



**IMPROVING THE ACADEMIC  
PERFORMANCE, DEVELOPMENT  
OF PRINCIPLED LEADERSHIP, AND  
PHYSICAL EFFECTIVENESS OF FOURTH  
CLASS CADETS (FRESHMEN) AT  
THE CITADEL**

---

**A QUALITY ENHANCEMENT PLAN  
SUBMITTED TO THE SOUTHERN ASSOCIATION OF  
COLLEGES AND SCHOOLS IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR REAFFIRMATION**

**AUGUST 20, 2004**

**THE CITADEL  
171 MOULTRIE STREET  
CHARLESTON, SOUTH CAROLINA 29409**

## TABLE OF CONTENTS

<b>Introduction .....</b>	<b>1</b>
<i>Topic .....</i>	<b>1</b>
<i>Central Purpose and Expected Outcome .....</i>	<b>2</b>
<i>Student Learning .....</i>	<b>3</b>
<b>Goals of The Citadel’s Quality Enhancement Plan .....</b>	<b>3</b>
<b>Institutional Context for the Quality Enhancement Plan .....</b>	<b>5</b>
<i>The Fourth Class System .....</i>	<b>5</b>
<i>Previous Evaluations of the Fourth Class System: The Mood (1980),     Lane (1991), and Mace (1997) Reports .....</i>	<b>6</b>
<b>Consideration and Adoption of Best Practices Related to the QEP’s Goals .....</b>	<b>8</b>
<b>Assessment and Oversight of the Quality Enhancement Plan .....</b>	<b>11</b>
<b>Campus Engagement Regarding the Quality Enhancement Plan .....</b>	<b>15</b>
<b>The Importance of the Quality Enhancement Plan to The Citadel, The Citadel’s Commitment to the Plan, and The Citadel’s Capability of Implementing It .....</b>	<b>17</b>
<b>Outline of Objectives and Actions .....</b>	<b>22</b>
<b>Objective 1 (Actions A-D): Commitment to Academic Achievement .....</b>	<b>23</b>
<b>Objective 2 (Actions E-F): Commitment to Institutional Values .....</b>	<b>38</b>
<b>Objective 3 (Actions G-H): Improved Accountability and Self-Discipline .....</b>	<b>45</b>
<b>Objective 4 (Actions I-K): Physical Effectiveness .....</b>	<b>54</b>
<b>Appendices</b>	
1. <i>Statement of Vision, Values, and Mission .....</i>	<b>68</b>
2. <i>24-Hour Schedule .....</i>	<b>71</b>
3. <i>Research Governing Action J (Sleep) .....</i>	<b>73</b>
4. <i>Table of Additional Resources Required .....</i>	<b>77</b>
5. <i>Class Absence Policy .....</i>	<b>78</b>
6. <i>The Citadel’s Strategic Plan .....</i>	<b>80</b>

## INTRODUCTION

### *Topic*

The Southern Association of Colleges and Schools specifies that an institution's Quality Enhancement Plan (QEP) be "a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student learning." In this QEP, The Citadel has chosen to focus on improving the student learning and personal growth that takes place as fourth class cadets (freshmen) make the difficult transition from high school into a unique, multi-faceted environment that places complex demands on students' minds, bodies, and character.

When they enter The Citadel, fourth class cadets are confronted with an educational philosophy that is built upon two assumptions: the first is that strong academic programs can flourish within a disciplined military environment; the second is that both the academic and the military components of such an education depend upon a set of core values—most especially, duty, honor, morality, and discipline. At The Citadel, these assumptions are embodied in two important ceremonies: the academic convocation and the swearing-in ceremony, both of which are required of all new cadets during Orientation Week. On these occasions, which formally begin the transition to The Citadel's academic, ethical, and physical environment, the faculty and administration seek to encourage and inspire fourth class cadets to live by the values that define the institution and to apply them as they develop into principled leaders. This is The Citadel's mission (Appendix 1).

During the past two decades, the academic element of this transition has been the subject of much attention by American colleges and universities, and The Citadel has profited greatly by adopting a number of the best practices that have arisen as a result. Examples are the implementation of a first-year-experience course (CIT-101), a new program that intervenes with students who are at risk academically (Jump Start), a

pre-enrollment program for students who wish to ease their adjustment into Citadel life (College Success Institute), and significant changes in Orientation Week. These innovations have, over the last six years, resulted in a significant rise in the average GPR for fourth class cadets in their first semester—from 2.37 to 2.70.

*Central Purpose and Expected Outcome*

Now that the academic support systems are in place, however, The Citadel will build on these achievements (a) with efforts to instill in fourth class cadets a greater commitment to learning and to the complementary values of honor, discipline, and duty (Objectives 1, 2, and 3); and (b) with adjustments in cadet life designed to improve the learning environment without changing longstanding traditions that have served the institution well throughout its 162-year history (Objective 4). This is the central purpose of the QEP. The expected outcome is that fourth class cadets will more thoroughly understand, internalize, and apply The Citadel's Core Values (Appendix 1), and that as a result, their academic performance, leadership development, and physical effectiveness will improve. The benefits will not stop there, however, for as the freshman become sophomores, juniors, and seniors, they will teach their attitudes and values to the classes that follow them. Therefore, what they learn as fourth class cadets will have an increasingly beneficial effect for leadership within the entire Corps and will remain with the College for years to come.

The QEP, therefore, articulates strategies and actions that will provide important support to fourth class cadets as they begin more fully to understand and internalize The Citadel's values and thereby to strengthen their ability to meet rigorous performance goals in the areas of academics, leadership development, and physical effectiveness. These strategies must recognize the uniqueness and complexity of the challenges of this institution, especially in the aggregate. They must also define specific and achievable performance goals and objectives, with measurable outcomes, as well as a follow-up process that synthesizes lessons about what does and does not work into an effective, ever-evolving plan of action.

## *Student Learning*

For the purposes of the QEP, therefore, The Citadel has defined student learning as the intellectual, ethical, and physical growth that takes place as fourth class cadets (freshmen) make the difficult transition from high school into a unique multi-faceted environment that places complex demands on students' minds, bodies, and character. This growth may be observed through a number of indicators, including the following:

- The academic performance of fourth class cadets throughout and after their first-year experience at The Citadel;
- A strong commitment by fourth class cadets to the ideals of principled leadership, their strict adherence to the honor system, and their identification with The Citadel's core values; and
- The achievement by fourth class cadets of a state of heightened physical effectiveness, enabling them to meet the rigorous challenges of collegiate academics and cadet life, through an improved regimen of sleep, nutrition, and physical conditioning.

### **Goals of The Citadel's Quality Enhancement Plan**

The title of The Citadel's QEP, *Improving the Academic Performance, Development of Principled Leadership, and Physical Effectiveness of Fourth Class Cadets*, directly states its three primary goals:

- A. To improve the academic performance of fourth class cadets;
- B. To improve the development of principled leadership among fourth class cadets; and
- C. To improve the physical effectiveness of fourth class cadets.

Before specific objectives, action plans, and assessment strategies are outlined, the general goals must be described more fully. Of these goals, improved academic

performance (Goal A) is unquestionably preeminent. It is the reason the College exists, and it lies at the heart of all its endeavors. Faculty, staff, and administrative leaders are united in their commitment to providing students with an opportunity to pursue an education of dimension and depth within The Citadel's structured and disciplined environment, and a rich array of academic measures and summative indicators will gauge the extent to which fourth class cadets can meet specific academic performance levels.

Beyond working to achieve their academic aspirations, however, fourth class cadets must also demonstrate that they are able to use the structured and disciplined military environment of The Citadel to develop their leadership abilities. During their first year, their leadership development consists primarily of learning, internalizing, and applying the values upon which effective leadership is based—including duty, discipline, and respect for the diversity of others—as well as demonstrating the high ethical standards expected of leaders as those standards are embodied in the Cadet Honor Code. Fourth class cadets demonstrate their understanding of, and commitment to, these values (Goal B) by testing them on a daily basis in both their academic and military endeavors. Success in maintaining high ethical standards is no less important for fourth class cadets than maintaining academic standards.

Finally, the physical requirements—both formal and informal—of the military environment are so pervasive that all cadets, especially fourth class cadets, must be in excellent physical condition in order to meet their academic and military challenges (Goal C). Physical *effectiveness*, therefore, is a vital corequisite for the academic and military success of fourth class cadets and thus demands appropriate attention in the form of clear objectives and measurable outcomes. The Citadel must ensure that fourth class cadets receive enough sleep, nutrition, and physical conditioning to support their efforts to function effectively in the academic and military contexts.

As the introduction and discussion have shown, the three Goals of The Citadel's QEP are inextricably woven into one fabric. Therefore, the Objectives most obviously associated with one Goal will often, if not usually, support one or both of the other two.

For example, improved personal accountability and self-discipline (Objective 3) contribute not only to leadership development (Goal B) but also to academic performance (Goal A) and to physical effectiveness (Goal C). Commitment to academic achievement (Objective 1) contributes not only to academic performance (Goal A) but also to leadership development (Goal B). Increased commitment to institutional values (Objective 2) contributes not only to leadership development (Goal B) but also to academic achievement (Goal A). And, heightened physical effectiveness obviously contributes to all three Goals. Thus it is neither possible nor desirable to sort out all of the causal connections between each measurable Objective and central Goal. For this reason, the four measurable Objectives are not tied to individual Goals but work together synergistically to meet all three.

### **Institutional Context for the Quality Enhancement Plan**

#### *The Fourth Class System*

The rigors of a regimented academic environment are a challenge under any circumstance. At The Citadel, however, the freshman experience is further complicated by what is called the Fourth Class System, a comprehensive and unique combination of military training and regimen, leadership programs and activities, physical training, and institutional tradition. Sanctioned and supported by the College, the Fourth Class System is intended to challenge cadets in such a way that they develop self-discipline, confidence, maturity, and the ability to work with others; it also results in the life-long friendships of which Citadel alumni are so proud.

The Fourth Class System goes into effect each August during military training week; Recognition Day, its conclusion, occurs just before graduation the following spring. During this initial year, freshmen—called “knobs”—follow a strict daily schedule (Appendix 2), are confined to campus for most of the week, and are permitted no informal contact with upperclassmen outside of the classroom. Formal contact is

limited to upperclassmen in the chain of command; that is, to direct military superiors within the Corps of Cadets. The Fourth Class System is a defining element of a Citadel education and constitutes an important context for academic instruction during a cadet's first year.

Understandably, because the Fourth Class System exerts such strong pressure upon fourth class cadets, their attention often tends to be on satisfying its immediate demands—as presented to them by upperclassmen. When this occurs, studying for a test may well be postponed until shoes are properly polished; and quibbling to avoid a punishment may not seem important. If values were permitted to erode in this way, a destructive pattern would likely develop in which the long-range goals of academic excellence and character development would fade into the daily effort to survive. The real problem, therefore, for fourth class cadets is nothing so trivial as how to find their way around campus nor, generally speaking, how to “reorient” themselves; rather, it is how to understand and internalize a complex, well established, rigorous set of values and how to survive under the pressure of a demanding military system. In order to avoid pitfalls along this path, fourth class cadets must make a conscious, determined effort to identify and set priorities and to maintain a productive focus in a very challenging environment.

*Previous Evaluations of the Fourth Class System:*

*The Mood (1980), Lane (1991) and Mace (1997) Reports*

On three occasions during the past twenty-five years, the Fourth Class System has undergone a formal scrutiny commissioned by the President and The Board of Visitors. The Mood (1980) and Lane (1991) Reports were products of “blue-ribbon” committees that included persons from outside the institution. The Mace Plan (1997) was the result of an internal study conducted by the current Commandant of Cadets shortly after he arrived. All three reports document a sustained analysis of the Fourth Class System and examine its goals, objectives, and the framework within which it operates.

Mood and Lane agreed that the purpose of the College, at that time an all-male institution, was to “provide a superior academic education to its students within the framework of a military regimen, with its qualities of discipline, character building, leadership and gentlemanly conduct.” (Mood, p. 1) Furthermore, each report recognized the value and utility of the military system, and its need to be rigorous and demanding. Additionally, each examined those areas where the Fourth Class System was not conducive to the ideals and goals of instruction at The Citadel, and each offered recommendations for resolving those issues. The Mood report reviewed and utilized earlier committee reports which had reviewed the Fourth Class System (dating from 1968, 1972, 1973, and 1976) and concluded that previous recommendations were either not implemented or, having been implemented, were ignored.

The Mace Report (1997) contained “Enhancement Initiatives for the South Carolina Corps of Cadets” and provided a summary listing of approved policy and regulation changes affecting the cadet rank structure, leave, privileges, the Mess Hall, and the operation of the Fourth Class System. These enhancements were developed from a review of “all aspects of cadet life” in order for “the South Carolina Corps of Cadets to achieve success as the best coeducational undergraduate military college in the world.” (Mace, p. 1) The summary of approved policy and regulation changes echoes recommendations found in the Mood and Lane reports.

The three reports dealt with several issues prominent within The Citadel’s QEP, including the amount of time available to cadets for eating and sleeping and the need for the Fourth Class System to recognize that academic performance is of paramount importance. As the Lane Report noted, “the Fourth Class System need[ed] adjusting to ensure that “freshmen cadets receive ample food, sleep, and study time.” (Lane, p. 6) This concurs with the Mood Committee’s observations and recommendations.

Thus the Leadership Team is aware of the analyses of the Fourth Class System contained within the Mood, Lane, and Mace Reports, is in agreement with the collective

philosophical stance of the reports, and is appreciative of the significant positive changes that those reports have brought about during the past two decades. It has also sought to build on those accomplishments not only with recommendations to modify the current operation of the Fourth Class System, but also by integrating into the QEP several important recommendations that those reports advocated either implicitly or explicitly. A key development is that by making the QEP an integral part of the Strategic Plan (Appendix 6), the Leadership Team has provided for ongoing assessment and reporting.

### **Consideration and Adoption of Best Practices Related to the QEP's Goals**

A key aspect of efforts to design a Quality Enhancement Plan that comprehensively addresses the relevant issues and that structures effective implementation and assessment strategies has been to research, consider, and incorporate a number of best practices from other colleges and universities—especially, where additional perspective on the military component is needed, from other military schools. With respect to orientation, for example, we found, not surprisingly, that a focus on institutional mission and values is an important element of the initial indoctrination and training at all of the federal service academies. Moreover, formal instruction on these values is a key feature of the academies' character education and leadership development programs. They all report that this instruction is well received and that it is a significant part of the character and professional development of individual cadets. The actions envisioned in this QEP replicate a number of what we feel are the best of these practices.

Given the importance to the QEP of more fully developing The Citadel's ability to increase fourth class cadets' understanding of their personal transition into the College, we have paid particular attention to reviewing best practices in the use of a common reading experience in student orientation programs (Action A). In the fall of 2003, the Provost established and chaired a standing committee to review these practices, specifically, to inform the discussions that would determine the theme—*Read to Lead*—of the new program and to establish criteria for selecting the book to be used. This

committee also reviewed similar programs at other colleges and consulted the web site of the National Orientation Directors Association (NODAwEB); its pages on “Orientation Themes” and “Summer Reading Selections” proved especially helpful.

Not surprisingly, the model used by other military colleges provided the most practical insight into linking the common reading program to our efforts to increase fourth class cadets’ commitment to institutional values. After reviewing the use of common readings by the U.S. armed services and the federal service academies, we discovered that virtually every officer training program in these institutions teaches values and principles of leadership through discussions of a common book in a variety of classes and forums, a technique that resonates well with Objective 2.

The actions intended to improve the physical effectiveness of fourth class cadets (Actions I, J, and K) focus on the need to maintain adequate nourishment, sleep, and exercise; here again, we relied on the best practices in use at other military institutions. For example, we have examined the physical training programs and activities at the federal service academies and other military colleges, as well as how they have approached their meal programs. We learned that the Virginia Military Institute has gone to flexible meals throughout the day.<sup>1</sup> The three military academies, however, all have set meals for lunch and breakfast and a buffet style evening meal stretching over a set period of time, and we were able to adapt this model (as Action I) in keeping with The Citadel’s traditions.

In examining fourth class cadets’ need for sleep (Action J), we reviewed a study by the U.S. Navy Recruit Training Center, “*Sleep Patterns in U.S. Navy Recruits: An Assessment of the Impact of Changing Sleep Regimens*” and another, still under way, being conducted by Lawrence G. Shattuck and Anita Miller for the U.S. Military Academy at West Point. We also found that current research on sleep outside of the military context (Appendix 3) provided important information and was a good catalyst

---

<sup>1</sup> It was determined that this was not feasible at The Citadel due to class schedules, nor desirable, given our determination to maintain unity of the companies at breakfast and lunch.

for spirited dialogue and debate. The study by the National Sleep Foundation entitled “*Adolescent Sleep Needs and Patterns: Research Report and Resource Guide*” (2000) was especially useful in this regard. Information from these reports, military and civilian, has been compared to campus data gathered from The Citadel’s freshmen class during Fall 2003 and has helped greatly in informing our planning effort.

Discussions of sleep needs and of other facets of physical effectiveness have led to the decision to initiate a thorough study of The Citadel’s physical training programs and activities (Action K). These discussions were informed, in part, by knowledge of the standard practices in the field of health and fitness provided by the faculty of the Department of Health, Education, and Sports Science and by their professional awareness of successful efforts in this area at other colleges and universities; and the ensuing study will take full advantage of these resources.

The components of the QEP that address commitment to institutional values (Action E), the Honor Code (Action F), and self-discipline (Actions G and H) are informed by best practices at the other military colleges and within the armed services in a thoroughgoing and unique way. The appointment of LTC Jeffrey Weart as the Director of The Krause Initiative in Ethics and Leadership coincided with the initial planning for the QEP.<sup>2</sup> His educational background (M.S. in Leadership Development), experience (eleven years), and thorough knowledge of leadership development and training—not only at West Point, but at the other institutions as well—are perfectly matched to Goal B (leadership development) of the QEP. He has thus been an invaluable resource at every stage of the development of these Actions, which are, as a result, thoroughly informed by the best practices of similar institutions. LTC Weart also provided military contacts that were helpful in informing the decision to use electronic accountability systems to help teach self-discipline and duty (Actions G and H).

---

<sup>2</sup> LTC Weart came to The Citadel from the U.S. Military Academy at West Point where he served as the Special Assistant to the Commandant for Systems and Policies, member of the USMA’s Self Study / Accreditation Team, and on the staff of the Ethics Center.

Another important way in which the institution has drawn on best practices at other military colleges is through informal networking among active duty officers stationed at The Citadel and through recently retired officers now employed by the College. Such contacts have resulted, for example, in a contingent of Citadel staff visiting West Point to learn about how electronic Sign-In / Sign-Out systems are used there (Action H). Virtually all of the Actions in this QEP that have to do with cadet life have been researched in this way.

Likewise, but in an entirely different way, our knowledge of best practices regarding the Myers-Briggs Type Indicator (MBTI) came from personal contact. As we considered integrating the MBTI into the orientation program and first-year-experience course (Action B), it became apparent that identifying best practices could be combined with the training needed to administer the instrument and interpret the results. Therefore, in June 2004, The Citadel sent the Director and the Assistant Director of The Citadel Writing and Learning Center to an application and interpretation workshop entitled “Type is a System for Self-Management: Understanding Differences and Life-Long Learning.” This workshop, which took place in Winston-Salem, NC, included dialogue with representatives from other colleges and universities and reinforced the idea that the MBTI, which The Citadel has used in the past for Jump Start students, would be useful for all fourth class cadets.

### **Assessment and Oversight of the Quality Enhancement Plan**

The Leadership Team has both the responsibility and the authority to oversee the development, implementation, and assessment of the QEP. It will therefore regularly monitor and evaluate the institution’s progress in meeting the goals of the QEP and will direct any necessary revisions and/or additions to address shortfalls in achieving the goals.

Annually, the effectiveness of The Citadel's QEP will be directly assessed at the level of the Actions, the level of the Objectives, and the level of the Goals. Under the guidance of the appropriate Vice-President (all vice-presidents are members of the Leadership Team), the offices primarily responsible for implementing the Actions will assess their effectiveness according to the methods and measures described in the appropriate sections of the QEP.<sup>3</sup> The Leadership Team will also monitor and assess progress toward the Objectives according to the methods and measures described in the appropriate sections of the QEP and will, every October, summarize this progress for the Board of Visitors in terms of both the Objectives and Goals.

By June 30, the offices designated to assess the Actions will forward their assessment reports to the Leadership Team. The Leadership Team will review and analyze the Action-level assessment reports and, using them in conjunction with the Objective-level assessment data, will evaluate progress toward the Objective. At the initial faculty meeting of the new academic year, the Leadership Team will report this progress, as well as notable successes or failures of the Actions, and will describe any changes in Actions planned for the current AY.

Key among the assessment measures that the Leadership Team will use in evaluating the institution's progress toward the Goals are:

*For Goal A (To Improve the Academic Performance of Fourth Class Cadets)*

1. Mean GPR of the fourth class cadets as compared to its Predicted Grade Point Ratio (PGPR) and to the mean GPR for the fourth class from the previous year.
2. The percentage of fourth class cadets not successfully passing 24 credit hours in fall and spring semesters (combined) compared to this percentage for the previous year.
3. Opinion surveys of the fourth class, faculty teaching fourth class cadets, tactical officers, Cadet Academic Officers, and company advisors regarding the academic performance of the fourth class.

---

<sup>3</sup> In the six cases where two vice-presidential-level offices share responsibility for implementing a single Action, those offices will jointly assess the effectiveness of those Actions.

*For Goal B (To Improve the Development of Principled Leaders among Fourth Class Cadets)*

1. Percentage of fourth class cadets convicted of honor violations as compared to the same statistic for the previous year.
2. Percentage of fourth class cadets passing the online examination for the Honor Code.
3. Content analysis of the responses from fourth class cadets to a question on recognizing the behavior of a principled leader. This question will be embedded in the end of year assessment given to all fourth class cadets.
4. Qualitative assessment surveys of the fourth class, faculty teaching fourth class cadets, tactical officers, cadet commanders, the Honor Committee, the Commandant and his senior staff, and ROTC faculty teaching fourth class cadets.

*For Goal C (To Improve the Physical Effectiveness of Fourth Class Cadets)*

1. The percentage of fourth class cadets on limited duty due to physical problems as compared to the same statistic for the previous year.
2. The percentage of fourth-class cadets not passing the PT test by the end of fall semester compared to the same statistic for the previous year.
3. The percentage of fourth class cadets leaving The Citadel for medical reasons during fall semester compared to the same data for the previous year.
4. Sleep study results for current year compared to the same data from the previous year.
5. Qualitative assessment surveys of the fourth class, faculty teaching fourth class cadets, tactical officers, cadet commanders, cadet athletic officers, the Commandant and his senior staff, the HESS department, and ROTC commanders and faculty teaching fourth class cadets.

The Leadership Team's annual cycle for assessing and modifying the QEP, as described above, is summarized in the table on the next page.

## LEADERSHIP TEAM'S ANNUAL CYCLE FOR ASSESSING THE QEP

	Goals	Objectives	Actions
<b>January</b>	[Provost, Commandant, and VP's consider progress toward the QEP as they prepare the annual <i>Triad of Excellence</i> Report.]	Provost, Commandant, and VP's ensure that plans are in place to assess Objectives for the Spring term.	Provost, Commandant, and VP's ensure that plans are in place to assess Actions for the Spring term.
<b>February</b>			Provost, Commandant, and VP's review Action-level assessment data from previous AY and from Fall semester of current AY and prepare proposals for adjusting the Actions for the following AY. Proposals will include appropriate coordination with other units and integration with the annual budget cycle.
<b>March</b>			Provost, Commandant, and VP's submit to the Leadership Team proposals for Action-level adjustments for the following AY.
<b>April</b>			Leadership Team acts on proposals for Action-level adjustments for following AY.
<b>June</b>		Leadership Team gathers Objective-level assessment data from current AY and receives Action-level assessment data from Provost, Commandant, and VP's.	Provost, Commandant, and VP's gather and analyze Action-level assessment data from current AY. Provost, Commandant, and VP's submit to Leadership Team Action-level assessment report for previous AY.
<b>July</b>	[Provost, Commandant, and VP's consider QEP assessment data in their input to the BOV for the purposes of the President's Annual Performance Review.]	Leadership Team analyzes combined Action-level assessment data and Objective-level assessment data from previous AY.	
<b>August</b>		Leadership Team reports to the Faculty and to the Strategic Planning Council the institutional progress toward each Objective during the previous AY, the notable successes or failures among the Actions, and any changes in Actions planned for the current AY. Provost, Commandant, and VP's ensure that plans are in place to assess Objectives for the Fall term.	Provost, Commandant, and VP's ensure that plans are in place to implement changes in Actions for current AY and to assess Actions for the Fall term.
<b>October</b>	Leadership Team reports to the BOV the institution's progress toward meeting the Goals of the QEP. (This report is part of the annual State of the College Report.)		
<b>December</b>		Provost, Commandant, and VP's review Objective-level assessment as part of the mid-year budget review process.	Provost, Commandant, and VP's review Actions and Action-level assessment as part of the mid-year budget review process.

*Note:* Brackets in the January and July entries for the Goals column indicate that the actions are not the responsibility of the Leadership Team. Rather, they indicate points where the QEP will be assessed in other annual assessment cycles.

In addition to the three-level assessment by the Leadership Team, the effectiveness of the QEP will be indirectly assessed through the institution's annual planning, assessment, and budgeting cycle: since a number of schools, departments, and programs have been tasked with the responsibility of implementing one or more sections of the QEP, their annual assessment reports will, when aggregated and analyzed, offer an informative evaluation of how the plan is being executed at the level of the various schools, departments, or administrative offices and what follow-up improvements need to be made.

Finally, because the QEP has been written into The Citadel's 2002-2012 Strategic Plan (Appendix 6) and is a core component of the College's efforts to improve academic and leadership development, it will be subject to the further assessment processes by which the effectiveness of the Strategic Plan is measured. This means that at the macro level the timely and comprehensive implementation and effectiveness of the QEP will be assessed annually in the College's planning, assessment, and budgeting cycle, specifically as follows:

- In the College's report to the Board of visitors and by the Board itself;
- By the Vice Presidents in the *Triad of Excellence Report*<sup>4</sup>; and
- As a part of the President's evaluation, based in part upon institutional progress toward achieving the goals of the Strategic Plan (Appendix 6).

### **Campus Engagement Regarding the Quality Enhancement Plan**

Development of The Citadel's comprehensive Quality Enhancement Plan has taken place over a period of almost two years and has directly involved all academic schools and departments, all academic support services, all student activities programs, the Strategic Planning Committee (SPC), and the Board of Visitors—in addition to the

---

<sup>4</sup> The Triad of Excellence report describes in a graphic, summary form the overall state of the College in meeting its mission. Bringing together a variety of assessment data at the institutional level, it is prepared by the Vice Presidents and the Provost for the January review of the operating budget and is refined for the June presentation to the President and Board of Visitors.

SACS Reaffirmation Leadership Team (which includes the President, the Provost, and the Vice Presidents). In the process, all of the College's constituencies were invited to participate in discussions and to make suggestions for improving the plan.

Following an initial decision by the Leadership Team to charge The Citadel's Strategic Planning Committee with the task of determining the topic of the QEP, planning began in October 2002 with a decision by the SPC to conduct an online survey of all Citadel constituencies to solicit suggestions. Shortly thereafter, the survey was made available electronically to faculty, staff, cadets, graduate students, evening undergraduate students, and active duty day students; and responses began coming in. (The Board of The Citadel Alumni Association was also asked to respond on behalf of alumni.) Meanwhile, the SPC incorporated the general concept of a Quality Enhancement Plan—not a specific topic—into the Strategic Plan for 2004-2014, which both the President (in November 2002) and the Board of Visitors (in February 2003) endorsed (Item F, Appendix 6).

In February 2003, the SPC discussed and analyzed the extensive suggestions and comments it had received and agreed that the topic of the QEP would address “the first-year experience.” This topic was originally intended to include the first year, not only of cadets, but also of graduate students, evening undergraduate students, and active duty day students. However, after further discussion, the scope was limited to cadets. The SPC approved this topic in March of 2003 and forwarded it to the SACS Leadership Team, which also approved it. In April 2003, Dr. Rudy Jackson of the SACS Staff visited The Citadel to discuss the proposal, and he informally endorsed it at that time. In the same month, the President reported on the progress of the QEP to the Citadel Board of Visitors, which approved it without a formal vote.

Between April and October 2003, various campus groups discussed the topic, collected data, and offered suggestions for specific actions. These groups included special focus groups, the Academic Board, the Faculty Council, the Staff Council, the Commandant's Office, the Academic Support Services, and the Office of Cadet

Activities. Input from academic schools and departments was received through the Academic Board and from individual members of the faculty at a workshop dedicated to this purpose. From these discussions and debates emerged a list of eleven general goals for the Plan. The Leadership Team later reduced them to seven.

Drawing upon all of the input, experience, and data received during the previous year, the Steering Committee of the Leadership Team then drafted the Plan, which was approved by the Leadership Team and the President in early February 2004.

As work on the QEP progressed, the Leadership Team took care not only to involve all campus constituencies in its development, but also to make provisions at every step for its incorporation into the College's ongoing planning and evaluation process. This integration was apparent from the very beginning, for it was the College's Strategic Planning Committee, not the Leadership Team, which determined the Plan's subject.

After the SACS Visiting Team reviewed the QEP and discussed it with The Citadel's Leadership Team in April 2004, it underwent major changes in order to address the nine needed improvements detailed in the Visiting Team's report. These changes included refining the scope of the QEP, sharpening its focus, adding important detail to the implementation and assessment plans, and referencing best practices more thoroughly.

### **The Importance of the Quality Enhancement Plan to The Citadel, The Citadel's Commitment to the Plan, and Its Capability of Implementing It**

As an institution, The Citadel believes strongly that the QEP is consistent with its mission, values, and goals and that implementation of the Plan will significantly advance the College toward achieving them. This is evident in the endorsements of the Faculty and Staff Councils, the Academic Board, the President, and the Board of Visitors, as well

as the integration of the QEP into The Citadel's Strategic Plan (Item F, Appendix 6). Additionally the Corps of Cadets was consulted and provided inputs, for their cooperation will be essential to carrying out some components of the plan.

One form of evidence that the institution is not only committed to the QEP but also capable of implementing it is its recent track record of improvements in the very areas upon which the QEP is focused (academics, development of principled leaders, and physical effectiveness). In academics, for example, the successes of the Jump Start and OASIS programs, the introduction of the CIT-101 course, the development of an extensive bibliographic instruction program within the library, the thoroughgoing advancements in the acquisition and application of academic technology, and the renovation and expansion of key academic facilities are described in the supporting documentation for the SACS Compliance Audit 2.5 and 3.3.1 Response Reports.

The development of the philosophical foundation upon which The Krause Initiative rests (integrating values and ethics into the whole fabric of the institution) and the successful establishment of that initiative are the most important recent improvements in the area of leadership development. However, there are others: the Mace Plan (1997), for example, introduced formalized leadership instruction by tactical officers into the Cadet Training Schedule and was instrumental in effectively bringing to an end most abuses of power by upperclassmen.

The Mace Plan also brought about improvement in the area of physical effectiveness by upgrading both the quantity and quality of food in the Mess Hall and by instituting the flexible evening meal program. Moreover, the College has also shown its commitment and capability to bring about improvements in this area by investing almost three million dollars since 2002 in physical education facilities and equipment, not counting the establishment of a women's athletics program.

A final indication of The Citadel's commitment to the QEP is the progress that the institution has already made in implementing it. In fact, at the time of submission of this

revised QEP (August 2004), a number of steps toward completing several of the actions have already been taken, as reviewers will notice as they proceed through the implementation schedule.

The financial stability of The Citadel, the generosity of The Citadel Foundation, and the encouraging start of a capital campaign are strong assurances that the financial, physical, and human resources to implement the plan are available and will continue. The additional resources necessary for implementation of the QEP have been identified and approved by the President. (See Appendix 4.)

Finally, the importance of the QEP to The Citadel and the institutional resolve to implement it fully are reflected in the following statements from the President and the Chairman of the Board of Visitors:

## **PRESIDENT'S STATEMENT**

*I am very excited about our Quality Enhancement Plan for two reasons. First, the process has brought the institution together around a common theme. Second, the QEP will significantly improve The Citadel, particularly in the critical area of student academic achievement.*

*Under my leadership, The Citadel will execute this Quality Enhancement Plan vigorously and completely to ensure a marked improvement in the performance of our freshman cadets and ultimately the entire Corps of Cadets. Everyone at The Citadel—faculty, staff, students, and administration—is dedicated to realizing the goals of the plan.*

*As President of the College and Chair of the Leadership Team, I will ensure that all the resources required for its implementation are provided. I intend to lead the implementation and evaluation through my personal involvement in the process.*

**JOHN SOUTHY GRINALDS  
MAJOR GENERAL, U.S. MARINE CORPS (RETIRED)  
PRESIDENT  
THE CITADEL**

**CHAIRMAN OF THE BOARD OF VISITORS' STATEMENT**

*The Citadel's Quality Enhancement Plan represents an essential part of the College's ongoing efforts to strengthen the educational experience of our students, in particular our fourth class cadets.*

*As both the Chairman of the Board of Visitors and an alumnus of the College, I feel it is important to indicate that while the essential traditions of The Citadel—honor, leadership, academic excellence, duty, and spiritual growth—have remained consistent since the College was founded in 1842, each generation of cadets has benefited from many positive changes over the years. We are a College and an institution that looks positively on promising ideas, and we believe that this QEP will lead to real improvements in our freshman cadets' experience, especially in the key area of academic performance.*

*The Board of Visitors is committed to fully supporting General Grinalds in his intent to lead the implementation of this important plan.*

**COLONEL WILLIAM E. JENKINSON III  
CHAIRMAN, BOARD OF VISITORS  
THE CITADEL**

## OUTLINE OF OBJECTIVES AND ACTIONS

**Objective 1:** Fourth class cadets will understand that academic excellence is fundamental to their personal success in meeting The Citadel's vision of principled leadership and will demonstrate a strong commitment to academic achievement.

**Action A:** The Citadel will establish a common reading program for fourth class cadets in order to emphasize the academic component of The Citadel experience to incoming students before their arrival.

**Action B:** The Citadel will integrate the Myers-Briggs Type Inventory into its Freshman Orientation Program and its First-Year-Experience Course in order to enhance fourth class cadets' knowledge of themselves and to motivate them to take full advantage of their personal learning styles.

**Action C:** The Citadel will incorporate into its current monitoring and intervention procedures a component that will encourage underachievers to perform in closer accordance with their abilities.

**Action D:** In order to challenge all cadets, but especially fourth class cadets, more fully in their academic endeavors, The Citadel will raise standards for probation and continuance.

**Objective 2:** Fourth class cadets will demonstrate increased commitment to the institutional values that reflect principled leadership at The Citadel and will adhere more fully to the tenets of the Cadet Honor Code.

**Action E:** The Citadel will emphasize the institutional Vision, Mission, and Core Values as the foundational guidelines of principled leadership at The Citadel in such a way that fourth class cadets will learn to identify with the College's values and begin to see themselves as principled leaders-in-training.

**Action F:** The Citadel will expand the Cadet Honor Education program in order to emphasize more fully, and encourage stricter adherence to, the Cadet Honor Code.

**Objective 3:** Fourth class cadets will understand how The Citadel's institutional values are applied through personal accountability, self-discipline, and duty, and will demonstrate improvement in these areas.

**Action G:** The Citadel will modify and refine its electronic Class Absence System.

**Action H:** The Citadel will develop and implement an electronic Sign-in/Sign-out System that will eventually become part of a comprehensive, integrated electronic accountability system.

**Objective 4:** Fourth class cadets will demonstrate heightened physical effectiveness through an improved regimen of sleep, nutrition, and physical conditioning, enabling them to meet the rigorous challenges of collegiate academics and cadet life.

**Action I:** The Citadel will fully implement the flexible evening meal program.

**Action J:** The Citadel will adjust the cadet schedule to authorize more time for sleep for fourth class cadets.

**Action K:** The Citadel will initiate a thorough study of its physical training programs and activities in order to coordinate and schedule them in a way that maintains their effectiveness but avoids overlap or unintended additional requirements.

## OBJECTIVE 1

### Summary Table:

OBJECTIVE 1			
<p><b>Fourth class cadets will understand that academic excellence is fundamental to their personal success in meeting The Citadel's vision of principled leadership and will demonstrate a strong commitment to academic achievement.</b></p>			
<p><b>Action A:</b> The Citadel will establish a common reading program for fourth class cadets in order to emphasize the academic component of The Citadel experience to incoming students before their arrival.</p>			
<p><b>Action B:</b> The Citadel will integrate the Myers-Briggs Type Inventory into its Freshman Orientation Program and its First-Year-Experience Course in order to enhance fourth class cadets' knowledge of themselves and to motivate them to take full advantage of their personal learning styles.</p>			
<p><b>Action C:</b> The Citadel will incorporate into its current monitoring and intervention procedures a component that will encourage underachievers to perform in closer accordance with their abilities.</p>			
<p><b>Action D:</b> In order to challenge all cadets, but especially fourth class cadets, more fully in their academic endeavors, The Citadel will raise standards for probation and continuance.</p>			
<p><b>Principal Unit(s) Responsible for Action:</b> Office of the Provost</p>			
Assessment Measures			
<p><i>Commitment of Fourth Class Cadets to Academic Achievement</i></p>	The National Survey of Student Engagement (NSSE).		
	Internal surveys designed to complement NSSE by providing qualitative reports specific to this institution, <i>i.e.</i> , reports of fourth class cadets' attitudes and commitment to academic excellence within the framework of the Fourth Class System, and on faculty and staff perceptions of improvement from previous classes. Fourth class cadets, participants in the Jump Start Program, faculty, staff, and the leadership of the Cadet Corps will be surveyed.		
	Data on fourth class cadets' use of academic support services as compared with similar data from previous classes.		
	Grade Point Ratios of fourth class cadets, Jump Start participants, and the Corps of Cadets as compared with similar data from previous classes.		
	Number of unexcused class absences among fourth class cadets as compared with similar data from previous classes.		
	Numbers of fourth class cadets academically ineligible to return for the sophomore year as compared with similar data from previous classes.		
	Numbers of fourth class cadets on academic probation, and how long they stay on probation as compared with similar data from previous classes.		
Additional Financial Resources Required (Approved by President)			
	<i>One-Time</i>	<i>Annual</i>	<i>FY 2003-04</i>
<b>Action A:</b> Common Reading Program		17,850	17,850
<b>Action B:</b> Myers-Briggs Type Inventory		1,600	1,600
<b>Action C:</b> Identifying Underachievers		7,500	7,500
<b>Action D:</b> Raising Probation & Continuance Standards			
Totals:		26,950	26,950

**Objective 1:** Fourth class cadets will understand that academic excellence is fundamental to their personal success in meeting The Citadel’s vision of principled leadership and will demonstrate a strong commitment to academic achievement.

Description

The four actions presented in this section of the QEP are intended to improve the academic performance of fourth class cadets by instilling in them a stronger commitment to academic achievement. The actions will do this by emphasizing the importance of the academic component of The Citadel experience to fourth class cadets before their arrival, during Orientation Week, throughout their first-year-experience course, and during their second semester. Individually and collectively, and by reinforcing one another incrementally over the course of the cadets’ first year, these actions will convey the common theme that nothing cadets do at The Citadel is more important than studying. Taken together, their message will be clear and emphatic. They are presented here in the same order that fourth class cadets will encounter them.

By implementing Action A, The Citadel will establish a common reading program for the fourth class cadets in order to emphasize the academic component of The Citadel experience before their arrival on campus and to serve as the basis of structured learning activities in academic orientation and in CIT-101. The theme of this program will be “Read to Lead,” a title that directly underscores its contribution to The Citadel’s vision of “achieving excellence in educating principled leaders.” In its initial phase (AY 2004-05), the common reading experience will be implemented in CIT-101. Beginning in AY 2005-06, however, it will be integrated into other programs such as the Minor in Leadership, ROTC courses, academic core courses in English and history, and leadership programs administered by the Commandant.

Through Action B, incorporating the Myers-Briggs Type Inventory (MBTI) into Orientation Week and CIT-101, The Citadel will seek to increase commitment to academic achievement by stimulating fourth class cadets to reflect on the importance of

learning, how learning occurs, and how they can best take advantage of their individual learning styles.

In the fourth class year, through Action C, The Citadel will use a Predicted Grade Point Ratio (PGPR) to identify and assist apparent underachievers. The PGPR will be based on data from the past three entering classes of fourth class cadets using the high school GPR, math and verbal SAT scores, and final fall GPR at The Citadel. The intent is to identify early on in the semester those students who may need additional assistance and to provide this information to faculty advisors, CIT-101 instructors, and appropriate academic support services. This will provide yet another opportunity for early intervention for potentially at-risk students.

Finally, through Action D, gradually raising standards for probation and continuance, The Citadel will stimulate commitment to academic achievement by challenging cadets to make better grades. Of course, fourth class cadets will be aware of these standards from the very beginning, but they will be most conscious of them during spring semester between the time when they pre-register for the fall and the time they receive their second semester grades.

### Rationale

How fourth class cadets perceive the dual demands of academic and military life in The Citadel experience is critical. Therefore, one of the primary ways the College can promote academic achievement is to help fourth class cadets establish and maintain a healthy, balanced perspective on the intense experience they have chosen. The Citadel presently confronts this challenge at a number of places before and during fourth class cadets' first semester. For example, it emphasizes the primacy of academics during a "pre-knob weekend," in letters explaining what to expect and how to prepare, during the academic convocation, during Orientation Week, and particularly during CIT-101.

In spite of these efforts, however, too many fourth class cadets become so consumed by the urgent demands of their military environment that they tend to forget that their fundamental purpose for being at The Citadel is academic. Within the relentless twenty-four hour schedule, it is all too easy for fourth class cadets to neglect preparation for they next day's classes when they know, for example, that scowling upperclassmen will inspect their shoes and brass buckles before breakfast. So when class hour arrives, their only answer to a professor's inevitable question about why they have not completed assignments is the "knob's" all-purpose response, "Ma'am! No excuse, ma'am!"

Of course, fourth class cadets are told repeatedly that when they find themselves pressured by competing demands, they should remember their goals, set their priorities, budget their time, and exercise the self-discipline necessary to stick to their plans. The common reading program (Action A), like those that have proven successful at campuses across the country in bringing academics to the forefront as students begin their college careers, will emphasize to matriculants just before they become cadets that their highest goal and first priority at The Citadel is academics.

The fundamental link between self-discipline and self-knowledge has been recognized since at least the days of Socrates. Therefore, to help fourth class cadets succeed in keeping their focus on academic excellence, The Citadel has also committed itself to stimulating them to learn more about themselves as students. Properly administered and explained, the Myers-Briggs Type Indicator (Action B) will give each student significant insight about his or her own learning preferences. Gordon Lawrence, a noted expert on the MBTI and educational issues, has written that "learning about the type preferences helps us harness the natural type-based motivations for learning that will give us better results from our studying."<sup>5</sup> The insight cadets gain from the MBTI is therefore expected to help them in everything from taking tests and dealing with deadlines to choosing a major and planning for a future career.

---

<sup>5</sup> Gordon Lawrence, *Looking at Type and Learning Styles* (Gainesville: CAPT, 1997), 28.

As the institution takes steps to enable fourth class cadets to become more self-aware regarding their own learning preferences, it will also pay closer attention to them in another way. In the recent past, The Citadel has used the Predicted Grade Point Ratio as an assessment measure when documenting the impact of programs such as the College Success Institute, CIT-101, and Jump Start. Using the same method to identify and intervene with underachieving fourth class cadets (Action C) is expected not only to motivate them to live up to their personal potential and earn additional privileges, but also to give them a different kind of opportunity than is now available to identify specific barriers to their academic success.

One positive feature of the regimented cadet lifestyle is that it provides unique opportunities for motivating students to improve their academic performance. Class privileges, holding cadet rank, and participation in extracurricular activities are all affected by the cadet's academic performance. Additionally, Citadel cadets are highly motivated to maintain their identity with their cadet class. The intent of Action D (raising standards for probation and continuance) is to take better advantage of this inherent feature of the structured military environment in order to motivate fourth class cadets to improve their academic performance.

In the fall of 2003, The Citadel studied institutional academic standards for probation and continuance by using internal data as well as external data such as NCAA eligibility standards and the probation standards of other institutions. The study showed that The Citadel's standards for probation and continuance were significantly below those of comparable institutions. In concurrent discussions, senior cadets charged to oversee the academic performance of their units expressed their belief that raising standards would positively motivate many of their under-performing peers.

As a result, The Citadel determined that the GPR requirements for probation and continuance should be elevated gradually (Action D). Therefore, the Academic Board approved the initial increases in May of 2004. Currently, cadets must pass a minimum of twenty-four credit hours each academic year and meet the following GPR standards:

Total Hours	Minimum GPR for Continuance on Academic Probation		Minimum GPR for Continuance in Good Academic Standing	
	AY 03-04	AY 04-05	AY 03-04	AY 04-05
0-39	1.100	1.300	1.300	1.700
40-69	1.400	1.500	1.600	1.800
70-99	1.700	1.700	1.800	1.900
100 & above	1.900	1.900	2.000	2.000

During AY 2004-05, The Citadel will monitor the effects of this change on the academic performance of the fourth class cadets. Over the next two years (2005-06 and 2006-07), the goal is to increase standards to the following levels:

Increases in Academic Standards Planned for 2005-06 and 2006-07		
Total Hours	Minimum GPR for Continuance on Academic Probation	Minimum GPR for Continuance in Good Academic Standing
0-39	From 1.300 to 1.500	1.700 (no change)
40-69	From 1.500 to 1.600	From 1.800 to 1.900
70-99	From 1.700 to 1.900	From 1.900 to 2.000
100 & above	1.900 (no change)	2.000 (no change)

In summary, The Citadel expects to improve the academic performance of fourth class cadets by using the strategies described above to increase their commitment to academic achievement. By design, the strategies are varied, complementary, intended to stimulate reflection and self-analysis, and come into play at different times over the course of a full calendar year.

### Assessment

In accordance with the process outlined above (“Assessment and Oversight of the Quality Enhancement Plan”), the Provost will assess the synergistic impact of Actions A through

D in raising the commitment to academic achievement among fourth class cadets (Objective 1) by using a broad range of data-driven and qualitative measures, including

- The National Survey of Student Engagement (NSSE);
- Internal surveys designed to complement NSSE by providing qualitative reports specific to this institution, *i.e.*, of fourth class cadets' attitudes and commitment to academic excellence within the framework of the Fourth Class System, and on levels of improvement from previous classes. (Fourth class cadets, participants in the Jump Start Program, faculty, staff, and the leadership of the Cadet Corps will all be surveyed.)
- Data on fourth class cadets' use of academic support services;
- The Grade Point Ratios of fourth class cadets, Jump Start participants, and the Corps of Cadets; and
- Data that tracks students on academic probation.

#### Measurable Indicators of Success

- The data collected by the National Survey of Student Engagement (especially the data measuring the five “benchmarks of effective educational practice”) will indicate that a high percentage of fourth class cadets at The Citadel value their academic experience and are committed to it;
- Mean Grade Point Ratios for fourth class cadets will equal or exceed the all-Corps mean at key academic year milestones;
- The mean Grade Point Ratio of Jump Start participants will exceed the mean of the same cohort in the previous semester;
- The percentage of the fourth class on academic probation will decline at key academic year milestones;

- The percentage of the fourth class that does not successfully pass twenty-four credit hours during the first year will decline;
- Data collected from internal surveys of fourth class cadets, participants in the Jump Start Program, faculty, staff, and the leadership of the Cadet Corps will indicate that fourth class cadets are committed to academic achievement within the framework of the Fourth Class System;
- Fourth class cadets will qualitatively report a high level of personal satisfaction with their academic performance and a strong motivation to do well academically.

**Action A:** The Citadel will establish a common reading program for fourth class cadets in order to emphasize the academic component of The Citadel experience to incoming students before their arrival.

*Responsibility:* Office of the Provost

*Action Steps:*

1. The Provost will establish and chair a standing committee to review best practices, establish criteria for selecting the book, determine the theme for the program's focus, and select the book itself. AY 2003-04 (*Completed.*)
2. The College will distribute copies of the book to incoming fourth class cadets along with a study guide, a vocabulary list, and an information sheet. This packet will also contain a letter from the President explaining the purpose of the common reading experience as well as the reasons for asking students to read the book before their arrival. June 2004. (*Completed.*)
3. The Writing and Learning Center will develop a prompt incorporating a topic from the common book for the diagnostic essay that will to be given to matriculating students during Academic Orientation. July/August 2004.

4. The Provost's Office will train Academic Officers and CIT-101 instructors to integrate the book into the course by using it in discussions of leadership and in the instruction of academic skills. August 2004.
5. Library faculty who teach the bibliographic skills module of CIT-101 will integrate the book into their instruction. August 2004.
6. Wherever possible, the author or a scholar who has researched the book or issues that the book raises will speak at the academic convocation and will discuss ways to teach the book with CIT-101 instructors. [Jeff Shaara will speak at the 2004 convocation on August 23, 2004, and will lead discussions of *The Killer Angels*.]
7. The Provost's Office will evaluate the effectiveness of the common reading program (November 2004), and the assessment will be used to refine the program and its implementation in subsequent years and to expand the program beyond the scope of CIT-101, beginning in AY 2005-06:
  - a. Academic schools or departments offering core curriculum classes will use the book for case studies and small group discussions. AY 2005-2006.
  - b. The Commandant's Office will integrate the book into its formal training programs for fourth class cadets. In addition, Cadet Academic Officers may wish to use examples from the book in individual and group instruction of study skills and leadership training. AY 2005-2006.

*Assessment and Measurable Indicators of Success:*

- Orientation staff and CIT-101 instructors will report that at least eighty percent of fourth class cadets have read the common book prior to matriculation;
- At least eighty percent of the fourth class cadets responding to the appropriate questions on the CIT-101 course evaluation form will indicate that the common reading experience is beneficial;
- Focus and discussion groups of fourth class cadets, faculty, Cadet Academic Officers, the Commandant's Office, and the staff of the Writing and Learning Center will recommend continuing the common reading program; and

- In the CIT-101 module devoted to the Honor Code, fourth class cadets will be able to identify themes and characters in the common book that illustrate the application of The Citadel’s core values, and at least eighty percent of fourth class cadets taking a test on the Cadet Honor Code will be able satisfactorily to relate the values of The Citadel to themes and characters in the book.

*Additional Resources Required:*

900 copies of the book	7,200
Print study guide materials	400
Mailing costs	250
Speaker’s fee	10,000
Total:	\$17,850

*Best Practices Consulted:*

Common reading programs at other colleges and universities, the armed services, and the federal service academies (See discussion above in “Consideration of Best Practices” section.)

**Action B:** The Citadel will integrate the Myers-Briggs Type Inventory into its Freshman Orientation Program and its First-Year-Experience Course in order to enhance fourth class cadets’ knowledge of themselves and to motivate them to take full advantage of their personal learning styles.

*Responsibility:* Office of the Provost

*Action Steps:*

1. The Citadel will provide training to further qualify the Director and Assistant Director of the Writing and Learning Center to administer and interpret the MBTI instrument. June 2004. Completed.

2. The Provost's Office will purchase the MBTI and administer it to all fourth class cadets during Orientation Week. August 2004.
3. The Provost's Office will introduce a learning strategies module into CIT-101 that requires fourth class cadets to use their understanding of the MBTI to discover and reflect upon their characteristics as learners. Fall 2004.
4. The Provost's Office will include questions regarding the administration and use of the MBTI on online evaluations of Academic Orientation given to fourth class cadets and their parents and will review the results in order to make recommendations to improve the program for AY 2005-06. Fall 2004.

*Assessment and Measurable Indicators of Success*

- Fourth class cadets, orientation leaders, and CIT-101 instructors will qualitatively assess their levels of satisfaction with the effectiveness of the introduction of the MBTI in Orientation and in CIT-101 in improving student awareness of learning strategies and in facilitating academic success.
- Faculty teaching fourth class cadets and the staff of the student support services will report that fourth class cadets are aware of their MBTI types and understand what learning strategies are most appropriate to them.

*Additional Resources Required:*

Myers-Briggs Type Inventory assessment instrument \$1,600.

*Best Practices Consulted:*

National Orientation Directors Association (NODA) Web site.

The National Resource Center for the First-Year Experience and Students in Transition, [www.sc.edu/fye](http://www.sc.edu/fye)

Policy Center on the First Year of College 6, [www.brevard.edu/fyc](http://www.brevard.edu/fyc)

---

<sup>6</sup> The United States Military Academy was selected as a finalist and The U.S. Coast Guard Academy was selected as a semi-finalist as an "Institution of Excellence in the First College Year" by the Policy Center.

**Action C:** The Citadel will incorporate into its current monitoring and intervention procedures a component that will encourage underachievers to perform in closer accordance with their abilities.

*Responsibility:* Provost, Associate Vice President for Academic Affairs

*Action Steps:*

1. In evaluating the impact of support services that the college instituted in the recent past, the Office of Institutional Research developed a Predicted Grade Point Ratio (PGPR) formula for entering fourth class cadets. This formula takes into account SAT scores, high school class rank, and high school grades. The regression analysis is based on data from the past three entering fourth classes.
2. For each fourth class cadet, the fall mid-semester GPR will be compared with the PGPR. Cadets whose GPR's are substantially below their PGPR's will be identified to their faculty advisors and CIT-101 instructors within one week of the submission of mid-semester grades.
3. As soon as possible thereafter, faculty advisors or CIT-101 instructors will discuss the variance with their advisees, seek to identify causes, and suggest approaches to problems that may be contributing factors.
4. At the end of the fall semester, the same formula will be applied to those cadets who were identified as underachievers; however, the formula will use semester grades rather than mid-semester grades. This will determine whether the identified underachievers made progress during the last part of the fall term.

*Assessment and Measurable Indicators of Success:*

- PGPR's and GPR's of fourth class cadets will be compared at the mid-point of the fall semester and at the end of the fall semester.

Measurable Indicators of Success: The fall semester GPR's of the group of fourth class cadets who were identified at mid-semester as underachievers will show an

improvement of at least 15%, and the GPR's of at least half of the cadets identified as underachievers will rise.

- Faculty advisors and CIT-101 instructors will be surveyed electronically at the beginning of the spring semester.

Measurable Indicator of Success: At least 80% of those responding will agree that the PGPR is an effective tool for motivating underachievers.

- Fourth class cadets whose mid-semester GPR was lower than their PGPR will be surveyed electronically at the beginning of the spring semester.

Measurable Indicator of Success: At least 80% of those responding will agree that learning about their PGPR motivated them to greater effort to achieve their full academic potential.

*Additional Resources Required:* None.

*Best Practices Consulted:*

In developing the academic support services for fourth class cadets over the past several years, The Citadel has reviewed best practices at a number of institutions including the University of South Carolina, the University of Michigan, the University of North Carolina, and Clemson University. The resources available through the National Academic Advising Association (NACADA) have also been quite helpful. The Citadel then used the Predicted Grade Point Ratio (PGPR) to document the positive impact of its newly developed academic support interventions. Using five years of data from classes entering The Citadel before these academic support interventions were implemented, the formula predicting the GPR for the fall semester was developed. The average fall semester PGPR was then computed for each subsequent entering class benefiting from these academic support interventions. The average fall semester GPR was clearly higher than the PGPR, so the interventions were shown to be successful. Therefore, even though The Citadel was unable to identify other institutions that use the PGPR to motivate underachievers, its successful history in using the PGPR as an assessment method, the wide use of the PGPR in college admissions, and an institutional

environment that makes extensive use of rewards for academic achievement have led it to include this Action in the QEP.

**Action D:** In order to challenge all cadets, but especially fourth class cadets, more fully in their academic endeavors, The Citadel will raise standards for probation and continuance.

*Note:* The increases will be made in increments over the next two years in accordance with the plan outlined above in the “Description” section for Objective 1.

*Responsibility:* Provost and Academic Board

*Action Steps:*

1. Current standards for continuance will be reviewed by cadets, faculty, and staff in the context of internal data, academic probation standards for other institutions, and external standards such as NCAA eligibility standards. Completed fall 2003.
2. Initial increases in GPR standards for continuance on academic probation and continuance in good standing will be approved. Completed with approval by the Academic Board in May 2004.
3. Impact of increased standards for continuance will be assessed after the 2004-05 academic year. To be completed in fall 2005.
4. The Academic Board will review the impact of increased standards and (barring a significant decline in enrollment attributed to higher standards) will raise standards again to be effective in 2005-06. To be completed in spring 2005.
5. The final anticipated increase will be implemented by the same process in the spring of 2006 and will become effective as of AY 2006-07.

*Assessment and Measurable Indicators of Success:*

- The number of warning letters for potential Academic Discharge for fourth class cadets will be reviewed after spring semester grades have been submitted.

Measurable Indicator of Success: While the standards for continuance are being raised, the number of potential academic discharges will not increase.

- The number of academic discharges for fourth class cadets will be reviewed at the beginning of each fall semester.

Measurable Indicator of Success: While standards for continuance are being increased, the number of academic discharges for fourth class cadets will not increase.

*Additional Resources Required:* None.

*Best Practices Consulted:*

1. The Citadel reviewed academic probation standards and consequences at several regional institutions, including the College of Charleston, East Tennessee State University, the University of South Carolina at Aiken, Francis Marion University, Appalachian State University, Georgia Southern University, and Coastal Carolina University.
2. The Citadel reviewed probation standards and consequences at the three national service academies.
3. The Citadel reviewed current NCAA eligibility standards.

## OBJECTIVE 2

### Summary Table:

OBJECTIVE 2			
<b>Fourth class cadets will demonstrate increased commitment to the institutional values that reflect principled leadership at The Citadel and will adhere more fully to the tenets of the Cadet Honor Code.</b>			
<b>Action E:</b> The Citadel will emphasize the institutional Vision, Mission, and Core Values as the foundational guidelines of principled leadership at The Citadel in such a way that fourth class cadets will learn to identify with the College's values and begin to see themselves as principled leaders in training.			
<b>Action F:</b> The Citadel will expand the Cadet Honor Education program in order to emphasize more fully, and encourage stricter adherence to, the Cadet Honor Code.			
<b>Principal Unit(s) Responsible for Action:</b> The Cadet Honor Committee, selected leaders of the Corps of Cadets, the Honor Committee Faculty Advisor, the Commandant's Office, the Office of Planning and Assessment, and the Director of the Krause Initiative.			
Assessment Measures			
<i>Commitment of Fourth Class Cadets to Institutional Values and to the Cadet Honor Code</i>	Analysis of selected responses from the End-of-Year Fourth Class Survey.		
	Analysis of comments of fourth class cadets during exit interviews conducted as part of the annual Fourth Class Retention Study.		
	Summation of comments generated by separate small group feedback sessions (fourth class, upper classes, faculty, and staff) conducted during second semester.		
	Fourth class results of the Honor Test (administered early in the year).		
	Trend analysis of reported fourth class honor violations and Honor Court cases.		
	General observations/anecdotes of fourth class performance and attitudes from leaders of the upper classes, the faculty, and the staff.		
Additional Financial Resources Required (Approved by President)			
	<i>One-Time</i>	<i>Annual</i>	<i>FY 2003-04</i>
<b>Action E:</b> Emphasis upon Institutional Values.	---	---	---
<b>Action F:</b> Expanded Honor Education Program.	---	---	---

**Objective 2:** Fourth class cadets will demonstrate increased commitment to the institutional values that reflect principled leadership at The Citadel and will adhere more fully to the tenets of the Cadet Honor Code.

### Description

The unique educational and developmental programs and practices inherent to The Citadel experience are derived from the strategic focus of the College as stipulated in the Statement of Vision, Mission, and Core Values (Appendix 1). In effect, this statement not only defines *principled leadership* for The Citadel, but also serves as the philosophical basis for developing it within the Corps of Cadets. Therefore, since the degree of commitment demonstrated by the Corps to these values is one indicator that The Citadel is achieving its mission, introducing fourth class cadets to these values and securing their commitment to them are vital to the mission and identity of the institution.

Moving from the strategic focus to a personal level, The Cadet Honor Code ties into this institutional vision as the non-negotiable ethical standard against which principled leadership is judged and as the most visible and direct means through which the institution fosters character development.

### Rationale

During the seven years of his tenure as President, MG John S. Grinalds has placed major emphasis upon those components of The Citadel experience that seek to foster character development. This emphasis is nowhere more evident than in his leadership in establishing the Krause Initiative.<sup>7</sup> Two recent reviews associated with the Krause Initiative justify institutional attention to increasing the commitment of fourth class cadets to the values upon which the institution is built:

---

<sup>7</sup> For a full discussion of the Krause Initiative, see the section entitled “Leadership and Ethics” within that part of the Response Report to the Visiting Committee addressing Comprehensive Standard 2.5.

- During AY 2003-04, within the context of The Citadel's Strategic Plan (Items A and B, Appendix 6), the College's administration made a concerted effort to promote the Vision, Mission, and Core Values to The Citadel community. This effort included a letter from the President, the distribution of posters, and the development of a specific web page. Though these actions were well received, there was no effort to integrate the Vision, Mission, or Core Values into formal instruction or into leadership programs. Additionally, no assessment was conducted to determine the impact of these efforts on cadets, faculty, or staff.
- The establishment of the Krause Initiative in Ethics and Leadership (September 2003) included a review of the Cadet Honor Code and the processes through which it is taught and implemented. The review revealed that the College's honor education programs suffered from poor instructional design, insufficient resources, and no emphasis or supervision on implementation—a significant weakness that severely diminished their impact upon character development.

Actions E and F strengthen the emphasis upon the Citadel's Vision, Mission, and Core Values within the leadership programs offered to fourth class cadets, especially in the way the Honor Code is taught. Working together, they improve the ways through which The Citadel fosters character development and reinforces the ideals of principled leadership.

### Assessment

To determine the impact of the two related Actions supporting this Objective, the College will employ an array of assessment techniques that will generate both summative and specific information. Since most of the assessment instruments are multi-faceted and contain embedded questions addressing multiple themes, and since the actions themselves are so tightly interconnected, the same instruments will measure commitment to the institutional values (the expected result of Action E) and adherence to the Honor

Code (the expected result of Action F). However, analysis of the resulting data will distinguish between the success of each Action. The assessment techniques include the following:

1. Analysis of selected responses from the End-of-Year Fourth Class Survey.
2. Analysis of comments of fourth class cadets during exit interviews conducted as part of the annual Fourth Class Retention Study.
3. Summation of comments generated by separate small group feedback sessions (fourth class, upper classes, faculty, and staff) conducted during second semester.
4. Results of the Honor Test administered to fourth class cadets early each year.
5. Trend analyses of honor reports, honor violations, and Honor Court cases involving fourth class cadets.
6. General observations/anecdotes of fourth class performance and attitudes from leaders of the upper classes, the faculty, and the staff.

#### Measurable Indicators of Success

- The online Honor Test will show that 80% percent of fourth class cadets are able to identify and list the institutional Vision, Mission, and Core Values.
- Members of the Honor Committee and the leadership of the Corps of Cadets will report positively on the emphasis placed upon the institutional values and on the changes in the way the Honor Code is taught to fourth class cadets.
- At least 75% of the observations made by fourth class cadets on surveys regarding principled leadership and the application within the Corps of The Citadel's values will be positive. The most important of the surveys are the Fourth Class Retention Study and the Fourth Class End-of-Year Survey.
- The faculty, staff, and cadet officers will qualitatively report that the level of commitment to the ideals of principled leadership has improved among fourth class cadets.

- Fourth class cadets will qualitatively report a high level of knowledge of, and personal adherence to, The Citadel's Honor Code.
- The number of fourth class cadets convicted of honor violations will decline.<sup>8</sup>

**Action E:** The Citadel will emphasize the institutional Vision, Mission, and Core Values as the foundational guidelines of principled leadership at The Citadel in such a way that fourth class cadets will learn to identify with the College's values and begin to see themselves as principled leaders-in-training.

*Responsibility:* The Commandant's Office, the Cadet Honor Committee, and the Director of the Krause Initiative.

*Action Steps:*

Initial work on this action began at the end of AY 2003-04. Implementation of the Action Steps will begin with Orientation in August 2004 will be completed by May 2005.

1. Add The Citadel's Vision, Mission, and Core Values to the *Guidon* and the *New Cadet Knowledge Handbook* as New Cadet Knowledge requirements. August 2004.
2. Emphasize the Vision, Mission, and Core Values within the CIT-101 textbook. Require discussion on these areas as part of this instruction. Fall 2004.
3. Include an emphasis on the Values, Mission, and Core Values within the training program for cadet cadre in order to ensure that the appropriate cadet officers are able to help fourth class cadets understand these concepts. August 2004.
4. Include within the Honor Education Program for fourth class cadets a discrete lesson emphasizing the institutional values. Fall 2004.
5. Communicate these Actions to the faculty and staff in order to give them the opportunity to reinforce The Citadel's values whenever possible. August 2004.

---

<sup>8</sup> Although this is obviously an implied goal of this objective, initial emphasis in this area might cause an increase or have a neutral effect on the number of honor violations/cases. Detailed review of the specifics of these cases along with the trend analysis is required to account for this possibility.

6. As necessary, synchronize prompts and questions on surveys of fourth class cadets. August 2004.

*Assessment and Measurable Indicators of Success:*

Because of the close relationship between Actions E and F, their effects will be assessed together. Please refer to the discussion under the Assessment section for Objective 2.

*Additional Resources Required:*

Time to train the upper class cadets to conduct the revised honor classes and to conduct assessment activities as necessary.

*Best Practices Consulted:*

- The philosophy governing character development and leadership development at the federal service academies.
- The programs used by the federal service academies to teach character and leadership development.

**Action F:** The Citadel will expand the Cadet Honor Education program in order to emphasize more fully, and encourage stricter adherence to, the Cadet Honor Code

*Responsibility:* The Cadet Honor Committee, selected leaders of the Corps of Cadets, the Faculty Advisor of the Honor Committee, and the Director of the Krause Initiative.

*Action Steps:*

1. Revise both the content and the methods of presentation within the Honor Education Program for fourth class cadets. Fall 2004.
2. Require additional training for the leaders of the Cadet Corps in order to better equip them to instruct fourth class cadets about the Honor Code and the way it is implemented. August 2004.

3. Communicate these Actions to the faculty and staff in order to give them the opportunity to reinforce whenever possible the philosophy governing the Honor Code. August 2004.
4. As necessary, synchronize prompts and questions on surveys of fourth class cadets. August 2004.

*Assessment and Measurable Indicators of Success:*

Because of the close relationship between Actions E and F, their effects will be assessed together. Please refer to the discussion under the Assessment section for Objective 2.

*Additional Resources Required:*

Time to train the upper class cadets to conduct the revised honor classes and to conduct assessment activities as necessary.

*Best Practices Consulted:*

Honor systems and ethical development programs at the federal service academies.

### OBJECTIVE 3

**Summary Table:**

OBJECTIVE 3			
<b>Fourth class cadets will understand how The Citadel's institutional values are applied through personal accountability, self-discipline, and duty, and will demonstrate improvement in these areas.</b>			
<b>Action G:</b> The Citadel will modify and refine its electronic Class Absence System.			
<b>Action H:</b> The Citadel will develop and implement an electronic Sign-in/Sign-out System that will eventually become part of a comprehensive, integrated electronic accountability system.			
<b>Principal Unit(s) Responsible for Action:</b> Office of the Associate Vice President for Academic Affairs, Office of the Commandant			
Assessment Measures			
<i>Fourth Class Cadets' Application of Institutional Values through Personal Accountability and Self-Discipline</i>	Class attendance rates for present fourth class cadets during all four years at The Citadel.		
	Numbers of fourth class cadets who are caught abusing the Class Absence and Sign-In / Sign-Out Systems during all four years at The Citadel.		
	Annual surveys of fourth class cadets to determine how well they understand that class attendance is a personal duty and to determine the effectiveness of cadet leadership in presenting this concept.		
	Surveys of cadet leaders responsible for monitoring and improving academic performance of their units in order to determine their impression of the effectiveness of the new systems on the performance of fourth class cadets and in order to determine whether or not they consider the new systems helpful in their role as academic models and leaders.		
	Surveys of faculty to determine their impression of the effectiveness of the new systems on the performance of fourth class cadets and to determine whether or not they consider the new systems helpful in teaching personal accountability.		
Additional Financial Resources Required (Approved by President)			
	<i>One-Time</i>	<i>Annual</i>	<i>FY 2003-04</i>
<b>Action G:</b> Electronic Class Absence System	10,000		10,000
<b>Action H:</b> Electronic Sign-In / Sign-Out System		50,000	50,000
Totals:	10,000	50,000	60,000

**Objective 3:** Fourth class cadets will understand how The Citadel’s institutional values are applied through personal accountability, self-discipline, and duty, and will demonstrate improvement in these areas.

### Description

One of the most important ways that cadets demonstrate their understanding of and commitment to The Citadel’s values is through personal accountability, a concept central to the structured military environment of the Corps of Cadets. Cadets are required to account for their whereabouts at all times, and cadet leaders have the additional responsibility of ensuring that their subordinates have accounted for themselves appropriately. This unique dynamic—self-accountability complemented by responsibility to account for peers—is a significant component of the character and leadership development process within The Citadel experience. The requirements designed to instill personal accountability include attending class and military activities and adhering strictly to the limits of authorized absences.

While accountability is a requirement for all cadets, the responsibility for personal accountability is increased gradually from the fourth class to the senior year. That is, the fourth class cadets are given very little responsibility for self-accountability, while senior cadets have far more personal responsibility for accounting for their whereabouts. In theory, the need for monitoring of accountability by fellow cadets or officers of the College will decrease as the cadet moves through four years at The Citadel, and as self-disciplined, personal accountability become a way of life for cadets. In practice, however, as measured by unauthorized absences from class and formations as well as by abuse of leave privileges, accountability does not always improve in the sophomore, junior, and senior years. One reason for this pattern is undoubtedly the natural sense of release that freshman cadets feel when the Fourth Class System ends. Another reason, however, is that the accountability systems designed to teach cadets, and especially fourth class cadets, to make the connection between institutional values and personal behavior

are ineffective, or at least not effective enough to cause them to apply the values consistently when allowed more personal freedom. (It is here that the link between Objectives 3 and 4 is strongest.) The intent of Actions G and H, therefore, is to improve the way fourth class cadets are taught self-discipline by assessing and modifying (as necessary) the new class absence system, and by completely replacing the outmoded accountability system.

Since the new electronic class absence system has been operational for a year, it must be evaluated and its effectiveness assessed; this is Action G. However, full implementation of a new cadet accountability system (Action H) is considerably more complex. First, the electronic systems must be properly designed and installed. Next, the procedures required to use them properly must be prepared, tested, and taught to the Corps of Cadets. And finally, the effectiveness of the system in teaching self-discipline to fourth class cadets must be assessed.

A number of the major components of an integrated electronic accountability system have already been developed:

1. Special Order System (SOS). Cadets use this system to request permission to attend special events and to go on personal leave. The Commandant's Office handle the requests electronically. (\$30,000 in person hours)
2. Infirmary System. Cadets use this system to sign in and out of the Infirmary. (\$10,000 in person hours)
3. Class Absence System: Faculty report absences, and Cadet Academic Officers determine whether the absences are excused. (\$30,000 in person hours)
4. Cadet Information System—Cadet Only (CISCO). A web interface that allows cadets access to information dealing only with cadet life—leaves, tours, and confinements (\$10,000 in person hours).

## Rationale

Under the present system (developed in the 1970s), when fourth class cadets violate the accountability requirements, they are not punished unless they are caught and reported. In a sense, therefore, they are taught that self-discipline means being careful enough not to get caught and that accountability is necessary only when imposed by someone else. Next, when they are punished, the punishment comes late—three or four weeks late. As all parents know, punishment delayed this long becomes disassociated with the violation and thus loses its power to teach. Cadets in this situation become much more concerned with how to get out of the punishment than with learning from it.<sup>7</sup>

In order (a) to teach cadets that accountability is a personal attribute necessary for effective leadership rather than the responsibility of another person charged to enforce a requirement, (b) to make the consequences of irresponsibility more effective by making them more immediate, and (c) to reinforce punishment with positive counseling, The Citadel will refine its electronic class absence system, develop and implement an electronic reporting system for non-academic requirements, and modify the way in which violators are counseled. For purposes of the QEP, it is important to note that although these changes will affect all cadets, they are expected to have the greatest teaching impact upon fourth class cadets for the reasons discussed above.

## Assessment

Because the point of the changes is to encourage fourth class cadets to internalize values and to develop self-discipline, assessment of the effectiveness of the actions must take place over two, three, or even four years. For that reason, the synergistic impact of

---

<sup>7</sup> By the mid-1990s, the number of cadets facing significant cadet punishments related to unexcused class absences had reached alarming levels, and it was decided that increasing the punishments for unexcused class absences would address the apparent disregard for this element of cadet accountability. By the early 2000s, however, it became apparent that increasing the consequences for unexcused class absences was not the solution, and a thorough review of the existing electronic class absence system was conducted. The primary weaknesses of the current system were identified as its cumbersome reliance on manual data entry, the centralized review process, and the extended time required to address each violation.

Actions G and H in teaching self-discipline and accountability to fourth class cadets will be measured in the following ways:

- Class attendance rates of freshmen, sophomores, juniors, and seniors will be monitored for the first six years that the new system is operational. A decline in unexcused class absences is expected for sophomores, juniors, and seniors who used the new system as freshmen.
- The rate of conflicts between the *assigned* status and the *actual* status of fourth class cadets using the new electronic sign-in/sign-out system (SISOS) (to identify those who are abusing the system) will be monitored for the first six years that the new system is operational. A decline in conflict rates is expected for sophomores, juniors, and seniors who used the new system as freshmen.
- Fourth class cadets will be surveyed and interviewed at least annually regarding (a) their understanding of class attendance as a duty, and (b) the role played by Cadet Academic Officers in helping them gain that understanding.
- The cadet leaders responsible for monitoring and improving academic performance of their units will be surveyed in order to determine their impression of the effectiveness of the new systems on the performance of fourth class cadets and in order to determine whether or not they consider the new systems helpful in their role as academic models and leaders.

#### Measurable Indicators of Success

- Trend analyses covering six years will demonstrate a decline in unexcused class absences and a decline in abuse of the electronic SISOS for sophomores, juniors, and seniors who used the new systems as freshmen.
- At least 80% of the Cadet Academic Officers will report that the Class Absence System is an effective way to teach self-discipline and is helpful to them as they seek to improve academics in their units.

- At least 80% of fourth class cadets will report an understanding of class attendance as a cadet's duty and will report a positive perspective on the role of Cadet Academic Officers.
- Fewer than 10% of fourth class cadets will have more than 7 unexcused absences.
- At least 90% of the individuals surveyed will express satisfaction with the capability of the electronic Sign-In/Sign-Out System (SISOS) to provide the assigned status of each cadet at all times.
- Fewer than 10% of the fourth class cadets will have experienced conflicts between their assigned status in the electronic Sign-In/Sign-Out System (SISOS) and their actual status.

**Action G:** The Citadel will modify and refine its electronic Class Absence System.

*Responsibility:* Office of the Commandant, Associate Vice President for Academic Affairs

*Action Steps:*

1. The revised Class Absence System developed in summer 2003 and implemented in the fall of 2003 will be reviewed by faculty, staff, and cadets. Completed December 2003.
2. The improvements recommended in the November/December 2003 review will be made. Completed January 2004.
3. Consequences of class absences and their enforcement will be reviewed periodically and revised as necessary. Initial review completed in spring 2004 and revised consequences were approved by the Academic Board in May 2004.
4. The Associate Vice President for Academic Affairs will inform incoming fourth class cadets, returning upper class cadets, and their parents/guardians of the revised consequences of unexcused class absences. Completed by letter dated 28 July 2004 (Appendix 5).

5. Cadet Academic Officers will be trained on the revised Class Absence System and its role in the development of principled leadership among the fourth class cadets. Completed during the training of Cadet Academic Officers 9 to 13 August 2004.
6. The Class Absence System will be reviewed after each semester. Next review to be completed by 1 December 2004.

*Assessment and Measurable Indicators of Success:*

The combined, long-term effects of Actions G and H in teaching self-discipline and accountability to fourth class cadets will be measured over a four-year period. (See the Assessment section for Objective 3.) However, the immediate effects of Action G should be apparent in AY 2004-05 for three of the measurements:

- The number of unexcused class absences for fourth class cadets will be smaller for AY 2004-05 than for AY 2003-04.
- Fourth class cadets will be surveyed and interviewed at least annually regarding (a) their understanding of class attendance as a duty, and (b) the role played by Cadet Academic Officers in helping them gain that understanding.

Measurable Indicators of Success: At least 80% of fourth class cadets will report an understanding of class attendance as a cadet's duty and will report a positive perspective on the role of Cadet Academic Officers.

- The cadet leaders responsible for monitoring and improving academic performance of their units will be surveyed in order to determine their impression of the effectiveness of the CAS on the performance of fourth class cadets and in order to determine whether or not they consider the new systems helpful in their role as academic models and leaders.

Measurable Indicators of Success: At least 80% of the Cadet Academic Officers will report that the Class Absence System is an effective way to teach self-discipline and is helpful to them as they seek to improve academics in their units.

*Additional Resources Required:*

The resource needed is, in the main, the time of the Deputy Commandant, Associate Vice President for Academic Affairs, and a Programmer/Analyst from

Information Technology Resources. Thus far, the Class Absence System has consumed at least \$30,000 in person-hours from the Information Technology Services programmer/analyst, and at least \$10,000 an additional person-hours will be needed.

*Best Practices Consulted:*

The Citadel reviewed absence and accountability systems at the three military academies and the Virginia Military Institute. The accountability system at West Point seemed to deal most closely with the issues The Citadel wished to have its accountability systems address, but upgrading the Class Absence System was a higher institutional priority than putting an entire accountability system in place.

**Action H:** The Citadel will develop an electronic sign-in/sign-out system (SISOS).

*Responsibility:* Office of the Commandant, Associate Vice President for Academic Affairs, Information Technology Services

*Action Steps:*

1. The Associate Vice President for Academic Affairs, Director of Information Technology Services, an ITS programmer/analyst, and representatives of the Commandant's Office will determine an appropriate timetable for development, testing of a pilot system, and implementation of the electronic Sign-In/Sign-Out System (SISOS). Completed in fall 2004.
2. SISOS will be tested in AY 2005-06 and will be completed after the spring 2006 semester.
3. SISOS test will be reviewed by selected members of the Corps of Cadets, faculty, and staff both from its capabilities and procedures for implementation, and will be completed in the summer of 2006.
4. The fully developed SISOS will be implemented in fall 2006 and reviewed after each semester thereafter.

*Assessment and Measurable Indicators of Success:*

The combined, long-term effects of Actions G and H in teaching self-discipline and accountability to fourth class cadets will be measured over a four-year period. (See the Assessment section for Objective 3.) However, the immediate effects of Action H should be apparent in AY 2006-07 in two ways:

- In AY 2006-07 (the first year that SISOS is implemented), the number of fourth class cadets who abuse SISOS will be smaller than the number who abused the manual system in AY 2005-06.
- The Commandant's staff, tactical officers, and cadet officers will be surveyed in order to determine their impression of the effectiveness of SISOS on the performance of fourth class cadets and in order to determine whether or not they consider the new system helpful in their role as leaders.

Measurable Indicators of Success: At least 80% of the Commandant's staff, 80% of the tactical officers, and 80% of the cadet officers will report that SISOS is a flexible and effective way to teach self-discipline.

*Additional Resources Required:*

Ongoing costs: One additional programmer/analyst. Annual salary--\$50,000.

*Best Practices Consulted:*

The Citadel reviewed absence and accountability systems at the three military academies and the Virginia Military Institute. The accountability system at West Point seemed to deal most closely with the issues The Citadel wished to have its accountability systems address. In fall 2002, the military officer who was instrumental in developing the West Point software and a civilian consultant came to The Citadel and met with members of the Corps of Cadets and staff who will be primary users of the SISOS. In January 2003, the Director of Information Technology Services and the Deputy Commandant visited West Point to observe its system in action and talk to the users.

## OBJECTIVE 4

### Summary Table:

OBJECTIVE 4			
<p><b>Fourth class cadets will demonstrate heightened physical effectiveness through an improved regimen of sleep, nutrition, and physical conditioning, enabling them to meet the rigorous challenges of collegiate academics and cadet life.</b></p>			
<p><b>Action I:</b> The Citadel will fully implement the flexible evening meal program.</p>			
<p><b>Action J:</b> The Citadel will adjust the cadet schedule to authorize more time for sleep for fourth class cadets.</p>			
<p><b>Action K:</b> The Citadel will initiate a thorough study of its physical training programs and activities in order to coordinate and schedule them in a way that maintains their effectiveness but avoids overlap or unintended additional requirements.</p>			
<p><b>Principal Unit(s) Responsible for Action:</b> Office of the Provost, Office of the Commandant</p>			
Assessment Measures			
<i>Commitment of Fourth Class Cadets to Physical Effectiveness</i>	<p>A standardized inventory that measures physical effectiveness as recommended, administered, and interpreted by the Department of Health, Exercise and Sport Science (for example, "Wellness Lifestyle Questionnaire," <i>Principles and Labs for Fitness and Wellness</i>, 4th ed., 1997, by W.W.K. Hoeger &amp; S. A. Hoeger).</p>		
	<p>Data on the percentage and number of fourth class cadets passing the PT test as compared to comparable data from earlier years.</p>		
	<p>Data on the percentage and number of fourth class cadets on limited duty due to physical problems as compared to similar data from the federal service academies.</p>		
	<p>Data on the the percentage and number of fourth class cadets who leave The Citadel during the first year for medical reasons as compared to similar data from the federal service academies.</p>		
	<p>Surveys of faculty teaching fourth class cadets, faculty of the Health, Exercise, and Sport Science Department, faculty of the ROTC departments, tactical officers, cadet commanders, cadet athletic officers, and the Commandant and senior staff to determine their impression of the readiness of fourth class cadets to engage effectively in both academic and military duties over a sustained period of time (physical effectiveness).</p>		
Additional Financial Resources Required (Approved by President)			
	<i>One-Time</i>	<i>Annual</i>	<i>FY 2003-04</i>
<b>Action I:</b>			
<b>Action J:</b>			
<b>Action K:</b>	8,000		8,000
Totals:	8,000		8,000

**Objective 4:** Fourth class cadets will demonstrate heightened physical effectiveness through an improved regimen of sleep, nutrition, and physical conditioning, enabling them to meet the rigorous challenges of collegiate academics and cadet life.

#### Description

The first year at The Citadel is an immersion experience for new cadets just as it is at the federal service academies and the Virginia Military Institute. Fourth class cadets are challenged simultaneously—and at a rapid pace within a structured military environment—to meet the demands of college-level academics and of a comprehensive leadership development program. In order to meet these challenges successfully and to maximize their potential for personal growth, they must be physically effective; that is, they must be physically ready to engage effectively in both academic and military duties over a sustained period of time. The Citadel recognizes physical effectiveness as a critical requisite for learning and is committed to ensuring that cadets receive the nutrition, sleep, and physical exercise that they need in order to perform well academically and to develop into principled leaders.

Physical effectiveness depends upon more than the simple *availability* of food, sleep, and exercise; for example, it also requires cadets to understand their physical limitations and to make wise *use* of food, sleep, and exercise. Although The Citadel addresses these and other health issues within required physical education courses, the first-year-experience course, and through special programs sponsored by the Counseling Center (such as those on alcohol awareness and eating disorders), the scope of the QEP has been narrowed to address physical effectiveness specifically as it pertains to the fourth class experience. Thus the three Actions that The Citadel will take in order to achieve Objective 4 deal respectively with nutrition, sleep, and exercise.

In carrying out Action I, The Citadel will fully implement and formalize a plan that significantly relaxes the tense training atmosphere that for years characterized the evening meal for fourth class cadets. By separating fourth class cadets from upper class

cadets, the flexible evening meal plan, as it is called, allows fourth class cadets to remain at their tables until they finish their meal and reduces the anxiety that once resulted in many fourth class cadets not getting enough to eat. The flexible evening meal plan was successfully implemented on a trial basis during the spring semester of 2004.

In implementing Action J, The Citadel will authorize more time for sleep for fourth class cadets by adjusting the cadet schedule. These adjustments include permitting them to go to bed at 2230, enforcing an 2300 lights-out policy, opening the barracks at 0530 instead of at 0500, and restricting certain early-morning physical training activities.

Action K commissions a comprehensive study of the complex array of physical training programs and activities at The Citadel. This study will result in a coordination of disparate programs in a way that maintains their effectiveness but avoids overlapping content and duplicate requirements. Any resulting realignment will be put in place during AY 2004-05 year and will ensure not only that all cadets, especially fourth class cadets, get enough of the proper kind of exercise to suit their individual needs and goals, but also that they do not spend time satisfying unnecessary physical training requirements.

Taken together, Actions I, J, and K will improve the physical effectiveness of fourth class cadets by ensuring that they have enough nutrition, sleep, and exercise to keep them ready to perform their academic and military duties.

### Rationale

Tradition is a powerful force at The Citadel and one of the institution's defining characteristics. It unites alumni through a common experience and results in the strong friendships and fierce loyalty that are the envy of colleges throughout the world. However, in order to maintain its vision and to fulfill its larger duty to the state and nation, The Citadel must constantly monitor components of that tradition to ensure that

they remain supportive of the institution's central purpose: educating principled leaders. The Mood, Lane, and Mace reports (described in the "Institutional Context" section, above) are major products of that monitoring and refocusing process. On a smaller scale, and in a different way, Actions I, J, and K serve the same purpose by ensuring that the routine of cadet life fosters physical effectiveness among fourth class cadets and thereby supports the overall mission of the college.

Tradition has had a major influence in the way cadet meals are served at The Citadel. For years, the entire Corps marched to the mess hall and sat together by company to eat family style at 175 rectangular tables, each seating fourteen cadets. Under this highly structured system, the atmosphere for fourth class cadets was often very tense, for they ate under the direct supervision of upperclassmen who questioned them about a wide range of subjects and historical anecdotes they were expected to have learned. The involvement of the upper classes coupled with limited time often resulted in fourth class cadets not getting to eat as much as they liked and needed.

At The Citadel, the immediate responsibility for monitoring and evaluating both the food and the environment of the Mess Hall falls upon the Mess Council, a standing committee that meets twice per semester and reports to the Commandant of Cadets. Its sole charge is to ensure that the quality and quantity of the food remain high and that all cadets have the opportunity to eat proper meals. In response to complaints from the parents of fourth class cadets during AY 2000-01, the Mess Council recommended, and the Board of Visitors approved, a change for the fall of 2002. At that time, for all meals, fourth class cadets were moved to one section of the dining facility and only specially trained upperclassmen were allowed to sit at their tables. This modification resulted in decreased pressure on fourth class cadets at meal time and was reflected in a significant decrease in the number of parental complaints.

However, in an effort to further improve the system, The Citadel benchmarked meal procedures at the three federal military academies and the Virginia Military Institute. Subsequently, in the spring of 2004, a pilot program was implemented for the

evening meal only. Under the pilot program, upper class cadets were allowed to proceed individually to the dining facility between 0530 and 0730 and eat buffet style much as is done at the federal academies and VMI. Fourth class cadets were still required to eat family style and sit by company with upper class supervision, a practice unique to The Citadel. However, the training atmosphere was more relaxed, and fourth class cadets were permitted to remain at the table until they finished eating. Additionally, there was virtually no interaction between fourth class cadets and upper class cadets who now eat in a separate area of the dining room on an individual basis.

The Mess Council monitored the pilot program for the flexible evening meal and determined that it was a substantial improvement, perceived very positively by upper class cadets, fourth class cadets, and the College administration. This feedback, although anecdotal in nature and verbally reported by the Council representatives, was very strong and straightforward: the changes were a major improvement. Therefore, as Action I, The Citadel will formally adopt the flexible evening meal plan.<sup>9</sup>

While the need to adjust the eating patterns of fourth class cadets was brought to the forefront by complaints of parents in AY 2000-01, the need to adjust the sleep patterns was raised initially by faculty and staff who noted that fourth class cadets were often physically unprepared to learn. These concerns surfaced between October 2002 and January 2003, before the topics for the QEP had been determined, when the Leadership Team invited all of The Citadel's constituencies to suggest issues that they would like the College to address. (See the section on "Campus Engagement," above.) As a result, four follow-up studies, discussions, or focus groups were conducted in an effort to define the problem more completely. The studies are summarized here; tables in Appendix 3 report the data more specifically.

- In the spring of 2003, the Writing and Learning Center asked Jump Start students to identify the most important barriers to their own academic performance by

---

<sup>9</sup> When the Quality Enhancement Plan was conceived (September 2003), the flexible evening meal program had been neither fully planned nor fully approved. Since that time the program has moved forward; so, with the planning and preliminary testing phases complete, all that now remains is fully to implement and evaluate the program; this will begin in August 2004.

ranking them. Among these students, lack of sleep was second only to weak study skills as a barrier to academic success.

- In April 2003, a focus group convened to identify concerns that the QEP should address in order to improve the environment for student learning for freshmen and sophomores. This group, which included staff members from the Department of Student Activities, the Director of the Counseling Center, members of the faculty and representatives from the Commandant's Office, noted that the kind and amount of food and sleep were critical for fourth class cadets and that ideally the College should "get at the problem of sleep from different angles."
- During the fall of 2003, the Faculty Council discussed ways to help students stay awake in class and passed several resolutions on the subject. Among these were two that are closely related to this objective: (a) to enforce the existing lights-out policy of 2300 and, (b) to move non-ROTC contract-related PT to afternoons.
- Also in the fall of 2003, after a list of eleven possible focus areas for the QEP had been identified, the Provost presented them to a meeting of a large, broad-based discussion group known as "Communication across the Curriculum" and to the Academic Board. In each case, he asked participants to rank the eleven possible topics according to importance. Lack of sleep was the top priority of both groups by a significant margin.

A review of best practices drawn from a variety of national studies, including studies of military trainees, is referred to Appendix 3. It confirmed the need for making changes in this area and suggested guidelines for what the changes should be. As a result, The Citadel will adjust the cadet schedule to authorize more time for sleep for fourth class cadets (Action J).

In contrast to the situations involving nutrition and sleep, no one at The Citadel disputes the fact that fourth class cadets get enough exercise. The institution sponsors a wide array of physical fitness programs and activities designed to help cadets remain physically fit, and it requires all cadets to pass a stringent physical fitness test each semester (also a graduation requirement). Additionally, about a third of Citadel cadets

contract to go into military service as commissioned officers, and these individuals must pass service-specific fitness tests.

The current issues surrounding this facet of physical effectiveness deal rather with (a) the overall efficiency of the diverse campus programs that deal with physical fitness; and (b) whether the multiple requirements and the scheduling of these programs may actually hinder physical effectiveness by unnecessarily reducing time for sleep, or hinder academic progress by unnecessarily reducing time for studies. The present challenge, therefore, is to make the overall array of health and fitness programs more efficient in terms of time, cost, and administration by eliminating duplication, while preserving their effectiveness and fulfilling the many purposes that they now serve. However, because of the quantity and diversity of programs and activities involved, each with its competing interests and requirements, and because of the very tight twenty-four hour cadet schedule, this is a highly complex task that requires careful planning. Action K, therefore, calls for The Citadel to conduct a thorough study of its physical training programs and activities and to follow up with the necessary corrective adjustments.

### Assessment

In accordance with the process outlined above (“Assessment and Oversight of the Quality Enhancement Plan”), the Provost and Commandant will jointly assess the impact of Actions I through K in improving the physical effectiveness of fourth class cadets (Objective 4) by using a broad range of data-driven and qualitative measures, including:

- A standardized inventory that measures physical effectiveness as recommended, administered, and interpreted by the Department of Health, Exercise and Sport Science (for example, “Wellness Lifestyle Questionnaire,” *Principles and Labs for Fitness and Wellness*, 4<sup>th</sup> ed., 1997, by W.W.K. Hoeger & S. A. Hoeger);
- Data on the percentage and number of fourth class cadets on limited duty due to physical problems;
- Data on the percentage and number of fourth class cadets passing the PT test;

- Data on the the percentage and number of fourth class cadets who leave The Citadel during the first year for medical reasons; and
- Surveys of faculty teaching fourth class cadets, faculty of the Health, Exercise, and Sport Science Department, faculty of the ROTC departments, tactical officers, cadet commanders, cadet athletic officers, and the Commandant and senior staff to determine their impression of the readiness of fourth class cadets to engage effectively in both academic and military duties over a sustained period of time (physical effectiveness).

#### Measurable Indicators of Success

- At least 90% of fourth class cadets will meet or exceed the national norms for physical effectiveness as measured by the standardized inventory administered by the Department of Health, Exercise, and Sport Science.
- The percentage of fourth class cadets passing the PT test by the end of fall semester will remain at or above 95%. (This is the rate of success for the past five years.)
- The physical effectiveness of the fourth class will show improvement from the fall to the spring for each freshman class under study.
- The percentage of fourth class cadets on limited duty due to physical problems (excluding unavoidable accidents, etc.) will decline by 10% from AY 2004-05 to AY 2005-06. Some decline will continue until a steady state is reached which is within the norms for this age group as determined by the College Physician.
- The percentage of fourth class cadets leaving The Citadel for medical reasons related to PT injuries (excluding unavoidable accidents, etc.) during the freshman year will decline to a steady state which is within the norms for this age group as determined by the College Physician.
- Fourth class cadets, faculty teaching fourth class cadets, tactical officers, cadet commanders, Cadet Athletic Officers, the Commandant and senior staff, the Health, Exercise and Sport Science department and the ROTC Commanders and

faculty will observe and qualitatively report a high level of physical effectiveness of fourth class cadets.

**Action I:** The Citadel will fully implement the flexible evening meal program.

*Responsibility:* Commandant and Vice President for Finance

*Action Steps:*

1. The President will approve fully implementing the flexible evening meal program effective 23 August 2004. (Completed)
2. The Commandant will develop a daily schedule to permit freshmen to eat the evening meal at 1800. (Completed)
3. The Vice President for Finance and Business Affairs will make the necessary contract modifications to continue the flexible meal system. (Completed)
4. During August 2004, the Commandant will train all upper class cadets responsible for supervising freshmen at the evening meal. Only two properly trained upper class cadets per table will be allowed as supervisors.

*Assessment and Measurable Indicators of Success:*

- The Commandant will survey all freshmen on 4 December 2004 on whether they are getting enough to eat at the 1800 flexible evening meal and on any suggested changes.

Measurable Indicator of Success: Ninety percent of freshmen will report that they had the opportunity to eat a balanced evening meal and had enough to eat.

- The Commandant will track all complaint letters dealing with food from parents of fourth class cadets.

Measurable Indicator of Success: The parents of fewer than one percent of fourth class cadets will express dissatisfaction with the quality or quantity of food provided at the regularly scheduled meals at The Citadel.

- A survey will be administered to fourth class cadets, tactical officers, cadet commanders, the Commandant and his senior staff, and the Vice President for Finance and Business Affairs and his appropriate senior staff in order to qualitatively measure satisfaction with the quality and quantity of the food at the scheduled meals and with the environment at the scheduled meals.

Measurable Indicator of Success: The survey will demonstrate that 90% or more of the respondents are satisfied or very satisfied with the quality of food, the quantity of food, and the mealtime environment.

*Additional Resources Required:*

No additional resources required. The change will actually result in cost savings since less labor will be required by the contractor. The savings will be used to provide a wider variety and better quality food.

*Best Practices Consulted:*

The Citadel looked at procedures at the three military academies and the Virginia Military Institute. These four institutions are most like The Citadel in terms of a military training school.

**Action J:** The Citadel will adjust the cadet schedule to authorize more time for sleep for fourth class cadets.

*Responsibility:* Offices of the President, Commandant, and Provost

*Action Steps:*

1. Lights out will be at 2300 for fourth class cadets. This policy will be enforced. Cadets may also go to bed at 2230 if they have no required duties past that point.
2. The privilege of late lights (an extension of one hour past the usual hour) will become significantly more restricted and will be monitored by the Cadet Company Academic Officers.

3. The Office of the Provost will develop guidelines for the administration of late lights privileges.
4. The number of approved requests for late lights privileges will be recorded by class and by company by the Cadet Company Academic Officers and will be monitored by the Commandant and Provost.
5. The barracks will open one half hour later than they did in AY 2003-04 (from 0500-0530 to 0530-0600).
6. The wake-up time for approximately 90% of fourth class cadets will be no earlier than shown on the following table. An exception will be made for ROTC cadets as outlined in paragraph 7 below.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
0540	0630	0630	0540	0630

7. Morning physical training (PT) will be carried out in accordance with the following policy:
  - a. Morning PT will go from 0600 to 0650 on Mondays and Thursdays. Once individual cadet companies have reached a 95% pass rate on the PT test, morning PT (0600-0650 on Mondays and Thursdays) will cease for the semester for those companies. This means that wake-up time will change from 0540 to 0630 every weekday for cadets in these companies. (In AY 2003-04, ten of the eighteen companies had reached this level by 2 October, and all but one had reached it by 15 October.)

*Exception:* The ROTC departments will use the regular Monday and Thursday PT periods (0600-0650), plus one additional period at the same hour on Tuesday, Wednesday, or Friday, to sustain a three-day-per-week physical training program which is vital to the success of cadets in these programs. (These programs involve approximately 10% of fourth class cadets.)

- b. The policies regarding the time period between the completion of breakfast and the first morning class (0730-0800) have been revised to minimize PT and other activities that interfere with the preparation for class. These changes will be implemented in the fall of 2004. (Note: The same revisions apply to the time

period between the completion of the noon meal and the first afternoon class (1230-1300).)

*Assessment and Measurable Indicators of Success:*

- The same sleep survey conducted among fourth class cadets in Citadel 101 in the fall of 2003 will be repeated in the fall of 2004 in CIT-101 for the current fourth class cadets.

Measurable Indicator of Success: The survey will reveal an increase of one hour in the reported mean sleep time during the week when compared to the initial survey conducted in fall semester 2003.

- The number of late light requests from fourth class cadets as tracked by Company Academic Officers.

Measurable Indicator of Success: The number of late light requests from fourth class cadets will drop 25% during the spring semester over number requested during the fall semester.

*Additional Resources Required:* None.

*Best Practices:* See discussions under “Rationale,” above, and in Appendix 3.

**Action K:** The Citadel will initiate a thorough study of its physical training programs and activities in order to coordinate and schedule them in a way that maintains their effectiveness but avoids overlap or unintended additional requirements.

*Responsibility:* Offices of the President, the Commandant, and the Provost. Departments of Aerospace Studies; Health, Exercise and Sports Science; Military Science; and Naval Science.

*Action Steps:*

1. The President will appoint an *ad hoc* committee by 10 September 2004 and charge it to study the most effective means to administer the multiple campus programs and activities that require physical training. The intent is to determine how best to maintain their effectiveness but to prevent duplication in content and requirements.
2. The *ad hoc* committee will report to the President by 28 February 2005 on any recommended changes.
3. The President will determine which schedule changes or administrative realignments, if any, are in the best interests of The Citadel and will, by 1 April 2005, direct the department(s) impacted to prepare plans to implement them in AY 2005-06.
4. Schedule changes, if any, will be incorporated into the AY 2005-06 calendar by 15 May 2005.
5. The Commandant and the ROTC Departments will continue to measure physical fitness of cadets and maintain baseline measurements as is now done.
6. The Department of Health, Exercise, and Sports Science will (in AY 2004-05) establish physical fitness expectations and baseline measurements.

*Assessment and Measurable Indicators of Success:*

- All steps called for in this Action will be completed on time.
- The comprehensive plan to implement recommended changes will include rationale, timetables, assessment measures, and indicators of success using the model of the QEP.

*Additional Resources Required:*

Eight thousand dollars will be budgeted for this study to pay for clerical assistance, surveys and materials, and possibly some travel expenses.

*Best Practices to be Consulted:*

- Similar programs and administrative channels at the federal service academies and at other military colleges.
- Standard practices in the field of health and fitness as determined by the Department of Health, Exercise, and Sports Science.

# APPENDIX 1

## The Citadel

### Statements of Vision, Core Values, and Mission

*These statements of Vision, Core Values, and Mission were approved by The Citadel Board of Visitors on 1 February 2003 and by the South Carolina Commission on Higher Education on 5 June 2003. They are published in Section I of College Regulations.*

**Statement of Vision:** Achieving excellence in the education of principled leaders.

#### Core Values:

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

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

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

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

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

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

#### Mission:

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

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 structured military environment. The cadet lifestyle provides a disciplined environment that supports the growth and development of character, physical fitness, and moral and ethical principles.

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

### **Institutional Characteristics:**

The Citadel is a coeducational, comprehensive, state-assisted, 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 College of Graduate and Professional Studies serves a degree-seeking population of approximately 2,000. The primary service area is the South Carolina Lowcountry. The College of Graduate and Professional Studies 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 College of Graduate and Professional Studies enroll approximately 4,000 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.

**APPENDIX 2: CADET 24-HOUR SCHEDULE, EXCLUSIVE OF WEEKENDS**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
0530 - 0600 Gates Open	0530 - 0600 Gates Open	0530 - 0600 Gates Open	0530 - 0600 Gates Open	0530 - 0600 Gates Open
0600 - First Call, PT (2)	0655 - First Call	0655 - First Call	0600 - First Call, PT (2)	0655 - First Call
0603 - Steele (2)	0658 - Steele	0658 - Steele	0603 - Steele (2)	0658 - Steele
0605 - Assembly, Reveille (2)	0700 - Assembly, Reveille	0700 - Assembly, Reveille	0605 - Assembly, Reveille (2)	0700 - Assembly, Reveille
0605 - 0650 Unit PT (3)			0605 - 0650 Unit PT (3)	
	0640 - Informal Guard Mount		0640 - Informal Guard Mount	
0645 - 0745 Sick Call	0645 - 0745 Sick Call	0645 - 0745 Sick Call	0645 - 0745 Sick Call	0645 - 0745 Sick Call
0700 - 0725 Mess	0700 - 0725 Mess	0700 - 0725 Mess	0700 - 0725 Mess	0700 - 0725 Mess
0715 - Announcements/2nd Rest	0715 - Announcements/2nd Rest	0715 - Announcements/2nd Rest	0715 - Announcements/2nd Rest	0715 - Announcements/2nd Rest
0750 - Class Call, Rifle Count	0750 - Class Call, Rifle Count	0750 - Class Call, Rifle Count	0750 - Class Call, Rifle Count	0750 - Class Call, Rifle Count
0800 - 1100 MRI	0800 - 1100 MRI	0800 - 1100 MRI	0800 - 1100 MRI	0800 - 1100 MRI
0800 - 1150 Classes, MSP	0800 - 1050 Classes, MSP	0800 - 1150 Classes, MSP	0800 - 1050 Classes, MSP	0800 - 1150 Classes, MSP
1210 - FORMAL Guard Mount	1105 - Assembly -Drill	1210 - FORMAL Guard Mount	1105 - Assembly, Prac Parade	1210 - FORMAL Guard Mount
1205 - Mess Call	1205 - Mess Call	1205 - Mess Call	1205 - Mess Call	1205 - Mess Call
1208 - Steele	1208 - Steele	1208 - Steele	1208 - Steele	1208 - Steele
1210 - Assembly	1210 - Assembly	1210 - Assembly	1210 - Assembly	1210 - Assembly
1215 - 1245 Mess	1215 - 1245 Mess	1215 - 1245 Mess	1215 - 1245 Mess	1215 - 1245 Mess
1230 - Announcements/2nd Rest	1230 - Announcements/2nd Rest	1230 - Announcements/2nd Rest	1230 - Announcements/2nd Rest	1230 - Announcements/2nd Rest
1300 - 1600 Classes, ASP	1300 - 1700 Classes, ASP	1300 - 1950 Gen Lv (Prof UC Only) 1300 - 1600 Classes, ASP	1300 - 1700 Classes, ASP	1300 - 1450 Classes, ASP
1530 - 1730 Intramurals	1530 - 1730 Intramurals	1530 - 1700 Tours & Cons	1530 - 1730 Intramurals	1520 - First Call for Parade
1700 - 1930 UC Flexible Mess	1700 - 1930 UC Flexible Mess	1700 - 1930 UC Flexible Mess	1700 - 1930 UC Flexible Mess	1522 - Steele
1755 - First Call for Mess (4C)	1755 - First Call for Mess (4C)	1755 - First Call for Mess (4C)	1755 - First Call for Mess (4C)	1525 - Assembly
1758 - Steele	1758 - Steele	1758 - Steele	1758 - Steele	1545 - Adjutant's Call, Parade
1800 - Assembly/Retreat	1800 - Assembly/Retreat	1800 - Assembly/Retreat	1800 - Assembly/Retreat	1700 - 1800 4C Spirit Run (For Eligible Companies)
March to Mess (4th Class)	March to Mess (4th Class)	March to Mess (4th Class)	March to Mess (4th Class)	
1805 - 1830 Mess (4th Class)	1805 - 1830 Mess (4th Class)	1805 - 1830 Mess (4th Class)	1805 - 1830 Mess (4th Class)	
1830 - 1950 Company Admin Time	1830 - 1950 Company Admin Time	1830 - 1950 Company Admin Time	1830 - 1950 Company Admin Time	1805 - 1900 Optional Mess
		1950 - Gen Lv Ends (6)		
1900 ESP (5) (7)	1900 ESP (5) (7)	1900 ESP (5) (7)	1900 ESP (5) (7)	
1950 - Call to Quarters-ESP All-Ins	1950 - Call to Quarters-ESP All-Ins	1950 - Call to Quarters-ESP All-Ins	1950 - Call to Quarters-ESP All-Ins	1700 - 2400 General Leave 4C
1955 - Steele, All Cadets in Rooms.	1955 - Steele, All Cadets in Rooms.	1955 - Steele, All Cadets in Rooms.	1955 - Steele, All Cadets in Rooms.	1700 - 0100 General Leave UC
Entire gate closed and locked	Entire gate closed and locked	Entire gate closed and locked	Entire gate closed and locked	1900 - 2200 Tours & Cons (4)
2000 - Assembly, All-Ins Complete.	2000 - Assembly, All-Ins Complete.	2000 - Assembly, All-Ins Complete.	2000 - Assembly, All-Ins Complete.	
Gate 1/2 Closed	Gate 1/2 Closed	Gate 1/2 Closed	Gate 1/2 Closed	
2130 - 2200 Co Admin Time (8)	2130 - 2200 Co Admin Time (8)	2130 - 2200 Co Admin Time (8)	2130 - 2200 Co Admin Time (8)	2300 - Taps
2300 - Gates locked, Taps, All-in	2300 - Gates locked, Taps, All-in	2300 - Gates locked, Taps, All-in	2300 - Gates locked, Taps, All-in	2400 - 4C All-Ins, Rifle Counts
Check, Rifle Count	Check, Rifle Count	Check, Rifle Count	Check, Rifle Count	0030 - 4C Lights Out
2400 - Lights Out	2400 - Lights Out	2400 - Lights Out	2400 - Lights Out	0100 - UC All-Ins
				0130 - UC Lights Out

*(Table notes appear on next page.)*

## APPENDIX 2 (CONTINUED)

### Table Notes to Cadet 24-Hour Schedule

- (1) These times will vary in accordance with the Weekly Training Schedule to reflect required duties for that particular Saturday (SMI [Saturday Morning Inspection], PT, home football games, etc.)
- (2) When most units have achieved 95% on PT test, Regimental Commander may coordinate with Commandant to change First Call to 0655; Steele to 0658; and Assembly Reveille to 0700 on PT mornings.
- (3) Units who have not achieved 95% and Remedial PT individuals. (No one will enter the Dining Facility prior to 0650.)
- (4) Corps Squad cadets may serve until 2400.
- (5) ESP [Evening Study Period] officially begins at 1900 and ends at Reveille the next morning. Cadets may go to bed beginning at 2130.
- (6) CP [Charleston Pass] for Proficient First Class, Gold Star, Dean's List, President's List, Commandant's List personnel. CP ends 2230 (Wednesday Only).
- (7) No PT Uniforms are allowed outside of the barracks after the 2000 hours All-Ins.
- (8) Limited company business may be performed between 2130 and 2200, but the 4th Class are exempt, e.g., no reporting to clerk's rooms to turn-in ERWs, no UC [upperclass cadets] visiting 4C [fourth class cadets], etc.
- (9) Performance and Special Privilege Leaves end at 1950 hours, Class Allotted Leaves end at 2230 hours.

## APPENDIX 3

### Research Governing Action J

#### (Authorizing more time for sleep for fourth class cadets)

*Citadel Studies:*

In the spring of 2003, the Writing and Learning Center asked the seventy-three Jump Start students to identify the most important barriers to their own academic performance by ranking them on a scale of 1 (not a barrier) to 10 (a significant barrier). As the following table indicates, lack of sleep was second only to weak study skills among these students:

<b>BARRIERS TO ACADEMIC SUCCESS</b>			
<i>Indicator</i>	<i>Rank</i>	<i>Indicator</i>	<i>Rank</i>
Weak study skills	6.5	Roommate	4.4
<b>Lack of sleep</b>	<b>6.4</b>	Confusion	4.1
Inability to pay attention	6.4	Fear of Professor	3.3
Low motivation	5.9	Club activities	3.2
Personal problems	5.3	Formation	3.2
Upperclassmen	5.2	Nutrition	3.1
Professional teaching style	5.1	Illness	2.3
Computer abuse	4.7	Academic Officers	2.2
Company demands	4.4	Academic Support	2.2

**Table 1: Barriers to Academic Performance for Jump Start Students, Spring 2003**

A focus group organized and moderated by the Provost met in April 2003 to identify concerns that the QEP should address in order to improve the environment for student learning for freshmen and sophomores. In a wide-ranging discussion, the focus group, which included staff members from the Department of Student Activities, the Director of the Counseling Center, members of the faculty and representatives from the

Commandant's Office, noted that the kind and amount of food and sleep were critical for fourth class cadets and that ideally the College should "get at the problem of sleep from different angles."

In Fall 2003, the Faculty Council held a lengthy discussion on ways to help students stay awake in class and passed several resolutions on the subject. Among these were two that are closely related to this objective: (a) to enforce the existing lights-out policy of 2300 and, (b) to move non-ROTC contract-related PT to afternoons. Later that fall, after a list of eleven possible focus areas for the QEP had been identified, the Provost presented them to a meeting of a large, broad-based discussion group known as "Communication across the Curriculum" and to the Academic Board. In each case, he asked participants to rank the eleven possible topics according to importance. As the following tables show, lack of sleep was the top priority of both groups by a significant margin:

<b>TOPICS PROPOSED FOR THE QEP</b>	
<i>Topic</i>	<i>Rank</i>
<b>Sleep deprivation</b>	<b>2.868</b>
Evening Study Period	5.105
Schedule of Fourth Class System	5.158
Model for development	5.263
Extracurricular and military responsibilities	5.395
Incentives for academic performance	6.027
Sophomore leadership training	6.184
First-year experience	6.947
Academic policies	7.405
Mess hall environment	7.432
Health, wellness, fitness	7.789

**Table 2: Priorities of Participants at the Communication Across the Curriculum Meeting, 16 October 2003**

<b>TOPICS PROPOSED FOR THE QEP</b>	
<i>Topic</i>	<i>Rank</i>
<b>Sleep deprivation</b>	<b>2.14</b>
Schedule of Fourth Class System	3.86
Incentives for academic performance	4.71
Model for development	5.43
Evening Study Period	6.00
Academic policies	6.29
First-year experience	6.43
Extracurricular and military responsibilities	6.57
Sophomore leadership training	7.00
Health, wellness, fitness	8.43
Mess hall environment	9.14

**Table 3: Priorities of Members of the Academic Board, 21 October 2003**

Also in Fall 2003, a specific survey administered to fourth class cadets asked them to report the amount of sleep they were getting. The survey was prepared by the Office of the Associate Vice President for Academic Affairs and administered through the CIT-101 courses. There were 257 respondents.

<b>AMOUNTS OF SLEEP OF FOURTH CLASS CADETS</b>		
<i>Amount of Sleep on Weeknights</i>	<i>In Last Year of High School</i>	<i>In First Tern at The Citadel</i>
More than 6.0 hours	93.80%	7.43%
5.5 to 6.0 hours	4.13%	35.47%
5.0 to 5.5 hours	.41%	26.69%
4.5 to 5.0 hours	.83%	24.32%
Less than 4.5 hours	.83%	6.08%

**Table 4: Amounts of Sleep of Fourth Class Cadets**

In the same survey, 93% of those responding reported that lack of sleep was at least “somewhat of a problem” regarding their performance at The Citadel, and 41% said that it was a serious or very serious problem.

### ***National Studies:***

In recent years, a number of studies of the sleep needs and patterns of adolescents have been published, but three in particular seem best to apply to the context of military education. The first, by the National Sleep Foundation, is entitled *Adolescent Sleep Needs and Patterns: Research Report and Resource Guide* (2000). The second, prepared in September 2002 for the U.S. Navy Recruit Training Center, is “Sleep Patterns in U.S. Navy Recruits: An Assessment of the Impact of Changing Sleep Regimens.” The third study, still under way, is being conducted by Lawrence G. Shattuck and Anita Miller for the U.S. Military Academy at West Point. Information from these reports has been compared to campus data gathered from The Citadel’s freshman class during Fall 2003. In “Pubertal Changes in Daytime Sleepiness” (*Sleep*, 1980), Carskadon reports that “adolescents require at least as much sleep as they did as pre-adolescents (in general, 8.5 to 9.25 hours of sleep each night).” However, in comparing this conclusion to data generated by the survey of fourth class cadets, it was discovered that Citadel freshmen (n=257) during Fall 2003 reported a mean of 5.23 hours of sleep per night during the week, far less than is considered necessary (see Table 4). The Lane Commission Report of the Fourth Class System (1991 – The Citadel) recommended an uninterrupted study period from 1915 (7:15 pm) until 2300 (11:00 pm) and an uninterrupted sleep period from 2300 until 0630 (6:30 am).

## APPENDIX 4

### Additional Financial Resources Required for Implementation of the QEP

Objective/Action	One-Time	Annual	FY 2004-05
1/A: Common Reading Program		17,850	17,850
1/B: Meyers-Briggs Type Inventory		1,600	1,600
1/C: Identification of Underachievers		7,500	7,500
3/G: Class Absence System	10,000		10,000
3/H: Electronic Sign-In / Sign-Out System <sup>10</sup>		50,000	50,000
4/K: Study of PT Programs	8,000		8,000
Assessment of QEP <sup>11</sup>		20,000	20,000
TOTALS:	18,000	96,850	114,950

NOTE: These resources have been approved by the President and have been integrated into the budgeting process.

<sup>10</sup> Additional FTE (1) required to develop and maintain new systems.

<sup>11</sup> Assessment costs include personnel and assessment instruments.

## APPENDIX 5

### Letter to all Cadets Explaining the Class Absence Policy

To: Incoming Fourth-Class Cadets, Returning Upper-Class Cadets, and Their Parents/Guardians

From: Dr. Isaac S. Metts, Jr., Associate Vice President for Academic Affairs

Date: 28 July 2004

Subject: Class Absence Policy

We at The Citadel are anxiously preparing for the matriculation of the Fourth-Class Cadets on Saturday, 14 August, and the return of the Upper-Class Cadets on Sunday, 22 August. As part of that preparation, I want to take this opportunity to inform you of a revision in The Citadel's Class Absence Policy.

The cornerstone of undergraduate education is communication between the teacher and the learner, and at The Citadel, class attendance is also a duty in cadet life. From reveille at 0645 until taps at 2300, the cadet's day is quite full. However, during the period Monday through Friday, less than 20% of the time is designated for classes and laboratories, and these experiences are not to be missed.

Class attendance is of higher priority than other normal activities. Although it is acknowledged that cadets must miss classes for certain authorized reasons, every effort will be made to keep these absences to a minimum. This philosophy on mandatory class attendance must guide the scheduling of athletic events and connected travel, special events and ceremonies, contract physical examinations, daily and special guard duties, and special leaves. Certain medical and personal emergencies will also require the missing of scheduled classes. Should it be necessary to miss a class for any reason, the student will normally notify his/her professor at least 24 hours in advance. If it is impossible to notify the professor in advance of an absence, the cadet must notify the professor immediately after the absence occurs. The cadet will be responsible for all material covered in his/her absence. Assigned tests and laboratories are mandatory and take precedence over all other duties or activities.

When a cadet is reported by his or her instructor for missing a class or laboratory, that report is forwarded to the cadet's Academic Officer and Tactical Officer, who are responsible for determining if the absence is Excused or Unexcused. Unexcused absences carry the following consequences:

Late:	5 demerits
First Unexcused Absence:	5 demerits and verbal counseling
Second Unexcused Absence:	5 demerits and written reprimand
Third Unexcused Absence:	10 demerits
Fourth Unexcused Absence:	7 days restriction
Fifth Unexcused Absence:	5 demerits and 10 confinements
Sixth Unexcused Absence:	5 demerits and 10 hours of work
Seventh Unexcused Absence:	5 demerits and 10 tours
All Unexcused Absences Beyond Seven:	5 demerits and 10 tours

After seven unexcused absences, the cadet and his/her parents/guardians will be notified in writing by the Associate Vice President for Academic Affairs that continued disregard for the academic policy on class attendance WILL result in an academic discharge from the College. After fourteen unexcused absences in any semester, the cadet and his/her parents/guardians will be notified in writing by the Associate Vice President for Academic Affairs that he/she will receive an academic discharge for the following semester. Graduating cadets who have fourteen unexcused class absences will not be permitted to participate in the May Cadet Commencement.

Absences, whether excused or unexcused, in excess of 20% of the meetings of a particular course will, at the discretion of the professor, result in a grade of "F" in that course. In such cases, the attendance record kept by the professor is official.

Let me stress once again that class attendance is a duty in cadet life, and The Citadel takes this duty very seriously. The consequences of unauthorized absences from class are graduated and include peer counseling, both verbal and written. Ignoring these consequences will result in an academic discharge or loss of the privilege of participating in May Commencement. By the time these actions are taken, the cadet will have been counseled or warned thirteen times, and there will be no appeal.

Isaac S. Metts, Jr., Ph.D.  
Associate Vice President for Academic Affairs

## APPENDIX 6

### **The Citadel Strategic Plan 2002-2012**

In the next ten years, The Citadel will ensure and enhance the quality of the academic programs and educational experiences offered to its students (both in the Corps of Cadets and in the College of Graduate and Professional Studies) through the following seven strategic priorities, each supported by appropriate goals. These priorities and goals are intended to identify strategic directions rather than to specify detailed actions. New activities, programs, and pursuits will be considered carefully at all levels in order to ensure the continuing quality of existing programs and activities that are central to the accomplishment of the mission of The Citadel.

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

- Integrate and coordinate the various leadership activities on campus.
- Encourage the introduction of specific courses and programs (graduate and undergraduate) that address the issues of principled leadership within the context of sound academic practice.
- Maintain staffing levels required to provide the leadership programs and activities necessary to achieve excellence in the education of principled leaders.

[Comment: Inasmuch as The Citadel is committed to promoting leadership and to creating significant opportunities for the exercise of leadership, the College in pursuing this goal might develop a comprehensive concept of leadership and integrate and coordinate all leadership programs, activities, and opportunities.]

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

- Emphasize character development by promoting formal and informal discussion of ethical principles and of approaches to moral dilemmas in all contexts—academic, athletic, military, and extracurricular.
- Recognize the achievement of cadets who contribute significantly to the development of character within the Corps.

[Comment: Inasmuch as character, integrity, honesty, and ethics are all closely related to leadership development, the College in pursuing this goal might work to formally integrate character development and ethics into its leadership concept as well as to work to thread character and ethics education into the curriculum and into other programs and activities.]

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

- Acquire sufficient unrestricted and restricted private funding to allow The Citadel to operate with a stable funding base and to limit annual student tuition and fee increases to the Higher Education Price Index (HEPI).

[Comment: A successful fundraising program is essential to maintaining and enhancing the quality of all of the College's programs and activities. Such funding will permit The Citadel to mitigate reductions in, or inadequate levels of, state higher education appropriations; to address recurring accreditation issues, science and technology obsolescence, and faculty and staff recruiting and retention; to address requirements for construction and maintenance of physical facilities; and to limit student tuition and fee increases.]

**D. Significantly enhance the facilities and technological support for students.**

- Continue construction and maintenance in accordance with priorities established in the Comprehensive Permanent Improvement Plan.
- Reduce deferred maintenance at an acceptable annual rate.
- Develop and support enhancements in technology that improve the teaching/learning environment and promote effective communication among The Citadel's various constituents.
- Develop an automated interactive system for cadet accountability to encompass all major aspects of cadet life.

[Comment: Optimal facilities and current technology are two crucial parts of the infrastructure necessary for the success of all our programs. Among other needs, the College in pursuing this goal might make a high priority of the following: reduction in deferred maintenance; construction of a new Law Barracks and specified new academic buildings (Capers Hall and Daniel Library); development of new internet communications with students, alumni, and the public; upgrading computer networks and programs as new technology requires and resources permit; and construction and renovation of athletic facilities.]

#### **E. Enhance the development of the College of Graduate and Professional Studies.**

- Develop and expand marketing activities in order to optimize program enrollment.
- Ascertain the feasibility of additional off campus course offerings to include distance learning capabilities.
- Continually monitor the need for new degree programs and implement them as studies demonstrate that they can be initiated and sustained.

[Comment: The College of Graduate and Professional Studies offers The Citadel opportunities for increasing enrollment. Aside from enhancing marketing efforts, the College in pursuing this goal might study the feasibility of new CGPS degree programs, such as the following: Ed.D. in Administration, M.S. in Electrical and Computer Engineering, M.S. in Leadership, M.S. in Engineering Management, M.S. in Civil and Environmental Engineering, B.S. in Interdisciplinary Studies, and M.S. in Criminal Justice.]

#### **F. Enhance the intellectual and academic learning environment for students and faculty.**

- Maintain accreditation through the Southern Association of Colleges and Schools and gain or maintain accreditation for each creditable academic program.
- Develop and implement a Quality Enhancement Plan to improve student learning.
- Provide scholarship funding sufficient to meet established enrollment goals for academic and athletic programs.
- Provide resources (equipment, travel, tutors, recruiting, etc.) to enable student athletes to perform at high levels both academically and athletically.
- Develop and implement a comprehensive plan to integrate academic support programs and to augment them as necessary to meet the goals of the institution.
- Develop and implement a comprehensive plan to attract, select, and retain graduate and undergraduate students with high academic potential.

[Comment: the recruitment of undergraduate and graduate students of high academic potential is central to the College's efforts to enhance the academic and learning environment. The specific actions identified above will enable the College to accomplish this as well as to retain and challenge these students.]

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

- Ensure that The Citadel recruits, develops, and retains the faculty, staff, and administration necessary to accomplish the goals of the institution.
- Ensure competitive salaries for faculty and staff as compared to our peer institutions.

[Comment: This priority recognizes that, just as students of high academic potential are central to the learning environment, so too are a talented and effective faculty and staff.]