



Winthrop University

2009-10 Accountability Report

Submitted to

**The South Carolina Budget and Control Board
Columbia, South Carolina**

Submitted by

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Executive Summary

Mission

The mission of Winthrop University is to be among the best comprehensive teaching universities in the country. Winthrop is a medium-sized, competitive-admissions, residential university that offers quality undergraduate and graduate programs, applied research, and public service programs, with emphasis on service to the state of South Carolina and the growing two-state, fifteen-country Charlotte Regional Partnership. The complete institutional mission statement may be found at

http://www.winthrop.edu/president/default.aspx?id=1620&ekmense1=10142f98_296_0_1620_3.

Major Achievements 2009-10

Winthrop University's numerous achievements are presented in the [President's Annual Report for 2009-2010](#).

Winthrop Community

- **Winthrop University** was singled out in the 2010 U.S. News & World Report's edition of "**America's Best Colleges**" as an [institution to watch for making innovative changes](#).
- Winthrop and the City of Rock Hill launched an initiative to design an action plan to step-up [improvements on the long-sought "college town"](#) atmosphere surrounding the Winthrop campus. The Bleachery site, where two fires caused adjacent neighborhoods to be evacuated and left the deteriorating million-square-foot facility adjacent to Winthrop's campus even more of an eyesore than it has been for some years is at the top of the list for needed improvements.
- **President DiGiorgio** was authorized to establish [Readiness Winthrop](#), a two-phase university-community initiative. The first phase will deal with closing any gap remaining in the university's spending plan for the fiscal year that begins July 1 of this year. The second-phase will be a more wide-ranging look at university operations, keyed to having a readiness plan in place for when federal stimulus funds disappear July 1, 2011.

Academic Life

- Winthrop was [tapped to Mentor Students Toward Graduate Degrees](#) using \$880,000 over the next four years from the [U.S. Department of Education](#) to support upcoming work under the prestigious federal **Ronald McNair Post-baccalaureate Degree Program**.
- Winthrop University was named to the 2009 President's Higher Education Community Service Honor Roll for its outstanding commitment to community service and service learning
- [Winthrop is one of 16 institutions in the South](#) leading the pack in improvements and progressive changes in academics, faculty, students, campus and facilities (U.S. News).
- Winthrop University was awarded the South Carolina Commission on Higher Education Service Learning Award during AY 2009-2010
- Great value plus rewarding academic and social experiences led **WiseChoice Research** to [include Winthrop](#) in its list of [Top Ten Value Schools](#) along with Cornell, University of Florida, University of Texas, Catholic University, Truman State University, Montana State University, Seattle University and University of Pittsburgh.

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- **Environmental science and studies** programs produce research, scholars and prepare graduates for careers monitoring and protecting the health and environment of South Carolinians and the nation.
 - Sarah Goode works for the Technical Management Division in DHEC's Bureau of Air Quality. The work has proven "exciting, challenging and very satisfying"; Goode has enrolled in the University of South Carolina's earth and environmental resource management graduate program to further her studies.
 - Assistant Professor of Geology Scott Werts and environmental science majors Adam Balint and Yuliana Arenas are working on a pioneer project that will establish a method for taking the temperature of forest fires using tiny fungal spores. They discovered that spores can provide information about fires, including how hot the fire burned and how it affected the surrounding environment.
 - Paul Edinger '05 is environmental health manager for the S.C. Department of Health and Environmental Control (DHEC) and works as an air quality and hazardous waste inspector ensuring that facilities comply with state-issued air quality permits and inspecting the ways facilities store, treat and dispose of hazardous waste. Edinger also serves as a member of DHEC's emergency response and technical assistance teams, where he responds to spills or events to minimize their impact on health, environment and property.
 - Elizabeth Van Dolah '06 earned dual B.A. degrees in art and environmental studies, and now works in Maryland for the Chesapeake Bay Research Consortium, a part of the Chesapeake Bay Program (CBP). CBP is a partnership of six states that make up the Chesapeake Bay watershed and monitor the health of the bay and its ecosystem. She serves as coordinator for the program's Scientific and Technical Advisory Committee (STAC), a team of experts in a diverse range of areas including ecology, biology, engineering, chemistry, and agricultural science.
- [Two Winthrop University librarians](#) recently received the **Sporting News-Society for American Baseball Research award** for their book chronicling fan deaths at baseball parks. The awards are given annually to recognize outstanding baseball research published in the previous calendar year in areas other than history and biography.
- **NSSE data demonstrate achievements**
 1. 2009 NSSE data support achievement of our Student Goal # 4 (Recognizing and appreciating diversity), Winthrop seniors report "Understanding people of different backgrounds" at a higher rate than seniors at large: 65% for Winthrop seniors compared to 56% at large. Corresponding to the same goal, Winthrop seniors report "Talking with students from different economic, racial, or ethnic backgrounds" at 64% compared to seniors at large at 51%.
 2. To support our seniors' achievement of Goal # 6 appreciation of the interconnectedness of the aesthetic arts, 44% of our seniors have attended an art exhibit, a play, a dance, music, or theater performance compared to 25% of seniors at large. Even for our Goal # 1 (Communicating clearly and effectively), our seniors report doing so at 84% compared to other seniors who report a 77% achievement level.
- The Organ Festival, August 13-16, 2009 brought together 13 Winthrop alumni organ majors, accomplished organists [Richard Elliott](#) and [Robert Ridgell](#), Winthrop University Professor Emeritus of Music **David Lowry** and the Winthrop community to celebrate the

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restoration of the historic D.B. Johnson Memorial Organ, installed in [Byrnes Auditorium](#) in 1955.

- Winthrop's Social and Behavioral Science Laboratory completed a poll on Southern Opinions on Economy and Healthcare poll between October 24 and November 7, 2009, and included 866 respondents in 11 Southern states.
- Sponsored by Winthrop's Women's Studies initiative, [Linda Tarr-Whelan](#), former ambassador to the United Nations Commission on the Status of Women, discussed her book "[Women Lead the Way: Your Guide to Stepping Up to Leadership and Changing the World](#)" on Wednesday, January 13, 2010; the program was free and opened to the public.

Philanthropic Gifts

- Thomas G. Slaughter of Charlotte, N.C., recently made an additional planned gift (to be used as an endowed scholarship for students from York County, South Carolina, with special consideration for students from Hickory Grove) which brings his total giving to the university, including these new estate plans, to more than \$3 million.
- Philanthropists with an eye to both arts and environmental literacy, Harry '86, retired president of Carastar Industries, and 'Becca Dalton have long supported Winthrop with more than 1.5 million for the University's environmental science and studies programs, and the Artists and Civic Engagement Program (ACE).
- **Jerry Richardson**, founder and majority owner of the Carolina Panthers, established a fully endowed scholarship in the amount of \$500,000 to Winthrop University to honor his wife who attended Winthrop in the late 1950s. [The Rosalind Sallenger Richardson Senior Scholarship](#), a full tuition scholarship for a rising college senior will be available beginning fall 2010.

Student Body

- Residential Hall living promotes improved academic performance
- Students in general who live in residence halls tend to graduate, have slightly higher grades, enjoy regular interaction with faculty and thus are more successful college students according to Cindy Cassens (Director of Residence Life). At Winthrop, first-year students who lived on campus in fall 2007 returned the following year at a higher rate than their off-campus counterparts. During that same time period, second-year students living on campus were retained at 83 percent, compared to 70 percent for commuters.
- Academic Success Communities serve students with similar academic and personal interests on a residential theme floor. Compared to its beginnings in 2005 with a single academic success community for honors students, today, incoming students can pick from more than a dozen themed floors

Facilities and Environs

- Vivian Moore Carroll Hall features the Carroll Capital Markets Training and Trading Center, a facility that connects students to global markets through interactive technology. This space is equipped with a stock ticker that runs around the perimeter, world clocks, and a nine-screen data wall, for cable news feeds and Bloomberg, Telemet, and Morningstar data to use in real world trading simulations. The center accommodates 24 students and has a second-level mezzanine for viewing the activity.

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- Owens Hall is a 32,200 square-foot building that stays true to Winthrop's devotion to close interaction between students and faculty. Each of the 21 classrooms inside is equipped with SMART technology and the facility also includes a computer lab, two conference rooms and a student lounge that round out the \$6.5 million facility. The building is named for Winthrop alumna, volunteer and supporter Glenda Owens and her husband, Jerry. The building suffered severe damage from a March 6, 2010, fire and will reopen in spring 2011.

Partnerships and Collaborations

- Kevin Morrissey, a visual arts teacher at Rollings Middle School of the Arts in Summerville, S.C., who wanted his students to understand their passion for art could become their profession, paired eighth grade students with adult artists to create new pieces for an exhibition called "Artist Connections". Winthrop Artists who participated in "Artist Connections" include: Nic Bowers '03, Marie Cheeks, current M.A. student, Mat Fretschel '03, Laura Gardner, assistant professor of fine arts, Ronnie Gunter '01, Billy Harris, current M.A. student, Will Hays '01, Will Kiser '02, Frank McCauley '03, Alana Owens '04, Jeremy Shockley '04, Seymour Simmons, associate professor of fine arts, Justin VanHoy '04, Ben Visser '04
- Dustin Shores ('09) exhibition, "Reflect, Educate, Inspire," was presented May – August 2010 in the University's Lewandowski Student Gallery. Mentored by Winthrop Photography Professor Phil Moody) completed a senior photography thesis integrating community service at "A Place for Hope", creating art and digital photography with children from the impoverished Blackman Road community in Rock Hill

Key Strategic Goals

[Winthrop University's Dynamic and Visionary Planning Process and the "Vision of Distinction"](#) (VOD) guide institutional decision-making and enable the University to accomplish its mission. Winthrop's planning and evaluation processes have been ongoing since 1989 when Winthrop's ninth president, Anthony DiGiorgio first engaged the University in an introspective process to develop a new Winthrop vision, the Vision of Distinction, that would expand the standard organizational mission statement's scope and communicate a statement that would invigorate Winthrop's inherent potential to create a culture of pervasive excellence and continuous quality improvement. That vision ultimately was articulated in these simple words: Winthrop University will be and will be recognized as one of the best universities of its kind.

From Winthrop's initial institution-wide introspective examination in 1989-90, a systematic master planning and evaluation process emerged with the identification of six intentionally timeless Winthrop Strategic Values/Goals that continue to guide the institution. These values/goals center on: the University Community, the Student Body, Academic Life, Facilities and Environs, Support Services, and Partnerships and Collaborations. **Winthrop's Strategic Values/Goals** guide the campus through articulation of the nature and character of the Winthrop Community, our Student Body, our Academic Life, our Facilities and Environs, our Support Services and our Partnerships and Collaborations as they would need to be shaped over time to fulfill Winthrop's vision.

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Key Strategic Challenges

1. Reduction in funding and resulting need for increased tuition.
2. Addressing the financial aid need of students.
3. Deferred maintenance and capital needs.
4. Increasing technological advancements, expectations, and costs.
5. Increasing requirements associated with specialized programmatic accreditations.

Use of Accountability Report

The Accountability Report is one component of the University's annual institutional planning and assessment cycle which fosters a systemic and integrated process of continuous quality improvement. College annual reports, *Vision of Distinction* reporting, and semi-annual assessment plan updates (in annual reports and the online assessment reporting application, inform the institutional assessment and analyses covered in the accountability report.

Organizational Profile

Organizational Profile

Educational programs, offerings, and services and the primary methods by which these are delivered.

Winthrop University offers undergraduate degrees leading to:

1. Bachelor of Arts
2. Bachelor of Fine Arts
3. the Bachelor of Music
4. Bachelor of Music Education
5. Bachelor of Science
6. Bachelor of Social Work

At the graduate level, the University offers graduate degrees in programs leading to:

1. Master of Arts
2. Master of Arts in Teaching
3. Master of Business Administration
4. Master of Education
5. Master of Fine Arts
6. Master of Liberal Arts
7. Master of Mathematics
8. Master of Music
9. Master of Music Education
10. Master of Science
11. Specialist in School Psychology

The **primary method of delivery** for programs and courses is a hybrid means which incorporates a traditional format with technological component such as WebCT, online discussion boards, etc. Most undergraduate programs also provide opportunities for internships, cooperatives, independent study, and student/faculty research.

Key student segments, stakeholder groups, and market segments

1. Students (high school, transfer, adult, and international) and parents
2. Alumni
3. K-12 public schools
4. Regional technical colleges
5. Board of Trustees
6. Campus, local, and regional communities
7. Business and industry

Students and their parents expect accessibility to a high quality educational experience delivered via state of the art learning environs and delivery modes. Other constituencies expect delivery programs and courses provided by appropriately credentialed faculty and staff with attention to student progress and graduation.

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Operating Locations

2009-2010 Winthrop University Accountability Report Winthrop's campus of approximately 100 acres is located at 701 Oakland Avenue, Rock Hill, SC, 29733. The Recreational and Research Complex is located a mile from the main campus on Eden Terrace Street. The institution also offers master's degree programs in education disciplines off-site at facilities maintained and operated by school districts or other post-secondary institutions in the state.

Number of Workforce

Employees total	1164
Employees With faculty status total	622
Employees Tenured faculty total	176
Employees Non-tenured faculty on tenure track total	82
Employees Not on tenure track/no tenure system total	364
Employees without faculty status total	542
Graduate assistants total	141

Source: IPEDS

Regulatory Environment

1. Winthrop University Board of Trustees
2. South Carolina Budget and Control Board and other state regulatory agencies
3. Commission on Colleges of the Southern Association of Colleges and Schools
4. National Council for Accreditation of Teacher Education (NCATE)
5. Accrediting Council on Education in Journalism and Mass Communication
6. American Chemical Society
7. Association to Advance Collegiate Schools of Business International
8. Certified Financial Planner Board of Standards
9. Commission on Accreditation for Dietetics Education
10. Commission on Accreditation of Allied Health Education Programs
11. Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
12. Council for Accreditation of Counseling and Related Educational Programs
13. Council for Interior Design Accreditation
14. Commission on Sport Management Accreditation
15. Council on Social Work Education
16. National Association of the Education of Young Children
17. National Association of School Psychologists
18. National Association of Schools of Art and Design
19. National Association of Schools of Dance
20. National Association of Schools of Music
21. National Association of Schools of Theatre
22. South Carolina Commission on Higher Education

Governance System and Organizational Structure

The Winthrop University Board of Trustees has general supervision over and is vested with the conduct of the university. It has responsibility for the mission and long-term benefit of the university. Twelve members comprise the board, including the Governor of South Carolina and

Organizational Profile

the State Superintendent of Education (or designees) who serve in an ex officio capacity. The 10 other members are either elected by joint ballot of the state Senate and House of Representatives, appointed by the governor, or elected by the alumni association. The Chair of the Faculty Conference and the Chair of the Council of Student Leaders also serve as non-voting members.

The President is appointed by the Board to ensure that the University is administered in compliance with the Board of Trustee policies as well as with fiscal and legal statutes as required by Chapter 125 of Title 59 of the 1976 Code of Laws of South Carolina as amended. The Board delegates to the President the managerial and administrative authority for the ongoing operations of the University commensurate with the policies of the Board. The President serves as the official medium of communication between the Trustees and the administrative officers, University faculty, staff, students, alumni, as well as all external constituents of the university.

Key Suppliers and Partners

1. Secondary public and private schools (in-state and out-of-state)
2. York Technical College and other in-state 2-year and 4-year institutions

Key Competitors

1. Post secondary institutions of higher education primarily those located in the southeast.

Principle Factors Influencing Competitive Success

1. Achieving and maintaining specialized accreditation/certification in all discipline areas that have such recognition
2. Engaging students in learning both inside and outside the classroom
3. Fostering student development of personal skills and commitments
4. Exposing students to examination of complex questions and exploration in areas that provide experience in making impactful decisions
5. Encouraging civic participation and dedication to community service

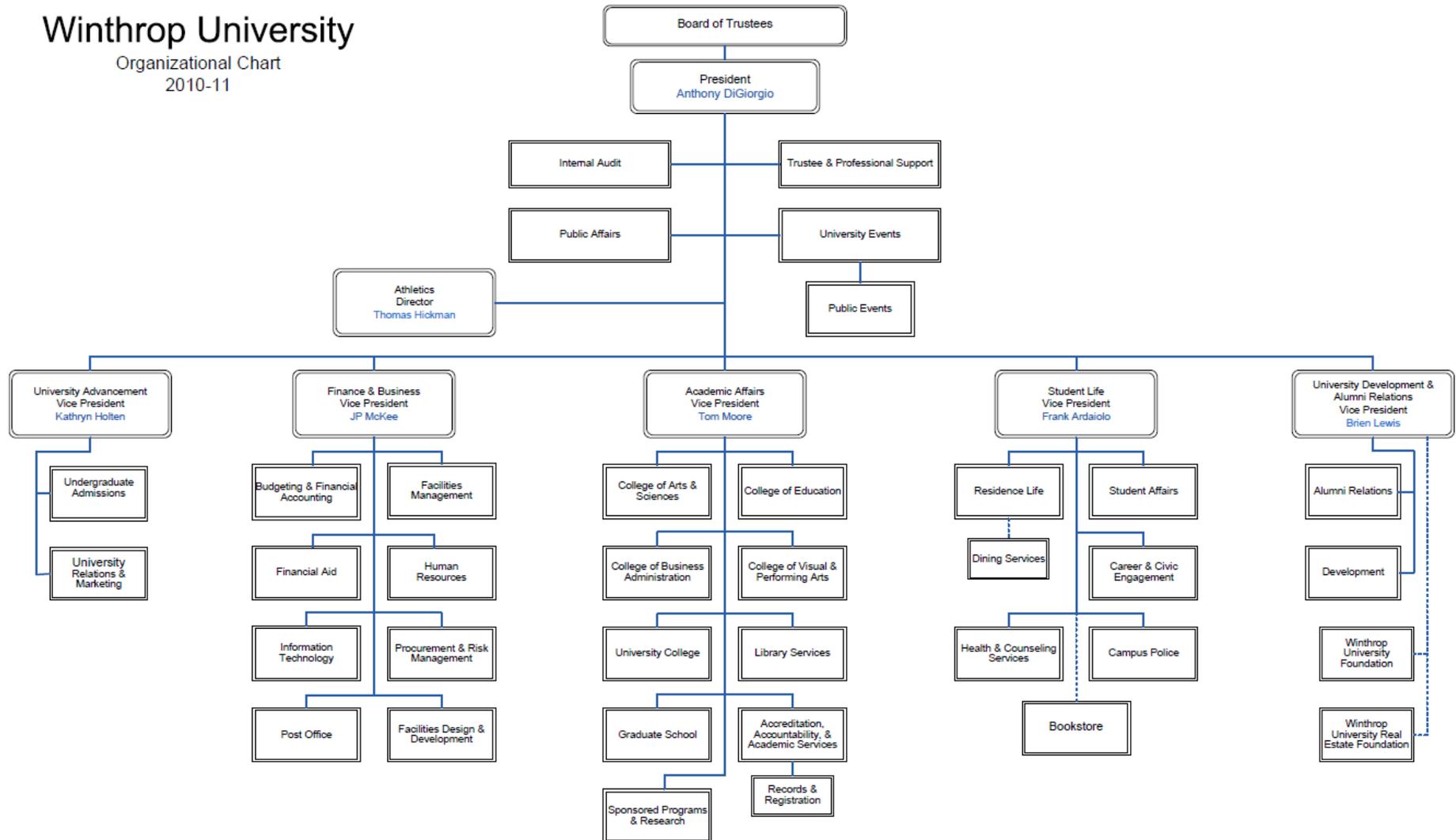
Performance Improvement Systems

1. Annual Accountability Reporting
2. SACS Regional Accreditation Compliance Report and Quality Enhancement Plan
3. Self studies and Reviews associated with specialization accreditations
4. Annual Assessment Planning and Reporting
5. Annual Employee Performance Review Processes

Organizational Profile

Winthrop University

Organizational Chart
2010-11



Organizational Profile

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 48,547,936	\$ 14,839,457	\$ 49,560,493	\$ 13,530,628	\$ 49,000,000	\$ 10,693,726
Other Operating	\$ 40,815,415		\$ 44,358,763		\$ 42,500,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 13,395,107	\$ 2,999,462	\$ 13,365,077	\$ 2,732,146	\$ 14,000,000	\$ 2,153,866
Non-recurring						
Total	\$ 102,758,458	\$ 17,838,919	\$ 107,284,333	\$ 16,262,774	\$ 105,500,000	\$ 12,847,592

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

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Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
I. Instruction	To provide instruction to undergraduate and graduate students within the Colleges of Arts and Sciences, Business, Education, Visual and Performing Arts and University College.	State: 9,263,669.00 Federal: 465,000.00 Other: 22,788,422.00 Total: 32,517,091.00 % of Total Budget: 31%	State: 8,450,444.00 Federal: 3,773,100.00 Other: 22,106,282.00 Total: 34,329,826.00 % of Total Budget: 33%	
I. Academic Support	Support the University's instructional programs including the library, academic computing and instructional technology support.	State: 1,865,500.00 Federal: 5,541,258.00 Other: 7,406,758.00 Total: 14,813,516.00 % of Total Budget: 7%	State: 1,700,640.00 Federal: 5,987,136.00 Other: 7,687,776.00 Total: 15,375,552.00 % of Total Budget: 7%	
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	State: 1,342,750.00 Federal: 215,600.00 Other: 9,874,130.00 Total: 11,432,480.00 % of Total Budget: 11%	State: 1,224,100.00 Federal: 258,740.00 Other: 9,984,809.00 Total: 11,467,649.00 % of Total Budget: 11%	
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	State: 2,700,000.00 Federal: 5,487,507.00 Other: 8,187,507.00 Total: 16,375,014.00 % of Total Budget: 8%	State: 2,455,590.00 Federal: 6,941,138.00 Other: 9,396,728.00 Total: 18,793,456.00 % of Total Budget: 9%	
I. Operation and Maintenance of Plant	Operate and maintain the university's facilities and grounds including grounds and building maintenance and renovations, housekeeping, police services and utility operations.	State: 2,667,000.00 Federal: 14,020,625.00 Other: 16,687,625.00 Total: 33,375,250.00 % of Total Budget: 16%	State: 2,432,000.00 Federal: 413,682.00 Other: 14,073,240.00 Total: 16,918,922.00 % of Total Budget: 16%	
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	State: 10,321,772.00 Federal: 10,321,772.00 Total: 20,643,544.00 % of Total Budget: 10%	State: 10,850,679.00 Federal: 10,850,679.00 Total: 21,701,358.00 % of Total Budget: 11%	

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

Remainder of Expenditures:	State: Federal: 4,650,000.00 Other: 11,555,225.00 Total: 16,205,225.00 % of Total Budget: 16%	State: Federal: 3,391,750.00 Other: 13,241,003.00 Total: 16,632,753.00 % of Total Budget: 16%
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* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

Informed by the University's Mission, Nature and Character, the Winthrop University [Planning Process Flow Chart](#) graphically illustrates the institution's planning process, which integrates evaluation and resource allocation.

From each of the six timeless Strategic Values articulated in the VOD, a more specific rolling set of Strategic Directions (long range goals and objectives) emerge, intermediate steps that will take 3-5 years to accomplish in fulfillment of an aspect of that particular Strategic Value. For example, the current [Campus Master Plan](#) and the one projected for the future ([Campus Master Plan 2015](#)) broadly illustrate the evolving multi-year strategic direction for new construction, building renovations, and campus improvements that will enhance learning by providing continually upgraded learning environments with up-to-date technology in laboratories and studios for future visual and performing artists, natural and social scientists, educators, business administrators, linguists, and communications specialists.

Winthrop also identifies annual initiatives, elements of work that generally can be accomplished within a 12-month time frame, from the VOD's multi-year strategic directions. Executive officers, who are informed by ongoing communication with their unit deans and/or program directors, as well as by communication from the Office of the President and the Board of Trustees, craft the annual initiatives. The [annual VOD assignment grid](#) communicates the annual initiatives to the campus community and to the public. As each year's annual initiatives are completed, strategic directions are updated and new annual initiatives emerge during summer retreats with the University's executive officers. For example, Owens Hall was completed and occupied in 2008-2009, Carroll Hall opened in 2009-2010 and the DiGiorgio Center, under construction in 2009, was opened in fall 2010.

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

Winthrop University is committed to ensuring a sustainable and sound institution, especially in these uncertain economic times, by “managing the demands of the present while also enabling Winthrop's future.” These tandem purposes long have been inherent in initiatives developed through Winthrop's dynamic [Vision of Distinction](#) planning process — initiatives that over the years have resulted in national recognition and a growing level of national prominence for Winthrop. The vision is detailed by a set of six intentionally timeless **Winthrop Strategic Values/Goals** that guide the campus through articulating the nature and character of the Winthrop Community, our Student Body, our Academic Life, our Facilities and Environs, our Support Services and our Partnerships and Collaborations as they would need to be shaped over time to fulfill Winthrop's vision. The President convenes weekly meetings of the Executive Officers of the University to keep informed of the operational, planning, and environmental issues impacting all divisions of the University.

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

Senior leaders personally promote and support an organizational environment that fosters and requires legal and ethical behavior, and fiscal, legal and regulatory accountability as evidenced by the establishment and maintenance of the Office of Internal Audit. **The Office of Internal Audit** is responsible for providing executive management with information about the adequacy and effectiveness of the university's system of internal administrative and accounting controls and the quality of operating performance when compared with established standards. The Internal Auditor reports directly to the President.

On the University's behalf, Winthrop leadership pursued (and the University was awarded) a \$25,000 grant (one of 18 schools out of 128 applicants) to participate in a leadership project promoting the education of students for personal and social responsibility including *refining ethical and moral reasoning*. The grant, awarded by the [Association of American Colleges and Universities](#) through the [John Templeton Foundation](#), allows Winthrop to capitalize on current endeavors to integrate five dimensions of personal and social responsibility into core undergraduate programs. Grant resources are being used to explore additional avenues for developing students whose sense of integrity and ethical conduct will prepare them for the challenges of living in today's democracy.

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

- Orientation programs for new faculty and staff
- Faculty Sabbaticals
- Professional Development funding to support scholarly presentations and travel
- Staff, Faculty intra-institutional training and development through the Teaching and Learning Center (TLC) provides programs and services that encourage and facilitate the professional and personal development of Winthrop's personnel from the time they arrive on campus. The Center strengthens our learning community by utilizing internal input and expertise. Every Winthrop employee has the opportunity to participate in its programs as a teacher and a learner. The TLC therefore 1) Assesses the developmental needs of the university community; and 2) Provides educational opportunities and mentoring for lifelong learning.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The senior leadership has provided emerging leaders with access to regional as well as national professional development opportunities to foster growth and development of leadership skills. As vacancies occur a critical review of the nature and scope of the position in context of the changing environment are required prior to filling the vacancy.

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

Leadership

The President addresses the campus community at the beginning of each academic year and outlines the priorities for the year with presentation of the *Vision of Distinction* objectives. Senior leaders (Executive Officers) take an active role in reward and recognition processes to reinforce high performance throughout the organization by nominating their respective employees for annual Presidential Citations, awarded at the end of year Faculty, Staff and Retirees Award Ceremony. Senior leaders then present award recipients to the President and Award Ceremony attendees.

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

The University's Board of Trustees annually evaluates the performance of the President. Executive staff reviews include feedback from superiors, peers, and subordinates using a performance appraisal instrument (containing both closed-ended and constructed response options) focusing on performance measures appropriate to the position. Feedback from annual performance reviews informs senior leaders on areas for improving leadership effectiveness and goal-setting for the impending academic year.

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

- *Vision of Distinction* objectives, reviewed twice a year
- Budget Analysis Updates
- Enrollment data
- Retention, Graduation rates
- Performance on professional licensing and credentialing examinations
- Program assessment reports
- Public Safety reports

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

- Executive Officers (senior leaders) hold regular meetings to share information across divisional lines as well as evaluate progress toward the annual objectives contained in the *Vision of Distinction*.
- The institution uses both qualitative and quantitative measures to identify and anticipate potential impacts of its programs, offerings, services, and operations.

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

- Winthrop has long maintained a role of community leader in the local area. The President, Executive Officers, and many other members of the campus community serve on local boards and committees. This involvement is encouraged and recognized by the University

Leadership

during the April Awards Ceremony. Faculties document their contributions to professional and community service in annual reports.

- Winthrop University nationally recognized for its commitment to community service and citizenship during AY 2009-10, will house the **South Carolina Campus Compact** beginning Dec. 1. As host institution, [Winthrop President Anthony DiGiorgio](#) will serve as the chair of the Presidents' Council for the organization, which is committed to supporting the ethics of public service, citizenship and philanthropy in campus culture.
- Winthrop's senior leaders (President and Executive Officers) collaborate with community leaders to identify areas of emphasis for University involvement and support. Current initiatives include:
 - *Readiness Winthrop* detailing steps to deal with a state budget for the coming fiscal year that makes permanent all appropriation reductions to date, and uses federal stimulus funding to mitigate the impact only temporarily, and evolving students' expectations from higher education. **DiGiorgio** spelled out a two-phase process for "**Readiness Winthrop**". Phase one deals with closing any gap remaining in the university's spending plan for the fiscal year that begins July 1, 2010. Phase two is a more wide-ranging look at university operations, keyed to having a readiness plan in place when federal stimulus funds end on July 1, 2011.
 - [College Town Action Plan](#) (CTAP) [assessment team](#), comprised of 16 Rock Hill community leaders and Winthrop administrators. The team was empowered to reach beyond their membership to invite input from various stakeholder groups and the general public. The CTAP team worked with nationally recognized consultants having expertise in such initiatives; funding for the CTAP initiative is shared by the [city of Rock Hill](#), [Rock Hill Economic Development Corporation](#) and Winthrop. The assessment and resultant action plan will be presented to the Rock Hill and Winthrop communities in fall 2010.

Strategic Planning

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how it address items a-f?

Winthrop's strategic plan is contained in the [*Vision of Distinction*](#) which has been in place for twenty years and is updated annually. Input is solicited via a formal process known as the Budget and Objectives Planning and Evaluation Schedule from all areas of the university. Below is a graphic which outlines the process the University utilizes to ensure continuous enhancement of quality and value to internal and external constituencies. Each year in September and February progress reports on annual assessment plans are made by units.

a. your organizations' strengths, weaknesses, opportunities and threats;

Annual review of the plan allows the senior administration of the institution to make shifts as needed to address achievement of the institution's mission

b. financial, regulatory, societal and other potential risks;

Winthrop has used three principles as a guide for decision making during these challenging times: protect the quality of the student experience; invest in safety and security as necessary; and continue to work to attract and recruit our student body of the future.

c. shifts in technology and customer preferences;

This is addressed by one of the institution's strategic values found in the *Vision of Distinction* under Support Services. The university has for a number of years had a technology plan which includes a rotation schedule for hardware and software both in the student labs as well as in support service areas and administrative offices.

d. workforce capabilities and needs;

This is addressed in the *Vision of Distinction* under Winthrop Community Strategic Initiatives: *To ensure that opportunities for engaged growth and development are encouraged and available for members of the university community of learners on an individual and collective basis, Winthrop will expand its array of professional development programs that address respective needs of faculty and staff, e.g., emphasis on development of students' critical thinking capacities and options for technological pedagogy that has particular relevance to 21st century learners.*

e. organizational continuity in emergencies;

The institution has a Critical Incident Management Team and a well developed website to address needs for emergency information. There has been a long-standing plan in place to address record recovery and institutional management protocol in the event of an emergency.

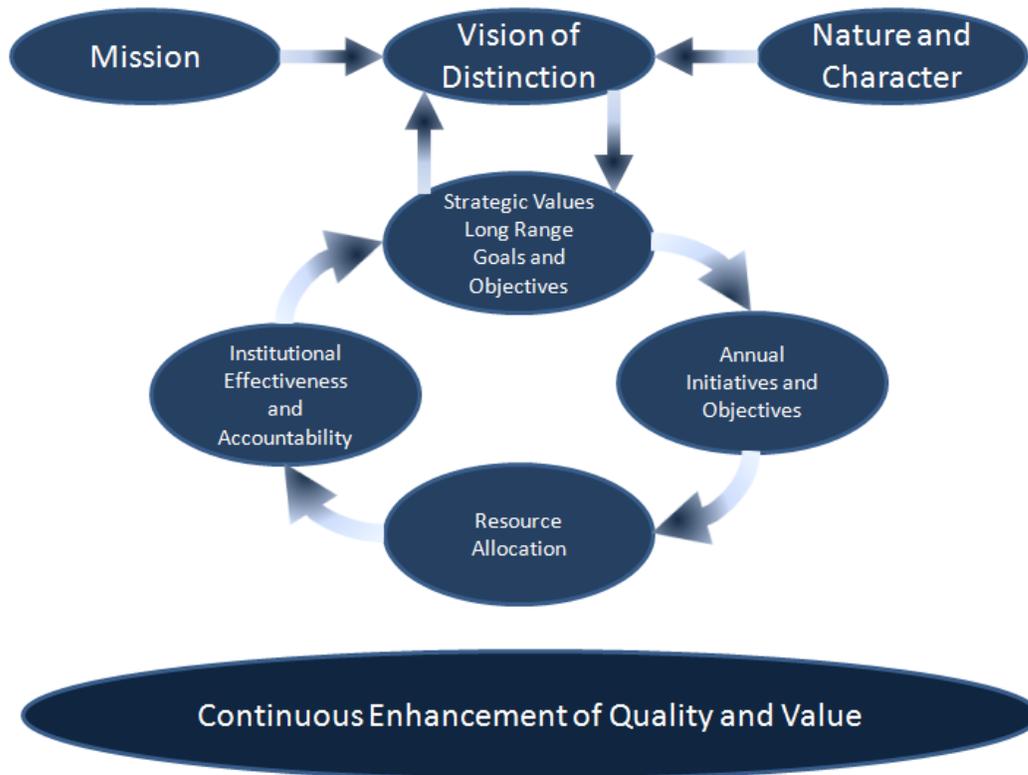
f. ability to execute the strategic plan

Winthrop uses available resources to invest in three top priorities that have been in place since late 2008: keeping the quality of the students' experience high, investing in campus safety and security as necessary and continuing to emphasize recruitment of new students. Members of the campus community and the public at large have access to the *Vision of Distinction* and are made aware of the strategic values and annual initiatives contained in the document. The Executive

Strategic Planning

Officers of the University use the Vision to allocate both financial and human resources to accomplish strategic initiatives in established timeframes.

Winthrop University Planning Process



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

The annual planning process allows for review of past year accomplishments toward the strategic values and needed objectives to continue progress toward achieving them.

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

- Results from annual assessment of academic programs, administrative services, support services, research and scholarship, and community-public service initiatives inform the strategic planning process.
- Executive Officers use assessment feedback from their respective deans and unit directors to discuss and evaluate institutional-level priorities and goals. Unit feedback is discussed during a series of executive officer retreats (held in May-June) at which time end-of-year accomplishments and findings from the current academic year are discussed and analyzed in preparation for the upcoming academic year's annual and multi-year initiatives.
- The *Vision of Distinction* guides management priorities, allocation of resources, enables Winthrop personnel from all organizational divisions to focus on shared goals.

Strategic Planning

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

- Mid- and end of year reports on the VOD assignment grid enable the University to track action plans addressing key strategic objectives.
- Development of action plans that address key strategic objectives is integrated with resource allocation and program assessment. Academic Deans and Unit Directors receive resource-requests from department and program coordinators. Deans and unit directors have fiscal authority to manage their respective budgets and allocate resources. Resource allocation requests not met within the institutional unit are conveyed to and discussed with appropriate division vice presidents who in turn aggregate budget requests for consideration during the May-June executive officers retreats when action plan development (addressing key strategic objectives for the upcoming academic year) is in progress.

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

- To broaden and deepen awareness of the University's long-term Strategic Value Goals, its near-term Strategic Directions, and its annual Strategic Initiatives and the underlying rationale for them, Winthrop annually publishes and disseminates widely to on- and off-campus stakeholders its standing Strategic Values and updated Annual Initiatives in a brochure known as the *Vision of Distinction*.
- A progress report on each annual initiative is then provided to the public at the end of each year. The Campus Development Plan is destined to be a key part of future overall planning and progress reports for Winthrop.

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

Progress is measured by achievement of outcome measures via annual assessment reporting.

7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan. Winthrop's Vision of Distinction may be found at the following site: <http://www.winthrop.edu/uploadedFiles/president/09-10VoD.pdf>

Student, Stakeholder, and Market Focus

Category 3 – Student, Stakeholder, and Market Focus

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

- In order to thrive in the increasingly competitive landscape in higher education, effective marketing and enhanced enrollment management are the keys to Winthrop's future. Therefore, the division of University Advancement is charged with positioning the university to reach its next milestones in achieving a national profile and with increasing the enrollment of the undergraduate student body over the next decade.
- Winthrop occupies a distinctive niche in public higher education, with a broad array of strong programs offered within a curriculum that, in many ways, more resembles that of a selective private liberal arts college than a regional state university. The combination of a contemporary curriculum offered at a historic campus in the bustling Charlotte metropolitan area attracts students who know that Winthrop alumni have a track record as leaders in their professions and in their communities.
- These efforts are coordinated through staff dedicated to student recruitment and admissions along with university relations, publications, and printing services.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations of these groups' decisions related to enrollment?

- Prospective Students – feedback from campus visits and web applications
- Enrolled Students – feedback on orientations, surveys such as MAPP& NSSE, senior survey, Family Weekend, Council of Student Leaders, college and department student advisory groups
- Alumni – surveys, events, web applications
- Employers – advisory committees, surveys, internship and cooperative offerings
- Employees – surveys, web applications for anonymous questions/input, annual evaluations of administrative personnel
- Community – campus advisory board participation, invitations

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

Information and feedback is gathered at institutional and programmatic levels, incorporated into annual assessment reports, used as appropriate to justify resource allocation requests.

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

Winthrop uses self-reported instruments (e.g., focus groups and online surveys) to document satisfaction/dissatisfaction. Obtained information is shared with appropriate campus entities and used in fostering continuous quality enhancement.

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

Student, Stakeholder, and Market Focus

- The Office of Admissions is committed to providing prospective students with personalized service by encouraging them to get to know an admissions counselor by scheduling a campus visit, attending a program, viewing the institution's profiles, or chatting online.
- In addition, students are encouraged to meet Winthrop's caring faculty and friendly staff. Personalized attention is also a focus once a student matriculates. Orientation sessions are held for both students and parents and a Family Weekend is held on campus each fall. Freshmen are required to enroll in a course entitled Academics 101 - Principles of the Learning Academy. ACAD 101 introduces students to the concepts, principles, and skills necessary for successful higher learning and facilitates their adjustment to and engagement in the learning academy.
- The Department of Residence Life and University College feature academic theme floors as part of the experience offered within the Academic Success Communities. An academic theme floor is where students are housed together in a residential setting with others possessing similar academic and personal interests. Specific programs are designed around a floor's theme and are presented by residence life staff, faculty associates, other academic partners and the residents themselves.

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

The University respects the rights of students/stakeholders and seeks to maintain the highest standards of fairness and integrity in its interactions. It is the role of the University to protect the rights and privileges of all involved. To that end, Winthrop University addresses complaints in a systematic and timely manner. University policies are enumerated on the University's policy web site: <http://www2.winthrop.edu/public/policy/aListing.aspx> . Student Complaint Management is addressed in COC-SACS Federal Requirement 4.5.

Measurement, Analysis, and Knowledge Management

Category 4 – Measurement, Analysis, and Knowledge Management

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

Student learning outcomes and methods of assessment are established by faculties within the discipline/field for each academic program offered by the University. Student learning and program outcomes are linked to the academic program mission which in turn is linked to the University's mission. The University Mission, Vision of Distinction and *The Winthrop Plan* which further articulates Winthrop's nature and character guide assessment processes and the accountability measures to measure performance.

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

Selection of data is informed by external stakeholders e.g., CHE, federal regulations, regional and specialized accrediting organizations, as well as internal decision-makers including division vice presidents and the President of the university. The Department of Accreditation, Accountability and Academic Services (AAAS) houses the Office of Institutional Research whose primary charge is data collection and management. AAAS (a unit in the Division of Academic Affairs) collaborates with other university divisions to support information management for academic and administrative decision-making.

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

The *Vision of Distinction* is detailed by a set of six intentionally timeless **Winthrop Strategic Values/Goals** that guide the campus articulating the nature and character of the Winthrop Community, our Student Body, our Academic Life, our Facilities and Environs, our Support Services and our Partnerships and Collaborations as they would need to be shaped over time to fulfill Winthrop's vision. Strategic Initiatives are reviewed and set annually toward the accomplishment of these values/goals.

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

Winthrop has selected peer institutions for comparative purposes. These include institutions in the same Carnegie Classification some of which Winthrop aspires to be like in a specific area.

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

Public information is generally communicated through the University's web pages and University Publications developed and disseminated through University Relations. Winthrop is in a multi-year migration to a new web-based content management system to improve the availability of information to our various publics. Password-protected web sites ensure data and information are available to appropriate employees, students and stakeholders. Winthrop is in a multi-year migration from its student information system to the integrated BANNER web application for a variety of stakeholders and involving multiple databases and applications (e.g., student information, financial management, curricular management).

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

The Department of Accreditation, Accountability, and Academic Services (AAAS) has responsibility for supporting evidence-based planning, decision making, and accountability processes.

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

Annual update to the *Vision of Distinction* includes review of all performance review findings and if needed, outlined steps for improvement.

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

The institution maintains a policy and procedures manual which is being made accessible through a web application. Units are expected to maintain policies and procedures specific to their area and have them linked to university policy where applicable. Best practices are woven throughout university practices based upon requirements of the numerous accrediting bodies the institution is associated with as well as support and administrative area professional associations guidelines.

Workforce Focus

Category 5 – Workforce Focus

1. How do you organize and manage work to motivate and enable your workforce to: 1) develop and use their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?

The institution is comprised of six major divisions which are led by vice presidents and an athletic director. These individuals are responsible for overseeing that appropriate workloads and teamwork across divisions are maintained to ensure accomplishment of institutional goals and objectives.

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

- Annual Academic Leadership Retreat involving more than 100 faculty, staff, and administrators
- Orientations for new faculty and staff
- Executive Officers retreats quarterly
- Faculty Concerns Committee meets with President and Vice President for Academic Affairs
- Teaching and Learning Center

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

Annual performance evaluations incorporate assessments related to leadership and supervisory responsibilities. The President meets with Executive Staff each semester and covers current issues which the University needs to address as well as progress on the strategic initiatives contained in the *Vision of Distinction*.

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

The Tenure and Promotion process is clearly outlined for the faculty. The staff is governed by the State of SC Compensation and Classification system. Succession planning occurs regularly by Executive Staff personnel.

5. How does your development and learning system for leaders address the following: a. development of personal leadership attributes; b. development of organizational knowledge; c. ethical practices; d. your core competencies, strategic challenges, and accomplishment of action plans?

Attendance at both campus leadership workshops as well as off campus professional development opportunities is supported financially by the university. Faculty and staff exhibiting potential for advancement are provided opportunities to explore these interests.

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

Staffing levels are reviewed annually and guidelines from accrediting bodies and other professional organizations are used to evaluate appropriate levels of staffing. Training is provided when needed to meet the needs brought about by changing technology or new programmatic delivery.

Workforce Focus

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

All positions are posted on the Human Resources webpage with minimum requirements for training and experience. Qualified candidates are selected for interview and finalists brought to campus. The university provides programs and services that encourage and facilitate the professional and personal development of Winthrop's personnel from the time they arrive on campus. Every Winthrop employee has the opportunity to participate in such programs as a teacher and a learner.

Retention of faculty and staff continues to be a major problem due to an inability to maintain competitive salaries for faculty and staff members.

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

Professional development and the maintenance of quality teaching are an important part of the campus culture at Winthrop. Multiple professional development programs, opportunities, and resources are available to all Winthrop personnel. A strategic initiative in the Vision of Distinction is to ensure that opportunities for engaged growth and development are encouraged and available for members of the University community of learners on an individual and collective basis. Winthrop continues to build an overarching plan for expanding professional development programs for its faculty and staff.

Faculty members may receive release time or internal research funding for work on improving curriculum content and delivery. Faculty and staff members are asked to serve annually on task forces charged with refining a performance measure which have been identified during the planning process.

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

An assessment instrument is used for all professional development programs and an annual report is prepared summarizing the results. All employees undergo a performance review each year which includes a mechanism for suggestions on development. The annual planning cycle calls for an evaluation of the effectiveness of the institution which includes the workforce.

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

Satisfaction surveys are conducted by units as well as comment requests on unit's websites. Studies are conducted relative to faculty promotion, tenure, and retention and shared with the academic leadership as well as the executive officers. Staffing patterns and needs are also reviewed regularly for support and administrative areas.

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

Use of workforce satisfaction assessment findings are documented in annual assessment reports for all administrative, academic and educational support units.

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

- Campus Police
- Office of Safety and Emergency Preparedness
- Critical Incident Management Team
- Building Safety
- Institutional Review Board
- Institutional Animal Care and Use Committee
- BioSafety Committee

Process Management

Category 6 – Process Management

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

Winthrop University engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes related to its mission, competitive environment and action plans.

Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its [mission](#) to provide personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina..

2. What are your key work processes?

The institution's key work processes are those which deliver and support learning opportunities to students both inside and outside the classroom and include the following:

- Small Class Sizes
- Touchstone Core requirements for all students earning undergraduate degrees from Winthrop University
- Cultural events
- Educational Support Services delivered across the academy such as TRiO, Leadership Distinction, Academic Success Communities, McNair Scholars, Close Scholars, Teaching Fellows, LEAP, Library Resources, Student-life services, Service learning opportunities, undergraduate research opportunities

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

Campus-wide input (e.g., focus groups, campus meetings, online surveys and comment opportunities) from students, faculty, staff, stakeholders, suppliers, and partners informed the development of the University's Vision of Distinction, and more recently, The Winthrop Plan which more fully articulates the nature and character of Winthrop, which guide key work process requirements.

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

- Academic Space and Scheduling was centralized to improve efficiencies in space management
- While library resource technologies have improved stakeholder access to information, the loss of state support for PASCAL reduced the efficiency of knowledge access and acquisition for student learning and research initiatives
- BANNER conversion improves efficiencies and cost controls

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

Both direct and indirect methods of assessment are used to evaluate Winthrop's programs and services.

Process Management

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

Key support areas include the Ida Jane Dacus Library, Health and Counseling Services, Career and Civic Engagement, Dining Services, Campus Police, and Residence Life. University College also houses key support processes such as TriO, LEAP, the HONORS program, the McNair Program, as well as the International Center. Personnel in these areas complete annual assessment reports which include annual review, evaluation, and updates related to assessment findings to improve program and learning outcomes. Assessment findings feed into the institutional planning and budgeting cycle.

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

Winthrop has a formal budgeting cycle which is directly linked to the strategic plan. Revenues and expenditures are monitored throughout the year to provide opportunities for adjustments as necessitated by the changing environment.

Results

Category 7 – Results

Winthrop University uses multiple direct and indirect measures to evaluate performance and demonstrate accountability. Data gathered from the SC Commission on Higher Education (CHEMIS) and nationally via IPEDS allow for benching marking on a variety of indicators.

7.1 Performance Levels and trends for key measures on student learning, and improvements in student learning

Winthrop tracks performance and trends for successful course completion (both undergraduate and graduate courses), undergraduate retention, and graduation rates, comparing performance of Winthrop students over time and to other institutions as illustrated in the four tables below.

Table 1 Winthrop University Successful Undergraduate Course Completion Trends

	Course Levels		
	100-200	300-400	500
2007F	94.0%	97.1%	98.0%
2008S	93.1%	96.3%	98.1%
2008F	93.8%	97.4%	97.0%
2009S	92.8%	95.9%	97.3%
2009F	94.0%	97.0%	98.4%
2010S	92.8%	96.8%	97.3%
Grand Total	93.5%	96.8%	97.7%

Table 2 Winthrop University Successful Graduate Course Completion Trends

	<u>Course Levels</u>	
	500	600
2007F	96.1%	94.4%
2008S	94.5%	95.6%
2008F	95.3%	95.4%
2009S	96.3%	96.6%
2009F	95.6%	95.2%
2010S	89.6%	96.7%
Grand Total	95.0%	95.7%

Table 3 Winthrop University Six Year Graduation Rate

Starting Semester	Winthrop University (WU) Graduation Rates (%)			
	N	WU	USA	SREB SC
1999F	966	61.7		
2000F	902	60.5		
2001F	940	60.7	55.0	52.0 59.0
2002F	1086	61.2		
2003F	1070	63.4		

Results

Table 4 Fall to Fall Retention Rates of First Year, First-Time, Full-Time, Degree-Seeking Undergraduate Students

	Fall 04 to Fall 05	Fall 05 to Fall 06	Fall 06 to Fall 07	Fall 07 to Fall 08	Fall 08 to Fall 09	Five-Year Average retention
The Citadel	81.4	81.7	81.0	83.3	82.7	82.0
Coastal Carolina University	64.3	67.4	71.1	71.4	65.9	68.0
College of Charleston	82.4	80.4	82.4	79.3	82.3	81.4
Francis Marion University	65.0	67.4	68.1	66.7	67.9	67.0
Lander University	62.6	62.2	59.3	67.9	70.0	64.4
SC State University	68.4	64.5	65.4	64.2	67.0	65.9
USC Aiken	60.4	66.5	68.5	69.2	69.1	66.7
USC Beaufort	55.7	48.2	54.7	57.4	59.8	55.1
USC Upstate	62.4	65.5	63.5	65.2	64.5	64.2
Winthrop University	71.7	74.5	71.6	71.5	67.3	71.3
Mean Retention Rate	67.4	67.8	68.6	69.6	69.7	68.6

7.2 Performance levels and trends, key measures, student and stakeholder satisfaction and dissatisfaction? How results compare with competitors and comparable organizations?

On [NSSE](#) indicators measuring supportive campus environment, Winthrop students reported higher rates (compared to the national NSSE cohort) on the following:

- Received support to thrive socially
- Received support to succeed academically
- Received help to cope with non-academic responsibilities
- Maintained quality relationships with faculty members
- Maintained quality relationships with administrative personnel and offices

Overall satisfaction on multiple indicators measured with NSSE

Level of Academic Challenge	First-Year	Senior
Winthrop	54.7	56.4
Carnegie Class	53.7	57.0
Active and Collaborative Learning	First-Year	Senior
Winthrop	48.8	56.2
Carnegie Class	43.2	51.0
Student-Faculty Interaction	First-Year	Senior
Winthrop	36.0	50.2
Carnegie Class	35.2	41.7
Enriching Educational Experiences	First-Year	Senior
Winthrop	33.0	48.7
Carnegie Class	27.0	38.4

Results

Supportive Campus Environment	First-Year	Senior
Winthrop	64.2	63.7
Carnegie Class	61.6	58.8

7.3 Performance levels, key measures on budgetary and financial performance

The efficient, effective quality of Winthrop's planning, evaluation and resource allocation process is demonstrated as [the University continues to deliver excellent educational opportunities in spite of the present multi-year economic downturn and diminished financial support](#) from both federal and state governments. Two pie charts document the current reduced federal and state appropriations compared to that of 1990; [click here to view the pie charts](#).

7.4 Performance levels and trends for key measures of workforce engagement, satisfaction, development of workforce, workforce retention, and workforce climate (including health, safety, security)

- All employees are evaluated annually as described in Category 5. Workforce performance review data are confidential and not available for trend or comparative analysis.
- Winthrop University meets all regulatory requirements for workforce climate including health, safety and security. Noteworthy initiatives in the past few years include: establishment of the Critical Incident Management System and Response Team, implementation of Alertus, and institution-wide communication related to public health initiatives, for example, management of H1N1 virus.

7.5 Performance levels and trends, organizational effectiveness/operational efficiency, work system performance

Winthrop University engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes. The University incorporates a systematic review of institutional mission, goals, and outcomes that includes strategic planning, annual reports, institution-wide annual budget review and planning, semi-annual updates (mid-year and year-end), program assessment, personnel performance appraisal, and ongoing program and curricular reviews. The institutional mission and a research-based touchstone document on the nature and character of Winthrop University (*The Winthrop Plan*, February 4, 2006) inform Winthrop's systematic planning and review processes. Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its [mission](#) to provide personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina.

7.6 Performance levels for key measures related to leadership and social responsibility

The [Emerging Leaders Program](#) is designed to educate and empower first year students for positional leadership roles at Winthrop University. The program is designed to offer incoming freshmen the opportunity to explore their leadership potential and abilities through education of leadership theories and practices, as well as personal leadership exploration.

Results

Winthrop University's [Distinction in Leadership](#) program enriches the college experience by developing and enhancing leadership skills for highly talented and motivated students. Students design and create a leadership development portfolio to complement their academic and career goals. This program creates a community of learners who pursue leadership opportunities while acquiring, sharpening, and using new leadership skills.

Selected as one of 18 schools out of 128 applicants, Winthrop University was awarded a John Templeton Foundation grant for \$25,000 to participate in a leadership project [promoting the education of our students for personal and social responsibility.](#)

Results

State Appropriations per FTE

	2008-09 Appropriation	Fall 2008 FTE	2008 Appr/FTE	2009-10 Appropriation	Fall 2009 FTE	2009 Appr/FTE
USC Beaufort	\$2,012,013	1,193	\$1,687	\$1,834,243	1,444	\$1,270
Coastal	\$12,675,241	7,609	\$1,666	\$11,555,329	7,865	\$1,469
USC Upstate	\$14,187,479	4,546	\$3,121	\$10,138,616	4,839	\$2,095
College of Charleston	\$26,054,537	9,806	\$2,657	\$23,752,507	10,191	\$2,331
USC Aiken	\$8,513,797	2,730	\$3,119	\$7,772,409	2,797	\$2,779
Lander	\$8,310,088	2,377	\$3,496	\$7,592,240	2,647	\$2,868
Winthrop	\$17,838,919	5,363	\$3,326	\$16,262,774	5,355	\$3,037
Citadel	\$12,347,148	3,107	\$3,974	\$11,256,224	3,202	\$3,515
Francis Marion	\$14,680,433	3,358	\$4,372	\$13,388,078	3,465	\$3,864
SC State	\$18,065,137	4,358	\$4,145	\$16,471,285	3,766	\$4,374

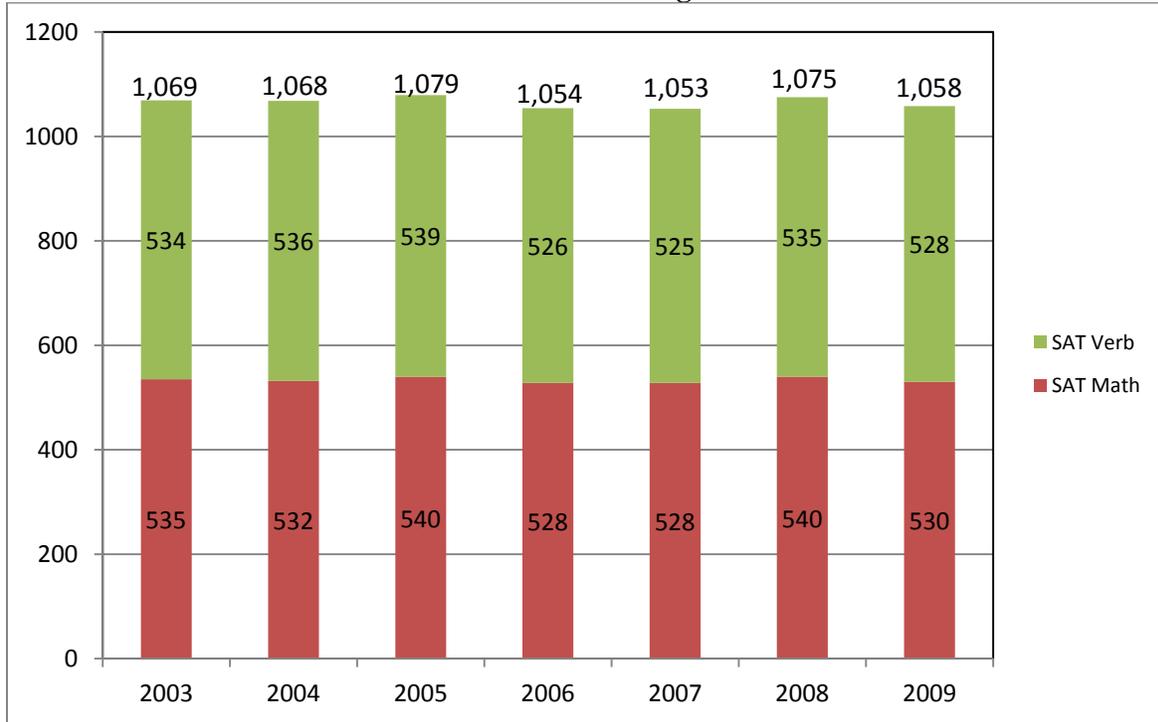
Average Faculty Salaries, 2008-09

INSTITUTION NAME	PROFESSR		ASSCPROF		ASSTPROF		TOTAL	
	# In Rank	Avg Salary						
Lander University	20	\$67,251	33	\$52,461	45	\$49,775	98	\$54,246
U.S.C. - Aiken	29	\$72,845	39	\$58,538	37	\$51,863	105	\$60,137
U.S.C. - Upstate	31	\$74,544	39	\$60,654	64	\$51,257	134	\$59,379
U.S.C. - Beaufort	11	\$69,421	15	\$59,473	17	\$52,354	43	\$59,203
South Carolina State Univ.	45	\$72,119	56	\$64,026	95	\$58,245	196	\$63,082
Francis Marion University	58	\$75,715	51	\$58,977	78	\$51,680	187	\$61,125
Winthrop University	69	\$74,655	98	\$65,384	81	\$55,013	248	\$64,576
Coastal Carolina University	55	\$83,036	75	\$68,397	111	\$57,468	241	\$66,704
College of Charleston	27	\$81,225	155	\$64,988	161	\$58,388	343	\$63,168
The Citadel	55	\$83,708	52	\$68,680	65	\$55,707	172	\$68,583

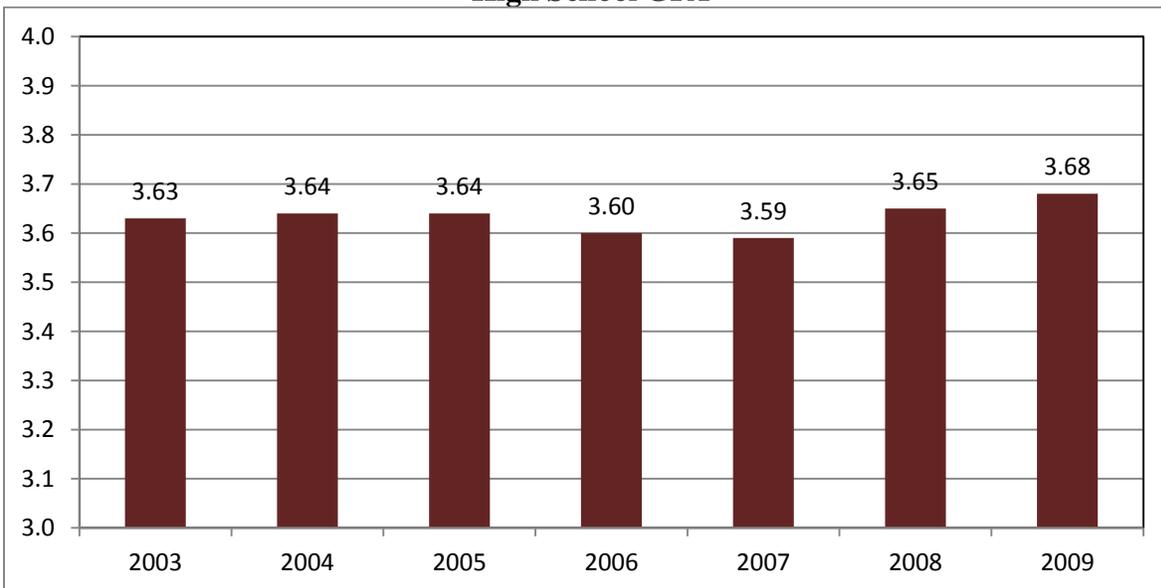
Results

SAT scores along with High School GPAs are quality indicators for our freshmen class.

First-Time Freshmen Average SAT Scores

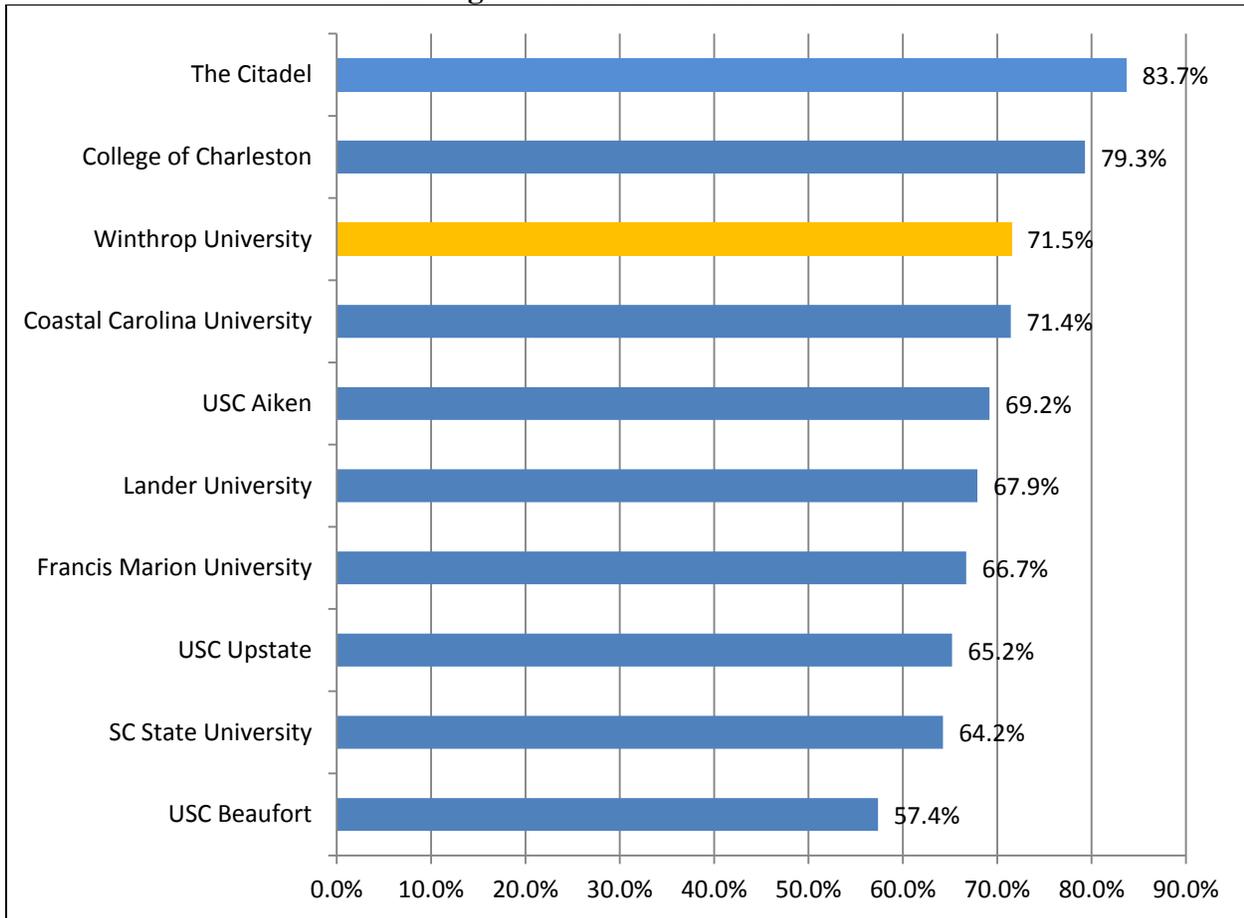


High School GPA



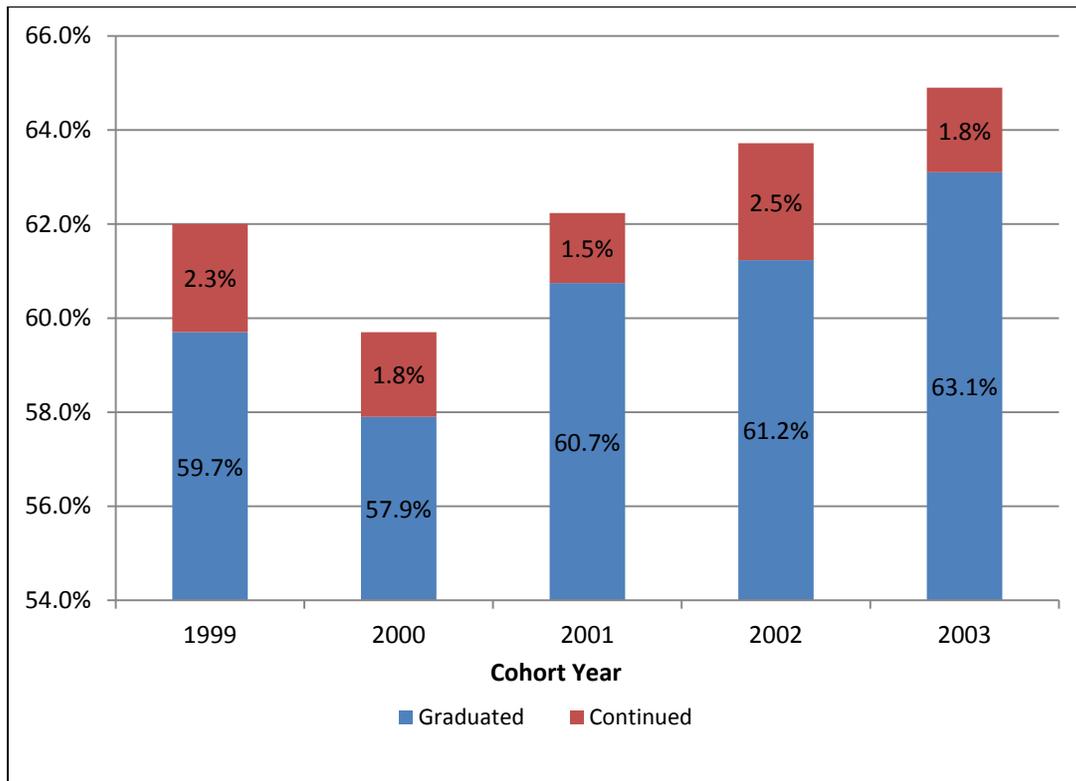
Results

2008 Retention Rate for Public 4-Year Comprehensive Teaching Institutions in South Carolina



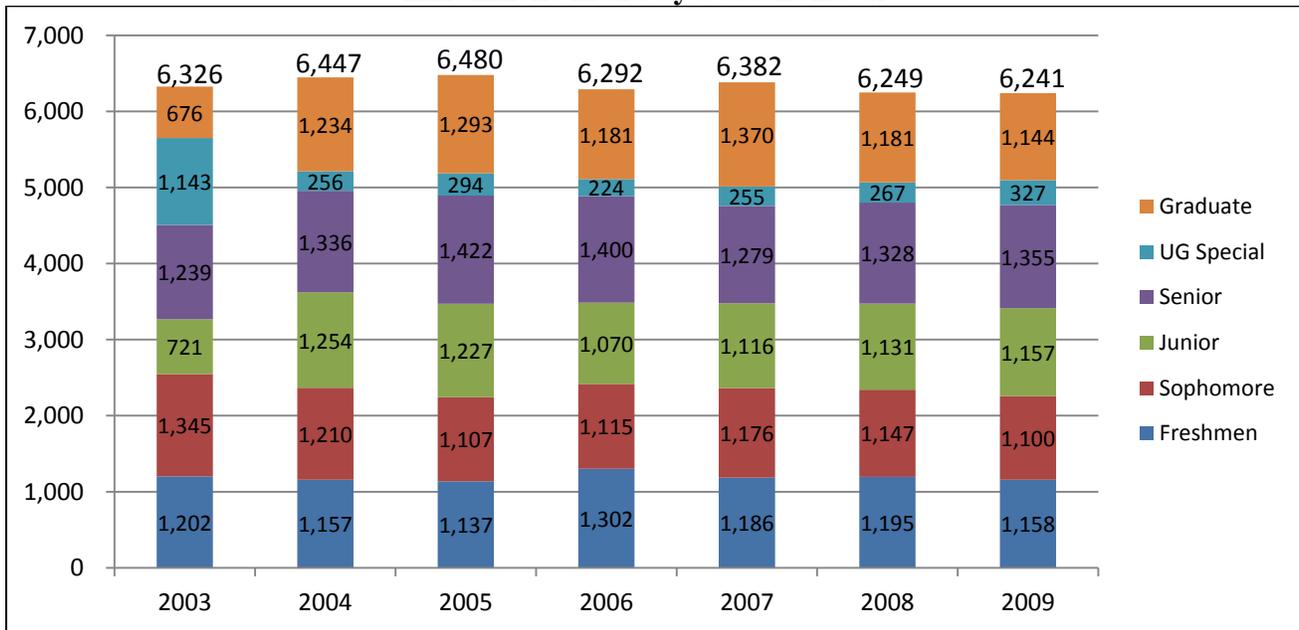
Results

Six Year Graduation and Continuation Rates



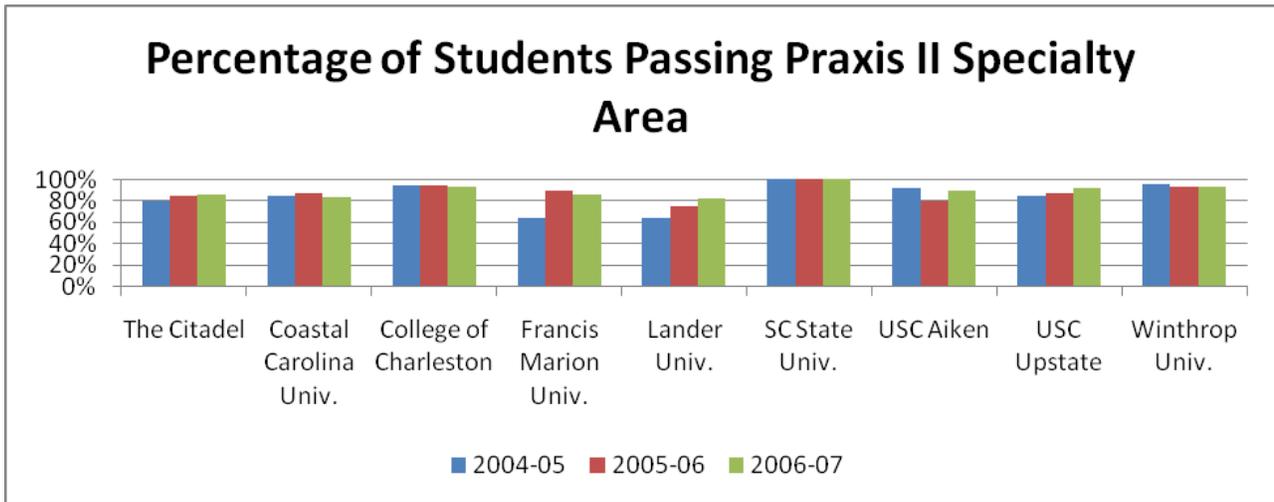
Results

Enrollment Trend by Student Level



Results

Percentage of Students Passing Praxis II Specialty Area

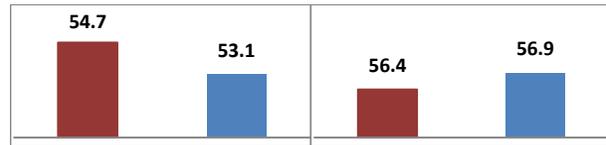


Results

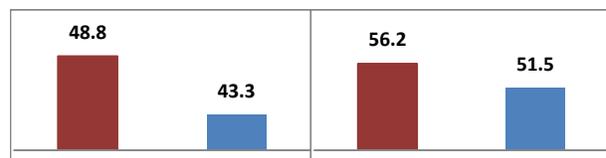
2009 National Survey of Student Engagement (NSSE)

Winthrop students have consistently indicated a greater degree of engagement than Carnegie Class Peers on the indicators below.

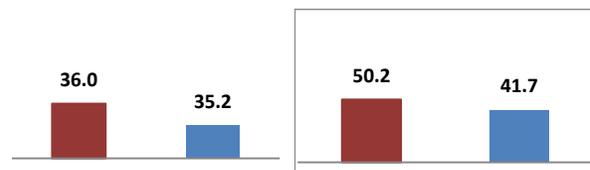
Level of Academic Challenge	First-Year	Senior
Winthrop	54.7	56.4
Carnegie Class	53.1	56.9



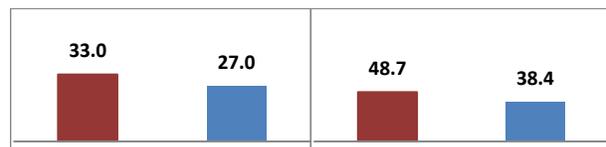
Active and Collaborative Learning	First-Year	Senior
Winthrop	48.8	56.2
Carnegie Class	43.3	51.5



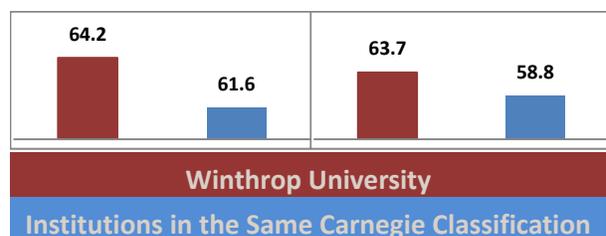
Student-Faculty Interaction	First-Year	Senior
Winthrop	36.0	50.2
Carnegie Class	35.2	41.7



Enriching Educational Experiences	First-Year	Senior
Winthrop	33.0	48.7
Carnegie Class	27.0	38.4



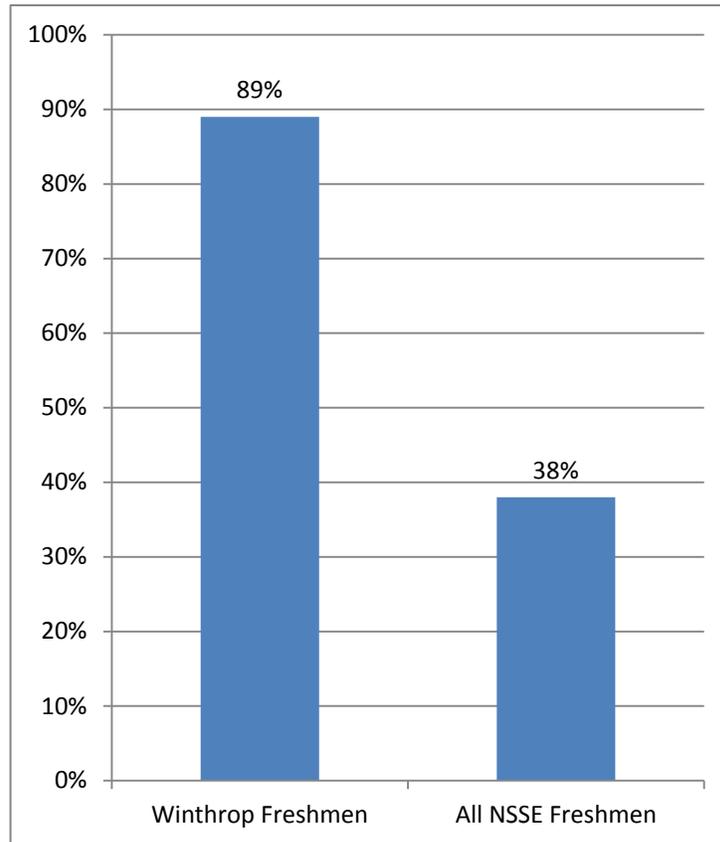
Supportive Campus Environment	First-Year	Senior
Winthrop	64.2	63.7
Carnegie Class	61.6	58.8



Results

2009 National Survey of Student Engagement (NSSE)

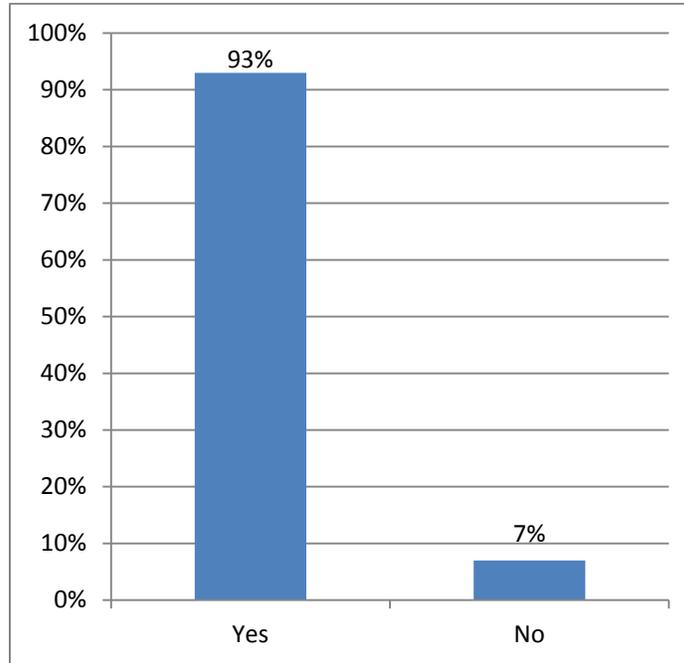
Winthrop freshmen participated at a significantly higher level in a community-based project (e.g. service learning) as part of a regular course than all freshmen participating in NSSE.



Results

Alumni surveys also indicate a high level of satisfaction with Winthrop University when asked:

Would You Choose to Attend Winthrop Again?

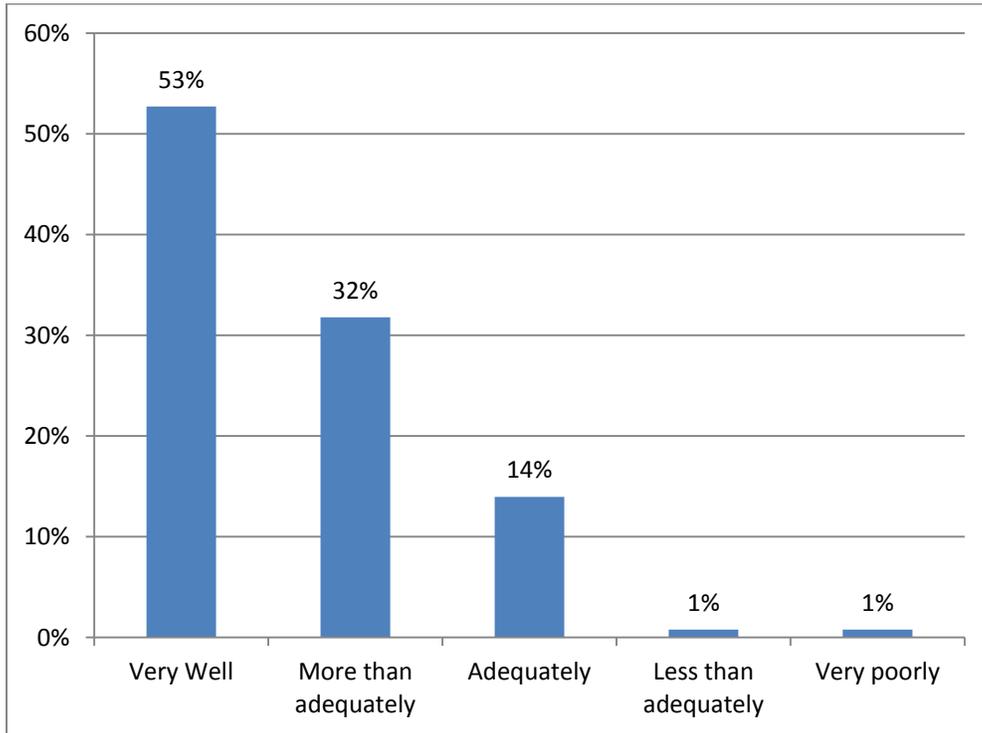


Source: 2007 Alumni Survey (survey of alumni 3 years after graduation)

Results

When asked:

In general, how well do you feel your education at Winthrop prepared you for your continuing education?



Source: 2007 Alumni Survey (survey of alumni 3 years after graduation)

Results

Winthrop's academic programs are measured by national standards of quality. Each academic program that can be nationally accredited through a professional specialized organization has earned that distinction. The documents of accreditation reside in the Office of Accreditation, Accountability, and Academic Services. The following is a listing of the specialized organizations that Winthrop University is affiliated with:

Program	Degree	Accrediting/Specialization Organization	Accredited Status	Year Last Visit	Next Self-Study
Business Administration	B,M	Association to Advance Collegiate Schools of Business (AACSB)	Full	2010	2016
Computer Science	B	Accreditation Board for Engineering & Technology (ABET)	Full	2010	2016
Business Administration (Personal Fin Planning)	B	Certified Financial Planner Board of Standards (CFP)	Full	N/A	2012
Education	B,M	National Council for Accreditation of Teacher Education (NCATE)	Full	2008	2009
School Psychology	MS, SSP	National Association of School Psychologist (NASP)	Full	N/A	2011
Counseling	M	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Full	2008	2016
Athletic Training	B	Commission on Accreditation of Athletic Training Education (CAATE)	Full	2009	2020
Exercise Science	B	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Initial App 2007	N/A	2011
Macfeat Laboratory School		National Association of the Education of Young Children (NAEYC)	Full	2010	2015
Sport Management	B	Commission on Sport Management Accreditation (COSMA)	Full	2004	2011
Mass Communication	B	Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)	Full	2008	2013
Dietetics	B	Commission on Accreditation for Dietetics Education (CADE)	Full	2009	2014
Chemistry	B	American Chemical Society (ACS)	Full	N/A	2009
Social Work	B,M	Council on Social Work Education (CSWE)	Full	2009	2012
Music	B,M	National Association of Schools of Music (NASM)	Full	2003	2013
Music Performance	B,M	National Association of Schools of Music (NASM)	Full	2003	2013
Music Education	B,M	National Association of Schools of Music (NASM)	Full	2003	2013
Interior Design	B	Council for Interior Design (CIDA)	Full	2009	2012

Results

Program	Degree	Accrediting/Specialization Organization	Accredited Status	Year Last Visit	Next Self-Study
Dance	B	National Association of Schools of Dance (NASD)	Full	2008	2019
Dance – Teacher Cert	B	National Association of Schools of Dance (NASD)	Full	2008	2019
Theatre	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Theatre – Performance	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Theatre – Design/Technical	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Theatre – Teacher Cert	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Art	B	National Association of Schools of Art & Design (NASAD)	Full	2002	2012
Art History	B	National Association of Schools of Art & Design (NASAD)	Full	2002	2012
Art Education	B,M	National Association of Schools of Art & Design (NASAD)	Full	2002	2012
Fine Arts	B,M	National Association of Schools of Art & Design (NASAD)	Full	2002	2012
Art – Teaching	M	National Association of Schools of Art & Design (NASAD)	Full	2002	2012