

Accountability Report Transmittal Form

Organization Name ___The Citadel_____

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**THE CITADEL
HIGHER EDUCATION ACCOUNTABILITY REPORT FOR 2010
15 September 2011**

SECTION I – Executive Summary

1. Mission and Values

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

Statement of Vision

Achieving excellence in the education and development of principled leaders.

Core Values

Honor

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

Duty

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

Respect

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

Mission

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

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

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a military environment. The cadet lifestyle provides a structured environment that supports growth and development of each student's intellect, discipline, physical fitness, and moral and ethical values. The four pillars which define The Citadel experience for cadets consist of these four developmental dimensions.

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

Institutional Characteristics. The Citadel is a coeducational, comprehensive, public, four-year institution whose primary undergraduate student body consists of approximately 1,900 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainder go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its undergraduate and graduate programs, The Citadel Graduate College serves a degree-seeking population of approximately 1,200. The primary service area is the South Carolina Lowcountry. The Citadel Graduate College offers three baccalaureate degree programs (Bachelor of Science in

Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and The Citadel Graduate College enroll approximately 3,200 students, about three-fourths of whom come from South Carolina.

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

2. Major Achievements for 2010-2011

Citadel is pleased to highlight the myriad of achievements in 2010-2011 below:

U.S. News: The Citadel is No. 2 best public institution in the South for those offering a master's degree--The Citadel is the only South Carolina college that combines a quality undergraduate education with outstanding value, according to the latest U.S. News & World Report rankings. The Citadel ranks No. 6 best value among Southern colleges and is the No. 2 best public institution in the South among those offering up to a master's degree. According to U.S. News editors, "the most significant values are among colleges that are above average academically." In the 2011 rankings, The Citadel is also:

- No. 6 among the best public and private universities in the South offering up to a master's degree but few, if any, doctoral programs.
- No. 21 among the nation's best undergraduate engineering programs at schools where the highest degree is a bachelor's or master's. The Citadel was 26th last year.
- No. 6 best for a strong commitment to teaching among regional universities in the South

The Citadel Blueprint, Strategic Plan for Educating Principled Leaders entered its second year of implementation. The Citadel's Blueprint: Strategic Plan for Educating Principled Leaders was constructed through a campus-wide collaborative process. This plan communicates the institution's priorities for 2009-2012. The accomplishments realized during 2010-2011 are highlighted in the Blueprint Annual Report on in Attachment II.

New Sophomore Leadership Seminar Launches--- In Fall 2010, all second year cadets were required to enroll in the Sophomore Seminar in Leadership. The curriculum of the new academic course includes educational materials from the Medal of Honor Foundation, class lectures, group discussions, and film case studies. The course was taught by 29 members of The Citadel's faculty and staff from several disciplines. As a year-long, mandatory leadership learning module, it features classroom and practical community experience in the greater lowcountry region.

Service Learning Program Expands---During the past academic year, The Krause Center for Leadership and Ethics forged 16 new service partnerships that permitted the college to provide community assistance across the greater Charleston region. A snapshot of that vital activity follows:

- **Poverty Focused Service:** 371 individuals providing 3,146 volunteer hours
Sample activities include the Arland D. Williams Heroism Day with 135 cadet volunteers offering 1,350 hours of their time, and the Sea Island Habitat for Humanity that benefitted from 119 volunteers and 981 total hours.
- **Education Focused Service:** 228 individuals served 1,462 hours
Volunteer work supported the Kaleidiscscope & WINGS afterschool program with 64 volunteers for 515 hours, and Burke Middle and High School mentor programs put 15 volunteers to work for a total of 180 hours.
- **Health and Disabilities Focused Service:** 211 individuals served 1,032 hours
Main activities supported the Special Olympics Mid-Winter Games with 101 volunteers for 497, and The Charleston Miracle League benefitted from 342 hours of work by 90 volunteers.

Citadel Partners with the National Coalition Building Institute

In partnership with the School of Humanities and Social Sciences, the Krause Center has worked to bring a NCBI diversity training session to campus. Titled “Principles into Practice: Strengthening Leadership for a Diverse Society,” the first session was given to Citadel faculty, staff, and administrators on June 2, 2011.

Continued Expansion of The STEM Center of Excellence--In collaboration with Schools of Engineering and Science and Mathematics, the School of Education has created The Citadel STEM Center of Excellence. Consistent with a strategic initiative of The Citadel Blueprint, the goal of the STEM Center is to “provide outreach to the region and server as a resource in its economic development.”

Implementation of a new Information Management System – Banner--The Citadel campus community has been hard at work this year installing and implementing Banner, the Sunguard Enterprise Information System for higher education, which moves the community toward a unified digital campus. This year, the campus continued to refine the implementation of the modules for Finance, Admissions, Student, Human Resources and Financial Aid. Other powerful new tools introduced include an Operational Data Store (ODS) that will integrate data from multiple sources to make analysis and reporting easier, and an Enterprise Data Warehouse (EDW) to safeguard historical data.

Implementation of E-Leadership Portfolios- All freshmen cadets completed The Citadel’s new E-Leadership Portfolio provides an electronic profile documenting and assessing students’ leadership development growth over time. This four-year initiative, starting in the freshman year, documents leadership outcomes through four pillars: academic, military, physical, and moral and ethical effectiveness. The portfolio includes a strong career development focus and all students will graduate with a complete E-Leadership Portfolio to share with potential employers and graduate schools.

Daniel Library Renovation--With a \$1.5 million gift from the Daniel Foundation, the library is undergoing a substantial renovation that includes new architectural and interior design features, updated HVAC, electrical and plumbing systems, and a renovated garden area.

The Citadel Directors' Institute (CDI)- The CDI was designed as a function to provide important forum for business and policy leaders to address the changing regulatory environment and fuel high level discussion about ethics in business and finance. Administered by the School of Business Administration, the CDI met with success and critical acclaim in its second annual institute March 2011.

3. Key Strategic Goals

The Citadel Board of Visitors, our governing board, voted to approve a new Strategic Plan with revised Strategic Initiatives Summer 2009. These Strategic Initiatives were revised as follows by the Board of Visitors at that meeting:

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

During the 2010-2011 academic year, The Citadel campus community implemented this new strategic plan which addresses each of these initiatives. The Citadel Blueprint: The Strategic Plan for Educating Principled Leaders, approved by the Board and the Senior Leadership Team, is presented in Attachment III.

4. Key Strategic Challenges

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

- Annual State appropriations levels
 - Does not cover HEPI annual inflation
 - Recruitment and retention of quality faculty and staff
 - Construction costs
 - Contracting costs
 - Energy costs
- Lack of State funded capital financing
 - Lack of a bond bill in recent years
- Inadequate need based scholarship funds
- Deferred maintenance deficits mounting (\$70 million)

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

The Citadel submits annually by law the Institutional Effectiveness Report. This report is based on annual assessment reports that are required of every budgeted department/operation of the College.

These reports are provided to each vice president and provide the College a context for budget decisions, resource allocations, and fundraising priorities. The Annual Accountability Report provides the College the opportunity to take a “big picture” look at all data that has been collected through various assessment activities across the College. The Citadel continues to take strong, aggressive steps to solidify and enhance its leadership development model as we strive to meet our mission to educate and prepare graduates to become principled leaders in all walks of life by instilling the core values of The Citadel in a challenging intellectual environment. Under the leadership of Lt Gen John Rosa, The Citadel has initiated a program called “The Citadel Experience” that places the institution’s core values or “Honor, Duty, and Respect” as the cornerstone for The Citadel’s leadership development model.

SECTION II – Organizational Profile

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

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

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

The Citadel offers five undergraduate degrees with nineteen major offerings, six master’s degrees in sixteen academic areas, and the specialist degree in two areas. The Corps of Cadets is a full-time residential student body functioning in a structured cadet lifestyle, and our graduate students are, in the main, practicing professionals who are employed full-time. The lifestyle of these groups requires that a great deal of learning take place in the classrooms. The Citadel, therefore, requires class attendance for all members of the Corps of Cadets and offers its degree programs through small classes taught by qualified, motivated faculty. This small student/faculty ratio of 14:1 is complemented with a variety of academic support services including full electronic access to Library holdings, extensive writing and learning strategy support, supplemental instruction, support for students with learning differences to help them become efficient and independent learners, and programming and activities designed to increase the involvement of minority students in extracurricular activities.

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

The Citadel serves five distinct student bodies:

The Corps of Cadets-- Approximately 2100 young men and women are full-time, living on campus in barracks, and pursuing one of more than 19 undergraduate programs.

Active Duty Students—Approximately 75 young men and women who are non-commissioned officers in the Marine Corps or Navy and are pursuing one of more than 19 undergraduate majors with the Corps

of Cadets. The active duty students are assigned to the Naval ROTC Detachment at The Citadel, wear uniforms while on campus, and will be commissioned as second lieutenants or ensigns upon degree completion.

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

Graduate Students—Approximately 1000 students are pursuing one of six master's degrees in sixteen academic areas or the specialist degree in two areas. The vast majority of these students are working adults who are pursuing these degrees as professional development.

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

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

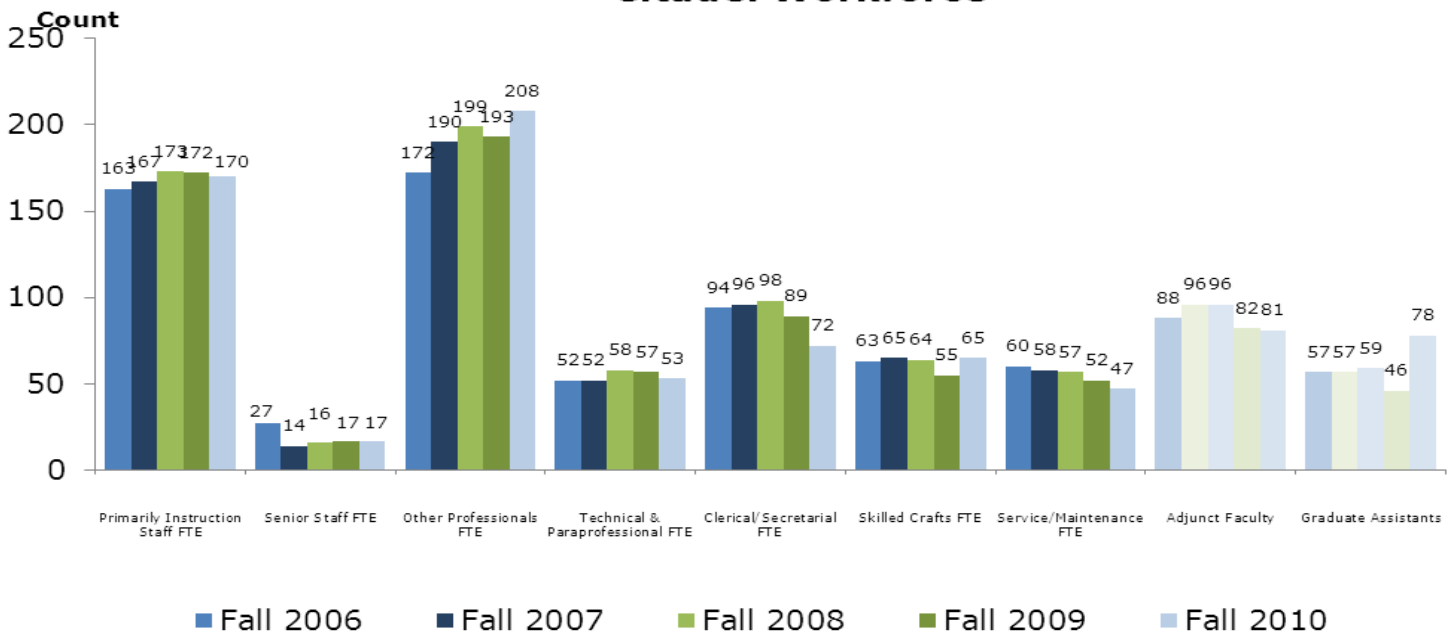
3. Your operating locations

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

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

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

Citadel Workforce



Adjunct Faculty and Graduate Assistants are actual headcount
 Fall 2011 IPEDS data published November 2011
 Source: IPEDS Human Resources, 2006-2011 and The Citadel Office of Human Resources

5. The regulatory environment under which your organization operates.

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

South Carolina Commission on Higher Education(CHE)

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

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

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's, and Specialist degrees. The institution was initially accredited in 1924, was last reaffirmed in 2010, and is scheduled to 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 Computer Science programs under went initial review in fall 2007. This was a very successful review, and full accreditation by ABET has been received retroactive to October 2006. Civil and Electrical Engineering programs were re-accredited in 2009.

National Council for Accreditation of Teacher Education (NCATE)

Programs for the preparation of secondary teachers at the bachelor's level, for the preparation of secondary and special education teachers at the master's level, for the preparation of guidance counselors

at the master's and specialist degree levels, and for the preparation of school superintendents at the specialist degree level are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Citadel has been continuously accredited by NCATE since 1975. The Citadel hosted a very successful NCATE reaffirmation team visit in fall 2007, and all programs in the School of Education have been granted full accreditation.

The Association to Advance Collegiate Schools of Business (AACSB)

The Citadel's programs in Business Administration, both graduate and undergraduate, are accredited by AACSB – The Association to Advance Collegiate Schools of Business. The Citadel's bachelor's and master's programs in business administration were accredited by AACSB in April 1996 and successfully reaccredited in March 2010.

National Collegiate Athletic Association and Southern Conference(NCAA)

The Citadel is a member of the NCAA Division I-AA classification in football and Division I classification in all other sports. In addition, the College is a member of the Southern Conference. The Citadel hosted a very successful NCAA reaffirmation team visit in fall 2007, and all of The Citadel's sports programs have been declared to be in full compliance with NCAA rules and regulations.

The Ed.S. in School Psychology

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

The Master of Education in Counselor Education

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

The Master of Arts in Psychology: Clinical Counseling

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

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

The Citadel's governing board, The Citadel Board of Visitors (BOV), was established by Section 59-121 of Code of Laws of South Carolina 1976 (as amended). The policies by which the Board of Visitors governs The Citadel are presented in "College Regulations." This document and the minutes of BOV meetings are kept in the Office of the President and are posted on The Citadel webpage. The BOV is responsible for hiring the President, the Provost/Dean of the College, and all other vice presidential level administrators. The BOV holds scheduled meetings periodically throughout the calendar year and conducts its business through ten Standing Committees. Each of these committees has a senior

administrator as its liaison with the College. The BOV approves statement of vision, mission, and core values for the College as well as the Strategic Plan that guides the priorities of the institution. The College provides the BOV an annual update on progress being made in addressing the Strategic Initiatives within the Strategic Plan adopted by the BOV in June 2009 for the period 2009 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 planning/budget approval process.

7. Your key suppliers and partners

While The Citadel recruits and admits students nationwide, our key suppliers and partners are the public and private secondary schools in South Carolina and four surrounding states, North Carolina, Georgia, Florida, and Virginia. For example, this year's entering class included students from 38 states and 8 foreign countries. Most of our adult students are employed full-time in the Lowcountry.

8. Your key competitors.

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

9. Your principal factors that determine your competitive success.

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

10. Your performance improvement systems

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

- a) **Internal Assessment Process of the College.** Each budgeted school/department of the College presents an annual assessment report on its programs/services/activities. These reports are submitted each June to the Office of the Associate Provost for Planning, Assessment and Evaluation which is responsible for compiling these reports for the use of the Provost, Vice Presidents, and President in developing the budget and allocating the resources of the College. Each report includes the following: Mission/Purpose, Expected Results, Assessment Tools, and Assessment Results/Actions Taken/Resources Needed. Institutional Assessment and key performance indicators in the strategic plan are also important performance improvement systems.
- b) **Annual Report on the Strategic Plan presented annually to the Board of Visitors.** (See Attachment 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) **The State Budget and Control Board Higher Education Accountability Report.**

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

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

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

12. Organizational structure

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

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

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

SECTION III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

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

The Citadel develops and refines its mission and vision through the strategic planning process. The Citadel implemented a new strategic planning process in 2009 as described in Category 2 below. Through this process, the College most recently re-affirmed statements of vision, mission, and made enhancements to the core values in June 2011, and the senior leadership of the College decided to place these statements in all classrooms and on bulletin boards in the academic, administrative, and cadet areas as constant reminders to students, faculty, and staff of the principles by which The Citadel is committed to operate. The core values are also highly visible on banners hanging from lightposts around The Citadel campus and barracks. The vision statement – Excellence in the education of principled leaders – appears on the home page of the web site and in college-wide publications produced by the VP for External Affairs whose publications go primarily to external audiences – alumni, donors, parents, prospective students, and officials. These values and vision is also communicated through the plan itself.

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

The Citadel Staff Council has adopted an employee code of ethics that sets forth expectations of all employees in view of The Citadel's mission. The Citadel Faculty Council has also adopted a code of ethics that embraces The Citadel's mission in an academic context. Senior leaders have regular meetings with the heads of the departments/operations under their supervision. These meetings provide the forum for discussions of mission, vision, and values as well as day to day operational and budgetary issues.

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

The Senior Staff of the College (Provost, Vice Presidential Level Administrators, Executive Assistant to the President, Executive Director of the Citadel Foundation, General Counsel for the College, and representatives of specified organizations) meet weekly to share ideas, address issues, and plan for coming events. This group then meets with the President weekly to ensure that he is aware of pertinent matters and activities. Each vice president periodically briefs his department/operational leaders on key performance measures in his/her areas of responsibility.

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

The Citadel provides annually workshops and briefings on such legal and ethical issues as sexual harassment, sexual assault, FERPA regulations, state and federal guidelines for fiscal and regulatory accountability. In May 2011, The Citadel also brought the National Coalition Building Institute (NCBI) to campus to conduct a diversity workshop for senior administrators and faculty. Institutional, state, and federal regulations regarding purchases, travel, per diem, etc. are strictly enforced. The Citadel has established two ombudspersons to facilitate the reporting of illegal or unethical behavior. The Citadel also maintains an anonymous reporting hotline for concerns. Internal and external audits are conducted regularly to ensure that the institution is in compliance with all regulations. Our communications on issues relating to legal matters that go to either the Board of Visitors or the news media are reviewed by the college attorney to ensure that we are protecting the privacy rights of our students while still following our ethical obligation to provide accurate and timely information.

4. How do senior leaders create an environment for organizational and workforce learning?

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

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

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

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

HR has a plan for compensation bonuses for times when employees have filled in for others, completed an advanced degree, or acquired additional responsibilities or skills. The President and senior

administrators also hold regular Town Hall meetings to communicate key information as well as answer questions asked by the campus community. The Citadel website, Lesene Gateway (The Citadel's internal employee portal), and dogmail (The Citadel's daily internal bulletin) are all valuable communication mechanisms within the organization.

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

The senior leaders—Provost and vice presidential level administrators—are evaluated annually by the President. The BOV evaluates the President annually. The deans of the five schools are evaluated by their faculty and department heads and by the Provost. Individuals are required to provide plans for addressing any concerns identified in the evaluation processes.

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

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

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

During the 2010-2011 academic year, The Citadel employed an internal auditor who reports to the Office of the President. This position is shared with the Medical University of South Carolina. There are annual audits of financial records by State approved external auditors. Every individual at The Citadel is evaluated each year. These processes provide for an opportunity for each individual to meet with his/her evaluator, and this step provides the opportunity for concerns and issues to surface. The expectations of the College are that all such audits and reviews will provide no negative findings. The strategic planning process for the College begins with a SWOT assessment (our latest one completed in 2010), the results of which are reviewed periodically (see Category 2). The institution also participates in the Chronicle of Higher Education's Great Colleges to Work For Program, which administers a social climate survey every other year.

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

Members of the senior leadership are actively involved in local civic clubs and churches. Community service is emphasized in our leadership development programs. The Citadel plays a significant role in community service in the Lowcountry in a variety of ways. All sophomore cadets are required to complete a service learning experience in one of 29 community organizations. Cadets devoted over 5,640 hours of community service in the surrounding community during the 2010-2011 academic year. The Citadel is a charter member of the Lowcountry Graduate Center which focuses on the educational needs of the Lowcountry. The Citadel has been a long time supporter of United Way, and the leadership of the College play active roles in this program each year. The addition of a new strategic planning initiative to “provide outreach to the region and serve as a resource in its economic development” underscores this commitment. The Citadel also partners with the Charleston Neighborhood Promise Project to improve surrounding elementary schools.

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

Category 2 – Strategic Planning

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

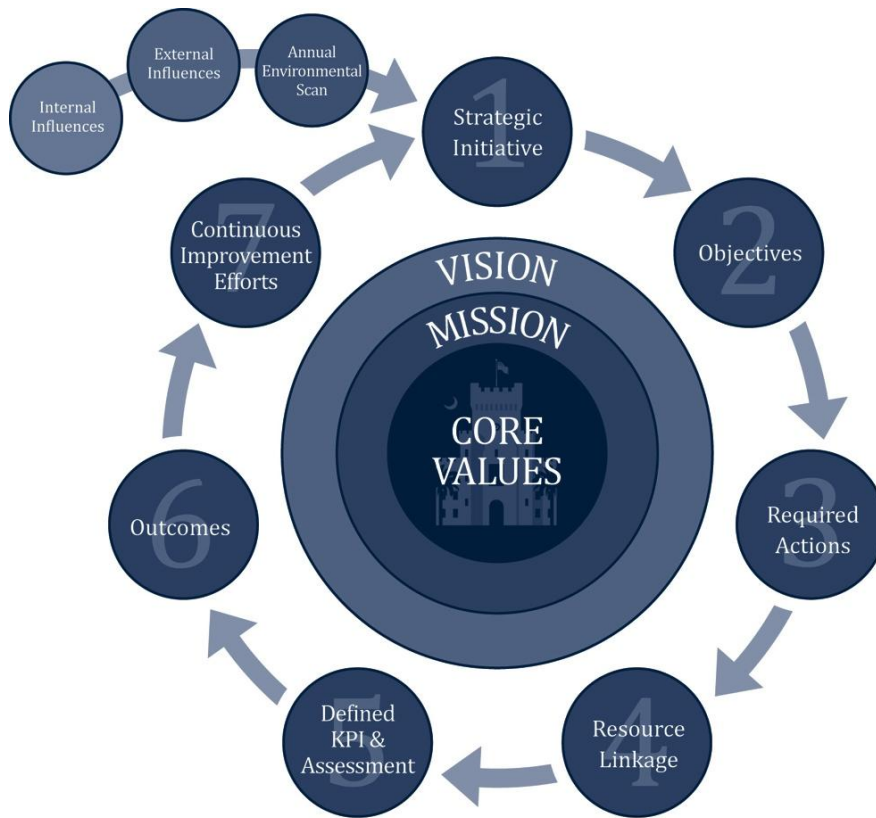
During the 2008-2009 academic year, The Citadel significantly modified the strategic planning process that has been in place since the 1980. The 2010-2011 academic year served as the second year of implementation of The Citadel’s Blueprint, The Strategic Plan for Educating Principled Leaders.

Strategic Planning Process

The Citadel’s strategic planning process is depicted in the diagram below. A strategic planning website was launched (<http://www.citadel.edu/strategic-planning/>) and strategic planning folders with environmental scans, SWOT analyses, and proposal forms were distributed to every member of The Citadel’s faculty and staff. In December 2008, we received strategic planning proposals from campus-wide constituencies, including proposals for two new strategic initiatives, 105 new objectives and 314 new actions. After carefully setting priorities, the Strategic Planning Working Group narrowed these proposals down to 8 strategic initiatives and 30 new objectives that best represent the stature and prominence we desire for The Citadel of the future. This process was replicated in Fall 2011 to construct The Citadel’s 2012-2015 Strategic Plan.

Implementation of Strategic Plan

During the 2010-2011 academic-year, the second year action items in the new strategic plan were implemented. Results from this second year (2010-2011) are available in Attachment II.



How does the Strategic Planning Process address:

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

The first step in the strategic planning process is to conduct a SWOT assessment. The Citadel surveyed the entire campus community for feedback on strengths, weaknesses, opportunities and threats Fall 2010. The results of this SWOT analysis were distributed to the entire campus community in strategic planning folders to help inform the development of The Citadel's 2012-2015 Strategic Plan.

b. Financial, regulatory, and other potential risks

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

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

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

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

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

d. workforce capabilities and needs;

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

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

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

f. Your ability to execute the strategic plan

Full implementation of the strategic plan is dependent upon securing funding from private donors through partnerships with The Citadel Foundation. The Citadel has carefully prioritized strategic planning items which require internal and external funding sources. The Strategic Planning Working Group (formerly the Strategic Planning Council) has specific responsibility for monitoring the implementation of the strategic plan of the College. Its composition is specifically designed to ensure that major internal components of the college are represented. This ensures that the implementation of the strategic plan is broadly monitored.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4).

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

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

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

The Citadel Board of Visitors, our governing board, approved the strategic plan in June 2009. The following Strategic Initiatives were revised as follows in the new strategic plan (subsequently the BOV reaffirmed these eight strategic initiatives to form the foundation of the 2012-2015 strategic plan.

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

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

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

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

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

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

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

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

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

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

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

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

Category 3 – Student, Stakeholder, and Market Focus

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

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

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

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

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

The Citadel administers a number of program-specific surveys. For example, Schools of Engineering, Business Administration, and Education all use alumni surveys as parts of their accreditation reviews. The Citadel also uses survey instruments to gather information from students, alumni, and parents.

- **Student Evaluation of Instruction** is administered in each section of each course offered to provide information and the quality of our teaching and effectiveness of our courses. These evaluations include specific questions that are addressed in each section as well as questions for specific courses, sequences, or subsets of the curriculum.
- **Citadel Experience Survey** is completed by each graduating cadet and addresses components of the curriculum, aspects of cadet life, and each student's plans for the future. Open ended opportunities are provide to encourage students to share suggestions, criticisms, and observations.
- **Alumni Survey** is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey was administered in fall 2010 to graduates from the AY 2005-2006.
- **National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE)** are administered each spring and contribute to our assessment of academic programs.
- **Cooperative Institutional Research Program (CIRP)** is administered to each entering freshman cadet and covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept.
- **Parents of Matriculating Cadets** are surveyed each fall as part of our efforts to assess the effectiveness and quality of our parents' orientation and the services we provide in our recruiting/admission process.

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

The results of the surveys listed in item 2 are shared with the Office of the President, the Provost/Dean of the College, each vice presidential-level administrator, each academic dean/department head, and the directors of each operation mentioned in the survey. The Citadel also presents the data in Town Hall meetings, campus workshops, and in CASTLE faculty meetings.

The CGC has established an Alumni Round Table consisting of distinguished alumni who meet monthly to participate in the CGC strategic planning processes. They provide information on alumni needs, contact to alumni in the community, and, because of their positions in the community, a business perspective for planning. The Graduate Student Satisfaction Survey administered annually also yields valuable results. The CGC Student Government Association is very active and provides valuable insights to student interests and needs.

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

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

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

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

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

The Dean of CGC has established open email communication with registered students. The CGC web site is user-friendly and information packed. The Student Government site provides services, a discussion forum, and current information about textbooks, classes, and services. Student surveys have consistently reported high satisfaction with the academic quality of CGC classes and instructors. Also, CGC has a series of open houses to discuss programs with prospective students.

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

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

The institution's complaint management process is closely linked with institutional published guidelines and regulations to ensure prompt and effective resolution. Published guidance and processes are in place to facilitate a variety of complaints including grade appeals and admission appeals. Two ombudsmen are also available to help facilitate effective resolution of any complaints.

Category 4 – Measurement, Analysis, and Knowledge Management

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

The operations, processes, and systems to measure/determine student learning are selected by the academic schools and departments and include administering standardized tests, embedding selected questions in tests and exams, developing student portfolios, student surveys, and capstone courses. At the institutional level, The Citadel has implemented E-Leadership Portfolios, a four-year initiative to measure leadership growth over time. During the 2010-2011 academic year, the freshman class completed portfolios.

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

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

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

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

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

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

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

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

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

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

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

Whenever practical, decisions are based on trend data and not on one-time information. For example, the model on which the appropriate size for the incoming freshman class is based includes data from the past 9 entering classes, fall to fall attrition data by class, readmission data, and readmission retention data. The Office of Institutional Research is the primary source of data for college-wide decision making. (See Item 1.) The institutional assessment plan coordinates the wide array of survey administrations each year to ensure data is available for decision-making purposes.

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

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

8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

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

A number of operations must continue to depend on the documentation developed by individual employees. The software systems developed by Information Technology Services and Human Resources are typical examples. Individual employees are expected to document the programs and processes they develop so that someone else could take over their maintenance and improvements. Academic policies and practices are documented in undergraduate and graduate catalogues that are available both electronically and in hardcopy. Standing committees of the faculty present annual reports that are shared through The Citadel webpage, and the Faculty Manual is updated periodically.

Category 5 – Workforce Focus

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

The primary function of The Citadel Teacher-Scholar is effective teaching. Each faculty member is normally scheduled for 12 semester hours or 14 contact hours of lectures and labs (normally representing no more than three separate preparations.) The normal teaching load allows for faculty involvement in student consultations and mentorships along with some scholarly activity. The College's reluctance to increase teaching assignments through overloads evolves from a desire to encourage out-of-class student contacts along with scholarship, professional activities, and service to the College and community. The normal teaching load is nine (9) credit hours when one or more graduate courses are assigned. Faculty positions carrying administrative responsibilities warrant a one or two course teaching load reduction. The Citadel provides Faculty Development Funds through an annual award from The Citadel Foundation. A standing committee of the Faculty evaluates proposals and makes recommendations to the Provost.

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

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

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

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

Sharing of best practices is encouraged at all levels from presidential staff meetings to daily conversations between colleagues. The faculty has established two standing discussion groups, Communication Across the Curriculum and The Citadel Academy for Scholarship, Teaching, Learning, and Evaluation. Through regular meetings of these groups, best practices in teaching and learning and their scholarship are shared. Many of the institutional policies and procedures are preserved through General and Special Orders that are available on the webpage. The Citadel has also contracted with the Education Advisory Board to obtain cutting-edge research on a number of academic, financial, and student services processes.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

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

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

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

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

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

Because of the nature of The Citadel's workforce, distinct, but overlapping, development and learning systems have evolved for the faculty/academic administration, administrative staff, and that portion of the workforce dealing directly with the Corps of Cadets and cadet life. These systems are not intended specifically to develop leaders, but to prepare the most effective workforce for addressing the mission of the College. All members of the various components of the work force identified above are provided workshops on dealing with diversity; sexual harassment; and inappropriate behavior related to the work place or classroom. New members for the faculty are provided a faculty and cadet mentor and a detailed orientation coordinated by the Associate Provost for Academic Affairs. New members of the administrative staff are provided a detailed orientation by Human Resources. New members who will deal with cadets and cadet life are provided a detailed orientation on their roles as leadership mentors. The development system for each workforce group includes presentations on the mission, core values,

and strategic initiatives of the College. The President of the College updates the faculty and staff each year on the state of the institution and the progress on addressing our strategic initiatives.

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

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

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

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

8. How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

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

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

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

10. How do you motivate your workforce to develop and utilize their full potential?

All members of the faculty and staff are evaluated annually, and part of the evaluation is critique by the department head, dean, or supervisor. One of the responsibilities of the critique is to encourage professional growth and development.

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

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

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

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

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

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

The Safety and Risk Officer should be immediately notified anytime:

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

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

Category 6 – Process Management

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

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

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

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

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

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

Alumni Survey--The Alumni Survey is administered bi-annually and consists of questions prescribed by the CHE and questions designed to determine alumni satisfaction with their Citadel educational experience. This survey was administered in fall 2010 to graduates from the AY 2005-2006.

The CGC web site is user-friendly and information packed. The Student Government site provides services, a discussion forum, and current information about textbooks, classes, and services. Student surveys have consistently reported high satisfaction with the academic quality of CGC classes and instructors.

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

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

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

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

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

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

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

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

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

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

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

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

Implementing the Budget

June

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

July

New budget is implemented through various department accounts. Department heads validate new fiscal year budgets and notify Budget Office of any issues. Budget Office

validates that budgeted revenues (student tuition/fees and State appropriations) and budgeted expenditures are in balance.

September-October

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

November-December

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

January-February

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

March-April

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

June

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

Developing the Budget

September-October

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

November-December-January

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

February-March-April

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

May

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

June

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

July

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

Category 7 – Organizational Performance Results

The Organizational Performance Results Category examines your organization's performance and improvement in all key areas: student learning outcomes; student- and stakeholder-focused outcomes; budgetary, financial, and market performance; workforce focused outcomes; process effectiveness; and leadership and social responsibility outcomes. Performance levels are examined relative to those of competitors and other organizations providing similar programs and services. Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; however, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

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

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

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

President's Dashboard, and quarterly reports to the President and Senior Staff by each vice presidential office are the primary tools by which the College monitors action plans and their progress.

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

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

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

| Fall | Cumulative Graduation Rates | |
|-------------|-------------------------------------|-------------------------------------|
| | Graduated within 4 Years | Graduated within 6 Years |
| 1994 | 59.30% | 66.40% |
| 1995 | 62.50% | 70.30% |
| 1996 | 56.40% | 66.20% |
| 1997 | 62.30% | 71.90% |
| 1998 | 57.30% | 66.00% |
| 1999 | 55.00% | 64.90% |
| 2000 | 62.40% | 71.30% |
| 2001 | 59.20% | 65.20% |
| 2002 | 59.18% | 68.16% |
| 2003 | 67.00% | 78.00% |
| 2004 | 63.10% | 76.30% |

Table 7.1-1b Four-Year Graduation Rates

Four-Year Graduation Rates for 2004 Cohort

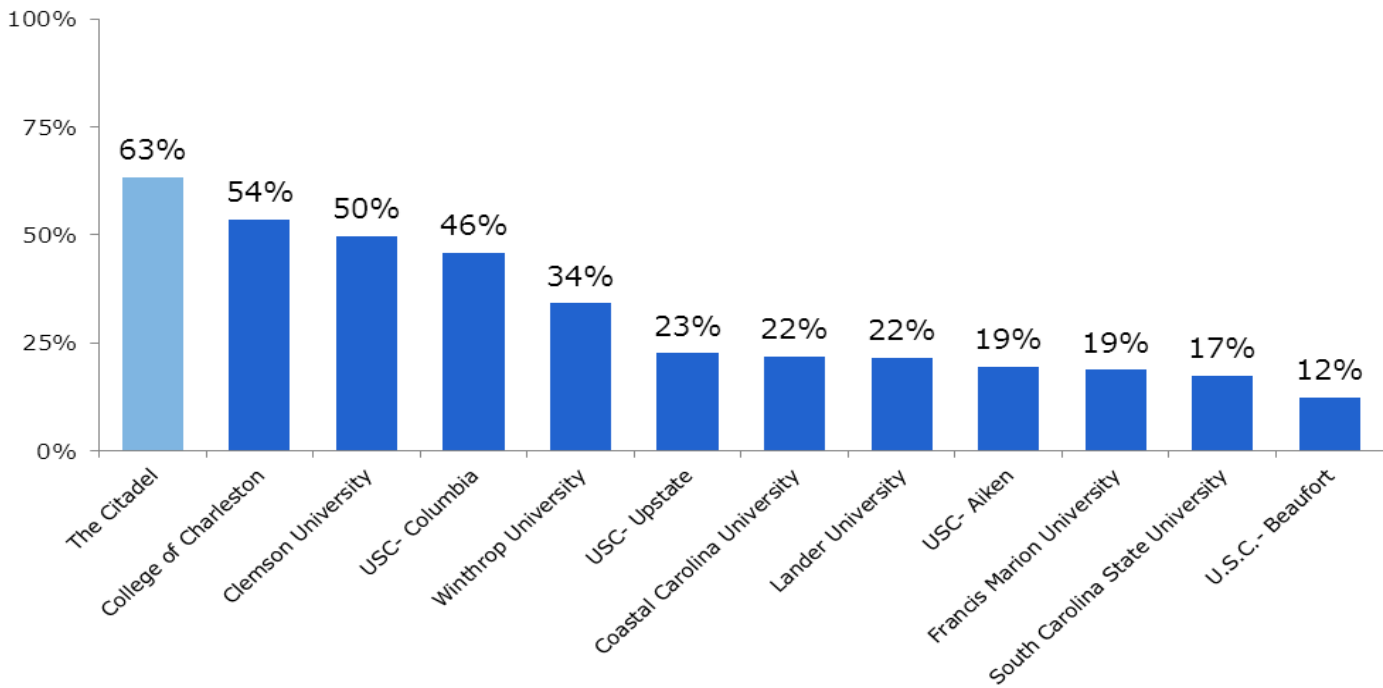


Table 7.1-2 Cumulative and Term Grade Point Ratios by Cadet Class

Cumulative Grade Point Ratios*

| | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Freshman | 2.36 | 2.34 | 2.56 | 2.50 | 2.55 | 2.71 | 2.58 | 2.56 | 2.69 | 2.77 | 2.77 | 2.77 | 2.69 |
| Sophomore | 2.51 | 2.56 | 2.59 | 2.62 | 2.56 | 2.57 | 2.74 | 2.65 | 2.65 | 2.75 | 2.74 | 2.78 | 2.79 |
| Junior | 2.65 | 2.67 | 2.72 | 2.72 | 2.71 | 2.67 | 2.69 | 2.84 | 2.76 | 2.77 | 2.84 | 2.92 | 3.00 |
| Senior | 2.72 | 2.73 | 2.72 | 2.75 | 2.81 | 2.79 | 2.74 | 2.75 | 2.92 | 2.85 | 2.86 | 3.07 | 3.15 |

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 | Retention Rate after 1 Year |
|-------------|--|
| 2000 | 81.00% |
| 2001 | 78.40% |
| 2002 | 77.50% |
| 2003 | 80.50% |
| 2004 | 81.90% |
| 2005 | 81.90% |
| 2006 | 81.20% |
| 2007 | 83.70% |
| 2008 | 83.00% |
| 2009 | 80.00% |

Source: Institutional Research

The Citadel continues efforts to enhance Academic Support Services by adding programs (2010-2011 new programs: supplemental instruction and LEAD program for study skills) and staffing. This year, The Citadel’s Academic Support Center won the 2011 National College Learning Center’s Frank L. Christ Outstanding Learning Center Award, noting the center as the best in the nation.

Student satisfaction is also assessed through the Citadel Experience Survey that is administered to each graduating cadet each spring. The results are provided to each organization or service addressed in the survey. Graduate students are surveyed every year about their satisfaction with the program and all related student services offices. Alumni are surveyed every other year, and results are shared.

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

The Citadel’s financial statement audits going back to 1997, and NCAA audits going back to 1998 are available at <http://www3.citadel.edu/fins/>. Expenditures are closely monitored against budgets, and budgets are closely monitored against revenues. The Strategic Plan also contains an initiative to enhance institutional effectiveness, progress is monitored monthly.

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

The Citadel depends on the Faculty Council, Staff Council, and Human Dignity Committee to identify issues of concern to the faculty and/or staff. When such issues are presented, steps are taken to address them. For example, when issues of inequities in salaries and promotions were raised several years ago, the College engaged a consultant to review all faculty and staff salaries and compare them with national averages. Salary increases were provided where identified, and the College is committed to conducting a salary review on a four-year cycle. In addition, the College sponsors an Employee Appreciation Day each summer. All employees are invited to The Citadel Beach House for team building.

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

Table 7.4-1 Faculty Development and Faculty Research

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| Faculty Development | \$155,000 | \$ 95,000 | \$ 98,503 | \$75,991 | \$70,535 |
| Faculty Research | \$219,000 | \$233,374 | \$227,500 | \$252,942 | \$245,341 |
| TOTAL | \$374,000 | \$328,374 | \$326,003 | \$328,933 | \$315,876 |

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

Table 7.4-2 Average Faculty Salaries by Academic Rank

| | Professor | | | | | | |
|--|----------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| The Citadel | \$74,514 | \$77,745 | \$77,994 | \$77,456 | \$79,907 | \$83,708 | \$84,253 |
| Coastal Carolina College of Charleston | \$68,471 | \$71,845 | \$73,231 | \$78,667 | \$82,159 | \$83,036 | \$82,640 |
| Winthrop Univ. | \$71,298 | \$75,055 | \$76,064 | \$77,260 | \$80,548 | \$81,225 | \$81,074 |
| | \$65,448 | \$69,727 | \$72,651 | \$75,230 | \$75,968 | \$74,655 | \$75,170 |
| | Associate Professor | | | | | | |
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| The Citadel | \$60,986 | \$64,425 | \$65,858 | \$68,850 | \$67,693 | \$68,680 | \$67,879 |
| Coastal Carolina College of Charleston | \$56,615 | \$59,385 | \$62,123 | \$63,887 | \$67,679 | \$68,397 | \$68,877 |
| Winthrop Univ. | \$57,400 | \$60,165 | \$61,522 | \$63,396 | \$65,407 | \$64,988 | \$63,927 |
| | \$57,919 | \$60,168 | \$63,131 | \$65,428 | \$65,780 | \$65,384 | \$65,383 |
| | Assistant Professor | | | | | | |
| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-9 | 2009-10 | 2010-11 |
| The Citadel | \$48,957 | \$52,627 | \$53,043 | \$55,655 | \$54,035 | \$55,707 | \$56,117 |
| Coastal Carolina College of Charleston | \$48,248 | \$51,395 | \$53,996 | \$57,786 | \$58,005 | \$57,468 | \$56,232 |
| Winthrop Univ. | \$47,196 | \$49,596 | \$52,461 | \$55,527 | \$59,008 | | |

| | | | | | | | |
|----------------|----------|----------|----------|----------|----------|----------|----------|
| Charleston | | | | | | \$58,388 | \$59,190 |
| Winthrop Univ. | \$47,433 | \$50,621 | \$52,117 | \$53,005 | \$53,895 | \$55,013 | \$54,557 |

Note: Faculty Salaries reported according to CUPA definitions

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

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

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

Table 7.5-1 Scholarship and Grants

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|-----------------------------|-------------|-------------|-------------|-------------|---------------|
| Citadel Funded Scholarships | \$4,020,553 | \$4,266,549 | \$4,836,775 | \$4,726,901 | \$4,936,881 |
| Athletics Grants in Aid | \$2,140,729 | \$2,146,968 | \$2,613,699 | \$2,654,935 | \$3,099,483 |
| Fee Abatements | \$1,115,789 | \$1,119,533 | \$1,414,638 | \$1,745,361 | \$1,931,999 |
| ROTC Scholarships | \$ 412,100 | \$ 431,938 | \$ 630,953 | \$446,985 | \$138,261 |
| TOTAL | \$7,699,171 | \$7,964,988 | \$9,496,065 | \$8,948,354 | \$10, 106,624 |

Table 7.5-1a Graduate Assistantships

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| The Citadel Foundation Funded | \$367,713 | \$348,105 | \$405,000 | \$265,615 | \$344,400 |

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

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

a.) accomplishment of your organizational strategy and action plans

Since The Citadel considers service as a cornerstone of principled leadership, public service is reviewed each year. Three service awards (Ackerman Leadership in Community Award, Harry R. Dawley, Jr. Community Service Award, and Andrew Mazur Citizenship Medal) have been established to recognize exemplary records in community service. The Corps of Cadets continues to compile a significant record

of community service and to support the community with significant donations through on-campus blood donations to the American Red Cross.

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

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

Table 7.6-1 The Krause Initiative on Ethics and Leadership

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------|----------|----------|-----------|-----------|-----------|-----------|
| TOTAL | \$68,346 | \$93,164 | \$105,339 | \$210,844 | \$419,675 | \$235,694 |

The Citadel continues to market its CGC programs aggressively.

Table 7.6-2 Marketing Expenditures for the Citadel Graduate College

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------|-----------|-----------|-----------|-----------|-----------|----------|
| TOTAL | \$134,417 | \$131,296 | \$119,163 | \$125,744 | \$125,744 | \$81,552 |

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

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

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------|-----------|-----------|-----------|-----------|-------------|-------------|
| TOTAL | \$436,919 | \$560,772 | \$839,392 | \$670,248 | \$1,210,078 | \$1,378,357 |

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

The Citadel participates in the Chronicle of Higher Education’s Great Colleges to Work For Program, which administers a social climate survey to faculty and staff. The Citadel plans to administer the survey again during the Fall 2011 semester.

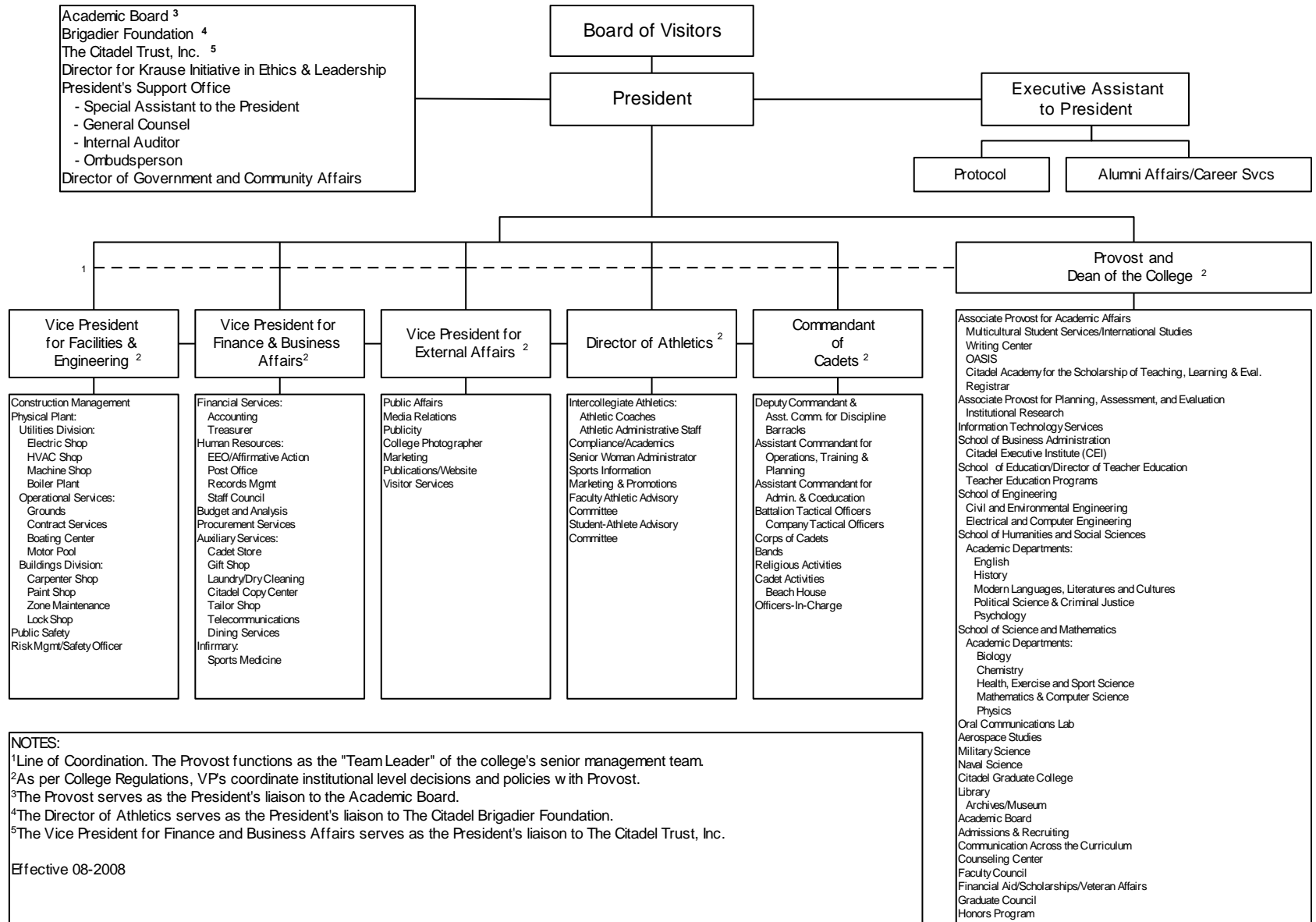
c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

The Citadel has selected as a key measure of fiscal accountability the monitoring of expenditures against budget. See Table 7.3-1 above. The Citadel’s procurement services are audited every three years by the Materials Management Office of Audit and Certification. The Citadel’s compliance record is also part of each external financial audit. Because The Citadel’s operating budget has remained fairly stagnant over the past several years and there has been little flexible funding, we have measured our success in terms of actions taken to address the mission of the College and specifically the Strategic Initiatives approved by the BOV.

d. organizational citizenship in support of your key communities?

See Category 1, item 10. As an academic institution, The Citadel supports its communities through a variety of events each year that are open to the public. These include the annual Christmas Candle Light Service presented by Cadet Choral Groups, the Fine Arts Series, the Friends of the Library Series, and speakers and presentations sponsored by schools and academic departments. During the 2010-2011 academic year, The Citadel required service learning activities from every sophomore, benefiting over 29 community agencies.

The Citadel
Organization and Function Chart
 August 4, 2008



NOTES:
¹Line of Coordination. The Provost functions as the "Team Leader" of the college's senior management team.
²As per College Regulations, VPs coordinate institutional level decisions and policies with Provost.
³The Provost serves as the President's liaison to the Academic Board.
⁴The Director of Athletics serves as the President's liaison to The Citadel Brigadier Foundation.
⁵The Vice President for Finance and Business Affairs serves as the President's liaison to The Citadel Trust, Inc.
 Effective 08-2008

Attachment II: Annual Report on the Strategic Plan

THE CITADEL
Blueprint
2011
ANNUAL REPORT



THE CITADEL BLUEPRINT 2011 ANNUAL REPORT

We are pleased to share the 2011 Annual Report for The Citadel's Blueprint, our map for strategic growth and innovation. With this second report on our three-year plan to advance the college in critical performance areas, we are encouraged and motivated by the spirited participation of the entire campus community.

Echoing the words from last year's report card, we continue to experience record application and enrollment numbers in the South Carolina Corps of Cadets and steady growth in our graduate and evening undergraduate studies programs. We believe our mission continues to be attractive to people seeking to develop skills in leadership that can be applied in the military, industry, professional services and society as a whole.

We know that everyone in The Citadel community has a personal interest in our success, which is why we are proud to share an array of highlights from the 2010-11 academic year.

We invite you to follow our progress on campus and within the community. We remain open to all ideas that may help us advance our mission regionally, nationally and internationally. Please feel free to contact us if you have any questions or thoughts about this important journey we have embraced.



STEADY PROGRESS, VITAL MILESTONES ACHIEVED

As a fast-paced strategic plan, the Blueprint focuses our priorities on the new initiatives we need to guarantee that we deliver a top quality education for undergraduate and graduate students. We are deeply concerned about the personal needs of our community with the continuing pressures of the global economy. However, we are very pleased to report that the commitment of the faculty, staff, alumni and families has never been stronger in helping to generate new programs and partnerships across our region that make a difference in the lives of many and help to secure our future.

As we travel and listen to our various constituents, we hear that people understand the need to invest in campus improvements, academic programs, and services to ensure we are delivering the experience our students expect. We need to be in a strong position organizationally and financially so that we can grow as the economy rebounds, but also to ensure we have sufficient reserves to cover unexpected needs that could occur.

It is very encouraging to report that during the second year of our three-year plan, we realized sizable goals including:

- Expanded enrollment in both the Corps of Cadets and the Graduate College
- Increased diversity among the student population, faculty and staff
- Renewed focus on our mission with the refined core values of Honor, Duty, Respect
- Expansion of programs offered by The Citadel's STEM Center of Excellence (Science, Technology, Engineering, Mathematics)
- Expanded academic and service learning programs offered by The Krause Center for Leadership and Ethics
- Renewed efforts to market the college to undergraduate and graduate students
- Expanded grant writing throughout the campus community
- Expanded career services and implementation of a required E-Leadership Portfolio.

We speak for the entire campus community in expressing our deep gratitude to our many supporters for their generous support with participation and resources. We are making steady progress in pursuit of our mission to be further recognized as one of the nation's most respected institutions for developing principled leaders in a global society undergoing great change.

Thank you for your continuing strong support of The Citadel.



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



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





Blueprint Progress Legend

■ *Achieved*
 ■ *On Schedule*
 ■ *Active/Behind Schedule*
 ■ *No Progress*



1 Strategic Initiative One

Develop Principled Leaders in a Globalized Environment

Integrate the Leader Development Model into The Citadel's Academic Programs

In Fall 2010, all second year cadets were required to enroll in the Sophomore Seminar in Leadership, comprising an Academic Class (LDRS 201) and a Service Learning Practical Lab (LDRS 211). The curriculum of the new academic course includes educational materials from the Medal of Honor Foundation, class lectures, group discussions, and film case studies. The course was taught by 29 members of The Citadel's faculty and staff from several disciplines.

The Senior Leadership Seminar Project, **LDRS 401**, was designed as a requirement for the Minor in Leadership Studies. It was piloted this year as an elective open to juniors and seniors. A total of 18 cadets enrolled in LDRS 401 during the 2010-2011 academic year.

Goal: Leadership learning outcomes in academic components of The Citadel Experience.

50% Progress



Fully Develop the Krause Leadership Center and Expand its Reach

The Krause Center for Leadership and Ethics

During the 2010-2011 academic year, the Center's efforts continued to positively impact the students, faculty, and staff of The Citadel as well as the members of the surrounding communities. The Krause Center arranged for 53 students to participate in 14 conferences this year. The activities included leadership conferences at VMI, the College of Charleston, the Naval Academy and the Air Force Academy; ethics conferences at West Point and the Coast Guard Academy; an honor conference at the US Merchant Marine Academy; and service learning conferences and experiences in South Carolina and New York. The Krause Center was also able to sponsor 11 members of the faculty and staff to attend conferences on Leadership, Ethics and Service Learning.

New Core Values:

During the 2010-2011 academic year, The Krause Center, in collaboration with The Citadel Experience Integration Team (CEIT), coordinated and directed the establishment of new institutional core values, which are now more concisely captured with "Honor, Duty, Respect."

National Coalition Building Institute (NCBI)

In partnership with the School of Humanities and Social Sciences, the Krause Center has worked to bring a NCBI diversity training session to campus. Titled "Principles into Practice: Strengthening Leadership for a Diverse Society," the first session was given to a select group of Citadel faculty, staff, and administrators on June 2, 2011.

Principled Leadership Symposium



March 17-18, 2011 marked the 4th Annual Krause Center Principled Leadership Symposium. While the event has remained similar in scope and size over the past few years, this year's symposium successfully involved greater participation by more faculty and staff. Three faculty and staff members were panel facilitators, six presented papers, 22

helped develop a facilitators guide, 14 served as roundtable facilitators, and six were part of a Faculty and Staff Cross Talk session. This year, 125 cadets and 15 Citadel Graduate College students participated in the Symposium. In addition, the entire Corps attended two Greater Issues Speeches, which were part of the Symposium. We hosted 44 delegates and 13 advisors from 15 other institutions to participate in the Symposium.

Implement a Comprehensive Leadership Assessment Model

E-Leadership Portfolio



The Citadel's E-Leadership Portfolio is a four-year campus-wide initiative designed to document principled leadership and assess leadership knowledge, competency, and growth over time. The Citadel's goal is for every future graduate to have a sophisticated E-leadership Portfolio available to demonstrate their skill set to potential employers, military boards, and graduate schools.

An interdisciplinary campus team also designed the sophomore portfolio to be completed by all 3rd class cadets during the 2011-2012 academic year.

During the 2010-2011 academic year, the entire freshman class completed E-Leadership Portfolios.

Integrate Career Planning into the Campus Culture

Career Services



All freshmen (2010-11) completed the FOCUS assessment to identify professions which best match their interests and to help confirm selection of appropriate major. Emphasis continues on implementation of the eLeadership Portfolio program for cadets, with career planning and preparation components comprising a significant

portion of the portfolios. Successful career fairs were held in Fall and Spring terms that included representation from BMW, Boeing, Blackbaud, Civilian Logistics Management, Fluor Corporation, Honeywell, Maersk, MUSC, NUCOR, Santee-Cooper, SCANA, SPAWAR, U. S. Department of State, U. S. Secret Service, and many other organizations.

- 58 Career Planning and Preparation Training Videos have been developed for use by cadets and CGC students.
- Career Planning and Preparation Presentations provided for Cadets and CGC Students (Fall and Spring): 152 Total.
- Over 700 organizations currently recruit via The Gate, the online job board and resume database.
- Presentation topics have included exploring career options, resume and cover letter construction, internships, the job search process, career fair and interview preparation, graduate school research, and effective networking.



Promote a Spirit of Selfless Service Throughout the Corps of Cadets

Service Learning



Since last year, the capacity of The Krause Center to support Service Learning and leadership has been enhanced with two additional full-year AmeriCorps*VISTA volunteers from the South Carolina Campus Compact (Nathan Otto and Carrie Papa), a second year of leadership by Dr. Conway Saylor, Coordinator of Service Learning, and part-time support of Krause Center staff members. Carefully collected data from The Krause Center illustrates significant increases in the rate of service learning. Highlights from the 2010-2011 academic year include:

Approximately 3,600 hours of VISTA effort from July 2010 to May 2011 yielded the capacity to train and place 810 students in the community to deliver more than 5,640 hours of direct service to the surrounding community between September 2010 and May 2011.

The \$13,000 The Citadel invested in matching funds for two SC Campus Compact VISTAs (\$3,500 each) and SC Campus Compact Dues (\$6,000) yielded more than \$93,229 worth of student-contributed effort to fight poverty, improve education, and support people with special health care needs and disabilities.

The VISTA volunteers have worked with Dr. Saylor to educate faculty, staff, and students about Service Learning, participate in research, present at CASTLE and Phi Kappa Phi sessions.

During the past academic year, The Krause Center for Leadership and Ethics forged 16 new service partnerships that permitted the college to provide community assistance across the greater Charleston region. A snapshot of that vital activity follows:

POVERTY FOCUSED SERVICE: 371 individuals providing 3,146 volunteer hours

Sample activities include the Arland D. Williams Heroism Day with 135 cadet volunteers offering 1,350 hours of their time, and the Sea Island Habitat for Humanity that benefitted from 119 volunteers and 981 total hours.

EDUCATION FOCUSED SERVICE: 228 individuals served 1,462 hours

Volunteer work supported the Kaleidoscope & WINGS afterschool program with 64 volunteers for 515 hours, and Burke Middle and High School mentor programs put 15 volunteers to work for a total of 180 hours.

HEALTH & DISABILITIES FOCUSED SERVICE: 211 individuals served 1,032 hours

Main activities supported the Special Olympics Mid-Winter Games with 101 volunteers for 497 hours, and The Charleston Miracle League benefitted from 342 hours of work by 90 volunteers.





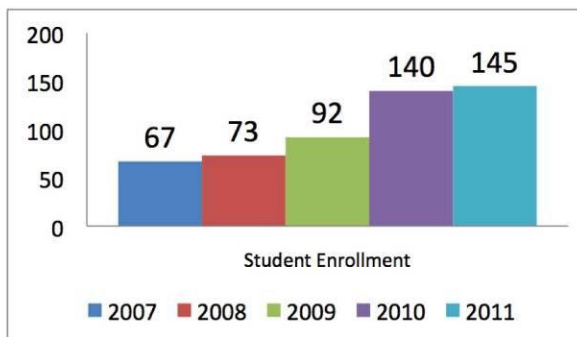
2 Strategic Initiative Two

Enhance the Learning Environment

The Citadel Success Institute (CSI) - Expansion Plan

Enhance Student Retention

The Citadel Success Institute enrolled 145 students this summer (52 students in Summer I and 93 students in Summer II).



Enrollment has grown significantly since implementation of the Blueprint.

Goal: Increase enrollment in the freshman preparatory program, The Citadel Success Institute, by 25%.

Achieved

Academic Support Center



The Citadel's Academic Support Center was named the 2011 recipient of the prestigious Frank L. Christ Outstanding Learning Center Award from the National College Learning Center Association.

Dr. Jane Warner (center), Director of The Citadel's award-winning Academic Support Center with the 2011-12 team of tutors



Create Academic Programs of Excellence and Distinction Within Each School

The STEM Center of Excellence



Carolyn Kelley
Director of the STEM Center of Excellence

During 2010-11, The Citadel's STEM Center made strong progress in several areas. The center's visibility and momentum is building quickly within the region and across the state.

A few of the student-focused programs included educational competitions such as a "Storm The Citadel!" trebuchet competition sponsored by Google as well as bridge-building, Lego Robotics baseball and golf competitions.

In 2011, The STEM Center also introduced a new program of summer camps designed to engage young people in science and technology. This year, the college hosted these sessions:

- Camp Invention for elementary school students as a science and engineering explorer camp.
- Digital Technology Camps for middle school students featuring Digital Story Telling and video game design.
- Mindstorms Robotics Camp, also designed for middle school students.

Summary of Educator Programs

The STEM Center is very active in creating programs that will prepare teachers to be effective K-20 STEM educators. Some of the new initiatives include a new Accelerated Master of Arts in Teaching Mathematics or Biology as well as a commitment to infuse math and science across the K-12 Curriculum (in collaboration with College of Charleston) that includes a professional Development Course and focus on Project Based Learning in the STEM fields.

- The Citadel collaborated with The Education Foundation to facilitate professional development sessions involving 60 K-12 educators.
- The college also offered South Carolina STEM Innovations Challenges instate, which exposed 24 K-12 educators to progressive research in our region. In turn, those educators then developed nine K-12 challenge programs.

The Lowcountry STEM Collaborative

During the 2010-11 academic year, the Collaborative was introduced on campus and involved participation by nearly 100 leaders in the STEM fields including state and federal educators, industry leaders, and policymakers influential in the advancement of the STEM disciplines. Outcomes from the initial Collaborative sessions included validation of a shared vision for change in education and the need to take joint approaches to solutions. The Collaborative will serve as a catalyst for transformational educational models that put 21st century and STEM skills at the center of education.





3

Strategic Initiative Three

Strengthen the College through Institutional Advancement

Expand Endowment Funding to Support Programs of Excellence

The Citadel and The Citadel Foundation have collaboratively applied for 11 grants this year totaling \$3,617,151. Approximately 15 faculty members engaged in grant writing on STEM Projects, research (BITETECH), humanities (oral history) scholarships and juvenile justice.

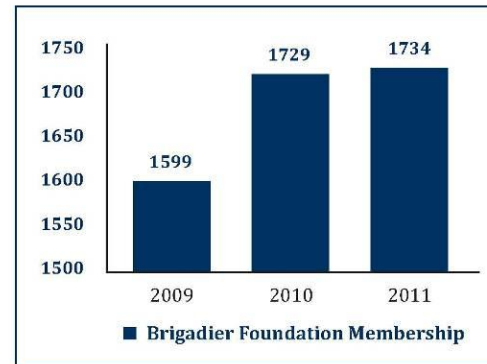
Goal: Increase the number of faculty submitting grants by 15%.

75% Progress

2012

Increase the Financial Independence of The Citadel Athletics Program

The Brigadier Foundation athletic annual fund raised a record \$2.1M in FY11, and contributed \$1.24M towards athletic scholarships for 2010-11.



Goal: Increase membership in The Citadel Brigadier Foundation by 35% by 2012.

24% Progress

(Behind Schedule)

2012



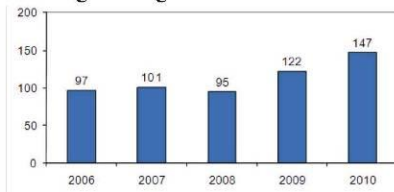
4 Strategic Initiative Four

Develop the Student Population

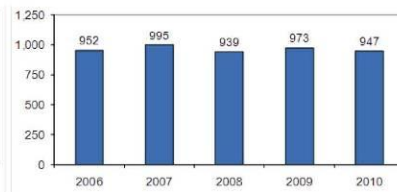
Expand Enrollment in The Citadel Graduate College

The Citadel campus community devoted significant efforts to academic growth planning this year resulting in a new evening undergraduate degree completion program, accelerated Master of Arts in Teaching programs and graduate leadership certificates in Homeland Security and Environmental Science. The Citadel Graduate College has realized approximately 8% growth during the two years of the Blueprint.

Evening Undergraduate Enrollment



Graduate Student Enrollment



Goal: Increase student enrollment in The Citadel Graduate College by 25%.

33% Progress

(Behind Schedule)

2012

Develop a Comprehensive Marketing Strategy to Position The Citadel Competitively

During the last fiscal year, The Citadel's allocation for Blueprint marketing support helped maintain record setting application levels for the South Carolina Corps of Cadets and further expanded outreach to promote The Citadel Graduate College, Veterans Program, and Evening Undergraduate Studies program. Marketing efforts also helped generate new awareness about many of our campus-wide innovations such as the The STEM Center of Excellence in Capers Hall, The Baskin Financial Services Lab in Bond Hall and the Hank Cross Human Performance Lab inaugurated last year in Deas Hall thanks to the research partnership with Bite Tech/Under Armour and the academic stewardship of Dr. Dena Garner. Marketing also supported campus efforts to build growing corporate partnerships with Google, Boeing, SPAWAR, and other public and private organizations across the community.

Goal: Marketing performance metrics showing increases in inquiries, applications, enrollment and funding.

40% Progress

2012

Expand the Veteran Population

The veterans program at The Citadel continued a slow, but steady expansion this year. There have been a total of 58 applications over the past two years and 35 students admitted.

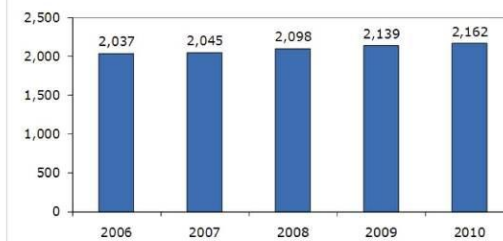
Goal: Increase the veteran student population at The Citadel by 50 students each year.

35% Progress

(Behind Schedule)

2012

Expand Student Diversity and Sustain an Enrollment of 2,135 in the Corps of Cadets



Goal: The Citadel has succeeded in sustaining the desired enrollment of 2,135 in the Corps of Cadets.

Achieved



5

Strategic Initiative Five

Enhance the Facilities and Technological Support for the Campus

Refined Campus Master Plan to Guide Strategic Decisions



The Campus Master Plan revision has been completed and all Master Plan project priorities have been cross-referenced to the Campus Strategic Plan and adopted by the Board of Visitors.

As part of the vision for the future of the college, we are proud to spotlight The Citadel's projected Master Campus Plan (left).

Goal: Campus master plan aligns with the Blueprint and provides a priority list of facility efforts.

Achieved

Develop a Feasibility Study and Construction Plan for Capers

The Campus Master Planning efforts have determined the location and development of a New Capers Hall. Preliminary programming documents are complete. The educational specifications and programming documents will be completed with stakeholders once The Citadel receives a state appropriation for the project under a state bond issue.

Goal: Completion of planning documents.

Achieved

Decrease Campus-wide Deferred Maintenance

Over the past three-year period deferred maintenance has increased at approximately \$3.7M each year (or \$11.1M for the three-year period). During this three-year period, The Citadel has reduced campus-wide deferred maintenance by \$2,856,974 in FY 2008-2009; by \$3,911,350 in FY 2009-2010; and by \$2,026,949 in FY 2010-2011 for a total of \$8,795,273. Unfortunately, deferred maintenance growth has outpaced our ability to reduce deferred maintenance by approximately \$2.3M.

Goal: Decrease deferred maintenance by 3% each year.

(No Progress - Behind Schedule) 2012

Implementation of a “Unified Digital Campus”

The Citadel campus community continued installation and implementation of Banner, the Sunguard Enterprise Resource Information System, which moves the campus toward a unified digital campus. Banner modules for Finance, Admissions, Student, Human Resources, and Financial Aid as well as the Operational Data Store and Enterprise Data Warehouse all became operational during the 2010-2011 academic year.

Goal: Implementation of Banner Enterprise Information System, Luminus Portal, Operational Data Store, and Enterprise Data Warehouse.

90% Progress

2012

Develop the Institution’s Online Education Capabilities to Support Teaching and Learning



A team of experienced online instructors from the Schools of Business, Education, and Engineering and ITS instructional designers created and facilitated The Citadel’s Online Teaching Faculty Academy I and II this year. The first component of the academy spanned three weeks and taught online instruction best practices in the Internet-based teaching environment. The second component of the academy spanned five weeks, where faculty members learned how to use The Citadel’s Blackboard Learning Management System to deliver course content.

Dr. Ray Jones (standing) was appointed Interim Director of Online Education to build the institution’s capacity for quality online learning experiences. Dr. Mary Lou Yeatts is co-leader of the Online Teaching Faculty Academy.

Goal: Increase the number of online courses by 10% each year.

Achieved





6 Strategic Initiative Six

Improve Institutional Effectiveness

Foster a Culture of Assessment and Continuous Improvement Throughout the Campus Community

During the 2010-2011 Academic Year, The Citadel established the Faculty Assessment and Analysis Team. Funded through the Strategic Plan, The Citadel launched a competitive application process in August 2010, resulting in the selection of a six-member team appointed for a two year time period. This year, the team worked on four overarching areas including general education assessment, automating departmental assessment through Taskstream, E-Leadership Portfolio, and accreditation quality enhancement plan assessment. The team presented assessment results to faculty and staff on campus. Members of the team also developed a new assessment awards program and an assessment workshop series to be offered on campus during 2011-12.

Goal: Increase faculty and staff participation in assessment workshops by 5% each year.

Achieved

Increase Awareness Of, and Adopt Best Practices On, Sustainability and Environmental Issues at The Citadel



The Citadel created and implemented a campus-wide recycling program, including the purchase and installation of comprehensive recycling containers within all Barracks and cadet rooms.

The college conducted a variety of sustainability training workshops within the Corps of Cadets, and purchased and installed several recycling collection stations for the remainder of the campus facilities.

Mr. Wally Nara, Physical Plant, manages The Citadel's recycling program as part of campus-wide sustainability initiatives.

Goal: Increase environmental awareness throughout the campus community.

85% Progress

2012



7

Strategic Initiative Seven

Ensure the College has the Leadership and Talent to Accomplish These Strategic Initiatives

During 2011, The Citadel made strong commitments to enhance the faculty and staff as the single most important investment in securing our strong future.

Recruit and Retain a Diverse Faculty and Staff

During years 1 and 2 of the Blueprint, The Citadel implemented and completed the recommended Faculty and Staff Salary Study. While the college has steadily invested in implementing the recommendations from the study each year, and achieved important milestones, we have further work to do in attracting an increasingly diverse population.

Goal: Increase diversity among faculty and staff, moving The Citadel from the fourth to the third quartile in state agencies.

(No Progress - Behind Schedule)

2012

Expand the Number of Qualified Personnel Able to Coach, Teach, Train, and Mentor Units and Individuals Across the Four Pillars

The College made significant faculty hires in 2010-11 including:

Captain Joseph Coe - *Civil Engineering*

Colonel, Captain Stephen D. Cotter, USAF (Ret.) - *Math and Computer Science*

Captain Rachael E. Elrod - *Daniel Library*

Captain Dr. Harmonica R. Hart - *Education*

Captain Upsana Kashyap - *Math and Computer Science*

Lieutenant Kaitlin Marley - *Civil Engineering*

Captain Dr. Anantara Mukherjee - *Math and Computer Science*

Colonel Charles O. Skipper - *Project Management*

Faculty and staff collaboration with the Krause Center expanded significantly during the last academic year. The new Sophomore Seminar on Leadership was facilitated by 29 members of The Citadel community.

Goal: Increase the number of faculty and staff collaborating with the Krause Leadership Center and in academic leadership programs by 15% in 2012.

Achieved

Develop a Technology Based Professional Development Program to Enhance the Skills of The Citadel's Administrative Workforce

The office of Information Technology Services (ITS) conducted a focus group and needs assessment of technology skills with all academic secretaries on campus during the 2010-2011 academic year. As a result of the needs assessment, a group of academic secretaries successfully collaborated with ITS to develop a specific needs-based training plan designed to increase their overall knowledge and competency using Microsoft Office applications and to improve their productivity in performing general office tasks. They attended weekly classes and completed lessons in PowerPoint, Excel and Word. New classes are currently under development for fall to promote further learning and skill development.

Goal: Technical skills of administrative staff assessed by ITS.

Achieved



8

Strategic Initiative Eight

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

Economic Development as Key Component of Citadel Strategic Plan

Contributing in a meaningful manner to the region's economic development is a key component of The Citadel's Blueprint: 2009-2012 Strategic Plan for Educating Principled Leaders. Institutional goals espoused under this initiative include:

- Coordinating institutional outreach and economic development activities
- Expanding partnerships with business community organizations, and
- Developing specialized research and training programs for public, private, and non-profit organizations.

The Citadel has made significant progress toward the achievement of these goals during the second year implementation of the Blueprint, as highlighted by the following activities:

Citadel's Small Business Development Center

The Citadel School of Business Administration houses a Small Business Development Center, one of 16 state sites serving as an arm of the U.S. Small Business Administration, providing a wide spectrum of outreach services four days a week to small business owners and entrepreneurs in the Lowcountry area. In addition to a staff counselor, Citadel MBA students actively provide assistance to small business and startup ventures in creating business plans, bidding for federal and state projects, applying for loans, and other important outreach services.

MBA Student and Faculty Business Consulting Outreach Services

The Citadel's MBA program curriculum includes a Strategic Consulting course in which graduate students and faculty have provided valuable consulting services to over 20 local businesses in the past two years including Piggly Wiggly Inc., Charleston Mercury, Baldwin & Associates, and Orbis Labs. Graduate student consulting teams address a wide variety of business issues, including corporate strategic planning, marketing, economic development, operating procedures, information requirements, human resources, product costing, and management control. The projects provide opportunities for the School of Business Administration to support the business and professional communities and the regional economy. Consulting teams are staffed by selected graduate students under the supervision of the Business faculty, and they perform at no charge to clients comprising part of The Citadel's public service outreach.

Collaboration with Space and Naval Warfare Systems Command (SPAWAR)

A major component of the connection between The Citadel and SPAWAR Atlantic is an Educational Partnership Agreement (EPA), which enhances the educational experience of The Citadel students and aids SPAWAR engineers and other employees in executing their mission through access to expertise, facilities, and equipment of The Citadel. Under this EPA, two sophomores, one studying electrical engineering and one civil engineering, interned with SPAWAR during 2010. In addition, SPAWAR Atlantic representatives participated in The Citadel's School of Engineering Command and Control (C2), Intelligence, Surveillance, and Reconnaissance (ISR), and Cyber Group Meeting in January 2011. SPAWAR representatives joined 30 other prominent C2, ISR, and Cyber professionals in identifying their current and future educational and training needs. The School of Engineering will use the results of this meeting to develop applicable educational and training programs.

Developing Relationship with Boeing Corporation

The Citadel was admitted to Boeing Corporation's Global Education Portfolio this year, which will enable The Citadel to collaborate with the corporation to offer specialized education and training programs to enhance workforce skills in subsequent years.

Collaboration with Google

Citadel faculty and students were actively engaged in educational and economic development activities with Google during the past academic year. This year, the Citadel's Mathematics department worked closely with Google to create mobile applications for the Droid™ on the Google platform.



The Citadel's "Storm The Citadel!" trebuchet competition, sponsored by Google

Teaming with SAIC and Force Protection

Citadel faculty worked closely with SAIC on a number of projects this year, including their sponsorship of the Citadel's Robotics Competition. The Citadel has also teamed with Force Protection to sponsor several events, bringing the Force Protection workforce, Citadel faculty and students together in important activities.

Goal: Expand partnerships with business and community organizations and participate measurably in regional economic development activities.

40% Progress



2012



The Citadel Directors' Institute

The Citadel hosted its 2nd annual Directors' Institute in March 2011 with more than 70 participants. The institute provides an important forum for business and policy leaders to address the changing regulatory environment and engage in high-level discussions about ethics in business and finance. Focused on the issues impacting corporate directors, this program also applies to leaders of private, non-profit, and family-held businesses.

The Citadel's Human Performance Laboratory

In 2010, the Citadel launched the Dr. Hank Cross Human Performance Laboratory, made possible through a very generous gift from Bite Tech, Incorporated. The state-of-the-art learning laboratory is used for continuing research on use of the Bite Tech mouthpiece during exercise. The research will be increasingly important in assessing other hormonal and stress markers related to athletes and their performance, understanding effects of exercise and nutrition on cancer survivors, and conducting a multitude of other studies related to human performance. It is a center for cooperative research with other universities and The Department of Defense with the goal of improving performance of military personnel.

Regional Engagement by the School of Education

The School of Education substantially increased its activity in support of the greater Charleston region's economic development by participating in Chamber of Commerce programs, increasing outreach to Lowcountry teachers, and expanding the college's learning partnerships with schools of all levels. Furthermore, as part of the STEM Center activity, The Citadel collaborated with The Education Foundation to facilitate professional development for educators in our region.



NEXT STEPS

Our commitment to the world is to continue in our mission to prepare students to serve as principled leaders in their chosen paths of life and make a difference in the world. To that end, we are proud to report that we are expanding our sound foundation for a secure future. And, with a long-view of building success through an effective strategic planning process, we have already begun the next three-year cycle of planning for the 2012-2015 timeframe.

All campus departments participate in idea solicitation to populate our list of priorities for the next planning cycle that will further evolve the campus from now through 2015.

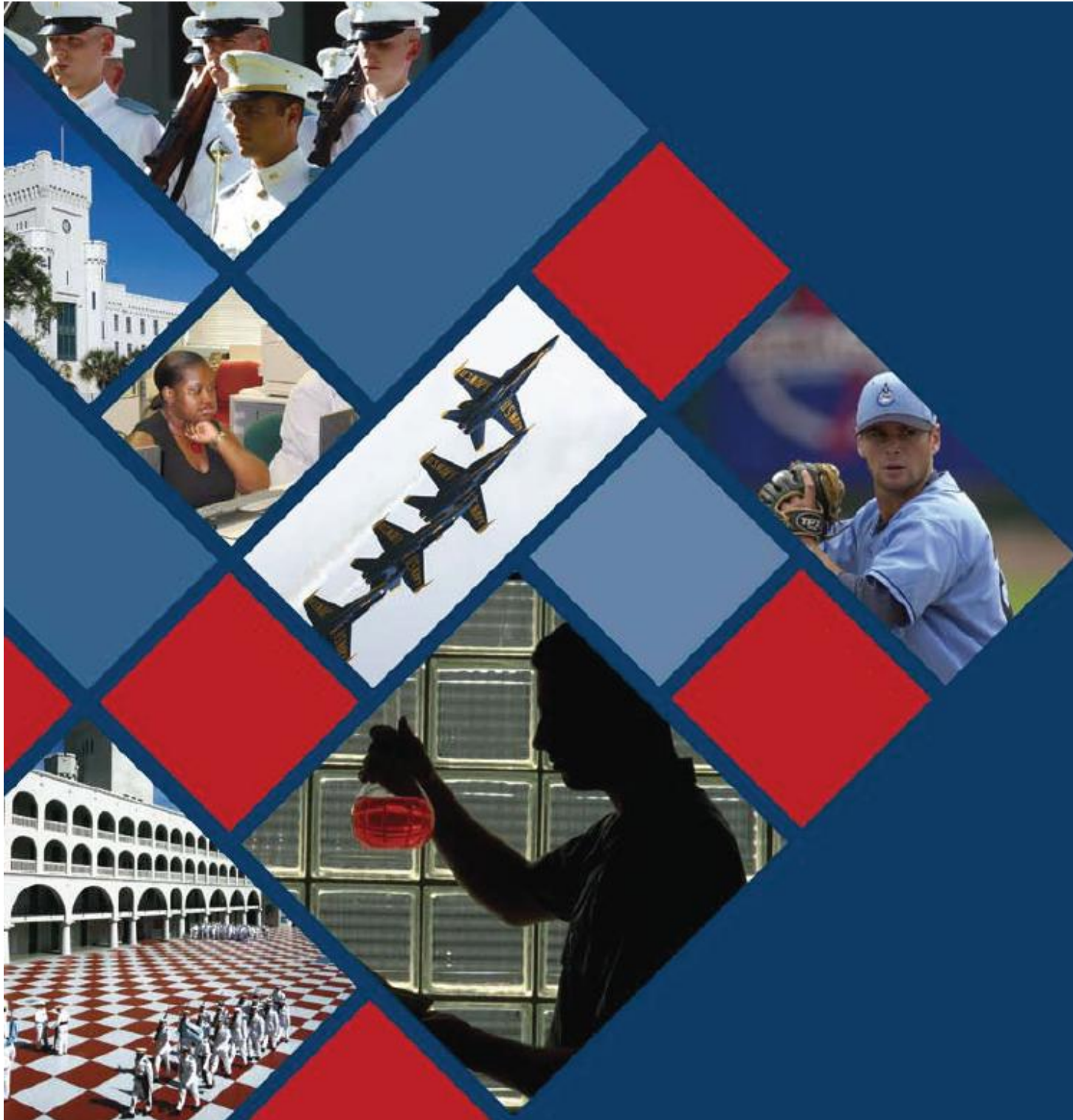
Words alone cannot express our gratitude to our many supporters within the ranks of our alumni, parents, students, faculty, staff, corporate partners and other friends of The Citadel who stand with us in our mission.

This second annual report can also be viewed online at www.citadel.edu/blueprint.



Attachment III: Citadel Strategic Plan, Year II Implementation

The Citadel Blueprint: The Strategic Plan for Educating Principled Leaders 2009-2012



THE CITADEL
Blueprint
THE STRATEGIC PLAN FOR EDUCATING PRINCIPLED LEADERS

Vision Statement

Achieving excellence in the education of principled leaders.

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.

Core Values

Academics

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

Duty

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

Honor

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

Morality

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

Discipline

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

Diversity

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

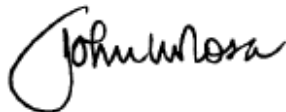
LETTER FROM THE PRESIDENT AND DEAN OF COLLEGE

Last fall, we embarked on an important journey to plan, shape, and position The Citadel for future successes. Over the past year, The Citadel conducted a campus-wide planning process that engaged the campus community in a discussion of the institution's strategic goals and future vision, culminating in The Citadel's 2009-2012 Strategic Plan. This planning document communicates The Citadel's priorities and lays the foundation for a successful capital campaign that will take the institution to new heights of academic and leadership excellence.

Building upon previous strategic planning processes, our mission, and core values, the following eight strategic initiatives will continue to form the foundation of the institution's planning efforts and help define the college's planning priorities:

- (1) Develop principled leaders in a globalized environment.
- (2) Enhance the learning environment.
- (3) Strengthen the College through institutional advancement.
- (4) Develop the student population.
- (5) Enhance the facilities and technological support for the campus.
- (6) Improve institutional effectiveness.
- (7) Ensure the College has the leadership and talent to accomplish these strategic initiatives.
- (8) Provide outreach to the region and serve as a resource in its economic development.

We believe this set of strategic initiatives – which reflects years of thoughtful conversations and planning – synthesizes our most important aspirations and provides a solid foundation on which to set goals, establish benchmarks, and express a collective vision for our future. Over the next three years, we will implement objectives and actions to achieve our strategic initiatives, bringing added value that advances and distinguishes The Citadel as the foremost institution in the south for producing principled leaders.



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



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



About The Citadel

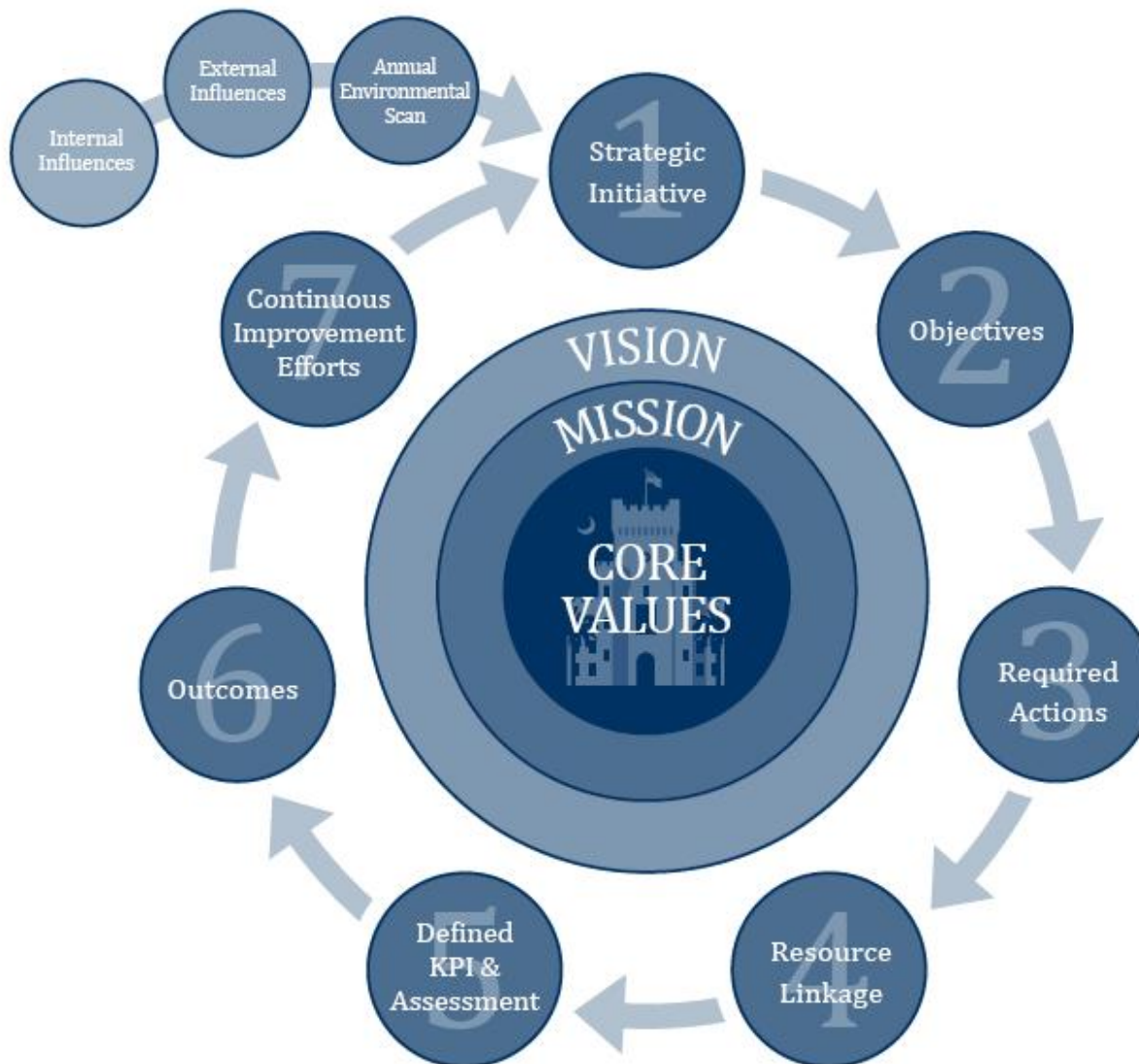
The Citadel is a landmark in Charleston and South Carolina that is noted for its educational reputation as well as its rich history. Founded in 1842, The Citadel has an undergraduate student body of about 2,000 students who make up the South Carolina Corps of Cadets. Another 1,000 students attend The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

The Citadel is best known nationally for its Corps of Cadets, which draws students from about 40 states and a dozen countries. The men and women in the Corps live and study under a classical military system that makes leadership and character development an essential part of the educational experience.

The Citadel is divided into five academic schools: Business, Education, Engineering, Humanities and Social Sciences, and Science and Mathematics. Because of its focus on strong academic achievement, a high graduation rate and strong alumni support, The Citadel ranks highly in the annual U.S. News & World Report ratings of southern colleges that offer at least a master's degree.



Strategic Planning Process



In September 2008, strategic planning folders were distributed to every member of The Citadel's faculty and staff. In December 2008, we received strategic planning proposals from campus-wide constituencies, including proposals for two new strategic initiatives, 105 new objectives and 314 new actions. After carefully setting priorities, the Strategic Planning Working Group narrowed these proposals down to 8 strategic initiatives and 30 new objectives that best represent the stature and prominence we desire for The Citadel of the future.





1

Strategic Initiative One

Develop Principled Leaders in a Globalized Environment

The Citadel develops principled leaders who are well-equipped to embrace the opportunities and challenges presented by an increasingly globalized environment. Achieving our mission requires an integrated effort, involving all members of The Citadel community. During the next 3 years, The Citadel will take the following actions to strengthen this integration.

Objective 1.1

Integrate the Leader Development Model into Academic Programs

The Citadel's Leader Development Model includes an academic pillar; a process whereby integration and infusion of leadership learning outcomes provides a cohesive experience for students. In this model, leadership training and academic coursework are mutually reinforcing. The Citadel will further refine this integration by:

- Enhancing the Leadership Minor curriculum
- Advertising the Leadership Minor campus-wide and to prospective students
- Embedding leadership learning outcomes in academic components of The Citadel Experience

Key Performance Indicators:

- Leadership minor's student enrollment will rank in the top 3 of all minors

Objective 1.2

Fully Develop the Krause Leadership Center and Expand its Reach

The Krause Leadership Center is a powerful nexus of the college's Leader Development Model and integration of academic, military, moral and ethical, and physical pillars, all of which comprise The Citadel Experience. Further evolution of the Krause Leadership Center will focus on expanding capacity to enhance the development of principled leaders.

- Refine the mission and establish permanent staffing and budget lines within the Krause Leadership Center

Key Performance Indicators:

- Increase the capacity and prominence of the Krause Leadership Center
- Increase the programming and activities to promote growth across all four pillars

Objective 1.3

Implement a Comprehensive Leadership Assessment Model

The Citadel's mission statement sets the context for institutional assessment. The Citadel will focus on defining and assessing the four pillars of the Leader Development Model, providing further evidence of student achievement and principled leadership. In particular, we plan to:

- Expand the Leader Development Model to include expected learning outcomes in each pillar and refine programming and activities to accomplish the desired outcomes
- Implement Leadership e-portfolios and 360-degree assessment instruments with benchmarks

Key Performance Indicators:

- Define The Citadel Experience through learning outcomes in each pillar
- Collect and analyze data on each learning outcome

Objective 1.4

Promote a Spirit of Selfless Service Throughout the Corps of Cadets

Duty and Honor are embedded as guiding principles at The Citadel. Citadel graduates engage in a wide array of selfless service activities including military and government service, teaching and volunteer services. The Citadel will continue to implement programming and activities that foster a spirit of selfless service. Specifically, we will take actions over the next three years to:

- Increase commissioning into the military services
- Expand service-learning opportunities for students at every level of undergraduate and graduate education

Key Performance Indicators:

- Increase commissioning rate by 5%.

Objective 1.5

Integrate Career Planning into the Campus Culture

Career Development is a core element of the Leader Development Model. Expanding career development services and requiring all Cadets to complete a Career Planning Portfolio will enrich the career development process and aid their job search efforts. To achieve stronger results, we expect to:

- Increase staffing to broaden career services and on campus recruiting for Cadets and graduate students
- Implement a required Career Planning Portfolio for Cadets

Key Performance Indicators:

- 100% of students completing Career Planning Portfolios
- Increase Job Placement rates prior to graduation to 60%
- Partner with The Citadel Alumni Association to develop an effective tracking system for recent graduates to measure placement success within six months of graduation



2 Strategic Initiative Two

Enhance the Learning Environment

The formula for education success at The Citadel is clear and vital – investing in strategic campus innovations will enhance the learning environment and elevate the institution’s global competitiveness.

The common goals of these pathways promote academic programs of excellence and distinction within each academic school, support efforts to enhance student success, develop a more competitive presence in adult and graduate education, maintain academic program accreditation, and extend the college’s engagement in international and global education activities.

Objective 2.1

Enhance Student Retention

As The Citadel continues to lead South Carolina public colleges and universities with the highest 4-year graduation rate, we strive for even greater levels of student success. The college will employ several new actions during the next 3 years to raise retention rates for freshmen as well as 4-year and 6-year graduation rates:

- Create an early warning system to provide supplemental instruction to students enrolled in selected courses where students may encounter academic difficulty.
- Expand participation in the College Success Institute
- Enhance the Mandatory Study Program by providing staff development to company academic officers and Center tutors

Key Performance Indicators:

- Increase enrollment in the freshman preparatory program, College Success Institute, by 25%
- Increase 4-year graduation rate to over 60% and the 6-year graduation rate to over 70%
- Increase the freshman academic retention rate by 10%

Objective 2.2

Create Academic Programs of Excellence and Distinction Within Each School

During the next 3 years, The Citadel will increase its emphasis on developing new courses of study and expanding existing academic programs that foster excellence in the learning environment and elevate institutional prominence. New distinctive programs we have identified include:

- The STEM Center of Excellence as a new collaborative entity among the Schools of Education, Engineering, and Science and Mathematics
- Multiple Centers of Excellence to be developed within the School of Business
- The Citadel’s expanded Oral History Program and Leadership Archive



- The International Education and Study Abroad Office, Citadel International Scholars, and Faculty Fellows Program will be formed to promote globalization across the College

Key Performance Indicators:

- Increase enrollment in STEM disciplines by 10%
- Increase National Survey of Student Engagement (NSSE) scores for enriching educational experiences by 5%
- Increase number of students studying abroad by 15%

Objective 2.3

Enhance the Position of the College as a Regional Leader in Adult and Graduate Education

As a powerful regional growth asset, The Citadel Graduate College has a rare opportunity to provide outreach and educational services to local and national audiences, while delivering tangible economic development benefits to the region. The Citadel is pursuing several actions to capitalize on these opportunities:

- Creation of an Adult and Professional Education Office
- Enhancing Citadel Graduate College student services
- Increased focus on the design and growth of graduate programs and exploration of innovative alternative delivery methods

Key Performance Indicators:

- Increase CGC student enrollment by 25%
- Increase graduate student satisfaction with student services by 10%



3 Strategic Initiative Three

Strengthen the College Through Institutional Advancement

The tumultuous economic environment is forcing most institutions to negotiate extraordinary financial challenges and operate with limited resources. The College must redouble its efforts to identify alternative funding sources and advancement opportunities. During the next three years, The Citadel will implement actions to expand endowment funding, boost grant funding, increase the financial independence of The Citadel Athletics Program, and forge greater partnerships with The Citadel Foundation.

Objective 3.1

Expand Endowment Funding to Support Programs of Excellence

Continuous investment in the College's strategic priorities is critically important to fuel the institution's trajectory of excellence, despite economic difficulty. During the next three years, the institution will implement several actions designed to create new funding sources, including:

- Establish a Citadel Office of Research, Grants, and New Programs Development
- Expand grant writing expertise throughout the campus community by participating in professional development seminars and conferences on grant writing
- Develop events specifically geared toward CGC students and alumni

Key Performance Indicators:

- Increase grant-writing activity to generate a 20% increase in grant revenue by 2012
- Increase number of faculty submitting grants by 15%

Objective 3.2

Increase the Financial Independence of The Citadel Athletics Program

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

- Create an Athletics Excellence Fund
- Increase membership in the Brigadier Foundation (athletic foundation)

Key Performance Indicators:

- Increase membership in the Brigadier Foundation to reach 2,180 by 2012
- Increase gifts to the Athletics Program to reach \$250,000 by 2012

Objective 3.3

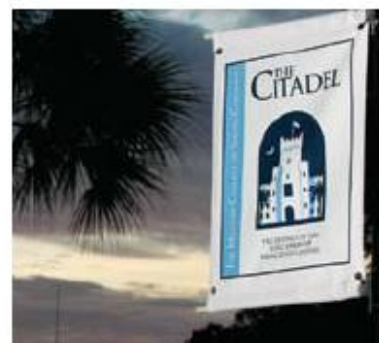
Actively Engage The Citadel Foundation in a Greater Partnership to Increase Philanthropic Support

Philanthropic support generated through The Citadel Foundation enables the College to achieve its mission of educating principled leaders. Fostering collaboration and partnership will strengthen:

- Expanding the number of faculty and staff working in partnership with The Citadel Foundation to raise funds for strategic initiatives
- Increasing the number of alumni and non-alumni donors
- Sustaining and advancing collaboration opportunities with academic deans and advisory boards

Key Performance Indicators:

- Advance The Citadel's Endowment Amount-per-Student ranking into the top 10 public comprehensive institutions in the country
- Achieve a 50% alumni giving rate





4 Strategic Initiative Four

Develop the Student Population

The institution strives to enroll a diverse community of leaders whose members share a common Citadel Experience. Expanding the veteran population, increasing student diversity, deploying a comprehensive marketing strategy, and growing enrollment in The Citadel Graduate College are core strategies in developing this community of leaders.

Objective 4.1

Expand Enrollment in The Citadel Graduate College

The Citadel Graduate College is poised for carefully planned student enrollment growth and expansion of academic programs. The institution will employ a variety of actions to increase enrollment, including:

- Establish The Citadel Graduate Assistantship Initiative to attract top graduate students to The Citadel
- Increase resources for graduate programs, including marketing, development, and student services to reflect the increased priority of graduate programs
- Expand Graduate Education offerings to meet the demand in the Lowcountry

Key Performance Indicators include:

- Increase student enrollment in The Citadel Graduate College by 25%
- Expand graduate educational offerings

Objective 4.2

Develop a Comprehensive Marketing Strategy to Position The Citadel Competitively

The Citadel will increase its emphasis on developing an aggressive marketing strategy.

- Conduct market research that drives strategic positioning; develop a compelling institutional brand identity and conduct all outreach with consistent graphics in advertising and communications with all constituents

Key Performance Indicators:

- Marketing performance metrics showing increases in inquiries, applications, enrollment and funding
- Qualitative survey results and student testimonials that demonstrate a stronger appreciation for The Citadel in its competitive set



Objective 4.3

Expand the Veteran Population

The Citadel values the service of America's veterans and believes that veteran students can serve as powerful role models throughout the campus environment. During the next 3 years, the institution plans to:

- Establish a new Veteran's Program at The Citadel
- Implement specifically designed marketing and recruitment campaigns

Key Performance Indicators:

- Increase the veteran student population at The Citadel

Objective 4.4

Expand Student Diversity and Sustain an Enrollment of 2,135 in the Corps of Cadets

Citadel graduates work, serve, and reside in diverse environments. The prospects for their success as educated and principled leaders are enhanced by exposure to diverse perspectives, interpretations, and points of view. In addition to academic and leadership scholarships, and in recognition that diversity enriches the educational environment, The Citadel is also committed to:

- Expand efforts to recruit, support and sustain students from diverse cultures, faiths, and backgrounds
- Increase needs-based and athletic scholarship funding

Key Performance Indicators:

- Increased needs-based and athletic scholarship funding
- Expanded student diversity
- Sustained enrollment of 2,135 in the Corps of Cadets



5

Strategic Initiative Five

Enhance the Facilities and Technological Support for the Campus

Institutional planning is integral in facilitating a progressive transformation of the campus grounds, facilities, and technologies, enabling the College to achieve its mission and vision. We must position The Citadel to capitalize on opportunities and create synergies between technologies and physical structures as well as facilitating a master landscape plan that builds connections throughout campus and projects the most appreciable image for the public.

Objective 5.1

Refined Campus Master Plan to Guide Strategic Decisions

The Citadel's Campus Master Plan will establish overarching goals and design principles, providing a framework for future development. And, in support of an enhanced learning environment, the plan will also guide long range planning for the architectural character, construction, environmental issues, maintenance, land use and acquisition, landscape, and parking. We will:

- Develop a campus growth strategy that sets priorities for alternatives in the campus master plan
- Pursue public-private partnerships to implement a multi-phased Citadel faculty and staff housing project and expand parking capacity on The Citadel campus

Key Performance Indicators:

- Campus Master Plan aligns with Campus Strategic Plan and provides a priority list of facility efforts
- Expand parking and faculty/staff housing capacity on The Citadel campus

Objective 5.2

Develop a Feasibility Study and Construction Plan for a New Capers Hall

Capers Hall, constructed in 1951, houses six of The Citadel's fourteen academic schools and departments. The College recognizes the need for a new, expanded state of the art learning facility. During the next 3 years, the institution will:

- Develop architectural, design, and construction documents

Key Performance Indicators:

- Completion of all planning documents



Objective 5.3

A Renovated Daniel Library at The Citadel

The Daniel Library, a core element of the campus educational experience, will be renovated to include upgraded meeting facilities and technological innovations. We will proceed with:

- Implementation of architectural design/construction plans

Key Performance Indicators:

- Renovation completion on time and on budget

Objective 5.4

Decrease Campus-wide Deferred Maintenance

Mounting deferred maintenance costs present a challenge to most higher education institutions. The Citadel recognizes the need to decrease campus-wide deferred maintenance. To meet this goal, we will:

- Budget for deferred maintenance

Key Performance Indicators:

- Decrease amount of deferred maintenance

Objective 5.5

Implementation of a “Unified Digital Campus”

Implementation of a “Unified Digital Campus” will expand the institution’s analytical reporting capabilities, increase efficient inter-departmental communications. Improving our technology operations will provide easy, rapid access to operational and historic data for decision support and overall customer service internally and for our student population. We will pursue:

- Implementation of Banner Enterprise Information System, Luminis Portal, Operational Data Store, and Enterprise Data Warehouse

Key Performance Indicators:

- Increased data access and usage
- Enhanced analytical reporting capabilities
- Improved cross-departmental workflow and data transfer



Objective 5.6

Enhance the Cadet Information System

The Cadet Information System is an integral component of the Leader Development Model, facilitating integration of information across all four pillars. To examine the holistic Citadel Experience of each cadet, the institution must build the following components within the Enterprise Information System:

- Build the Discipline System, Attendance Tracking, and Infirmary modules within Banner.
- Create a Four Pillars Accountability System and Interface, including the Cadet Record Brief.

Key Performance Indicators:

- Integration of data from the four pillars that comprise The Citadel Experience.

Objective 5.7

Connectivity to SC Light Rail and Internet 2

To maintain a competitive edge, The Citadel must capitalize on collaboration opportunities with other higher education institutions. The Citadel plans to:

- Establish service level agreements with SC Light Rail, MUSC and College of Charleston
- Establish a fiber optic connection from The Citadel ITS facilities in Bond Hall to the MUSC facilities in Harborview Tower

Key Performance Indicators:

- Increase research and collaborative opportunities for faculty
- Increase stability of data center facilities to eliminate down time due to environmental conditions

Objective 5.8

Develop the Institution's Online Education Capabilities to Support Teaching and Learning

The Citadel will invest in expanding online educational opportunities. During the next 3 years, The Citadel will:

- Engage the Information Technology committee to plan for delivering expanded online educational offerings, and to identify target degree programs, courses, and online material
- Offer incentives and support for faculty members to develop online courses
- Develop and implement a marketing plan to promote the online education platform

Key Performance Indicators:

- Increase graduate student enrollment in online courses by 10% each year
- Expanded online curriculum



6 Strategic Initiative Six

Improve Institutional Effectiveness

The Citadel is committed to advancing a culture of assessment and continuous improvement within the campus environment. In this era of increasing accountability at all levels in higher education, The Citadel is taking measurable steps to demonstrate student achievement and the use of assessments in our improvement efforts. Objectives designed to improve institutional effectiveness include promoting a culture of assessment and continuous improvement, automating assessment and planning processes, and increasing awareness of environmental and sustainability best practices.

Objective 6.1

Foster a Culture of Assessment and Continuous Improvement Within the Campus Community

The Citadel recognizes that effective assessment requires collaborative, campus-wide involvement. The College will use a variety of new actions to foster this wide-spread engagement:

- Construct an assessment plan that supports institution, program, and course-level assessment practices
- Create an Assessment Award Program, recognizing faculty, department, and support services that use innovative assessment techniques and demonstrate evidence of using data for continuous improvement
- Establish a Faculty Analysis and Assessment Team, supporting a small team of faculty to participate in specialized evaluation projects and provide assessment outreach to other areas of the College
- Increase support for faculty and staff assessment and realize new professional development opportunities

Key Performance Indicator:

- Increased faculty and staff engagement in assessment and continuous improvement efforts





Objective 6.2

Automate the Strategic Planning, Assessment, Accreditation, and Program Evaluation Processes

The Citadel will increase its emphasis on automating processes central to institutional effectiveness. The College will:

- Purchase and implement Accountability Management Software to automate strategic planning, assessment, accreditation, metric, and program evaluation processes

Key Performance Indicator:

- Increase number of faculty members engaged in assessment and strategic planning processes

Objective 6.3

Increase awareness of sustainability and environmental issues, and adopt best practices to manage them

The Citadel recognizes the importance of increasing awareness and best practices to address environmental issues and will take the following actions:

- Create "company environmental officers" within the Corps of Cadets to coordinate recycling and energy savings measures in the barracks and implement an environmental awareness education campaign
- Adopt LEED-standards for new buildings and renovation and gradually substitute sustainable energy measures
- Increase the number of "paperless" offices on campus through the implementation of a document imaging system

Key Performance Indicators:

- Increase environmental awareness throughout the campus community
- Increase the number of paperless offices by 10%



7 Strategic Initiative Seven

Ensure the College has the Leadership and Talent to Accomplish These Strategic Initiatives

The quality of the leadership, learning, and service environment depends on the knowledge and skills of our faculty and staff. Therefore, efforts to enhance the quality of The Citadel Experience must include the continuous, measurable development of our employees. During the next 3 years, The Citadel will implement actions that will help us to recruit and retain a diverse workforce, increase professional development opportunities, and expand the number of qualified personnel supporting the institution's Leader Development Model.

Objective 7.1

Recruit and Retain a Diverse Faculty and Staff

The Citadel firmly believes that diversity enriches the educational environment and promotes personal growth. Acting on this belief, The Citadel will implement the following strategies:

- Establish a diversity recruitment team to identify strategies to expand the diversity of faculty and staff
- Sustain a commitment to conducting faculty and staff salary studies

Key Performance Indicator:

- Increase diversity among faculty and staff

Objective 7.2

Expand the Number of Qualified Personnel Able to Coach, Teach, Train and Mentor Units and Individuals Across the Four Pillars

The Citadel's Leader Development Model integrates the academic, physical, moral and ethical, and military pillars of The Citadel Experience. The following actions are central in driving further integration of these domains:



- Expand and integrate Commandant and faculty staffing to support the Leader Development Model
- Sustain and improve company-level integration teams
- Create a series of endowed athletics positions

Key Performance Indicators:

- Increase retention rates of high performing staff
- Enhance leadership learning outcomes

Objective 7.3

Establish a Faculty Enhancement Program

The Citadel values faculty contributions in teaching, scholarship, and service and aims to enhance institutional support through the following actions:

- Expand the faculty development program to fund opportunities to develop faculty expertise
- Create a named professorship to be rotated on a competitive basis among current members of the faculty

Key Performance Indicators:

- Establish faculty productivity goals within each academic school
- Increase faculty morale
- Attract high-quality prospective faculty members

Objective 7.4

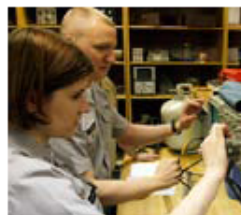
Develop a Technology Based Professional Development Program to Enhance the Skills of The Citadel's Administrative Workforce

As technology advances, it becomes critical to develop processes and programs to advance employee skills. Several techniques for addressing technology advances include:

- Infuse technology requirements into position descriptions and develop training sessions to enhance technology skills
- Develop content and implement new web-based training management program

Key Performance Indicators:

- Technology infusion in position descriptions
- Increase technical skills training with documented advancement





8

Strategic Initiative Eight

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

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

Objective 8.1

Coordinate Institutional Outreach and Economic Development Activities

As the The Citadel continues to expand its engagement with the community and business organizations, it is critical to coordinate and centralize community outreach and economic development activities. To evolve the process, we are planning to:

- Create an office for Outreach and Economic Development within The Citadel Graduate College
- Identify current activities and efforts and research new opportunities for outreach and economic development

Key Performance Indicator:

- Complete inventory of current outreach and economic development activities

Objective 8.2

Expand Partnerships with Business and Community Organizations

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

- Expand faculty, staff, and graduate student consulting activities
- Explore opportunities for joint ventures and generation of new revenue streams
- Expand participation of faculty and staff in community-based organizations

Key Performance Indicator:

- Number of faculty, staff, and graduate students engaged in community-based organizations and consulting opportunities

Objective 8.3

Develop Specialized Research and Training Programs for Public, Private, and Non-Profit Organizations

The Citadel's faculty and staff possess valuable expertise in a wide array of disciplines. The College will focus on refining its ability to develop knowledge transfer programs to aid public, private, and non-profit organizations. Specific actions will include:

- Conduct a needs assessment of public, private, and non-profit organizations
- Develop programs to address identified needs

Key Performance Indicators:

- Number of new programs under development



Attachment #4
New Faculty Fall 2011

CPT, Iordanis Karagiannidis., Assistant Professor of Business Administration
B.A., University of Macedonia
M.B.A., Rutgers University
Ph.D./Fin, Michigan State University

CPT Blakely Adair, Assistant Professor of Chemistry
B.S., College of Charleston
M.S., Clemson University
Ph.D., Texas Tech University

CPT Deepti Joshi, Assistant Professor of Computer Science
B.A., University of Delhi
M.S., Northwest Missouri State University
Ph.D., University of Nebraska

CPT Brendon Stanton, Assistant Professor of Mathematics and Computer Science
B.A., Carleton College
M.C.S., University of Minnesota
Ph.D., Iowa State University

CPT Michael P. Verdicchio, Assistant Professor of Computer Science
B.S.E., Ph.D., Arizona State University
M.Ed., University of Louisville
MSLS, University of Kentucky

CPT. Amy Emm, Assistant Professor of Modern Languages, Literatures and Cultures
B.A., Cornell University
M.A., Ph.D., University of Washington

CPT. Maria Jose Hellin Garcia, Assistant Professor of Modern Languages, Literatures and Cultures
B.A., University of Valencia
M.A., University of Nebraska
Ph.D., University of Minnesota

CPT Ashley Wellman, Assistant Professor of Criminal Justice
B.S., M.A., Ph.D., University of Florida

Warrant Officer David Hurley, Assistant Professor of Criminal Justice
B.S., M.S., University of Dayton
Ph.D., University of Cincinnati

CPT Robert Clark, Assistant Professor of Physics
B.S., Ohio Northern University
M.S., Ph.D., Massachusetts Institute of Technology

Visiting Faculty

Dr. Kelly DeVries, Mark Clark Professor of History

Mr. Mallory Factor, Governor John C. West Professor of International Politics and American Government

B.A., Wesleyan University

Joint Business and Law Program, Columbia University

Dr. Ningji He, Visiting Assistant Professor of Chinese

COL Charles Skipper, Visiting Professor in Engineering

ROTC Departments

COL John Colombo, Head and Professor of Aerospace Studies

COL Thomas Clark III, Head and Professor of Naval Science

LT Michael Deloach, Naval Instructor

CAPT Marcus Gillett, Junior Marine Officer Instructor

CAPT Scott Gallagher, Junior Marine Officer Instructor

LTJG Carlos Roe, Naval Instructor

MAJ William Simmons, Naval Instructor

Strategic Planning *

| Program Number and Title | Supported Agency Strategic Planning Goal/Objective | Related FY 10-11 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s) | Key Cross References for Performance Measures* |
|-------------------------------------|--|---|---|
| I. Scholarships and Fellowships 332 | Strategic Initiatives: 1, 2, 4, and 8 (See Attachment 3) | Objectives: 1.1, 2.1, 2.2, 2.3, 4.1, 4.3, 4.4, 8.2 Timeline: 2009-2012 (See Attachment 3) | 7.5-1, 7.5-1a |
| II. Auxiliary Enterprises 333 - 344 | Strategic Initiatives: 6 (See Attachment 3) | Objectives: 6.3 Timeline: 2009-2012 (See Attachment 3) | Captured within 7.3-1, 7.3-1a |
| I. Instruction 319 - 325 | Strategic Initiatives: 1, 2, 6, 7 and 8 (See Attachment 3) | Objectives: 1.1, 2.1, 2.2, 2.3, 6.1, 6.3, 7.2, 7.3, 8.3 Timeline: 2009-2012 (See Attachment 3) | 7.4-1, 7.4-2 |
| I. O&M of Plant 331 | Strategic Initiative: 5 (See Attachment 3) | Objectives: 5.1, 5.2, 5.3, 5.4 Timeline: 2009-2012 (See Attachment 3) | 7.5-2 |
| I. Institutional Support 330 | Strategic Initiatives: 1, 2, 4, 5, 6, 7 and 8 (See Attachment 3) | Objectives: 1.2, 4.1, 4.2, 4.4, 5.5, 7.3 Timeline: 2009-2012 (See Attachment 3) | 7.6-1, 7.6-2, 7.6-3 |
| Academic Support | Strategic Initiatives: 1, 2, 6 and 8 (See Attachment 3) | Objectives: 1.1, 2.1, 2.2, 2.3, 6.1, 8.3 Timeline: 2009-2012 (See Attachment 3) | 7.1-1, 7.1-1b, 7.1-2 |
| Student Services | Strategic Initiatives: 1 and 2 (See Attachment 3) | Objectives: 1.2, 1.5, 2.1, 2.2, 2.3 Timeline: 2009-2012 (See Attachment 3) | 7.2-1 |

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

| Major Budget Categories | FY 09-10 Actual Expenditures | | FY 10-11 Actual Expenditures | | FY 11-12 Appropriations Act | |
|-------------------------------|------------------------------|---------------|------------------------------|---------------|-----------------------------|---------------|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | \$ 35,832,406 | \$ 9,432,584 | \$ 36,257,748 | \$ 7,475,357 | \$ 41,747,892 | \$ 6,949,597 |
| Other Operating | \$ 66,835,555 | | \$ 74,818,024 | | \$ 78,998,254 | |
| Special Items | | | | | | |
| Permanent Improvements | | | | | | |
| Case Services | | | | | | |
| Distributions to Subdivisions | | | | | | |
| Fringe Benefits | \$ 10,660,315 | \$ 1,823,640 | \$ 11,019,583 | \$ 1,517,044 | \$ 12,204,994 | \$ 1,413,336 |
| Non-recurring | \$ 2,161,240 | | \$ 2,363,807 | | | |
| Total | \$ 115,489,516 | \$ 11,256,224 | \$ 124,459,162 | \$ 8,992,401 | \$ 132,951,140 | \$ 8,362,933 |

Other Expenditures

| Sources of Funds | FY 09-10 Actual Expenditures | FY 10-11 Actual Expenditures |
|-----------------------|------------------------------|------------------------------|
| Supplemental Bills | | |
| Capital Reserve Funds | | |
| Bonds | | |

Major Program Areas

| Program Number and Title | Major Program Area Purpose (Brief) | FY 09-10 Budget Expenditures | FY 10-11 Budget Expenditures | Key Cross References for Financial Results* |
|-------------------------------------|--|---|---|---|
| I. Scholarship and Fellowships 332 | 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: Federal: 20,046,413.00 Other: 15,324,555.00 Total: 35,370,968.00 % of Total Budget: 31% | State: Federal: 26,900,580.00 Other: 16,258,997.00 Total: 43,159,577.00 % of Total Budget: 35% | 7.5-1, 7.5-1a |
| II. Auxiliary Enterprises 333 - 344 | 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: Federal: Other: 28,800,420.00 Total: 28,800,420.00 % of Total Budget: 25% | State: Federal: Other: 25,337,897.00 Total: 25,337,897.00 % of Total Budget: 20% | Captured within 7.3-1, 7.3-1a |
| I. Instruction 319 - 325 | 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: 10,006,224.00 Federal: 2,161,240.00 Other: 9,511,753.00 Total: 21,679,217.00 % of Total Budget: 19% | State: 7,742,401.00 Federal: 2,363,807.00 Other: 12,370,030.00 Total: 22,476,238.00 % of Total Budget: 18% | 7.4.-1, 7.4-2 |
| I. O&M of Plant 331 | Operating funds for the operation and maintenance of the physical plant including services and maintenance related to grounds and facilities. | State: Federal: Other: 7,987,437.00 Total: 7,987,437.00 % of Total Budget: 7% | State: Federal: Other: 8,392,311.00 Total: 8,392,311.00 % of Total Budget: 7% | 7.5-2 |
| I. Institutional Support 330 | 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: 137,308.00 Federal: 15,000.00 Other: 6,965,171.00 Total: 7,117,479.00 % of Total Budget: 6% | State: 140,000.00 Federal: 15,000.00 Other: 9,143,892.00 Total: 9,298,892.00 % of Total Budget: 7% | 7.6-1, 7.6-2, 7.6-3 |

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

Academic Support (328), Student Services (329), Public Services (327), and Research (326).

| | | |
|-----------------------------------|-------------------------------|-------------------------------|
| Remainder of Expenditures: | State: 1,110,000.00 | State: 1,110,000.00 |
| | Federal: 211,810.00 | Federal: 312,034.00 |
| | Other: 13,212,185.00 | Other: 14,372,213.00 |
| | Total: 14,533,995.00 | Total: 15,794,247.00 |
| | % of Total Budget: 13% | % of Total Budget: 13% |

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