

THE CITADEL
INSTITUTIONAL EFFECTIVENESS
SUMMARY REPORT

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INTRODUCTION

The Citadel's approach to Institutional Effectiveness integrates the three fundamental components: strategic planning, assessment, and budgeting. The Citadel requires periodic assessment of the programs and services of its budgeted departments and units. The Citadel's approach to assessment is in the main decentralized. That is, the school, department, or operational unit responsible for providing a program or service is responsible for the quality of that program or service and thus for its assessment. It is expected that assessment will be more effective if developed and monitored by the unit providing the program or service. It has also been found that assessment tools that are imbedded in normal operations are in general more effective than "tack-on" or external assessment requirements.

Through the annual assessment report, each budgeted department of the College presents its Mission, measurable Expected Results on which the success of meeting that mission will be judged, Assessment Tools that are used to measure results, the actual Assessment Results, and the Actions Taken or Resources Needed to address issues that have surfaced in the assessment process. In those cases where additional resources are needed to address assessment issues, a Supplemental Assessment Matrix is also presented to summarize the assessment issue and the needed resources. These matrices are presented to the Provost and Vice Presidents to facilitate the inclusion of assessment results in the budgeting process of the College.

Annual assessment reports are collected in hardcopy and provided to the President, Provost, and each Vice President to be used in the institution's budgeting process. These volumes have also been made available in the Office of Planning and Assessment, now the Office of the Associate Vice President for Academic Affairs, for the entire institution and serve as the basis for annual Institutional Effectiveness Reports provided to the South Carolina Commission on Higher Education. These volumes also provide the context in which the Strategic Plan Coordination and Implementation Committee, now the Strategic Planning Council (SPC), monitors the implementation of the Strategic Plan. Beginning with the 2002-03 academic year, annual assessment reports will be available electronically on The Citadel's webpage.

Procedures for Student Development

The student support programs, services, and activities offered by The Citadel complement and support students' academic development by:

- promoting discipline, responsibility, character development, and self-confidence;
- equipping students with skills necessary for academic success;
- developing leadership skills;
- enhancing moral and spiritual development;
- increasing cultural awareness and the appreciation of diversity;
- encouraging students to become responsible professionals in their chosen fields; and
- providing activities that promote personal health and physical fitness.

The intent of the student support programs is to encourage the development and integration of personal values and habits that will remain with the individual for life.

The Student Development Committee has been established to advise the College in efforts to ensure that The Citadel provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

The Committee has the authority to study any problem or topic associated with student activities and development throughout the College, to publish its findings, and to propose any changes it deems

appropriate. However, the Committee is advisory in nature. The authority to implement change lies entirely with the senior executives through the customary decision-making channels and processes of the College.

The Committee is chaired by the Provost with permanent membership as follows:

- Commandant or his designee
- Director of Athletics or his designee
- Associate Dean of the CGPS or her designee
- The head of one of the ROTC departments
- The head of one of the academic departments (not an ROTC department), or the dean of a school, to be elected by the Academic Board
- Director of Cadet Activities
- Director of the Writing and Learning Center
- Director of the Counseling Center
- Director of Intramural, Club, and Recreational Athletics
- Director of Multicultural Student Services
- One member of the faculty at large, appointed by the Committee on Committees

In this assessment cycle, The Citadel is addressing four specific offices that offer Student Support Services.

OFFICE 1. OASIS (Office of Access Services, Instruction, and Support)

Mission

The Office of Access Services, Instruction & Support (OASIS) provides academic support to all students with disabilities, and students with reading and/or severe learning problems at The Citadel. This is accomplished through The Citadel's mission of preparing students for postgraduate positions of leadership through academic programs and a structured military environment. We assist the university in creating an environment, which supports the growth and development of the students academically, socially, and morally. Focus is given to students who due to special needs may require assistance in achieving the college's mission. The mission is addressed through the following programs:

Services for Students with Disabilities

The Citadel is committed to providing equal educational opportunities for individuals with disabilities. It is our purpose to assist, advocate for, coordinate, and support student's academic needs at The Citadel. In order to provide all our students with an opportunity to benefit from instruction, we are in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 regarding services to students with disabilities. Any necessary accommodations are coordinated through this office. We are also here to provide academic support/coaching to any student who is struggling with reading at the Citadel and/or who may suspect they have a disability.

Students are encouraged to understand their strengths and weaknesses, and invest their energies in their strengths. They are taught to take charge of their problems, and actively evaluate and modify their own behaviors. Coaching or mentoring by department staff is designed to lead each student, with or without a disability, towards a productive and successful academic career, self-awareness, and independence. Each step in the continuum of services offered is designed to lead towards a goal or goals articulated by the student.

College Success Institute

This is a summer program designed to help incoming freshman cadets prepare for the transition from high school and home to college and cadet life. Participants are enrolled in a three-credit freshman-level academic course and Citadel 101, a one-credit orientation course. Participants live in cadet barracks and are introduced to the regiment of cadet life.

Reading Enhancement Program

This program is tailored to help the individual Citadel student succeed by:

- * expanding the student's vocabulary
- * teaching the student how to improve his or her reading comprehension
- * utilizing multimedia to speed up the student's reading rate

Tutoring Program

This program provides one-on-one tutoring in a variety of subject areas. Tutoring sessions are by appointment and are offered at no charge to the student. Tutors are members of the Corps of Cadets, Graduate Students, or Professionals who have been trained in working with individual students.

Expected Results

We expect our students to use our services on a continual basis and not to just receive accommodations. We also expect that our services aid the student in their academic success. Finally, we will identify the sources of referrals to improve communication with non-referring departments. Results will be measured by the following:

- number of signed coaching contracts
- GPA
- satisfaction survey
- analysis of referrals

Assessment Tools

We will utilize the following assessment tools:

- detailed recording of student contacts
- OASIS curriculum based assessment
- Nelson-Denny Reading Test
- Stanford Diagnostic Reading Test
- SPSS statistical analysis of referrals, relationships of GPA to services

Assessment Results/Actions Taken/Resources Needed

Services for Students with Disabilities

Assessment Results

We served 650 students this year, an increase from 580.

Our student contacts increased from 5756 to 7484.

Our student GPA average is 2.48.

The average number of visits per clients this academic year was 11.5.

Source of referrals:

Analysis of the satisfaction survey indicated that the users of our program were very satisfied.

Actions Taken

Adjustment of changes needed for the Alternative Testing Form Pass.

Reforming and Redefining the Database to better capture information on students

Completed Documentation Criteria for Psychiatric Disabilities, Learning Disabilities, Attention-Deficit/Hyperactivity Disorder and Physical or Sensory Disabilities.

Re-evaluated filing system for students' confidential information for any breach of student information.

Resources Needed

More space is needed to allow simultaneous testing and studying.

Membership in Recordings for the Blind and Dyslexic (Books on Tape).

Modified supplemental instruction type content area tutoring.

Co-active Coaching Certification for two (2) staff members as coaches for students with disabilities.

One (1) additional graduate assistant to enable research and publishing.

College Success Institute

Assessment Results

Nothing available at this time—sessions are in progress.

Actions Taken

Our CSI Session 1 enrollment increased from 26 to 44.

Our CSI Session 2 enrollment increased from 42 to 63.

We increased the activities and programs offered by 50%.

Income generated \$251,025 this year.

Costs incurred \$232,000 this year.

Resources Needed

Provide funding for scholarships for qualified minority students when funding not provided, diversity is compromised.

Reading Enhancement Program

Assessment Results

We served 110 students this year, resulting in 357 visits.

Actions Taken

Administered Nelson-Denny Reading Test to incoming knobs.

Improved turnaround time between testing and feedback to knobs.

Provided more directed feedback about comprehension strengths and weaknesses to knobs.

Resources Needed

Reading journals needed for each client.

More research and scholarly texts to enhance student learning

A scanner to effectively teach how to comprehend expository and narrative test.

Tutoring Program

Assessment Results

Our tutoring hours increased from 752.3 to 1240.75.

Our student contacts were 2,009.

Actions Taken

Assumed responsibility for administering tutoring programs.

Resources Needed

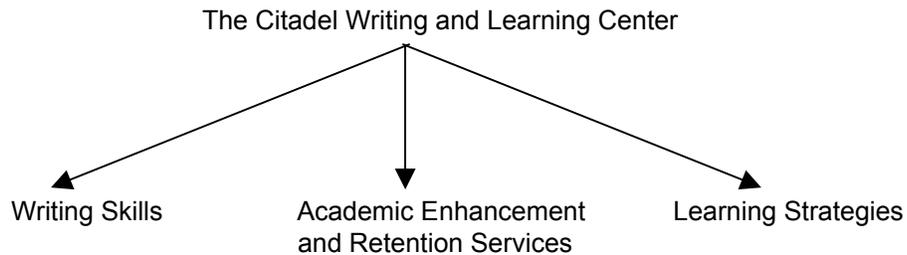
Space needed for all discipline areas.

Funds needed to hire professional tutors.

PROGRAM Writing and Learning Strategies

Introduction

The Writing and Learning Center has three areas of focus:



In AY 02-03, we assessed the Learning Strategies Program; in AY 03-04, we will assess the Retention and Academic Enhancement Program; and in AY 04-05, we will assess the Writing Program. Therefore, every three years, we will closely examine one of these programs.

I. Mission of the Writing and Learning Center

The Writing and Learning Center has as its primary focus the enhancement of writing skills in The Citadel community. Special attention is given to the writing skills of first-year students who attend individual tutorials and group workshops. Because of the interdependence of writing and study skills, the Writing and Learning Center has parallel, but subsidiary, responsibilities to assist students in the development of learning strategies. Toward meeting student needs in these areas, the Center sponsors enrichment activities and assures its efforts are in concert with the objectives of the academic departments.

III. Expected Results of Writing and Learning Strategies Services

The Writing and Learning Center staff of two permanent staff and thirty-one part-time professionals, graduate, and undergraduate students provides three major support services for the college. Our goal is to promote and produce quality service for as many clients as our staff can manage.

Writing Services: Individual writing tutorials or group workshops review punctuation, essay organization, research papers, integrating quotations, revising and editing, writing about literature, résumés, academic portfolios, as well as many others. Our ESL expert, hired in the spring of 2001, tutored 11 ESL cadets. The ESL professional worked with 10 freshmen and one sophomore cadet. In the Writing and Learning Center, the ESL professional also taught English 101, formerly taught by the International Studies Director, and an English 102 class to ESL students. A national Writing HOTLINE (phone and email) is also available during the 60 hours per week that the Center is open. Expected results: high usage of all clientele and enhanced writing for all clients. Twenty computers, several printers, as well as academic support software are used to assist students, faculty, and staff with drafting, revising, editing, integrating graphics, documentation, and publicity endeavors. Expected results: enhancement of written products through consultations and technology.

Learning Strategies: The Citadel Writing and Learning Center focuses on the enhancement of writing skills, study skills, and retention as well as learning strategies. Special attention is given to the writing and learning skills of first-year students who attend individual tutorials and group workshops; however, upperclassmen and graduate students have equal access to both writing and learning strategies programs. Toward meeting student needs in these areas, the center sponsors enrichment activities as well as monitored study sessions to assure its efforts are in concert with the objectives of other academic departments.

Jump Start: The Jumpstart Retention and Academic Enhancement Program focuses on freshmen and sophomores. Special attention is given to Learning Strategies workshops as well as individual tutorials in writing. Toward meeting student needs in these areas, the Writing and Learning Center monitors bi-weekly study sessions and presents weekly learning strategies enrichment activities to assure its efforts are in concert with objectives of other academic departments.

Athletic Study Sessions: The Athletic Study Sessions and Academic Enhancement Program focus on freshman and sophomore athletes. Special attention is given to Learning Strategies workshops as well as individual tutorials in writing. Toward meeting student needs in these areas, the Writing and Learning Center monitors bi-weekly study sessions and presents weekly learning strategies enrichment activities to assure its efforts are in concert with objectives of other academic departments.

Study Sessions for Tours Program: In the Spring 2003 term, The Writing and Learning Center, in cooperation with the Commandant's office, conducted a Weekend Study Session Program. The study sessions provided the opportunity for students to work off punishments by attending supervised study sessions on weekend afternoons. Individual tutorial sessions were also available in Learning Strategies and for Writing.

Online Writing Tutorial: The Writing and Learning Center now offers online writing tutorials for all graduate students. In addition to scheduling appointments with us on campus, graduate students now have the option of working with a writing consultant via their own home computers. Online tutorials provide more flexibility when scheduling sessions for graduate students.

IV. Assessment Tools for Writing/Learning Strategies Services

Services are assessed using a variety of evaluation forms and surveys, which are revised annually. Number of evaluation tools: 17.

- a. Writing and Learning Center Services and Programs: Presents an overview of all the former, current, and future services. In addition, this report presents the impact of these programs. This overview of services is used for documentation in our C.R.L.A. accreditation process.
- b. Summary Reports: Provides the total number of clients for the Writing and Learning Center. This is used to plan and budget for the following year.
- c. Success Rate in English 101: Compares Writing client performance in English 101 with that of non-clients. This shows the benefits of utilizing the Writing and Learning Center and is used for the English faculty meeting every August.
- d. Individual Clients: Stresses the participation rate of freshmen compared with that of the Corps. This report is analyzed from year to year and used for Academic Officer training. It shows how we improve each year to reach all the Corps more equally.
- d. Writing and Learning Center Clientele: This chart shows the breakdown in users by classification. This helps in yearly assessment and for Tutor Training and Academic Officer Training.
- e. Writing and Learning Center Services: Illustrates the distribution of clientele in two categories: writing tutorial consultations and learning strategies. Included sub- categories: collaborative learning/computer use, workshops, drop-ins, and scheduling. This statistic helps with Tutor Training and Tutor Hiring.
- f. Staffing: The Writing and Learning Center houses staff of many educational levels and backgrounds. This chart provides the total number of hours worked per each employee type including Professional, Permanent, Administration, GA, and Cadet. This chart helps with budget predictions.
- g. Staff Duties by Hour: This chart is for hiring predictions and budget reports.
- h. Company Participation: Traces the number of students who use the Writing and Learning Center in the 18 companies. This report provides valuable information for Academic Officer Training.
- i. Percentage of Writing Clients by Major: A breakdown of total clients by major. This graph is used in recruiting tutors and for briefing new faculty at orientation.
- j. Freshman Writing Sample Errors: Provides the distribution of errors among freshman writing samples. This chart shows the problem areas for incoming cadets. It also helps for initial Writing

- consultation and workshop planning.
- k. Workshop Evaluations: Students who participate in Writing and Learning workshops during the year are given evaluation forms at the end of each session. These evaluations are used for Tutor Training and Self-Assessment.
 - k. Individual Presenter Evaluations: Submitted by clients evaluating the quality of the workshop presenters. These figures are used in Tutor Training and Self-Assessment.
 - l. Writing Consultation Evaluations: Students who regularly attend writing tutorials given forms to evaluate the quality of instruction and services at the end of fall and spring semesters. These evaluations are used for Self-Assessment and any improvements made for the next year dealing with new tutorials.
 - m. Learning Strategies Evaluations: Students who regularly attend learning strategies consultations are given forms to evaluate the quality of instruction and services at the end of fall and spring semesters. These evaluations are used for Tutor Training and Self-Assessment.
 - n. Tutor Evaluation Responses: (Writing and Learning) These responses are shared with tutors during Tutor Training. Changes are made for the next year based on these comments.
 - o. Learning Strategies Topics: This chart explains what topics are covered what percent of the time in a session. These stats are used for training Learning Strategies tutors in August.
 - p. GPA Statistics: Breaks down GPAs of freshmen and the Corps by semester. These stats are used for Academic Officer Training in August.

V. Assessment Results

- a. Writing and Learning Center Services:
For the Academic Year 2002-2003, the Writing and Learning Center assisted approximately **18,129** contacts including writing and computer consultations, learning strategies, and study sessions. Writing sessions and writing workshops comprised 45% of the Center's services while Learning Strategies comprised 55%. Learning Strategies contacts have surpassed the Writing Contacts. Total contacts increased from 13,370 to 18,129 resulting in an increase of 4,759 or **36%** in one year. In the last two years, total contacts have increased from 7,176 to 18,129 or **99.7%** increase!
- b. Writing Center Clientele:
Freshmen: 62% Graduate Students: 8%
Sophomores: 20%
Juniors: 7%
Seniors: 3%
First year students continue to be the major focus for the Center's services. Sophomore use of the Writing and Learning Center doubled from 01-02 (BADM classes largely contributed to this increase.)
- c. Writing/Learning Strategies Consultation Evaluations:
Writing clients were asked to evaluate their visit(s) on a scale of 1-5

with 5 as the highest possible score. Notable results follow:

- The average mean rating for the evaluations was 4.8.
- Consultant knowledge ranked the highest of the measured statistics.

Learning Strategies one-on-one clients were asked to rate our service in four categories. On a scale of 1-5, means are listed below:

- Quality of Material 4.90
- Instructor's Enthusiasm 4.85
- Instructor's Knowledge 4.77
- Quality of Instruction 4.73

The most beneficial learning strategy skills:

Time Management
Organization
Study Skills

d. Writing/Learning Strategies Workshop Evaluations:

Writing: 309 clients benefited from the writing workshops.

- 100% of attendees found the quality of instruction to be good/excellent, marking either a 4 or 5 on the evaluation.
- 100% of attendees found the enthusiasm and subject knowledge to be good/excellent, marking either a 4 or 5 on the evaluation.
- 100% of attendees found the use of time to be either good/excellent, marking either a 4 or 5 on the evaluation.

Learning Strategies: On a 1-5 scale, workshop instruction means are as follows:

- Instructor's Enthusiasm 4.9
- Quality of Material 4.8
- Instructor's Knowledge 4.65
- Quality of Instruction 4.6

Learning Strategies Program

I. Mission

The Citadel Writing and Learning Center focuses on the enhancement of writing skills, study skills, and retention as well as learning strategies. Special attention is given to the writing and learning skills of first-year students who attend individual tutorials and group workshops; however, upperclassmen and graduate students have equal access to both writing and learning strategies programs. Toward meeting student needs in these areas, the center sponsors enrichment activities as well as monitored study sessions to assure its efforts are in concert with the objectives of other academic departments.

II. Expected Results

1. A Learning Strategies Coordinator will be hired by June 30, 2003.
2. Learning Strategies weekly appointments will increase by a minimum of 5% from AY 01-02.

3. Freshman GPA's will improve between 1% and 2% from AY 01-02 to AY 02-03.
4. 90% of the Jump Start session weeks will contain a Learning Strategies presentation.
5. 90% of the Learning Strategies staff (excluding cadet tutors) will conduct in-class workshops for Citadel 101 classes.
6. 90% of the Learning Strategies charts will be complete and contain detailed session notes and completed student information sheets.

III. Assessment Tools

1. Position description and personnel paperwork with start date before 6-30-03.
2. Summary Report from computer-generated statistics for AY 01-02 to AY 02-03.
3. GPA's will be compared for AY 01-02, 02-03.
4. A list of all Learning Strategies presentations will be listed corresponding with the Jump Start weeks.
5. A list of all Learning Strategies in-class workshops will be matched with the Learning Strategies tutors.
6. All Learning Strategies files will be checked by the coordinator for completed session notes.

IV. Actual Results

Met Objectives:

1. Learning Strategies coordinator was hired May 16, 2003.
2. Appointments increased from 1324 appointments 01-02 to 1946 appointments 02-03 resulting in a 46.98% increase.
3. 93% of the Jump Start session weeks contained a Learning Strategies presentation.
4. 100% of Learning Strategies staff (excluding cadet tutors) conducted in-class workshops for Citadel 101 classes.
5. 97% of Learning Strategies charts were complete: detailed session notes and student information sheet.

Unmet Objectives:

1. Freshman GPA's did not significantly change from 2.46 in AY 01-02 to 2.48 in AY 02-03.

Analysis of Actual Results and Recommendations

1. *Performance:*

Strengths: A Learning Strategies Coordinator was hired to oversee this growing program; we exceeded our goal by increasing Learning Strategies appointments by 47%; we exceeded our goal by providing Learning Strategies presentations for 93% of the Jump Start weeks; we exceeded our goal by maintaining complete Learning Strategies charts 97% of the time.

Weaknesses: The Freshman GPA's have not increased as predicted.

2. *Process:*

Strengths: The computer program maintained accurate records of scheduled appointments. Pulling the clients' charts allowed us to verify that accurate records were being maintained. Gathering the data for the Citadel 101 presentations confirmed that not only were many clients benefiting from the presentations, but all Learning Strategies staff were presenting.

Weaknesses: Pulling charts was tedious and inefficient. We had not consistently been keeping statistics of freshman GPA's.

3. *Recommendations:*

- Each tutor will maintain daily records containing shows, no-shows, cancels, all client information, and covered learning strategies topics. These statistics will be given to the coordinator monthly.
- We will ensure that end-of-year freshman GPA's are received by the end of May and maintained for five years in the director's office.
- During Tutor Training each August, all Learning Strategies staff will have the opportunity to practice presentations for Citadel 101 classes and Jump Start.
- Each client will take the Learning Styles Inventory, which will be kept in the client's file. Therefore, the Learning Style Inventory will become a necessary component for the complete file.
- Learning Strategies appointments do not need to increase each year by 47%, but the current client numbers should be maintained. In addition, regular weekly attendance will be stressed to clients and academic officers.

Jumpstart

I. Mission Statement:

The Jumpstart Retention and Academic Enhancement Program focuses on freshmen and sophomores. Special attention is given to Learning Strategies workshops as well as individual tutorials in writing. Toward meeting student needs in these areas, the Writing and Learning Center monitors bi-weekly study sessions and presents weekly learning strategies enrichment activities to assure its efforts are in concert with objectives of other academic departments.

II. Expected Results:

1. Establish regular attendance and study habits.
2. Increase student GPAs.
3. Conduct a Self-Assessment of strengths and weaknesses and provide strategies for academic success.
4. Determine if Jumpstart should begin fall semester.

III. Assessment Tools:

1. Completed a Focus Group Survey.
2. Kept detailed attendance records and emailed weekly attendance to Academic Officers.
3. Reviewed and evaluated fall semester grades and calculated difference with final spring grades.

IV. Actual Results:

1. Fifty-three percent of the cadets attended regularly. Increased Jumpstart from four Sundays to thirty-one sessions throughout spring semester to establish regular study habits in cadets.
2. GPAs increased .820 from fall to spring semester for cadets attending Jumpstart regularly.
3. Cadets now have the strategies to combat individual weaknesses and the tools necessary to become more academically successful.

V. Analysis and Recommendations:

1. Jumpstart should change to a “preventive” program instead of being a “reactive” program. Weaknesses are easier to counteract if dealt with early; therefore, Jumpstart should include both fall and spring semesters.
2. Attendance must be enforced by Company not by Jumpstart personnel. The Academic Officers and Company Commanders must be accountable. Also, Jumpstart could be coordinated with Citadel 101 in the fall.
3. Keep sessions on Tuesdays and Thursdays from 1900 to 2100 and have cadets Exempt from 1950 “All-Ins.” Eliminate the “last Sunday of the month” sessions.

Athletic Study Sessions

I. Mission Statement:

The Athletic Study Sessions and Academic Enhancement Program focus on freshman and sophomore athletes. Special attention is given to Learning Strategies workshops as well as individual tutorials in writing. Toward meeting student needs in these areas, the Writing and Learning Center monitors bi-weekly study sessions and presents weekly learning strategies enrichment activities to assure its efforts are in concert with objectives of other academic departments.

II. Expected Results:

1. Establish regular attendance and study habits.
2. Increase student GPAs.
3. Conduct a Self-Assessment of strengths and weaknesses and provide strategies for academic success.

III. Assessment Tools:

1. Kept detailed attendance records and emailed weekly attendance to Academic Officers and Ed Steers.
2. Ed Steers, Associated Director/ Compliance and Academics, contacted students whose GPA's had not improved.

IV. Actual Results:

1. Fifty-four percent of athletes attended weekly study sessions.

- Athletes were provided an environment conducive to studying and access to academic resources.

V. Analysis and Recommendations:

- Cadets were provided ample opportunity for academic assistance.
- Eliminate Sunday night study sessions.
- Students should be more accountable. There should be consequences for rule violations (excessive talking, tardiness, leaving early).
- More study session monitors are needed.
- Mandatory Learning Strategies appointments to stress time management.

VI. Citadel Athlete Graduation Rates:

		<u>Citadel</u>	<u>National Average</u>
1. All Athletes--	62%	52%	
2. Football Athletes--		57%	50%
3. Baseball Athletes--		57%	48%
4. Basketball Athletes--	41%	42%	

VII. Spring 2003 Student Athletes on Academic Probation

- Freshmen (C1) cadets on academic probation—7.3%
- Sophomore (C2) cadets on academic probation—6.7%
- Junior (C3) cadets on academic probation—9.1%
- Senior (C4) cadets on academic probation—3.1%

Study Sessions for Tours Program

In the Spring 2003 term, The Writing and Learning Center, in cooperation with the Commandant's office, conducted a Weekend Study Session Program. The study sessions provided the opportunity for students to work off punishments by attending supervised study sessions on weekend afternoons. Individual tutorial sessions were also available in Learning Strategies and for Writing.

The program was in effect for three weekends: April 5-6, April 12-13, and April 26-27. The chart below outlines participation:

Date	Cadets	Below 2.0	Between 2.0-3.0	Above 3.0
4/5-6	65	21	33	11
4/12-13	56	15	31	10
4/26-27	2	1	0	1
Totals:	123	37	64	22
Percentages:		30%	52%	18%

Observations:

- Over half of the students who participated in the study sessions had a GPR between 2.0 and 3.0.
- Seventy percent of the students participating in the study sessions had GPRs above 2.0.
- Forty-five percent of the students participated in more than two of the offered study sessions.

Recommendations:

Regardless of grade point ratio, any student makes better use of time studying than walking tours. Therefore, whether students with tours are in academic difficulty or not, it is advantageous for them to be able to work off some of their tours through Weekend Study Sessions.

If funds to pay weekend tutors are available, the program should be continued in the 2003-2004 academic year and more widely promoted by the Writing and Learning Center, the Commandant's Office, and the cadet Academic Officers. The benefits of this program will increase when the sessions are offered throughout the academic year (not just in April).

PROGRAM Multicultural Student Affairs

Mission Statement – The primary mission of the Office of Multicultural Student Services (MSS) is to provide minority students with academic, social, and personal support services while attending The Citadel. The MSS Office also strives to create an atmosphere that is receptive to and appreciative of the history, traditions, and cultures of all members of The Citadel Family and the surrounding communities. The Office of MSS seeks to support its mission by:

- providing academic, social, and cultural programs for minority students
- increasing the retention rate of minority students
- facilitating an appreciation of diversity and multicultural issues among all campus constituencies
- designing programs to increase the recruitment of minority students
- assisting in the development and implementation of policies that facilitate an appreciation of multicultural issues
- serving as the official Access and Equity representative

Expected Results – It is expected that students, faculty, and staff will use the services provided by the office of MSS. It is expected that individuals who use MSS, implement resource information in the classroom, in their interactions with others, and in their lives beyond The Citadel. It is also expected that students who use the office of MSS, as first year cadets, will continue to benefit as sophomores, juniors, and seniors. The following results are expected:

1. **Timeline of Services:** Students who request academic resource materials will be provided with those materials in two days or less. At the discretion of the Director of MSS, students will be referred to appropriate campus resources immediately after the assessment. Students who request information on student conferences or activities that require financial support will be provided information in two days or less.

2. **Satisfaction with Services:** It is expected that 80% of the recipients of these services will be fairly to extremely satisfied with the quality of services provided.
3. **Utilization of Services:** It is expected that these services will be used by 70% of all minority students a minimum of one time per semester.
4. **Reason for Seeking Services:** It is expected that the office of MSS will document and categorize the reasons students seek services on a daily, weekly, and monthly basis.
5. **Educational, Social, and Community Programs:** It is expected that the Director of MSS will document and categorize all programs, activities and events provided to students, faculty, and staff. Documentation will be done on a daily, weekly, and monthly basis.
6. **Competency and Professionalism of Services:** It is expected that these services will be provided in a competent manner in compliance with the rules and regulations of The Citadel. No services will be provided without the consent of the Dean of Students.

Assessment Tools – Focus groups, self-reports, documentation of participation, surveys, and longitudinal observations were used to assess the services provided by Multicultural Student Services.

Timeliness of Services – The timeliness of services provided will be measured by the initial contact date of services requested versus the date of services provided. Documentation of timeliness of services will be done on a weekly basis.

Satisfaction with Services – Satisfaction of MSS will be measured by the distribution of client satisfaction surveys, focus groups, self-reports, documentation of participation, and longitudinal observations. A survey will be distributed to participants in specific events and activities such as conferences and educational field trips.

Utilization of Services: – The utilization of services will be measured by documenting the following data:

- the total number of students served
- the number of students needing academic resource materials
- the number of students using the resource library
- the number of students participating in conference activities
- the number of students with race, gender, or ethnicity related problems
- the number of times students use specific services
- the demographic characteristics of students receiving or using services

Reasons for Seeking Services: The reasons students seek the services of MSS will be measured by documenting the following data:

- Students typically visit the office of MSS for the following reasons:
 - academic assistance
 - internships
 - conference information
 - racial, ethnic, or gender related issues

- use of resource library
- participation in campus programs and activities

Educational, Social, and Community Programs: These programs will be measured by documenting the following data:

- the number of students attending conferences
- the number of students participating in the minority mentoring program
- the number of students participating in campus programs and activities
- the number of students participating in minority internship programs
- the number of students participating in volunteer community activities

Quality of Services – Quality of services will be measured by client satisfaction surveys and performance evaluations of the director of MSS.

Assessment Results – During the 2001-2002 school term 1118 cadets, faculty, staff and members of the community, attended programs sponsored by the MSS Office. 667 people attended the Black History and Women’s History Month programs. 325 people attended the four other diversity programs (Holocaust program, MLK celebration, Dr. Kennedy lecture, and the Larry Bell workshop). 126 cadets participated in the African American Society and Hispanic Culture Club events sponsored by the MSS Office.

Results of two focus groups of minority students indicate an overall appreciation and support of the diversity programs among minority students.

As a result of the recruiting activities sponsored by the MSS Office 45 minority prospects were identified for the class entering in the fall of 2003. On campus retention efforts yielded the participation of 43 African American Students and 12 African American members of the faculty and staff in the Minority Faculty/Staff Mentoring Program.

The funds allocated by the State’s Access and Equity Program allowed the MSS Office to provide programs and resources that serviced over 800 middle and high school students, cadets, and faculty and staff members.

Students who used the resource library and academic tutorial materials were extremely satisfied with the services of the Multicultural Student Services office.

Major Actions and Issues – The Office of Multicultural Student Services sponsored several programs for minority students and the entire Citadel community during the 2001-2002 school year. Captain Robert Pickering, Director of Multicultural Student Services, served on several campus and tri-county area committees. The MSS office also supervised two programs sponsored by the South Carolina Commission on Higher Education. The Higher Education Awareness Program (HEAP) is designed to introduce eighth grade students in South Carolina to higher education. The Citadel’s partner institutions are: Brentwood Middle, CE Williams Middle, Rivers Middle, St. George Middle, Moultrie Middle, Norman C. Toole, and Thomas Cario Middle. The Access and Equity program is designed to assist in the recruiting, retention, and academic development of minority students enrolled in South Carolina colleges and universities. The Commission on Higher education awarded The Citadel \$13, 437.00 in Access and Equity Funds. The Citadel matched, dollar for dollar, the allocated funds.

The 2002 Black History Month Celebration, with a theme of “We Were Always There, United and Standing: A Tribute to African Americans in the United States Military,

included eight programs and activities. Over 500 cadets, faculty, staff, and community members attended the scheduled events and activities. Highlights from the celebration included a keynote address by Lt. Col Hiram E. Mann, an original Tuskegee Airman.

Mrs. Gail Buckley, author of American Patriots: The Story of Blacks in the Military from the Revolution to Desert Storm and daughter of the legendary Lena Horne, conducted a lecture and book signing. The celebration also included musical performances from the Charlton Singleton Quartet, The Mount Zion Male Gospel Choir, The Citadel Gospel Choir, and Equal Rights Reggae Band. A panel discussion was held to discuss the roles and the accomplishments of African Americans in the US Military, past and present. Invited guest included Lt. Col. Patricia Abraham, 1st Sgt. Ellis Cunningham, and Sgt. King Ferguson. The Celebration concluded with the African American Society Bazaar.

With the assistance of Dr. Catherine Clinton, Mark Clark Chair of the History Department, two programs were conducted to celebrate Women's History Month.

Mr. James Hogue of UNC-Charlotte, Mr. J. Michael Gelfand of the University of Arizona at Tucson, and Mrs. Amy McCandless of the College of Charleston, conducted a panel discussion on the integration of women into military colleges. Lt. General Claudia Kennedy conducted a lecture and book signing based on her recent memoir, Generally Speaking.

Several other diversity programs were conducted during the 2001-2002 school term. Mr. Pincus Kolender and Mr. Joe Engel conducted a very emotional discussion about their survival at the infamous Auschwitz Death Camp in Poland. Harvard Law Professor, Dr. Randall Kennedy, conducted a lecture and book signing on his latest book, Nigger: A Strange Career of a Troublesome Word. Mr. Larry Bell, Citadel Class of '77 and owner of Multicultural America Inc., conducted a workshop on ensuring success in a diverse workplace. Dr. Katherine Clinton served as the keynote speaker for the Dr. Martin Luther King Jr. Day Celebration. Dr. Clinton discussed the life of Harriet Tubman, a pioneer in the fight for freedom and equality.

The MSS Office also provided financial support for the African American Society and the Hispanic Culture Club. The office sponsored the African American Society Annual Banquet and the Kwanzaa Celebration. It also sponsored the Hispanic Culture Club Annual Cookout at The Citadel Beach House.

The Office of Multicultural Student Services sponsored a "Welcome Reception" for incoming, in-state, minority students. The students were introduced to the Directors of Academic Support Offices and had the opportunity to meet faculty, staff and current cadets.

In summary, the activities and programs sponsored by the office of Multicultural Student Services were well received, beneficial, and supported by the faculty, staff, students and community.

Services Provided in 2001-2002

Student and Staff Conferences

National Black Student Leadership Development Conference, Richmond, VA

National Conference on Race and Ethnicity, Seattle, WA

National Conference on Multicultural Affairs in Higher Education, San Antonio,

TX

Participation on Committees and Small Groups

Black History Month Committee (Chair)
Charleston Area Black History Intercollegiate Consortium (Secretary)
Minority Students Focus Groups
Fine Arts Committee
The Citadel Staff Council (Chair)

Other Services

Campus Resource Library
Academic Resource Materials

Major Goals and Objectives for AY2002-2003

The MSS Office has three major goals and objectives for AY2002-2003. The first goal is to plan and coordinate programs to celebrate Hispanic Heritage Month, Native American History Month, and Asian American History Month, in addition to Black History Month and Women's History Month. Secondly, the MSS Office will create new programs and provide additional financial support to increase the enrollment of minority students at The Citadel. The recruiting programs will be conducted in conjunction with the Office of Admissions. Finally, the MSS Office will provide a major academic workshop and a campus-wide diversity program each semester of AY 2002-2003.

The MSS Office will continue to support the minority students and minority student organizations and will continue to serve as the Access and Equity Representative.

PROGRAM Career Services

Mission Statement

The mission of Career Services is to enhance a graduate's preparedness for the world of work by offering opportunities for interaction between prospective employers and the individual through career counseling, planning, job search, and graduate school research instruction, and by providing resources to cadets, students of the College of Graduate and Professional Studies, and alumni.

Expected Results

To maintain (and expand) the number of firms and organizations with interests in recruiting Citadel graduates, and to maintain (and expand, as resources permit) career planning and preparation instruction and services to Citadel students and alumni.

Major Goals

To increase participation at the Career Services Fair.

The Career Services Fair set another record, attracting over 150 representatives from 106 organizations. This provided an excellent opportunity for all majors, graduate and undergraduate, to learn about a wide variety of employment possibilities.

To increase the number of recruiters visiting campus.

A record number of on-campus recruiting visits were scheduled. One hundred and four visits were scheduled. Of these 104 scheduled visits, lack of available students (especially in areas of Computer Science, Electrical Engineering, and Civil Engineering) resulted in firms canceling 14 of the visits. The job market for those with technical skills remained especially strong throughout the year, with fewer students seeking positions than the number of positions available. The highest salary offer verified for an undergraduate was \$55,500 (EE major) from the Johns-Hopkins Applied Physics Laboratory.

PROGRAM Counseling Center

I. Mission/Purpose

The primary mission of the Citadel Counseling Center (CCC) is to support the mission and goals of The Citadel, The Military College of South Carolina. The CCC seeks to support the mission of The Citadel by:

- supporting students' intellectual development and facilitating their successful completion of academic goals, in an effort to complement the College's mission to educate undergraduates and graduate students, and
- supporting students' personal and interpersonal functioning in an effort to complement the College's mission to support the growth and development of character.

Goals for Services

The CCC staff provides several services to contribute to students' development.

- 1. Individual Assessment and Counseling:** Licensed psychologists and therapists provide currently enrolled undergraduate and graduate students with professional, confidential assessment and short-term counseling services related to personal, developmental, educational, and career concerns. The staff seeks to assist students in understanding their difficulties and help them develop strategies to address their concerns. The administration and interpretation of standardized personality assessment instruments and career interest inventories are also available to students.
- 2. Referrals:** At times, students seeking counseling may benefit from additional or alternative support services. As needed, the staff offers students referrals to other campus support services, such as the Infirmary and/or The Center for Academic Enrichment. In addition, the staff can provide students with referrals to local off-campus mental health care providers, such as psychiatrists who provide medication evaluations or therapists who provide long-term psychotherapy services.
- 3. Crisis Intervention:** The staff provides 24 hour a day emergency mental health services. This service is available at the CCC and the Infirmary during office hours. This emergency service is also available at the Infirmary after office hours and during the weekends when the Infirmary is open.

4. **Consultation:** The staff consults with students, staff, faculty, and students' family members who have questions about the services offered by the CCC and who may have concerns about the personal functioning of a student. Based on an evaluation of these concerns, the staff offers recommendations for intervention and support services.
5. **Substance Abuse Prevention Program:** Under the supervision of the Substance Abuse Prevention Coordinator, the staff provides individual assessment, education, and counseling to students in which there is a concern about the student's use of alcohol and/or other substances. Educational resources include the use of readings, videos, an interactive computer program, and an interactive educational class.
6. **Education and Prevention Programs:** Programs designed to introduce new students to the services offered by the CCC and programs to provide education about common mental health issues among college aged students are offered annually.

II. **Goals and Expected Results**

The following results are expected:

1. **Timeliness of Services:** It is expected that all of the services described above will be provided in a timely manner. Specifically, all students requesting a counseling appointment will receive an appointment within two weeks of the request and all students requesting an emergency "same-day" appointment will meet with a counselor on the day of their request.
2. **Satisfaction with Services:** It is expected that the majority of recipients of these services will be satisfied with the quality of service, as indicated by a rating of either moderate or strong agreement with items on the Client Satisfaction Survey.
3. **Utilization of Services:** It is expected that these services will be used routinely by the students and staff at The Citadel with at least 15% of all cadets enrolled in the college receiving direct individual counseling.
4. **Reasons for Seeking Services:** It is expected that the staff will document the reasons services are used by clients. It is expected that the primary focus of services provided by the Counseling Center will be to address "personal" concerns such as adjustment to college, anxiety, depression, etc. among at least 90% of students seeking counseling services (as compared to "academic" or "career" concerns which would likely be better addressed by The Center for Academic Enrichment or Career Services).
5. **Educational Programs:** It is expected that the staff will document the types of educational programs provided to members of The Citadel community. Programs will include addressing issues of common concern to college students including substance abuse, depression, and anxiety as well as programs which are needed specifically among Citadel students to address identified concerns.

- 6. Competency of Services:** It is expected that these services will be provided in a competent manner in compliance with the state laws of South Carolina and national ethical principles of counselors and psychologists.

III. Assessment Tools

- 1. Timeliness of Services:** The timeliness of the provision of counseling services is measured by the use of a waiting list to schedule counseling appointments. A waiting list is used if the staff is unable to accommodate a student's request for an appointment within two weeks of the request. Requests for emergency consultation and crisis intervention services are addressed immediately by paging a staff member upon request. With regard to requests for non-emergency consultation, staff will respond to these requests within two days of the request.
- 2. Satisfaction with Services:** Satisfaction with counseling services is measured by the distribution of client satisfaction surveys. A survey (copy attached-Appendix A) is mailed or emailed to each client who receives counseling services if the client has provided permission for a survey to be mailed to their campus, home, or email address.
- 3. Utilization of Services:** The utilization of the services of the CCC will be measured by documenting the following data:
- the total number of students served,
 - the number of individuals receiving counseling,
 - the number of non-client students for whom consultation was provided,
 - the demographic characteristics of students receiving counseling,
 - the number of hours of counseling provided,
 - the average number of counseling sessions provided, and
 - the number of consultations provided.
- 4. Reasons for Seeking Services:** The reasons students seek services at the CCC will be measured by documenting the following data:
- the primary reason students seek counseling, including out-processing and mandatory discipline referrals,
 - the primary focus of counseling,
 - the most common presenting concerns of students seeking counseling, and
 - the severity of students' concerns, as measured by:
 - the number of off-campus referrals provided,
 - the number of hospital admissions,
 - the number of emergency services provided, and
 - the frequency of severe client concerns.
- 5. Educational Programs:** Educational programs provided by the CCC staff will be measured by documenting the following data:
- the number of students attending programs which introduce the services available in the Counseling Center
 - the number of students attending alcohol abuse prevention programs,
 - the number of students attending educational programs on other

- topics such as depression, anxiety, and college adjustment,
- the number of requests for additional educational, prevention programs to address specific concerns and needs among Citadel students, and
- the number of other educational initiatives and prevention programs which are coordinated by the Counseling Center staff.

6. Competency of Services: Competency of services is measured objectively by particular questions on the client satisfaction survey. In addition, competency of services is also addressed through case conferences, peer review meetings, and individual supervision.

IV. Assessment Results

1. Timeliness of Services: Regarding the timeliness of services, a waiting list was not used during the 2002-03 academic year; all students requesting an appointment for counseling were offered an appointment within two weeks of their request. In addition, all students requesting an emergency “same-day” appointment met with a counselor on the day of their request. Thus, the CCC fulfilled its goals in this area.

2. Satisfaction with Services: Regarding students’ satisfaction with counseling services, a client satisfaction survey was completed and returned by 27 students who had received counseling during the 2002-03 academic year. This sample included 20 men and 7 women, 17 of whom were Caucasian students. In addition, the sample included 24 undergraduates, 8 of whom were 4th class cadets, and 3 graduate students. The majority of the respondents, 23 students, indicated they scheduled an appointment at the CCC for personal counseling. Among students required to seek counseling, 2 students were mandated discipline referrals. The results of the survey indicated that the majority of respondents rated the services provided by the CCC positively.

Thus, the CCC fulfilled its goals in this Students are given the opportunity to respond to open-ended questions on the client satisfaction survey. The most common positive comment regarding the CCC was that students reported feeling it was helpful to talk with someone. As in previous years, the return rate for these evaluations was very poor. Among 279 clients, only 227 clients provided written permission to receive mail from the CCC. Among these 227 clients, only 27 returned the evaluation, about 12% of the total sample.

3. Utilization of Services: Regarding the utilization of counseling services, data was collected regarding the types of services provided by the CCC between May 13, 2002 through May 11, 2003. Overall, the CCC fulfilled its goal in this area, with 15% of all cadets receiving direct individual counseling services. About 34% of all cadets who graduated in May 2003 received counseling services or consultation at some time during their enrollment at The Citadel.

A total of 542 students received services in the CCC during the year, a moderate increase compared to last year. Among this group, services are

described as either “counseling” or “consultation”. During the 2002-03 academic year, 279 individuals received counseling, a slight increase compared to the 2001-02 academic year. Among clients receiving counseling, the demographic characteristics indicate that the majority of individuals receiving counseling were male, Caucasian, 4th class cadets.

During the 2002-03 academic year, a total of 756 hours of counseling was provided to 279 students. The significant majority of counseling provided can be characterized as “short-term counseling”, with 85 students attending one counseling session and 189 students attending between 2 to 10 counseling sessions. Thus, a total of 98% of clients received counseling within the limits of the short-term model. The average number of sessions for undergraduate cadets, excluding out-processing cadets, was about 2.63 sessions a year, while the average number of sessions for graduate students was 4.07 sessions a year.

Regarding consultation, a total of 2699 consultations regarding Citadel students were provided by the CCC staff. Overall, 2003 consultations were provided regarding 230 of the 279 clients within the context of counseling. In addition, 696 consultations were provided regarding 263 students who were not clients. These statistics illustrate the significant frequency of counselors' contacts with faculty, staff, students, and parents in an effort to facilitate both progress in counseling for clients and to offer support and recommendations to others regarding Citadel students who are not currently clients at the CCC.

- 4. Reasons for Seeking Services:** Among the 279 clients, 96% of these students received counseling to address “personal concerns”. Thus, the CCC fulfilled its goal in this area. Overall, 217 individuals sought counseling voluntarily, as compared to 62 students referred for discipline reasons.

As in the past, the primary focus of counseling for most clients was to address concerns regarding alcohol and/or substance abuse. Other common reasons for seeking counseling included concerns regarding depression and anxiety. During the course of counseling, students often addressed several different concerns. As in the past, the most common concerns included alcohol/drug use, anxiety, depression, academics, and family members.

Students were referred to other on-campus resources for additional services often. The most frequent referrals included recommending students seek services at the Infirmary or Special Services, and recommending students consult with the Ombudsperson, faculty members, and staff or cadets in their chain of command.

The severity of concerns presented by students was measured based on several criteria. First, the number of clients referred off-campus for additional specialized services was documented. It was noted that about 10% of clients were referred to an off-campus psychiatrist for an evaluation for medication to treat significant psychological difficulties, and about 5% were referred to an off-campus counselor for long-term therapy.

Second, the number of students referred off-campus to a hospital for admission to a psychiatric unit was documented. It was noted that four

clients were hospitalized this year for mental health reasons.

Third, the number of students needing emergency psychological assessments was documented. About 17% of all clients needed this type of emergency service.

Fourth, the number of students receiving counseling who described potentially dangerous concerns was documented. About 7% of clients described thoughts of suicide, somewhat fewer than last year. However, only about 6% of clients expressed concerns about anger and needing assistance with anger management, a notable decrease as compared to last year. Similarly, the number of clients who described engaging in violent behavior, or disclosed that they were a victim of violence by other students decreased as compared to last year.

Lastly, a significant number of clients were prescribed medication to address psychological concerns. Overall, 17% of CCC clients, a total of 47 clients, were prescribed medication for psychological difficulties-- 27 clients were prescribed medication before coming to the CCC and 20 clients were prescribed medication during counseling. In addition, recommendations to seek an evaluation for medication were offered to 2 clients who chose not to seek an evaluation. Among these 47 clients prescribed medications for psychological difficulties, 32 clients were prescribed one medication, 11 were prescribed two medications, and 4 clients were prescribed 3 or more medications. Regarding the types of medications prescribed, 27 clients were prescribed stimulants for Attention Deficit Hyperactivity Disorder (including Ritalin, Adderall, Strattera, Cylert, Concerta, or Dexedrine). Of these 27 clients, 25 clients had been prescribed medicine for Attention Deficit Hyperactivity Disorder before coming to the Counseling Center. In addition, 20 clients were prescribed antidepressants (including Prozac, Paxil, Zoloft, Effexor, Wellbutrin, Celexia, Remeron, or Lexapro) and 4 clients were prescribed antianxiety medication (Ativan). Two clients were prescribed medication to improve sleep (Ambien, Sonata, Trazedone). Seven clients were prescribed medications to treat other psychological or behavioral concerns (Depakote, Risperdal, Klonopin).

5. Education Programs: With regard to education, the CCC staff provided 63 educational programs this year. The CCC staff provided 29 programs introducing the services of the CCC to 4th class cadets, cadet leaders, graduate students, and faculty/staff. The Substance Abuse Prevention Coordinator provided 13 programs related to alcohol and drug abuse. Lastly, the CCC staff promoted several other educational initiatives. Programs related to stress management were requested frequently this year with 10 programs on this topic provided this year as compared to none three years ago. Several national screening and awareness week programs were also provided and the topics were quite diverse including alcohol abuse, depression, anxiety, smoking and eating disorders.

6. Competency of Services: First, competency of counseling services was measured objectively by questions on the client satisfaction survey. During the academic year 2002-03, 27 client satisfaction surveys were completed and returned by clients. The results indicated that clients rated counseling

services positively.

Second, competency of counseling services was reviewed through case conference and peer review meetings. During these staff meetings, the staff chose particular clients who were experiencing severe or unusual concerns to discuss. Recommendations from the staff were provided to the particular counselor in an effort to improve the services provided.

Third, competency of counseling services was reviewed through individual supervision. Meetings between the Director and staff members were scheduled to review clients who were not making significant progress in counseling or students in which there were concerns about the counselor's judgment regarding treatment planning. The client's file was reviewed by the Director and recommendations for improving services were provided by the Director to the counselor in writing.

V. Major Actions

- 1. Staff:** For the academic year, counseling services were provided by five professional staff members-- LTC Suzanne Bufano, Ph.D., the Director of the Counseling Center, CPT Joneis Thomas, Ph.D., the Substance Abuse Prevention Coordinator, CPT Joseph Bradham, Psy.D., a staff psychologist, Kate Harris, Ph.D., a staff psychologist, and CPT Elissa Blake, Psy.D., a postdoctoral supervisee in clinical psychology. Ms. Tiffany Britt, a permanent, full-time administrative specialist, joined the CCC staff in August, 2001 and she continues working at the CCC. With the consistent, competent, dependable secretarial support provided by Ms. Britt, the functioning and productivity of the CCC has improved significantly during the past year.

Dr. Blake joined the CCC staff in August, 2002, filling the position vacated by MAJ Ross when she chose to resign to complete her doctoral studies. Dr. Thomas began working only part-time in August 2002 in order to pursue her interest in private practice. Dr. Harris assumed the remaining part-time responsibilities of Dr. Thomas' position. Unfortunately, effective June 30, 2003, Dr. Thomas resigned as the Substance Abuse Prevention Coordinator. A search is in progress to fill this position on a full-time, permanent basis. It is unclear at this time if the part-time, temporary position filled by Dr. Harris will be funded next year.

VI. Issues and Concerns

1. Retention of Counseling Center Staff

During the past five years, a CCC staff member has resigned every year and it has been necessary to begin a search to fill the vacated position. Staff members' reasons for their resignations have included:

- significant salary increase with a faculty position (2 staff)
- significant salary increase in private practice (2 staff)
- significant salary increase with position in a private organization (1 staff)
- feeling that their state position classification as a Human Services Coordinator I does not accurately reflect the staff member's

educational level, work experiences, skills/knowledge, as well as the significant responsibilities involved in the position.

The negative consequences of poor staff retention and annual searches to fill vacated positions include:

- significant annual recruitment expenses including advertising, travel/room/board expenses for on-campus interviews, and most recently, moving expenses for new staff members which have been necessary to be competitive with other colleges recruiting counseling center staff members
- significant time consumed during a 4 month period of time of recruitment, interviewing, and selection, resulting in less time for staff members to fulfill other job responsibilities
- significant time consumed during the first year that a new staff member is employed when the CCC staff orients the new employee to the multiple specific policies and procedures of the CCC, as well as orient the new staff member to the college policies and unique culture of a military college
- significant time during the first year when the director must provide weekly supervision and review all client notes written by the new staff member, as required by the state of South Carolina for state licensure of new psychologists
- lack of continuity of care for students when their therapist does not continue to work at the CCC

As a result, it is recommended that The Citadel continue to evaluate the reasons for poor staff retention in the CCC, perhaps with the assistance of personnel in Human Resources. Following this evaluation, it will be important to begin to develop and implement strategies to improve retention in an effort to avoid continuing to experience the negative consequences of poor retention of competent staff in the CCC.

2. Clinical Issues

The following issues represent continued concerns related to the severity of presenting problems among clients who received counseling during the past year.

a. Substance Abuse

Alcohol and other substance abuse continues to be the most common focus of counseling. This year, substance abuse was described as the primary focus of counseling for 63 clients who were referred for discipline reasons and for 10 clients who sought counseling voluntarily for substance abuse concerns. In addition, among 279 clients, 117 clients, about 42% of all clients, described substance abuse as a concern during the course of counseling. As a result, it is strongly recommended that substance abuse prevention and outreach continue to be addressed comprehensively by various constituencies within the college.

b. Severity of Client Concerns

Clients continue to present at the CCC with increasingly severe concerns. Examples of severe clients' concerns include:

- Emergency Services - 17% of clients needed emergency services this year
- Assault/Abuse/Harassment - 8% of clients expressed concerns that they had been assaulted, abused, or harassed this year
- Anger Management - 6% of clients expressed concerns related to feeling angry and having difficulty with anger management this year

Examples of other severe client concerns, in which the frequency of clients reporting these concerns has remained relatively consistent during the past two years includes:

- Medication - 17% of clients were prescribed or referred for medication to address their severe psychological difficulties
- Suicidal Thoughts - 7% of clients described having thoughts of suicide or wishing they were dead.
- Violence - 5% of clients reported being involved in physical violence
- Eating Disorders - 5% of clients described symptoms of anorexia or bulimia
- Self Injurious Behavior - 2% of clients described engaging in self injurious behavior, such as cutting or burning themselves

3. General Counseling Center Services

- a. **Client Satisfaction Survey:** During the past 5 years, the return rate for client satisfaction surveys has been very poor. This year, support staff utilized a great deal of time reviewing 279 files and mailing 227 surveys, both through campus mail and the use of an anonymous email survey. Despite these efforts, only 27 completed surveys were received. This return rate, only 12%, is clearly unacceptable. As a result, it is recommended that if vacant positions are filled successfully, the CCC will examine additional new alternatives to improve the assessment of client satisfaction.
- b. **Communication with The Citadel Community:** There was a moderate increase in the number of consultations offered to non-clients this year. This indicated that The Counseling Center is in greater communication with those who may choose not to enter the official care of The Counseling Center, but who may still need assistance of some kind. This is positive in that individuals who seek consultation now may feel more comfortable seeking services later if the need arises. It will be important for The Counseling Center Staff to continue efforts in communication and building relationships across the entire Citadel campus and community. The better the communication and relationships are, the more effective The Counseling Center can be in the provision of services offered.
- c. **Students Prescribed Medication:** About 17% of clients at the CCC were prescribed medication for psychological difficulties -- 27 clients were prescribed medication before coming to the CCC and 20 clients were referred to a psychiatrist to begin taking medication. These students often require off-campus appointments with psychiatrists for

medication. Cadets in particular have difficulty accepting referrals for medication evaluations with off-campus psychiatrists for several reasons including:

- concerns about asking their parents for financial assistance or access to health insurance to pay for an off-campus psychiatrist
- insurance policies with inadequate mental health care coverage
- high expense of services for psychiatrists who do not accept insurance
- difficulty coordinating transportation off-campus for appointments
- difficulty/discomfort requesting special leave to attend appointments
- lengthy waiting lists for off-campus psychiatry services

It is likely that the number of students requiring medication for mental health issues will continue to increase. This is a clearly documented national trend -- about 51% of small colleges in the U.S. with 2500 students or less employ a part-time psychiatrist to address this issue.

As a result, it is recommended that The Citadel begin to consider employing a part-time psychiatrist to provide these services on campus for our students. The benefits of this plan would include:

- eliminating students resistance to medication which is based solely on financial issues
- eliminating transportation difficulties
- eliminating special leave issues
- assist in the control of abuse of stimulant medication for Attention Deficit Hyperactivity Disorder
- assist in facilitating emergency hospital admissions for mental health reasons such as suicidal ideation.

4. Services Related to The Corps of Cadets

- a. Misuse of Counseling Center Resources by Cadets:** On occasion, cadets present to the CCC seeking assistance in the reduction and/or elimination of punishments or seeking "stress leave" in order to receive special permission to leave campus while on restriction. Cadets present to the CCC describing a significant level of distress related to either their punishments or lack of freedom. In an effort to provide competent and ethical services, the students must be thoroughly evaluated based on their concerns and level of distress. When cadets are informed by the CCC staff member that the staff member is not willing or able to reduce their punishments or provide stress leave, cadets become frustrated and often fail to follow through with recommendations for continued services at the CCC. It is recommended that the staffs in the CCC and the Commandant's Department collaborate in communicating clearly and consistently that the CCC staff does not have the authority to reduce punishments or provide stress leave. However, both the staffs in the CCC and the Commandant's Department should instead communicate to cadets that they may benefit from counseling in order to cope with the frustration of receiving punishments and being restricted to campus.

- b. **Counseling and Discipline:** This year, 23% of all students seen at the CCC were referred from the Commandant's Department for discipline reasons or mandated risk assessments. In addition, 40% of clients indicated that current or pending punishments were a primary concern for them. As described above, when cadets learn that the CCC staff will not advocate on their behalf for a reduction in punishments, they frequently become frustrated and terminate services. This prevents them from having the opportunity to work through the frustration of their situation in order to learn from it, avoid engaging in similar inappropriate behavior in the future, and develop coping strategies to deal with difficult situations.

It is recommended that the staffs in the CCC and the Commandant's Department discuss this issue and reach a common understanding of the goals of both counseling and discipline. The CCC staff appreciates and supports the referral of cadets to the CCC when cadets are experiencing stress related to discipline. However, we believe that cadets would benefit from experiencing the natural consequences of their behavior by receiving punishments from the Commandant's Department while simultaneously receiving counseling to develop strategies to cope with their frustrations related to discipline.

5. The College of Graduate and Professional Studies (CGPS)

- a. **Services for Graduate and Evening Undergraduate Services:** Our service with graduate and evening undergraduate students is still far below ideal. A combination of the demands of the cadets during regular business hours, an average of 8.7 consultations per cadet seeking services at The Counseling Center, and that fact that CGPS is a primarily "off-hours" academic program has prevented The Counseling Center from being as effective in our outreach and education efforts with this population. As resources permit, The Counseling Center will need to be more active and involved with the CGPS in providing mental health services.

Majors and Concentrations

Interim Report: Teacher Education Programs

School of Education

Mission

The mission of the School of Education's undergraduate and graduate programs is to serve the people of the Lowcountry, the state of South Carolina, the Southeast, and the nation by providing high quality programs in the preparation of secondary teachers in Social Studies, English, Mathematics, Science, Biology, and a K-12 program in Physical Education. The School of Education's graduate programs prepare secondary school teachers, school counselors, reading teachers, and educational administrators. The School of Education has adopted Learner-Centered Education as its conceptual base and this conceptual base serves to orient all programs toward maximizing the learning of

an individually and culturally diverse student population. Learner-Centered Education embodies the learner and learning in the programs, policies and teaching that support effective learning for all students. This conceptual base serves as a framework for scholarly activity, curriculum development and revision, teaching and other professional endeavors.

Assessment Results/Actions Taken

1. A comprehensive workshop was held during the Spring 2003 semester and the institutional report is currently being prepared.
2. Each of the three divisions within the School of Education is in the process of preparing the program reviews for submission to the specialized societies. Matrices are being prepared by all divisions as well as transition plans.
3. Dispositions for the School of Education have been developed and are currently being revised for incorporation within the institutional report.
4. Faculty members within the School of Education have been assigned various standards for NCATE and six committees have been formed in the development of these standards.
5. The School of Education has formed a search committee for the advertising and hiring of a professor of Educational Leadership.

BS Education (Biology Teaching Field)

I. Mission/Purpose

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies). Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgments, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

II. Expected Results

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed

all dimensions of the ADEPT successfully and will complete the internship with a grade of B or higher.

III. Assessment Tools

- PRAXIS I
- PRAXIS II
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful classroom experience (60 days)
- Successful field experiences

IV. Assessment Results

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Action Taken and Resources Needed

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

BS Education (English Teaching Field)

I. Mission/Purpose

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies). Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgments, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

II. Expected Results

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed all dimensions of the ADEPT successfully and will complete the internship with a grade of B or higher.

III. Assessment Tools

- PRAXIS I
- PRAXIS II
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful classroom experience (60 days)
- Successful field experiences

IV. Assessment Results

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Action Taken and Resources Needed

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will

be examined to determine specific strengths and weaknesses of the program.

BS Education (Mathematics Teaching Field)

I. Mission/Purpose

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies).

Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgments, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

II. Expected Results

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed all dimensions of the ADEPT successfully and will complete the internship with a grade of B or higher.

III. Assessment Tools

- PRAXIS I
- PRAXIS II
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful classroom experience (60 days)
- Successful field experiences

IV. Assessment Results

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Action Taken and Resources Needed

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

BS Education (Science Teaching Field)

I. Mission/Purpose

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies). Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgments, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

II. Expected Results

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed all dimensions of the ADEPT successfully and will complete the internship with a grade of B or higher.

III. Assessment Tools

- PRAXIS I
- PRAXIS II
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors

- Successful classroom experience (60 days)
- Successful field experiences

IV. Assessment Results

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Action Taken and Resources Needed

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

BS Education (Social Studies Teaching Field)

I. Mission/Purpose

The Citadel views the classroom teacher (secondary level) as an individual who combines expertise in a teaching field (specialty studies) with the clinical problem-analysis, problem-solving, decision-making skills of a professional (professional studies). Insofar as professional studies, the following specific goals are applicable to the basic certification programs. Graduates with a B.S. in Education should demonstrate the following competencies:

1. a knowledge of the content of the emotional and psychological needs of students and of himself;
2. an ability to think critically, to make reasoned judgments, and to pursue a disciplined method of inquiry;
3. an ability to evaluate a variety of strategies for teaching and learning,
4. a knowledge of the school in relation to the political and social system.

II. Expected Results

It is expected that 100% of the students will graduate with a 2.5 or higher and will have successfully passed all sections of the PRAXIS I. The student will have completed all dimensions of the ADEPT successfully and will complete the internship with a grade of B or higher.

III. Assessment Tools

- PRAXIS I
- PRAXIS II
- Cooperating Teacher Evaluations
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful classroom experience (60 days)
- Successful field experiences

IV. Assessment Results

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Action Taken and Resources Needed

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

Educational Leadership

I. Mission/Purpose

In addition to the mission of the Department of Education, the mission of the educational leadership program for elementary and secondary school administration and supervision is to prepare individuals who demonstrate leadership in the improvement of

practice; promote policy that has a positive impact; and communicate their knowledge of education to others.

II. Expected Results

In conjunction with the program mission, the learner will be:

- knowledgeable of human and public relations problems in education
- knowledgeable of new curricular developments and trends
- skilled in the practical applications of educational research
- competent in applying principles of human and group behavior to problem situations
- knowledgeable of and competent in pupil and staff personnel administration
- knowledgeable of different management styles and competencies

III. Assessment Tools

- PRAXIS II
- Alumni Survey
- Administrative Portfolios

IV. Assessment Results/Actions Taken/Resources Needed

All candidates must successfully complete all coursework and field experiences for 9 courses (27 hours) with a minimum 2.8 GPR, and pass the PRAXIS exam (minimum score 590) for admission into the internship. The internship (300 field-based hours) is successfully completed in 2 courses over 2 semesters. Results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS results, qualitative data will be evaluated from the professional portfolios and internship experiences. A structure interview will be conducted for each candidate entering the Masters of Education in Educational Leadership, Elementary or Secondary School Administration and Supervision, and Specialist in Educational Leadership, School Superintendent. A second self-assessment ISLLC Leadership inventory will be administered prior to enrolling in the administrative internship. Results will be compared to measure candidate growth and achievement of program goals.

V. Major Actions and Issues

Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through. In order to be able to effectively use information derived from the data, it will be necessary to compile all the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to graduates. The data will be analyzed and compiled with other information in order to make decisions about the program.

MAT Secondary Education (Biology Teaching Field)

I. Mission/Purpose

The MAT program is designed for students seeking initial teacher certification in

the fields of English, Biology, Social Studies, or Mathematics. The program shares the philosophy and conceptual base of the School of Education: learner-centered education. Students will study learner-centered education in their courses and make its principles a part of their own philosophy. In addition to this underpinning of the program, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, educational foundations, and research, and of course, an understanding of the academic content the student proposes to teach.

II. Expected Results

It is expected that 100% of the students will graduate with an overall GPA of 3.0 or higher and will meet the minimum score on the PRAXIS II specialty exam. Every student will successfully complete ADEPT and will have developed a comprehensive portfolio.

III. Assessment Tools

- ADEPT
- PRAXIS II
- Cooperating teacher evaluation
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful completion of classroom experience, i.e., internship for a minimum of 60 days
- Successful field experiences

IV. Assessment Results/Actions Taken/Resources Needed

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Major Actions and Issues

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will

be examined to determine specific strengths and weaknesses of the program.

MAT Secondary Education (English Teaching Field)

I. Mission/Purpose

The MAT program is designed for students seeking initial teacher certification in the fields of English, Biology, Social Studies, or Mathematics. The program shares the philosophy and conceptual base of the School of Education: learner-centered education.

Students will study learner-centered education in their courses and make its principles a part of their own philosophy. In addition to this underpinning of the program, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, educational foundations, and research, and of course, an understanding of the academic content the student proposes to teach.

II. Expected Results

It is expected that 100% of the students will graduate with an overall GPA of 3.0 or higher and will meet the minimum score on the PRAXIS II specialty exam. Every student will successfully complete ADEPT and will have developed a comprehensive portfolio.

III. Assessment Tools:

- ADEPT
- PRAXIS II
- Cooperating teacher evaluation
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful completion of classroom experience, i.e., internship for a minimum of 60 days
- Successful field experiences

IV. Assessment Results/Actions Taken/Resources Needed

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Major Actions and Issues

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

MAT Secondary Education (Mathematics Teaching Field)

I. Mission/Purpose

The MAT program is designed for students seeking initial teacher certification in the fields of English, Biology, Social Studies, or Mathematics. The program shares the philosophy and conceptual base of the School of Education: learner-centered education.

Students will study learner-centered education in their courses and make its principles a part of their own philosophy. In addition to this underpinning of the program, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, educational foundations, and research, and of course, an understanding of the academic content the student proposes to teach.

II. Expected Results

It is expected that 100% of the students will graduate with an overall GPA of 3.0 or higher and will meet the minimum score on the PRAXIS II specialty exam. Every student will successfully complete ADEPT and will have developed a comprehensive portfolio.

III. Assessment Tools

- ADEPT
- PRAXIS II
- Cooperating teacher evaluation
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful completion of classroom experience, i.e., internship for a minimum of 60 days
- Successful field experiences

IV. Assessment Results/Actions Taken/Resources Needed

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results

of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Major Actions and Issues

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

MAT Secondary Education (Social Studies Teaching Field)

I. Mission/Purpose

The MAT program is designed for students seeking initial teacher certification in the fields of English, Biology, Social Studies, or Mathematics. The program shares the philosophy and conceptual base of the School of Education: learner-centered education.

Students will study learner-centered education in their courses and make its principles a part of their own philosophy. In addition to this underpinning of the program, students must demonstrate an understanding of essential knowledge and its application to the classroom through field experiences and a professional internship. Some of those areas of knowledge include human development, educational foundations, and research, and of course, an understanding of the academic content the student proposes to teach.

II. Expected Results

It is expected that 100% of the students will graduate with an overall GPA of 3.0 or higher and will meet the minimum score on the PRAXIS II specialty exam. Every student will successfully complete ADEPT and will have developed a comprehensive portfolio.

III. Assessment Tools

- ADEPT
- PRAXIS II
- Cooperating teacher evaluation
- Comprehensive portfolios based on internship
- Evaluation by college supervisors
- Successful completion of classroom experience, i.e., internship for a minimum of 60 days
- Successful field experiences

IV. Assessment Results/Actions Taken/Resources Needed

As the current plan of assessment has recently been revised to reflect changes in the development of the program, very little data are available. All candidates are to take the subject area portion of PRAXIS II prior to student teaching. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios, ADEPT instruments completed during student teaching, and cooperating teacher and university supervisor evaluations. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use the information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to all graduates from the secondary education program. These data will be analyzed and compiled with other information in order to make decisions about the program.

V. Major Actions and Issues

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the secondary education program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

M.Ed. School Counseling

I. Mission/Purpose

In addition to the mission of the Department of Education, the mission of the School Counseling Program is to prepare individuals who will demonstrate leadership in the improvement of school counseling practice, actively promote school counseling policy that has a positive impact, and effectively communicate their knowledge of school counseling to others.

II. Expected Results

In conjunction with the program mission, the school counseling graduate will possess:

- an understanding of the counseling process
- a commitment to preventive, developmental approaches to school counseling
- an ability to assist a diverse population of clients with a wide range of concerns and problems
- a multicultural approach to school counseling

III. Assessment Tools

- comprehensive exams
- PRAXIS II
- student surveys

- on-site supervisor evaluations

IV. Assessment Results/Actions Taken/Resources Needed

All candidates are to take the PRAXIS II prior to graduation. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data will be evaluated from the professional portfolios and internship experiences. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been achieved.

In order to be able to effectively utilize information derived from the data, it will be necessary to compile all of the information at the end of each academic year and report data results in conjunction with the expected outcomes. During this period, follow-up surveys will be forwarded to graduates. These data will be analyzed and compiled with other information in order to make decisions about the School counseling program.

V. Major Actions and Issues

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education. The two semester internships have been implemented to ensure that students have comprehensive experiences in administration. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

M.Ed. Reading

I. Mission/Purpose

In addition to the mission of the Department of Education, the mission of the reading education program is to prepare reading specialists who possess knowledge of book language, general experiential background, and the functions of books, reading, and writing as central components of the learning process. The program also conveys the idea that reading education is viewed as enhancing and building literacy.

II. Expected Results

In conjunction with the program mission, the learner will be able to:

- demonstrate theoretical knowledge of major reading concepts
- select specific learning strategies in reading to achieve specific goals
- effectively engage instructional strategies that exemplify best practices
- develop strategies for maintaining a wholesome teacher-student-parent relationship in working with reading disabled students
- use a critical, practical knowledge of pedagogy to maximize learning when individual differences in reading are known

III. Assessment Tools

- PRAXIS II
- student surveys
- portfolios
- field experience evaluations

IV. Assessment Results/Actions Taken/Resources Needed

As the current assessment plan has recently been revised to reflect changes in the development of the program, very few data are available. These changes are reflected in the revision of the subject area tests for PRAXIS II and in the reading program adopting a learner-centered approach to instruction. All candidates are to take the subject area portion of PRAXIS II prior to graduation. The results will be reported at the end of each spring semester. Along with the quantitative data derived from PRAXIS II results, qualitative data from the professional portfolios, and field experience evaluations will be evaluated. Student surveys will be sent to graduates one year after the date of graduation. This information will help to determine if the desired results of the program have been carried through to the induction year.

In order to be able to effectively use information derived from the data, it will be necessary to compile all of the information. At the end of each academic year, surveys will be sent to all graduates, and the resulting data will be compiled with other information, analyzed, and used to achieve the program's stated mission.

V. Major Actions and Issues

The primary actions and issues are the development of current measures in light of a developing philosophy relative to student outcomes that reflect learner-centered education for the reading program. The institutional summary report will be analyzed by content knowledge and the test categories and corresponding quartiles will be examined to determine specific strengths and weaknesses of the program.

Technologically Skilled Workforce

The Citadel prepares its students to be principled leaders in an ever more technologically dependent world. Electronic information management technology is, therefore, incorporated in every aspect of the student's educational experience. Students and faculty have ready access to 15 fully equipped, general purpose computer labs; special purpose labs in Civil Engineering, Electrical Engineering, Computer Science, and Physics; and 12 multimedia classrooms and lectures halls.

The Citadel campus is fully networked giving students and faculty direct access to each other, other resources on campus, and the internet. Each faculty member has a state-of-the-art PC linked to the campus network and with a full range of application software. Each student is encouraged to have a computer in his/her barracks room, and in the 2001-02 academic year 76.9% of students had personal computers that were linked to the campus network. Electronic communication has become the norm for students, faculty, and staff. Perhaps most important, The Citadel has moved aggressively to provide users access to library information through electronic databases. This enables students and faculty to find and retrieve information when they need it and where they are working. This capability is used in practically every course offered.

The Citadel requires that every student demonstrate "computer literacy" either by passing a test developed and administered by Information Technology Services or by completing an approved

computer-related course. Since fall 1999, each entering freshman has been required to complete Citadel 101, a course intended to help the student make the academic/emotional transition to college/cadet life and ensure that the student has, or is aware of, the tools needed to reach his/her full potential. As part of this course, students are provided workshops on the computer as an essential tool for success at The Citadel and in professional life. Students are introduced to the electronic resources of the College; e-mail as an efficient communication tool; on-line access to their academic records through "PAWS"; and access to library holdings and the internet.

The Web address of The Citadel's Title II report is:

<http://www.citadel.edu/instresearch/title2/2002/contents.html>