6-3 Attachment III
I. O&M of Plant	Operating funds for the operation and maintenance of the physical plant including services and maintenance related to grounds and facilities.	**State:** 0.00 **Federal:** 0.00 **Other:** 6,660,342.00 **Total:** 6,660,342.00 **% of Total Budget:**	7%	**State:** 500,000.00 **Federal:** 0.00 **Other:** 6,981,769.00 **Total:** 7,481,769.00 **% of Total Budget:**	8%	Table 7.5-2
I. Institutional Support	Includes central executive-level activities, fiscal operations, administrative data processing, space management, employee personnel and records, logistic activities, and support services for faculty and staff.	**State:** 119,260.00 **Federal:** 15,000.00 **Other:** 5,834,605.00 **Total:** 5,968,865.00 **% of Total Budget:**	6%	**State:** 120,620.00 **Federal:** 15,000.00 **Other:** 6,977,044.00 **Total:** 7,112,664.00 **% of Total Budget:**	7%	Table 7.3-1

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Academic Support, Student Services, Public Services, and Research.

Remainder of Expenditures:		**State:** 3,394,941.00 **Federal:** 1,940,649.00 **Other:** 7,809,244.00 **Total:** 13,144,834.00 **% of Total Budget:**	14%	**State:** 3,923,071.00 **Federal:** 1,605,854.00 **Other:** 8,492,035.00 **Total:** 14,020,960.00 **% of Total Budget:**	14%	

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart
   number that is included in the 7th section of this document.

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
I. Scholarships and Fellowships	Strategic Initiative A; Strategic Initiative B; Strategic Initiative C; Strategic Initiative D; Strategic Initiative E.; Strategic Initiative G.	Action A1; Action A2;	Table 7.1-1;7.1-2; 7.2-1;7.2-2; 7.3-2; 7.4-1; 7.5-1; 7.5-1a
II. Auxiliary Enterprises			
I. Instruction	Strategic Initiative A;Strategic Initiative B; Strategic Initiative C; Strategic Initiative D; Strategic Initiative E; Strategic Initiative G	Action A1; Action A2; Action C1; Action C7; Action D1; Action D3; Action F2; Action G1; Action G2; Action G4	Table 7.1-1; 7.1-2; 7.2-1;7.2-2; 7.3-2; 7.4-1; 7.4-2; 7.4.3; 7.6-1; 7.6-2; 7.6-3 Attachment III
I. O&M of Plant	Strategic Initiative E.	Action E3;	Table 7.5-2
I. Institutional Support	Strategic Initiative A; Strategic Initiative B; Strategic Initiative C; Strategic Initiative F; Strategic Initiative G	Action A5; ;Action B1; Action B2; Action C1; Action D2; Action F1; Action F2; Action G1; Action G2; Action G4;	Ta ble 7.3-1; 73-1a; 7.3-2; 7.6-1; 7.6-2
I. Academic Support	Strategic Initiative A; Strategic Initiative B; Strategic Initiative C; Strategic Initiative D; Strategic Initiative E	Action A1; Action A5; Action C1; Action D1; Action F1	Table7.1-1; 7.1-2; 7.2-1; 7.2-2; 7.6-3
I. Student Services	Strategic Initiative A; Strategic Initiative D	Action A1; Action A5; Action C1	Table 7.2-1; 7.5.1a; 7.6-3
I. Public	Strategic Initiative A; Strategic Initiative D	Action A1; Action A2;	
I. Research			

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart
   number that is included in the 7th section of this document.