

STATUS REPORT ON IMPLEMENTATION OF STRATEGIC PLAN

JUNE 2001

NOTE: In the spring of 1994, The Citadel initiated its strategic planning process. The Board of Visitors and the President accepted and approved the report of the Strategic Planning Committee in February 1996. The Strategic Planning Coordination and Implementation Committee was charged to monitor the implementation of the Strategic Plan and provided annual reports until the strategic planning process was again initiated in fall 2000. This is the final status report provided by the SPCIC on the implementation of the 1996 Strategic Plan.

I. Educational Programs – June 2001

Goal 1	Continue to improve the quality and diversity of the students enrolled in the Corps of Cadets.																																		
Rec. 1	Increase applicant pool to 1800 by the year 1999 with 50% in-state applicants. <table border="1" data-bbox="264 331 1481 447"> <thead> <tr> <th></th> <th><u>1995</u></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> <th><u>2001 Proj.</u></th> </tr> </thead> <tbody> <tr> <td>Applicant Pool</td> <td>1469</td> <td>1330</td> <td>1449</td> <td>1473</td> <td>1682</td> <td>1938</td> <td>1900</td> </tr> <tr> <td>In-State (%)</td> <td>38%</td> <td>39%</td> <td>36%</td> <td>36%</td> <td>37%</td> <td>32%</td> <td>33%</td> </tr> </tbody> </table> Status: Applicant pool is increasing, but the percent of applicants from South Carolina has not increased appreciably.								<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001 Proj.</u>	Applicant Pool	1469	1330	1449	1473	1682	1938	1900	In-State (%)	38%	39%	36%	36%	37%	32%	33%				
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In-State (%)	38%	39%	36%	36%	37%	32%	33%																												
Rec. 2	Lower applicant-to-acceptance ratio by at least 2% annually through 1999 with acceptance rates for 1999 being 80%. <table border="1" data-bbox="264 594 1481 709"> <thead> <tr> <th></th> <th><u>1995</u></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> <th><u>2001 Proj.</u></th> </tr> </thead> <tbody> <tr> <td>Applicant Pool</td> <td>1469</td> <td>1330</td> <td>1449</td> <td>1473</td> <td>1682</td> <td>1938</td> <td>1900</td> </tr> <tr> <td>Accepted (%)</td> <td>84.3%</td> <td>85.7%</td> <td>82.5%</td> <td>80.9%</td> <td>78.0%</td> <td>78.8%</td> <td>81.3%</td> </tr> </tbody> </table> Status: Ratio of applicants to acceptances now exceeds goal.								<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001 Proj.</u>	Applicant Pool	1469	1330	1449	1473	1682	1938	1900	Accepted (%)	84.3%	85.7%	82.5%	80.9%	78.0%	78.8%	81.3%				
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Rec. 3	Maintain the accepted applicant matriculation rate between 49% and 51%. <table border="1" data-bbox="264 783 1481 898"> <thead> <tr> <th></th> <th><u>1995</u></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> <th><u>2001 Proj.</u></th> </tr> </thead> <tbody> <tr> <td>Accepted Applicants</td> <td>1238</td> <td>1140</td> <td>1195</td> <td>1192</td> <td>1312</td> <td>1528</td> <td>1525</td> </tr> <tr> <td>Matriculants (%)</td> <td>47.7%</td> <td>51.0%</td> <td>46.8%</td> <td>48.6%</td> <td>48.7%</td> <td>42.5%</td> <td>43.5%</td> </tr> </tbody> </table> Status: Rate of matriculants to accepted applicants is projected to fall below the goal.								<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001 Proj.</u>	Accepted Applicants	1238	1140	1195	1192	1312	1528	1525	Matriculants (%)	47.7%	51.0%	46.8%	48.6%	48.7%	42.5%	43.5%				
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Rec. 4	Improve average SAT scores of matriculants by a minimum of 5 points each year so that by 1999 average SAT score of entering class will be in the 69 th percentile. <table border="1" data-bbox="264 1035 1481 1171"> <thead> <tr> <th></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> <th><u>2001 Proj.</u></th> </tr> </thead> <tbody> <tr> <td>Average SAT</td> <td>1067</td> <td>1061</td> <td>1065</td> <td>1063</td> <td>1067</td> <td>1075</td> </tr> <tr> <td># at least 1000 (%)</td> <td>35.6%</td> <td>68.7%</td> <td>65.0%</td> <td>66.6%</td> <td>71.9%</td> <td>70%</td> </tr> <tr> <td>Percentile</td> <td colspan="6" style="text-align: center;">61st</td> </tr> </tbody> </table> Status: Projected average SAT score for Fall 2000 is slightly above the average for 1999. Performance Funding considers the % of an entering class test takers having SAT scores greater than 1000. Above 60% earns a rating of "Exceeds."								<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001 Proj.</u>	Average SAT	1067	1061	1065	1063	1067	1075	# at least 1000 (%)	35.6%	68.7%	65.0%	66.6%	71.9%	70%	Percentile	61 st					
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Rec. 5	Increase African-American enrollment in the Corps of Cadets to at least 8% by 1999. <table border="1" data-bbox="264 1329 1481 1444"> <thead> <tr> <th></th> <th><u>1995</u></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> <th><u>2001 Proj.</u></th> </tr> </thead> <tbody> <tr> <td>Corps</td> <td>1847</td> <td>1821</td> <td>1735</td> <td>1719</td> <td>1771</td> <td>1813</td> <td>Additional</td> </tr> <tr> <td>African-American (%)</td> <td>6.3%</td> <td>6.8%</td> <td>5.9%</td> <td>6.5%</td> <td>8.5%</td> <td>8.0%</td> <td>45</td> </tr> </tbody> </table> Status: Goal has been reached.								<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001 Proj.</u>	Corps	1847	1821	1735	1719	1771	1813	Additional	African-American (%)	6.3%	6.8%	5.9%	6.5%	8.5%	8.0%	45				
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Rec. 6	Increase enrollment of women in the Corps of Cadets to at least 5% by 1999. <table border="1" data-bbox="264 1518 1481 1633"> <thead> <tr> <th></th> <th><u>1995</u></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> <th><u>2001 Proj.</u></th> </tr> </thead> <tbody> <tr> <td>Corps</td> <td>1847</td> <td>1821</td> <td>1735</td> <td>1719</td> <td>1771</td> <td>1813</td> <td>Additional</td> </tr> <tr> <td>Women</td> <td>0%</td> <td>.2%</td> <td>1.2%</td> <td>2.9%</td> <td>3.9%</td> <td>4.4%</td> <td>34</td> </tr> </tbody> </table> Status: Projected 2000 meets the goal.								<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001 Proj.</u>	Corps	1847	1821	1735	1719	1771	1813	Additional	Women	0%	.2%	1.2%	2.9%	3.9%	4.4%	34				
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Rec. 7	Review scholarship programs (academic, ROTC, athletic) to determine their effectiveness in recruiting highly qualified students. Status: Scholarship program has been revised to a scholarship/grant program, and funding is being sought. The College received an advance of \$505,000 from CDF for 1999-00. This advance will be repaid by reducing annual CDF awards over the next 10 years. The appropriate amount of financial aid to be provided by the College is still under study as is the source of these funds.																																		

Rec. 8	<p>Review the organizational effectiveness of the Office of Enrollment Management to ensure the resources in staffing and in funding for recruitment and student financial assistance necessary to effect the above changes.</p> <p>Status: Major increases have been made in staffing, operating budget, and equipment; operating budget is adequate; staffing is adequate to perform required functions.</p>																								
Rec. 9	<p>Expand current policies for use of tuition abatements and/or waivers in order to enhance the academic quality of the student body.</p> <p>Status: Abatements of all or part of the differential between in-state and out-of-state tuitions have been used for some time to recruit out-of-state athletes and band members. These abatements affect the E&G budget in that these funds are not collected from the students. Policies on the use of abatements to recruit out-of-state students and on the use of 2% of tuition and fees to recruit in-state students are being developed.</p> <table border="1" data-bbox="259 577 1055 751"> <thead> <tr> <th></th> <th><u>Athletes</u></th> <th><u>Band</u></th> <th><u>Total</u></th> </tr> </thead> <tbody> <tr> <td>1997-98</td> <td>\$352,683</td> <td>\$ 4,643</td> <td>\$357,326</td> </tr> <tr> <td>1998-99</td> <td>\$428,768</td> <td>\$30,498</td> <td>\$459,266</td> </tr> <tr> <td>1999-00</td> <td>\$452,502</td> <td>\$34,413</td> <td>\$486,915</td> </tr> <tr> <td>2000-01</td> <td>\$527,901</td> <td>\$36,132</td> <td>\$564,033</td> </tr> </tbody> </table>		<u>Athletes</u>	<u>Band</u>	<u>Total</u>	1997-98	\$352,683	\$ 4,643	\$357,326	1998-99	\$428,768	\$30,498	\$459,266	1999-00	\$452,502	\$34,413	\$486,915	2000-01	\$527,901	\$36,132	\$564,033				
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Goal 2	Continue to improve the graduation rate in the Corps of Cadets.																								
Rec. 1	<p>Reduce by 3% (from 1994-1995 rate) the rate of attrition of freshmen after the academic year begins.</p> <table border="1" data-bbox="259 909 1331 1199"> <thead> <tr> <th></th> <th><u>During 4th Class Training</u></th> <th><u>After the Academic Year Begins</u></th> </tr> </thead> <tbody> <tr> <td>1994-95</td> <td>11.8%</td> <td>19.4%</td> </tr> <tr> <td>1995-96</td> <td>9.6%</td> <td>13.7%</td> </tr> <tr> <td>1996-97</td> <td>9.8%</td> <td>19.3%</td> </tr> <tr> <td>1997-98</td> <td>13.2%</td> <td>18.1%</td> </tr> <tr> <td>1998-99</td> <td>7.8%</td> <td>12.9%</td> </tr> <tr> <td>1999-00</td> <td>8.9%</td> <td>13.6%</td> </tr> <tr> <td>2000-01</td> <td>8.5%</td> <td>8.4%</td> </tr> </tbody> </table> <p>Status: Freshman attrition is still a major concern.</p>		<u>During 4th Class Training</u>	<u>After the Academic Year Begins</u>	1994-95	11.8%	19.4%	1995-96	9.6%	13.7%	1996-97	9.8%	19.3%	1997-98	13.2%	18.1%	1998-99	7.8%	12.9%	1999-00	8.9%	13.6%	2000-01	8.5%	8.4%
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Rec. 2	<p>Increase the annual return rate of upperclassmen by 3% by fall 1999.</p> <table border="1" data-bbox="259 1276 1201 1346"> <thead> <tr> <th><u>Fall 1995</u></th> <th><u>Fall 1996</u></th> <th><u>Fall 1997</u></th> <th><u>Fall 1998</u></th> <th><u>Fall 1999</u></th> <th><u>Fall 2000</u></th> </tr> </thead> <tbody> <tr> <td>93.8%</td> <td>91.3%</td> <td>89.6%</td> <td>86.2%</td> <td>95.3%</td> <td>95.5%</td> </tr> </tbody> </table> <p>Status: It is not yet clear that upperclass attrition has stabilized.</p>	<u>Fall 1995</u>	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>	93.8%	91.3%	89.6%	86.2%	95.3%	95.5%												
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93.8%	91.3%	89.6%	86.2%	95.3%	95.5%																				
Rec. 3	<p>Study the impact of present course loads, particularly for freshmen.</p> <p>Status: This study has been done by individual departments, and several changes have been made, in the main moving non-credit skill RPED courses to the freshman year and moving the two-credit RPED sequence to the sophomore year.</p>																								
Rec. 4	<p>Continue to improve the academic advising system to ensure that the needs of all students (including those with special needs such as international students and those with learning disabilities) are recognized and addressed.</p> <p>Status: Student survey developed and is given every spring semester; faculty survey being conducted spring 1999; Academic Advising Committee established fall 1998; advising handbook and academic advising training program in use for fall 1999. A one-credit hour, two-contact hour course, "First Year Experience," will be required for all freshmen cadets. This course will present study skills, ensure cadets are aware of academic support services, and provide individual counsel, both personal and academic.</p>																								

Goal 3	Continue to improve the quality and range of academic programs..									
Rec. 1	<p>Adopt the concept as presented in the Info 2000 proposal to continue to upgrade and expand campus computer resources, to provide training and appropriate resources for faculty, and to produce graduates who are technologically literate.</p> <p>Status: INFO 2000 concept proposal already accepted; for 4 years, \$50,000 in CDF funding has been designated for faculty computers; 80 faculty members have received new computers; 27 others have received upgraded computers. In fall 1999, 1066 cadets had computers in the barracks connected to The Citadel's campus-wide computer network; by the end of the sophomore year, a cadet must have either completed a computer science course or passed the proficiency test through ITS in order to be eligible for junior academic classification (2A). ITS has developed an electronic system for cross-checking records for class attendance, Infirmary visits, Special Orders, Special Leaves, and Guard Duty. There are now multimedia facilities in Capers Hall, Bond Hall, Duckett Hall, LeTellier Hall, and Grimsley Hall. 4 tiered, multimedia classrooms are planned in the renovation of Thompson Hall, and plans have been developed for the multimedia conversion of the auditorium in Grimsley. Funding is needed for furnishing and equipping Thompson Hall.</p>									
Rec. 2	<p>Provide data on the cost effectiveness and viability of each undergraduate and graduate program to be used as factors in the continuing assessment of the academic programs and the establishment of priorities for resource allocation.</p> <p>Status: Cost/revenue analysis of graduate programs for 1996-97 and 1997-98 has been completed; complete analysis is available.</p> <p>Summary:</p> <table data-bbox="289 940 1344 1087"> <thead> <tr> <th></th> <th>1996-97</th> <th>1997-98</th> </tr> </thead> <tbody> <tr> <td>Net revenue from Graduate Degree Programs</td> <td>\$ 725,501</td> <td>\$ 995,923</td> </tr> <tr> <td>Net revenue from Graduate Professional Development Courses</td> <td>\$2,817,840</td> <td>\$3,021,087</td> </tr> </tbody> </table> <p>Primary costs of programs in the College of Graduate and Professional Studies relate to faculty, and it is the absence of faculty costs in the Professional Development Courses that makes them so profitable. It should be noted that all the revenue from Graduate Professional Development Courses comes from State appropriations. The credit hours from these courses are reported in the budget process as if they were taught at The Citadel by Citadel faculty. The Commission on Higher Education is conducting a statewide study of contract courses.</p>		1996-97	1997-98	Net revenue from Graduate Degree Programs	\$ 725,501	\$ 995,923	Net revenue from Graduate Professional Development Courses	\$2,817,840	\$3,021,087
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Net revenue from Graduate Professional Development Courses	\$2,817,840	\$3,021,087								
Rec. 3	<p>Conduct a study to identify the programs not presently being offered that would be cost effective, viable, marketable, and consistent with the mission of the College.</p> <p>Status: This study has not yet been completed. A plan for expanding undergraduate and graduate programs in the College of Graduate and Professional Studies has been proposed. The Strategic Plan Coordination and Implementation Committee is reviewing this plan and the projected costs and revenues.</p>									
Rec. 4	<p>In assessing the Core Curriculum, pay particular attention to ensuring that students have opportunities for critical thinking, genuine problem solving, and development of speaking, writing, and technological skills throughout their program of study. Departments should also consider ways to allow students flexibility and opportunities for elective credits in their major programs.</p> <p>Status: Review of CORE Curriculum has been completed, and only minor changes to the current CORE have been approved: more flexibility in Social Science, Literature, and History requirements. Core Curriculum Oversight Committee has been reinstated effective Fall 1999. This committee will assume responsibility for reviewing all CORE curriculum changes and for coordinating the assessment of the CORE.</p>									

Rec. 5	<p>Develop specific strategies to introduce flexibility into the size and structure of the Core Curriculum while continuing to ensure the fundamental purposes of the Core, which are to provide the student with an understanding of the basic methodologies employed in academic pursuits; the skills essential to further study—objectivity, consistency, preciseness, orderly deliberation, prudent judgment, and respect for the life of the mind; insights into the fundamental issues, ideas, and values of importance to a society; an appreciation for the fine arts and other cultures; and an understanding of current issues and problems in a regional, national, and global context.</p> <p>Status: See Recommendation 4 above. A fine arts requirement has been approved for freshman and sophomore cadets.</p>
Rec. 6	<p>Ensure that each student is well informed regarding the challenges and opportunities of each academic program and to provide students not prepared to select an academic major with the opportunity to postpone their declarations. Such students will receive specialized advising to ensure that a delayed decision will have minimal impact on the student's expected time for completing graduation requirements.</p> <p>Status: Providing information regarding academic majors is part of Academic Orientation for entering freshmen. Dean of Undergraduate Studies advises students who are not prepared to select a major.</p>
Rec. 7	<p>Continue to promote such teaching innovations as team-teaching, Communication across the Curriculum, and multi-media in the classroom by providing resources and continued opportunities for faculty development and by recognizing successful implementation of innovative approaches to teaching.</p> <p>Status: Ongoing; Faculty Development grant proposals related to using technology in classes are given priority. Faculty are provided computers based on proposals to incorporate this technology in their classes (see Goal 3, recommendation 1 above). An initiative on the "scholarship of teaching" was started in spring 2000, and a workshop will be conducted by a national authority in July 2000.</p>
Rec. 8	<p>Pursue and maintain accreditation of all programs at the highest appropriate level.</p> <p>Status: Regional accreditation reaffirmed for 10 years by SACS in Dec. 1994. Undergraduate and graduate programs in Business Administration accredited by AACSB in Spring 1996; reaccreditation visit by AACSB in Spring 2000. Accreditation of undergraduate programs in Civil and Electrical Engineering reaffirmed by ABET in fall 1997; reaccreditation visit by ABET scheduled for Fall 2002. Accreditation of undergraduate and graduate Teacher Education Programs reaffirmed with probation in fall 1997 by NCATE. Teacher Education Programs will be reviewed again by NCATE 20-23 February 2000. Department of Mathematics and Computer Science has presented a proposal for pursuing accreditation of Computer Science Programs by CSAB. Pursuing accreditation for Computer Science Programs will require the hiring of Ph.D.-level Computer Science faculty and upgrading the UNIX environment in the Department of Mathematics and Computer Science. The search for Ph.D.-level computer science faculty was unsuccessful in 1999-00.</p>
Rec. 9	<p>Develop a capability (1) to identify potential sources of grant and contract funds, (2) to develop a systematic process for alerting faculty and students to these sources, and (3) to assist faculty and students in seeking these funds.</p> <p>Status: Notices of potential sources of grant and contract funds are collected by the Office of the Dean of the College of Graduate and Professional Studies and are disseminated to faculty by e-mail. This is a viable source of funds and needs to be paid more attention.</p>
Goal 4	<p>Promote and emphasize the prime importance of the academic component of The Citadel experience, complemented by the military structure of the Corps.</p>

Rec. 1	<p>Conduct an academic orientation program for new cadets led by faculty, academic administrators, and cadet academic leaders that provides some academic content for the purpose of setting an appropriate intellectual tone for the beginning of the student's college career.</p> <p>Status: Academic orientation for new cadets has been conducted each fall since 1996. The new "Freshman Year Experience" should be a significant addition to this effort.</p>
Rec. 2	<p>Expand opportunities for intellectual interaction between faculty and students outside the classroom.</p> <p>Status: Since fall 1996, annual Dean's List and Gold Star Banquets have been held; Phi Kappa Phi has established a program of brown bag lunches for discussions of topics of mutual interest to both students and faculty; freshmen and sophomores are required to attend at least one Fine Arts Series presentation each semester.</p>
Rec. 3	<p>Improve lines of communication among the faculty, academic administration, Office of the Commandant, and Corps of Cadets to ensure that The Citadel's educational process for cadets is well understood and supported by all components of the College.</p> <p>Status: In-depth training program for the cadet training cadre has been designed and implemented; Dean of Undergraduate Studies and Regimental Academic Officer meet with entire cadre during cadre training; faculty members have been performing duties as officers-in-charge in the cadet barracks since spring 1997.</p>
Rec. 4	<p>Study the effect of faculty uniforms and military ranks on student perception of the relationship between military and academic components of the College.</p> <p>Status: This study has not been conducted.</p>
Goal 5	Continue to improve the quality and range of academic support services.
Rec. 1	<p>Obtain state capital improvements bond funding for the expansion of Daniel Library and improve its holdings, consistent with the recommendations of the 1993-94 Institutional Self-Study Report and the 1995 Report of the SACS Reaffirmation Team.</p> <p>Status: Current capital improvement priority for state funding does not include Daniel Library.</p>
Rec. 2	<p>Seek state capital improvements bond funding for the consolidation of an integrated learning and instructional resource center, to include the Writing Center, the Math Lab, and the Modern Language Lab, learning support services, and instructional support services for faculty.</p> <p>Status: Replacement of Thompson Hall is underway. First floor of new building will be occupied by consolidated student academic support services to include: Tutorial Services in Writing, Mathematics, and other academic areas; Study Skills/Learning Strategies; English as a Second Language; Study Abroad; Multicultural Activities; LD Support Service; and Communication Across the Curriculum. This project still faces funding and staffing challenges. Funds to furnish and equip the new areas are not included in the approved bond issue. Three to five additional positions will be needed to staff this operation, and the position of Director needs to be approved effective fall 2000 so that this individual can be selected and can begin organizing and developing this new service area.</p>

Rec. 3	<p>Develop and implement a process for funding the acquisition, maintenance, upgrading and replacement of educational equipment in all departments.</p> <p>Status: The annual operating budget of the College has provided little or no funding in this area for nearly a decade. Academic areas depend on CDF and external sources for equipment acquisitions. For example, since 1994 the Department of Civil and Environmental Engineering has raised approximately \$220,000 in funds and equipment from external sources in support of its programs. Formal proposals have been presented to CDF; Institutional Advancement has presented proposals to individual donors and is including this need in the capital campaign plan. Limited funding was made available to academic departments to address these areas through a one-time allocation of \$150,000 in unrestricted funds by the BOV in the 1999-00 budget. Failure to provide funds annually to maintain and upgrade equipment for instruction and research leads to gradual deterioration and ultimately to embarrassingly inadequate and obsolete teaching tools and emergency replacements. This is a cycle that must be broken. Departments charging lab fees offer a continuous concern that the department operating budgets do not reflect the fees being collected. this raises the issue that the College is collecting fees from its students under false labeling. This is especially clear in Modern Languages where each student pays a \$25 lab fee for each 100-level course, and the language lab is inoperable.</p>
Goal 6	<p>Increase recognition for the College of Graduate and Professional Studies in its complementary relationship with the Corps of Cadets.</p>
Rec. 1	<p>Increase as appropriate the number of non-degree, professional development programs offered by the College of Graduate and Professional Studies. These programs must be high-quality and self-supporting.</p> <p>Status: Responsibility for non-credit, professional development courses has been assigned to the Center for International and Regional Economic Development. Courses are now offered in real estate appraisal, legal/ethical issues in engineering, and presentation development. While this area has significant promise for serving the citizens of the Lowcountry and State and while the potential for revenue could be quite significant, the College has not developed a philosophy or policy regarding professional development courses in general. Lewis Spearman was not hired by the College to conduct professional development courses, but “is” The Citadel’s non-credit Professional Development Program at the moment.</p> <p>Non-degree, credit courses are offered for recertification of secondary teachers. The Citadel’s role with Professional Development Courses for recertification of area teachers deals in the main with recording these courses on our transcripts. These courses are not developed or taught by Citadel faculty.</p>
Rec. 2	<p>Expand the marketing efforts of the College of Graduate and Professional Studies.</p> <p>Status: The College of Graduate and Professional Studies has been provided a position to address marketing issues. However, the primary marketing tool continues to be the newspaper announcements for course offerings each semester and for summer school. There is no systematic, well-staffed, fully-funded recruiting effort for the CGPS comparable to that which has been established to recruit for the Corps of Cadets. Programs offered through the CPGS are not likely to reach their full potentials in the absence of such a recruiting effort.</p>

Rec. 3	<p>Focus undergraduate and graduate program development for the next decade on quality programs that are deemed to be high demand-low cost. These should emphasize practitioner-oriented programs related to identified consumer demand and societal needs.</p> <p>Status: Two graduate programs (Special Education and Curriculum/Instruction) have been eliminated because of low productivity. Consideration has been given to undergraduate and graduate programs in Criminal Justice. The University of Charleston and The Citadel have submitted a new joint Master of Science in Computer and Information Science that will be considered by the Commission on Higher Education in August 2000. On the initiative of local legislators, a Task Force chaired by Harry Hallman has studied the need for additional graduate programs in the Charleston area and has recommended the development of a university center north or east for the Charleston peninsula closer to the area's population center. The Citadel is actively involved in that effort, which has projected needs for doctoral-level programs in several areas including education. The Citadel must have clear understandings of "cost/revenue" expectations for each program as offerings of the CGPS are expanded. The Strategic Plan Coordination and Implementation Committee is reviewing cost/revenue estimates presented in a proposed plan for program development in the College of Graduate and Professional Studies.</p>
Rec. 4	<p>Review the organizational effectiveness of the College of Graduate and Professional Studies and to provide it with the resources in staffing and in funding that it needs to enhance program improvement efforts.</p> <p>Status: Organizational review has been conducted and additional positions have been provided.</p>
Rec. 5	<p>Study the feasibility of developing an Institute of Public Policy and Leadership in conjunction with the College of Graduate and Professional Studies.</p> <p>Status: Feasibility study has not been conducted.</p>
Rec. 6	<p>Determine an optimal size and mix of undergraduate programs to be offered by the College of Graduate and Professional Studies.</p> <p>Status: Study has not been done. Such a study should be conducted before any other programs are added or deleted.</p>
Rec. 7	<p>Determine an optimal size and mix of graduate programs to be offered by the College of Graduate and Professional Studies.</p> <p>Status: Study has not been done. It is critically important that a thorough study be conducted before The Citadel considers the development of doctoral level programs.</p>
Rec. 8	<p>Develop a mission statement for the continuing education programs of the College that clearly relates them to the degree offerings of the College and projects a student body size that is related directly to the capacity of the College to manage these programs and control their quality.</p> <p>Status: Mission statement has not been developed.</p>
Rec. 9	<p>Develop recruiting plans to include expected annual matriculation, attrition, and graduation data for each undergraduate and graduate program as well as levels of enrollment required to continue these programs.</p> <p>Status: Plans have not been developed.</p>
Goal 7	Continue to improve the faculty's quality, diversity, and allocation among departments.
Rec. 1	<p>Recognize the vital role of the adjunct faculty by providing the resources necessary for a formal orientation program and appropriate professional support and by including adjunct faculty in the life of the department and the College.</p> <p>Status: Adjuncts are included in new faculty orientation.</p>

Rec. 2	<p>Monitor systematically and evaluate regularly the qualifications and performance of adjunct instructors for both on-campus and off-campus courses.</p> <p>Status: Professional Development non-degree courses offered off-campus are monitored by members of the staff of the Dean of the College of Graduate and Professional Studies, and these courses are evaluated by students using the same forms that are used in on-campus courses. Adjuncts teaching on-campus courses are monitored and evaluated in the same manner as permanent faculty.</p>																																																																		
Rec. 3	<p>Base allocations of faculty resources, faculty development funds, and release time on established program priorities. Appropriation of funds should assist faculty members to achieve the knowledge and skills necessary for and consistent with the College's long-term plan of program development.</p> <p style="text-align: center;">CDF Funding for Faculty Development/Research</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>98/99</u></th> <th style="text-align: center;"><u>99/00</u></th> <th style="text-align: center;"><u>00/01</u></th> </tr> </thead> <tbody> <tr> <td>Faculty Development</td> <td style="text-align: right;">\$100,000</td> <td style="text-align: right;">\$100,000</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>Faculty Research</td> <td style="text-align: right;">\$ 80,000</td> <td style="text-align: right;">\$ 75,000</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>Travel</td> <td style="text-align: right;">\$ 60,000</td> <td style="text-align: right;">\$ 60,000</td> <td style="text-align: right;">\$ 75,000</td> </tr> </tbody> </table> <p>Status: Every effort is made to channel faculty development resources to address the highest priorities of the College. Emphasis has been placed in the past few years on making computer/information technology integral to teaching and learning.</p>		<u>98/99</u>	<u>99/00</u>	<u>00/01</u>	Faculty Development	\$100,000	\$100,000	\$100,000	Faculty Research	\$ 80,000	\$ 75,000	\$100,000	Travel	\$ 60,000	\$ 60,000	\$ 75,000																																																		
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Rec. 4	<p>Enhance efforts to increase the number of African-Americans and other ethnic minorities on the faculty.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Fall 1996</th> <th style="text-align: center;">Fall 1997</th> <th style="text-align: center;">Fall 1998</th> <th style="text-align: center;">Fall 1999</th> <th style="text-align: center;">Fall 2000</th> </tr> </thead> <tbody> <tr> <td>White Male</td> <td style="text-align: center;">114</td> <td style="text-align: center;">111</td> <td style="text-align: center;">110</td> <td style="text-align: center;">105</td> <td style="text-align: center;">103</td> </tr> <tr> <td>White Female</td> <td style="text-align: center;">25</td> <td style="text-align: center;">28</td> <td style="text-align: center;">28</td> <td style="text-align: center;">33</td> <td style="text-align: center;">31</td> </tr> <tr> <td>Black Male</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Black Female</td> <td></td> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Asian/Pacif.Is. Male</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Asian/Pacif.Is. Female</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Hispanic Male</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic Female</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Am. Ind. Male</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Am. Ind. Female</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Status: Every faculty position is advertised in the <i>Chronicle of Higher Education</i>, <i>Black Issues in Higher Education</i>, and on The Citadel's web site, and every qualified minority candidate is interviewed.</p>		Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	White Male	114	111	110	105	103	White Female	25	28	28	33	31	Black Male	2	2	2	2	2	Black Female			1	2	2	Asian/Pacif.Is. Male	2	2	2	2	4	Asian/Pacif.Is. Female	1	1	1	1	1	Hispanic Male						Hispanic Female	1	1	1	1	1	Am. Ind. Male	1	1	1	1		Am. Ind. Female					
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Rec. 5	<p>Continue efforts to employ a significant number of women on the faculty.</p> <p>Status: Every faculty position is advertised in the <i>Chronicle of Higher Education</i>, <i>Women's Issues in Higher Education</i>, and on The Citadel's web site, and qualified female candidates are interviewed. See table in Rec. 4 above.</p>																																																																		
Rec. 6	<p>Study ways in which faculty staffing requirements might be met through new and different employment practices (such as term contracts, use of clinical professors, etc.).</p> <p>Status: A staffing analysis is completed each fall and is presented to the Academic Board, VPAA, VPFBA, and Faculty Council. Each department head is expected to provide his or her Designated Dean a staffing plan that describes how the teaching responsibilities of the department can most effectively and efficiently be addressed using permanent, full-time temporary, and adjunct faculty. All positions, even adjuncts, are advertised, and prior approval by the Designated Dean is required for each hiring.</p>																																																																		

II. Student Development – June 2001

Goal 1	Continue to expand and improve student support service programs at The Citadel.
Rec. 1	Review the scope and cost of current Student Activities' offerings and programs and to establish a priority among new and existing programs, with the thought of reducing the number of organizations and activities. Status: Procedures have been put in place requiring an annual review of the charter of each student organization.
Rec. 2	Review current Student Activities' offerings and programs to determine if the needs of women students are being adequately met and to establish appropriate offerings or programs. Status: The Coeducation Council addresses this as a continuing responsibility.
Rec. 3	Develop a comprehensive mission statement for all student support services, to review staffing and program offerings within the context of that mission statement, and to enhance or expand programs and staffing as necessary. Status: The completion of Thompson Hall will provide the opportunity to consolidate academic support services. Funding must be provided to furnish and equip this new area. Three to five additional positions will be needed, and the new position for the Director of this operation was approved for a search beginning in fall 2000. Once hired, the Director will have responsibility for coordinating the development of an overall mission statement and organizing and developing this new service area.
Rec. 4	Investigate methods of enhancing food service support to the Corps of Cadets, faculty, and staff of the College. Status: Cadet Mess Council meets each semester and makes recommendations regarding food services for the Corps. Aramark is always open to suggestions. New 24-hour schedule with optional cafeteria-style meal was tested in the 1999-2000 academic year. Board of Visitors action on this schedule is expected in the June 2000 meeting.
Rec. 5	Evaluate the services provided by The Citadel Infirmary as well as the need and cost of a resident physician. Status: Full-time physician hired May 1997. Assessment of Infirmary services is done only through The Citadel Experience Survey (Senior Exit Survey).
Rec. 6	Evaluate the feasibility of a self-supporting on-campus childcare service/facility. Status: Evaluation completed; financial and liability issues make such an operation infeasible.
Rec. 7	Improve the accessibility for College of Graduate and Professional Studies students to laboratories, computer labs, study areas, and support services. Status: Issue of access addressed. There are no labs or study areas to which all students do not have access.
Rec. 8	Study the need for and cost of providing College of Graduate and Professional Studies students access to health care facilities/service. Study ways to facilitate access of these students to recreational facilities/activities, and fuller participation in athletic events and extracurricular clubs/organizations. Status: Students are informed of opportunities for health insurance through the College. For non-cadets, the Infirmary provides emergency service only.
Rec. 9	Determine the most efficient and effective way to manage and organize student development activities and services for all students. Status: This has not been done. Cadet and non-cadet student activities have been separated. The student development needs of cadets and non-cadets are significantly different, and no over-arching mission statement has been

	addressed. Student development for non-cadet students has not been a priority for the College.																																
Rec. 10	Establish an equivalent to the Presidential Advisory Committee for each of the other components of the student body: the enlisted males and females, the graduate students, and the evening undergraduate students. Status: No advisory councils have been established for non-cadet students. Cadet Presidential Advisory Council is not meeting.																																
Goal 2	Continue to improve the quality of the cadet lifestyle as it contributes to the educational process of The Citadel.																																
Rec. 1	Assess the cadet lifestyle as it contributes to the cadet educational process, with particular emphasis on the selection and training of the cadet leadership, the disciplinary system, and the 4 th class system. Status: A plan for assessing the 4th class system has not been developed. Exit interviews are conducted with each freshman who leaves the campus. Attrition rates during Fourth Class Training and during the academic year are monitored.																																
Rec. 2	Involve a broader constituency, including faculty, staff, and cadets, in the periodic review and revision of the Blue Book. Status: Latest revision of Blue Book was “staffed” through the Vice President for Academic Affairs and academic deans. Conflicts with College Regulations have been addressed.																																
Rec. 3	Reduce by 3% the attrition rate during the period of 4 th class training before the academic year begins. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th><u>1994</u></th> <th><u>1995</u></th> <th><u>1996</u></th> <th><u>1997</u></th> <th><u>1998</u></th> <th><u>1999</u></th> <th><u>2000</u></th> </tr> </thead> <tbody> <tr> <td># Matriculated</td> <td>602</td> <td>591</td> <td>581</td> <td>559</td> <td>579</td> <td>639</td> <td>649</td> </tr> <tr> <td># Enrolled</td> <td>531</td> <td>534</td> <td>524</td> <td>485</td> <td>534</td> <td>582</td> <td>594</td> </tr> <tr> <td></td> <td>11.8%</td> <td>9.6%</td> <td>9.8%</td> <td>13.2%</td> <td>7.8%</td> <td>8.9%</td> <td>8.5%</td> </tr> </tbody> </table> Status: The attrition rate during the period of 4th class training before the academic year begins decreased 5.4% from fall 1997 to fall 1998; additional TACs hired to provide more adult supervision.		<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	# Matriculated	602	591	581	559	579	639	649	# Enrolled	531	534	524	485	534	582	594		11.8%	9.6%	9.8%	13.2%	7.8%	8.9%	8.5%
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Goal 3	Ensure that the Intercollegiate Athletic Program is consistent with the mission of the College.																																
Rec. 1	Ensure that the level of NCAA participation of each intercollegiate athletic sport is consistent with the mission of the College and available resources. Status: NCAA accreditation reaffirmed Jan. 1999.																																
Rec. 2	Ensure that the Faculty Athletics Advisory Committee actively participates in the review and development of college policies as they relate to athletic programs. Status: Annual report of the committee documents participation in an advisory capacity.																																

Rec. 3	Ensure that the needs of all students are met by providing opportunity for participation of women in intercollegiate athletics. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th><u>Fall 1996</u></th> <th><u>Fall 1997</u></th> <th><u>Fall 1998</u></th> <th><u>Fall 1999</u></th> <th><u>Fall 2000</u></th> </tr> </thead> <tbody> <tr> <td>Female Cadets</td> <td>4</td> <td>20</td> <td>49</td> <td>69</td> <td>79</td> </tr> <tr> <td>Female Athletes</td> <td>0</td> <td>1</td> <td>25</td> <td>25</td> <td>39</td> </tr> </tbody> </table> Status: Continuing responsibility is addressed through the Coeducation Council, Student Athlete Advisory Committee, and Omsbuds Person.		<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>	Female Cadets	4	20	49	69	79	Female Athletes	0	1	25	25	39
	<u>Fall 1996</u>	<u>Fall 1997</u>	<u>Fall 1998</u>	<u>Fall 1999</u>	<u>Fall 2000</u>														
Female Cadets	4	20	49	69	79														
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Goal 4	Formulate and promote programs which positively influence all students' professional development.														
Rec. 1	<p>Increase the number of recruitment visits paid to the campus by potential employers and the number of job offers tendered all Citadel students.</p> <table border="1"> <thead> <tr> <th></th> <th>1995-96</th> <th>1996-97</th> <th>1997-98</th> <th>1998-99</th> <th>1999-00</th> <th>2000-01</th> </tr> </thead> <tbody> <tr> <td># Firms</td> <td>79</td> <td>94</td> <td>96</td> <td>100</td> <td>90</td> <td>95</td> </tr> </tbody> </table> <p>Status: Historically, at approximately 100 firms, the College had found difficulty in finding sufficient students to fill the interviewing schedules. The intent is to limit the number of firms to approximately 100 and to work to attract the highest quality firms. For 2000-01, 104 firms scheduled on-campus recruiting visits. Of these 104, 9 cancelled due to lack of student interest. In addition, 114 firms visited The Citadel for the 2000-2001 Career Fair, and 78 firms visited campus for a Spring Job Fair. The great majority of firms do not provide information on the number of offers made, but the Career Services end-of-summer telephone survey typically indicates that more than 95% of the graduates have accepted employment, started military careers, or started graduate school. For 2000-01 graduates, the highest expected first year salary is \$70,000 from Federated Insurance which hired one male and one female member of the Class of 2001.</p>		1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	# Firms	79	94	96	100	90	95
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01									
# Firms	79	94	96	100	90	95									
Rec. 2	<p>Expand opportunities for professional development for cadets, including research project affiliation, internships, and part-time on-campus employment.</p> <p>Status: The College is addressing this recommendation through providing internships by academic departments (Business Administration, Biology, Criminal Justice, Political Science, Psychology), involving cadets in faculty research projects, and providing cadets opportunities to work as faculty assistants in classrooms and labs.</p>														
Rec. 3	<p>Expand opportunities for professional development for College of Graduate and Professional Studies students, including graduate assistantships, research project affiliation, internships, and part-time employment.</p> <table border="1"> <thead> <tr> <th>Graduate Assistantships</th> <th>Fall 1998</th> <th>Fall 1999</th> <th>Fall 2000</th> </tr> </thead> <tbody> <tr> <td></td> <td>41</td> <td>41</td> <td>34</td> </tr> </tbody> </table> <p>Status: The College is addressing this in the main through graduate assistantships of \$7500 each funded through the annual award of The Citadel Development Foundation. CDF expresses continuing concern that these funds may not be addressing its "academic enrichment" mission. Most students in the College of Graduate and Professional Studies are part-time and are employed outside the College.</p>	Graduate Assistantships	Fall 1998	Fall 1999	Fall 2000		41	41	34						
Graduate Assistantships	Fall 1998	Fall 1999	Fall 2000												
	41	41	34												

Rec. 4	<p>Formally coordinate the functions performed by Career Services and the Counseling Center with the goal of developing a comprehensive program of personal development for each student. A longer term goal might include an integrated Office of Personal Development and Career Services.</p> <p>Status: These operations are separate and address very different responsibilities. No plans to merge.</p>
Rec. 5	<p>Encourage the officers of the Association of Citadel Men to consider an organizational structure that will enable all Citadel graduates to participate actively in alumni affairs.</p> <p>Status: Name has been changed to The Citadel Alumni Association.</p>
Rec. 6	<p>Establish for the Corps of Cadets a formal, four-year program of leadership development based on achievement and including a community service program for all sophomores to serve in meeting Charleston community needs and a volunteer program for all juniors to serve in Charleston public and private sector enterprises.</p>

	<p>Status: This has been under study by the Office of the Commandant. The College has not yet come forward with a clearly focussed vision for this program. Will it be simply and accounting of leadership and service activities participated in by cadets; will it include an academic component; will it have a graduate-level, “think tank” component; or will it include all these facets? This vision must be formalized before progress is likely to be made in this area.</p>
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III. Institutional Organization – June 2001

Goal 1	<p>Continue to improve The Citadel's academic and administrative organization to enhance achievement of its mission.</p>
Rec. 1	<p>Consistent with College Regulations, clarify the role, responsibilities, and authority of academic department heads by developing and publishing position descriptions that reflect the widely diverse nature of the academic departments and the programs they offer.</p> <p>Status: No further description of department head responsibilities has been developed. It has been recognized that the head of the Department of Business Administration has significantly more responsibilities than other heads (largest cadet program, undergraduate evening program, MBA), and that position has been made an 11-month appointment. The concept of Dean of Education has been supported by the BOV. This 12-month position will report directly to the VPAA and will be filled effective fall 2000. The organization of all academic departments to include the possibility of establishing schools is under study.</p>
Rec. 2	<p>Consistent with College Regulations, clarify the current roles, responsibilities, and authority of the Designated Deans by developing and publishing position descriptions.</p> <p>Status: Movement of Dean Reilly to acting head of Department of Education has delayed these clarifications. Dr. Harry Carter, as Vice President for Academic Affairs, is guiding a college-wide study of these issues.</p>
Rec. 3	<p>Consistent with College Regulations, clarify the roles, responsibilities, and authority of the Vice President for Academic Affairs and to redesignate the title from Dean of the College to Provost.</p> <p>Status: This has been considered by MG Grinalds, and he has rejected the idea of Provost at this time.</p>
Rec. 4	<p>Develop policies clearly identifying the responsibilities and interrelationships of each of the following: Academic Board, Faculty Council, Graduate Council, Curriculum and Instruction Committee, and Strategic Planning Committee. Also, study ways to streamline the policy development and review process by reducing the number of groups participating in the process. Policies developed should include a) identification of the matters to be referred by the VPAA to the Academic Board/Faculty Council and b) identification of specific lines of authority in the policy development and review process. Such an identification should result in a flow chart clearly indicating the interrelationships among the groups identified above.</p> <p>Status: The decision-/recommendation-making process for academic matters has been clarified and published in College Regulations.</p>
Rec. 5	<p>Monitor the present division of departments apportioned among the three deans; formally to evaluate the effectiveness of these groupings no later than academic year 1997-98; and to change the title of the Dean of Undergraduate Studies to the Dean of Undergraduate Studies and Dean of Humanities and Social Sciences and the Dean of Planning and Assessment to the Dean of Planning and Assessment and Dean of Mathematics and Sciences.</p> <p>Status: Position of Dean of Education has been approved and will be filled effective fall 2000. The position of Dean of Business will become effective in fall 2001. Organization of all academic departments, to include possible establishment of schools, is under college-wide review.</p>
Rec. 6	<p>Establish the strategic planning process at an appropriately high level so as to legitimize its influence on institutional processes. This would be done by the following: a) routinely referring all planning matters with a strategic impact to the Strategic Planning Committee for review and recommendation with such</p>

	<p>recommendations going forward to the VPAA; b) establishing the Dean of Planning and Assessment as responsible for overseeing accomplishment of approved matters; c) developing an organizational flow chart for planning; and d) formalizing the organizational linkage among Planning, Budgeting, and Assessment so that resource allocation is based on approved planning and assessment priorities.</p> <p>Status: Strategic Plan Coordination and Implementation Committee and the Budget Review Committee have been established. In fall 1996, the College adopted a Planning/Assessment/Budgeting cycle. The success of this continuing effort is documented annually in the Annual Assessment Reports of the various departments of the College and the Office of Planning and Assessment. Not all budgeted areas are providing Annual Assessment Reports; not all budgeted areas are providing Annual Planning Reports; the Budget Review Committee met only once in 1997-98 and did not meet in 1998-99. The Strategic Plan Coordination and Implementation Committee presented a draft 1998-99 report to the Strategic Planning Committee of the Board of Visitors in May 1999 and will present that final report to the President in fall 1999. For this cycle to become the recognized operational cycle of the College, the attention of the President, the Vice Presidents, and BOV is required. The next SACS accreditation visit will occur in spring 2004. The self-study will be conducted in 2002-03. This means the next strategic planning cycle must be conducted in fall 2000, spring 2001, fall 2001, spring 2002. The Board of Visitors will begin strategic planning activities in August 2000.</p>
Rec. 7	<p>Evaluate in terms of size and allocation the staffing for academic and administrative support of the mission of the College.</p> <p>Status: The initial study and analysis of faculty staffing has been completed. The study of non-academic staffing has not yet been initiated.</p>

IV. Human Resources – June 2001

Goal 1	Continue to improve the human and personal environment in which Citadel faculty and staff work, in order to allow them to contribute as fully as possible to the mission of the College.
Rec. 1	Enhance efforts to increase the number of minority hirings for upper-level administrative positions. Status: In the eleven unclassified administrative positions (President, Vice Presidents, and Academic Deans), the College has hired one female (Dean Ozment, Dean of Women) but no African-Americans have been hired. Of the thirty-three upper level classified positions (directors and department heads), seven are held by females, including one African-American. Minority and gender equity plans for the Department of Athletics have been developed and approved.
Rec. 2	Close the gap over the next five years between average faculty and staff compensation at The Citadel and average faculty and staff compensation at appropriate peer institutions. Status: Actions were taken in spring 1999 which addressed salaries of 33 faculty members. MG Grinalds has requested that CDF allow the College to use a portion of the 1999 annual Foundation award to provide merit salary increases for faculty. Among the nine Teaching Universities in the State in 1997-98, The Citadel faculty salaries ranked first at the Professor level, third at the Associate professor level, and ninth at the Assistant Professor level. In 1998-99, these rankings were first, first, and seventh. In overall average salaries, The Citadel faculty is consistently highest in its sector in South Carolina. No study has yet been made of Citadel staff salaries.
Rec. 3	Increase participation by classified staff in the decision making process of the College. Status: Staff Council, Coeducation Council, Budget Review Committee, Human Affairs Advisory Committee, and Facilities Planning Board are examples of efforts to get more members of the classified staff involved in decision making.
Rec. 4	Enhance the campus environment through improved communication and interaction among all college constituencies. Status: The Chair of the Faculty Council attended weekly meetings of the President and Vice Presidents and meetings of the Board of Visitors. The various sections of the College still appear to work in relative isolation. Efforts need to continue.

V. Assessment of Institutional Effectiveness – June 2001

<p>Goal 1</p>	<p>Make assessment for institutional effectiveness the focus of The Citadel’s operational approach for the future, especially in the area of resource allocation.</p>
<p>Rec. 1</p>	<p>Adopt and implement college-wide an assessment model to include:</p> <ul style="list-style-type: none"> a. Each area of operation of the College is to provide a statement of its mission and its broad goals that is compatible with the overall mission of the College. b. Each operation is to describe its mission in terms of specific objectives and the measurable outcomes that define these objectives; for academic programs, these objectives must describe as specifically as practical what students will learn or be able to accomplish (knowledge and skills) and how students will develop (attitudes and behaviors) as a result of completing the program. c. These measurable outcomes are to be observed over a prescribed period, and the results of these observations are to form the basis for internal and external accountability reports on program quality, actions for program reaffirmation or improvement, planing, and resource requests. The concept of assessment requires that we report these findings relative to the predetermined objectives we have set for our programs. <p>Status: The College adopted a Planning/Assessment/Budget Cycle as part of the Strategic Plan. In this cycle, each department is required to submit an Annual Assessment Report which begins with the department mission. Each year more departments are participating in this process, but full participation has not yet been achieved, and the College has not yet adopted this approach as its annual operating cycle.</p>
<p>Rec. 2</p>	<p>Establish an operational system that integrates program assessment with institutional planning, budgeting, and resource allocation.</p> <p>Status: The College adopted a Planning/Assessment/Budget Cycle as part of the Strategic Plan. In this cycle, each department is required to submit an Annual Assessment Report which begins with the department mission. Each year more departments are participating in this process, but full participation has not yet been achieved, and the College has not yet adopted this approach as its annual operating cycle.</p>
<p>Rec. 3</p>	<p>Allocate resources to existing programs or proposed new programs based on:</p> <ul style="list-style-type: none"> a. the centrality of its role in achieving the institution’s mission and goals; b. its clear linkage of requested resources to maintaining and improving program quality; c. the quality of its efforts to evaluate program effectiveness and identify areas of program improvement. When resources are requested by an individual member of the faculty or staff, these same three criteria should guide the decision to grant or deny the request. <p>Status: Annual Assessment Reports from each budgeted department provide documentation for budget, personnel, and resource requests, but full participation has not yet been achieved, and the College has not yet adopted this approach as its annual operating cycle.</p>

VI. Financial and Physical Resources – June 2001

Goal 1	Revise the budget process so that financial resources are allocated to support approved institutional priorities.
Rec. 1	<p>Institute a formal Budget Advisory Committee consistent with the recommendations outlined in the 1993 Citadel Self-Study to ensure that proper priorities are assigned within constraints of available funds.</p> <p>Status: The Budget Review Committee (BRC) was established as part of the Strategic Plan. The BRC met only once in 1997-98 and has not met since. COL Holland and BG Carter are developing a process for developing the annual budget of the College and the BRC role in this process.</p>
Rec. 2.	<p>Evaluate current system of quarterly budget reviews and identify measures needed to base resource reallocation actions on data presented.</p> <p>Status: Annual Assessment Reports are to be the source of information on which resource allocations are to be based. This process is improving, but has not yet become routine.</p>
Goal 2	Increase the level of financial support provided to the College from State appropriations and all external sources.
Rec. 1	<p>Work with other institutions of higher education to improve the percentage of State appropriations to at least 85% within the next five years.</p> <p>Status: Council of Presidents continues its efforts to increase State support for higher education. Performance Funding has dominated State funding issues in recent years, and for 1999-00, all State appropriations will be allocated through Performance Funding. In spite of continuing efforts, it is unlikely that the State will increase in any significant way its financial support for higher education.</p>
Rec. 2	<p>Identify specific budget categories or areas which could be funded or supported from external sources.</p> <p>Status: A significant portion of the Athletics Department budget continues to be covered by funds from Auxiliary Services. Funds from The Citadel Development Foundation cover a number of academic areas including faculty merit, faculty travel, cadet scholarships and grants, graduate assistantships, academic computing, and academic equipment.</p> <p>The Office of Institutional Advancement is expected to bring in sufficient funding each year to cover its operating costs and then provide additional funds for the operation of the College.</p>
Rec. 3	<p>Provide additional external financial resources to the College which can be utilized to meet regular operating funds requirements as well as special project needs.</p> <p>Status: The Office of Institutional Advancement has been established for this purpose.</p>
Goal 3	Operate annually in an efficient financial manner so as to minimize annual increases in charges to students while maintaining the College's capacity to meet the demands of its mission.

Rec. 1	<p>Increase the percentage of Education & General (E&G) funding provided from State appropriations while decreasing the percentage required from student fees.</p> <p>Status: The College has little control over State funding except through the Mission Resource Requirement which is strongly influenced by credit hour</p>
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	<p>production. The primary student body, the Corps of Cadets, is fixed in size, and the programs in the College of Graduate and Professional Studies are unlikely to generate significantly more credit hours. The Citadel must, therefore, look to sources other than the State and student fees to generate operating funds.</p>
Rec. 2	<p>Decrease energy consumption in campus facilities by 10%. Status: This is currently an unrealistic goal given the increased operating tempo of the College (efforts to increase CGPS programs that will increase use of academic buildings, increase in summer programs such as Maymester, Police Corps, Boys State, etc.), initiatives to bring new air-conditioned barracks on line, and our programs to acquire additional facilities. Average annual cost for energy per square foot for fiscal year 1998-99 was \$1.03 (State: \$1.22). Energy consumption for fiscal year 1998-99 was 109.84 kBTU/sq.ft. (State average for colleges with housing was 138.88).</p>
Rec. 3	<p>Optimize the use of classroom and parking facilities on campus. Status: Classroom and laboratory improvements continue to include multi-media, HVAC, laboratory exhaust equipment, lighting and furnishing upgrades. A professional parking evaluation is underway. A design is being developed to improve the parking at Kovats Field and the demolition of several housing units is scheduled which will make additional parking space available.</p>
Rec. 4	<p>Establish partnering arrangements with outside organizations best able to support Citadel programs. Status: Partnering arrangements have been established with the Military Magnet School, the City of Charleston, College of Charleston, MUSC, and the National Guard.</p>
Goal 4	<p>Continue to support the mission of the College by improving the quality of the buildings and facilities.</p>
Rec. 1	<p>Reduce the annual increase in deferred maintenance by repairing or replacing all unserviceable building envelopes and utility systems. Status: A prioritized project list has been developed and reviewed by the executive staff. Projects are accomplished in priority based upon the funding availability. Replacement of barracks and Thompson Hall will dramatically reduce the deferred maintenance backlog.</p>
Rec. 2	<p>Through new construction, renovate or replace facilities that have outlived their ability to satisfy functional requirements. Status: Thompson Hall replacement construction has started; replacement of a second barracks is complete; and partial funding has been received to replace PT Barracks. Funding has been requested from the State to complete construction of PT Barracks, replace Capers Hall, and provide classroom facilities as part of a project to replace our football stadium.</p>

Rec. 3	<p>Revise and update the Facilities Master Plan to make it consistent with The Citadel's Strategic Plan. Status: The Facilities Planning Board has been established and has begun work on coordinating the development of a Master Plan for campus. That board is working with the Strategic Plan Coordination and Implementation Committee.</p>
Rec. 4	<p>Evaluate the desirability and feasibility of continuing to provide faculty and staff housing. Status: The President has approved the demolition of two apartment buildings on Congress Street. For at least the near future, the removal of additional housing units is not anticipated.</p>