

Winthrop University

Accountability Report  
to the  
State Budget and Control Board

*Winthrop University: Live. Learn. Lead.*

September 15, 2008

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# Glossary of Terms and Abbreviations

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AACTE	American Association of Colleges of Teacher Education
BASE	Basic Academic Subject Examination
CAS	College of Arts and Sciences
CBA	College of Business Administration
CHE	Commission on Higher Education
CLA	Collegiate Learning Assessment
COE	College of Education
CPA	Certified Public Accountant
CSRDE	Consortium for Student Retention Data Exchange
CVPA	College of Visual and Performing Art
EBI	Educational Benchmark Incorporated
EO	Executive Officer
FRS	Financial Resource System
HRS	Human Resource System
HMPX	Human Experience
INBRE	IDeA Networks of Biomedical Research Excellence
IPEDS	Integrated Postsecondary Education System
IT	Information Technology
LIFE	Legislative Incentive for Future Excellence
MAP	Making Achievement Possible
NCAA	National Collegiate Athletics Association
NCATE	National Council for Accreditation of Teacher Education
NSSE	National Survey of Student Engagement
ONCA	Office of Nationally Competitive Awards
PDAB	Professional Development Advisory Board
PRISM	Promoting Research in Science and Math
SACS	Southern Association of Colleges and Schools
SIS	Student Information System
TLC	Teaching and Learning Center
WILL	Winthrop Invests in Lifelong Learning

State Budget and Control Board  
 2007-08 Accountability Report  
 for  
 Winthrop University

Section I – Executive Summary

***The Winthrop Experience: Live. Learn. Lead.***

Winthrop University is a high-performing, comprehensive teaching institution that enrolls over 6,300 students – most of whom are South Carolina residents – in 37 undergraduate and 25 graduate degree programs. The University is located in Rock Hill, South Carolina, a city of nearly 60,000, and maintains a 100-acre campus with 325-acre sports and recreational areas. A strong liberal arts core provides the foundation for all undergraduate degree programs. The institution is divided into five academic units: the Colleges of Arts and Sciences, Business Administration, Education, Visual and Performing Arts, as well as the University College. Dacus Library is also considered an academic unit, and its staff members hold faculty rank. The University consists of five main operating units – Academic Affairs, Finance and Business, Student Life, University Advancement, and University Development – all reporting to the President. In addition to full institutional accreditation, the university has achieved 100 percent national accreditation in all eligible programs. Winthrop students learn from an outstanding faculty that includes internationally known scholars. A student-faculty ratio of 15:1 allows for personal relationships and collaboration within the learning-centered community. Instruction is enhanced and enriched by the participation of distinguished visiting scholars, artists, and others successful in their fields. Figure 1.1 presents the University’s purpose, vision, mission, and values.

Figure 1.1  
 Winthrop University Purpose, Vision, Mission, and Values

**Purpose**

The purpose of Winthrop University is to provide personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina.

**Vision**

Winthrop University will be – and will be recognized as – one of the best universities of its kind

**Mission**

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina. All eligible bachelor's, master's and specialist degrees in the liberal arts and sciences, education, business and the visual and performing arts are nationally accredited – part of the University’s commitment to be among the very best institutions of its kind in the nation.

Building on its origins as a women’s college, the Winthrop University of the 21<sup>st</sup> century is achieving national recognition as a competitive and distinctive, co-educational, public, residential comprehensive teaching institution.

Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body of 6,000 students and will remain a medium-sized comprehensive teaching university for the foreseeable future. The University recruits South Carolina’s best students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and state. Winthrop prides itself on being an

institution of choice for groups traditionally under-represented on the college campus.

Winthrop’s historic campus, located in a dynamic city within a major metropolitan area, provides a contemporary and supportive environment that promotes student learning and development. Winthrop has a diverse and able faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with current methods and knowledge. As a result, Winthrop graduates are eminently well prepared to assume successful careers in business, industry, government, education, the arts, and human services, as well as to enter the most competitive graduate or professional schools.

### Values

Winthrop University is committed to:

- Excellence
- Community
- Service
- Diversity

### Major Achievements of 2007-08

In the 2007-08 *Vision of Distinction*, President Anthony J. DiGiorgio reflected on the fact that “Winthrop University is the only institution required, by law, to offer a ‘first-class’ higher education, adding programs and features to the campus ‘as the progress of the times may require.’” He went on to say that “It is this long-standing dedication to quality that has encouraged Winthrop’s talented, national-caliber workforce in recent years to create a values-based yet market-wise 21st -century educational experience — one specifically designed to prepare students to live, learn and lead for a lifetime. This dedication to quality has earned Winthrop an ever-increasing level of national recognition, and it now is inspiring a vision of national prominence for Winthrop as well. Even as Winthrop charts a course of carefully planned incremental growth over the years to come, please be assured of this: It will remain Winthrop’s nature and character to guide students toward a deeper kind of learning that values the quest for meaning as well as facts, and builds the capacities of students to be leaders in their communities, as well as leaders in their professions. In that way, Winthrop continues to fulfill its mandate to offer students true higher-learning experiences, ‘as the progress of the times may require.’” This Accountability Report presents the evidence of Winthrop University’s continuing excellence. New academic programs, successfully completed capital projects, and the maintenance of 100 percent accreditation of all applicable academic programs are just a few things that prove that Winthrop University continues to be a first-class institution. Figure 1.2 highlights Winthrop’s major achievements this past year.

Figure 1.2 Winthrop University’s Top Achievements of 2007-08	
Capital Projects	<ul style="list-style-type: none"><li>• Razed the old Peabody physical education building and began site preparation for the new Anthony J. and Gale N. DiGiorgio Campus Center.</li><li>• The university is one of the first of South Carolina’s higher education</li></ul>

	institutions (among those with older residence halls) to have all of its dorms equipped with sprinkler systems.
Educational Value	<ul style="list-style-type: none"> <li>• Winthrop was again named the <i>U.S. News &amp; World Report's</i> Top Ten Regional Public Universities in the South.</li> <li>• <i>The Princeton Review</i> named Winthrop University as one of the nation's best value undergraduate institutions in its 2007 edition of "America's Best Value Colleges."</li> </ul>
Support Services	<ul style="list-style-type: none"> <li>• Following the tragedy at Virginia Tech, Winthrop implemented a text-messaging alert system that consists of 50 screens around campus that can flash emergency messages to students and faculty. The university plans to add 50 more screens this year.</li> <li>• The second phase of the Winthrop Ballpark was completed, which will enhance Winthrop's capacity to serve as a venue capable of hosting national, regional, intercollegiate, and other sport competitions.</li> </ul>
Information Technology Upgrade	<ul style="list-style-type: none"> <li>• A steering committee has formed and begun planning and implementation for the Banner suite of administrative software, which will enhance the effectiveness of the workforce in all areas of the university.</li> </ul>

### Key Strategic Goals of Winthrop University

The Winthrop University *Vision of Distinction* expresses the nature and character of the institution, as well as the strategic goals needed in order to realize that vision. Figure 1.3 presents the 2007-08 strategic goals of Winthrop University.

<p>Figure 1.3 Winthrop University's Strategic Goals for 2008-09</p>	
•	To build and enhance <b>Winthrop</b> as a <b>community</b> of learners.
•	To recruit and maintain an achievement-oriented, socially responsible, and culturally diverse <b>Student Body</b> .
•	To offer accessible, yet challenging, courses in an environment committed to quality <b>Academic Life</b> of national caliber.

<ul style="list-style-type: none"> <li>• To provide and maintain state-of-the-art <b>Facilities and Environs</b> for the highest quality educational delivery, exhibitions, and competitions.</li> </ul>
<ul style="list-style-type: none"> <li>• To provide <b>Support Services</b> for students, faculty, and staff based on national best practices.</li> </ul>
<ul style="list-style-type: none"> <li>• To forge the most strategic <b>Partnerships and Collaborations</b> for the enhancement of the University, the community, and the state.</li> </ul>

### Opportunities and Barriers

Winthrop is one of the best universities of its kind in the nation. With nearly 20 institutional citations in major national and state publications, the University continues to distinguish itself through both seizing opportunities and overcoming barriers by enhancing educational technology and distance learning capacities, as well as offering special social and academic programming designed to better retain first- and second-year students. The increasing emphasis on service learning and other unique educational experiences for students is preparing Winthrop students to enter an increasingly skilled workforce. Also, the ramping up of important institutional effectiveness practices such as outcomes assessment for the workforce ensures that Winthrop will continue to meet its goals.

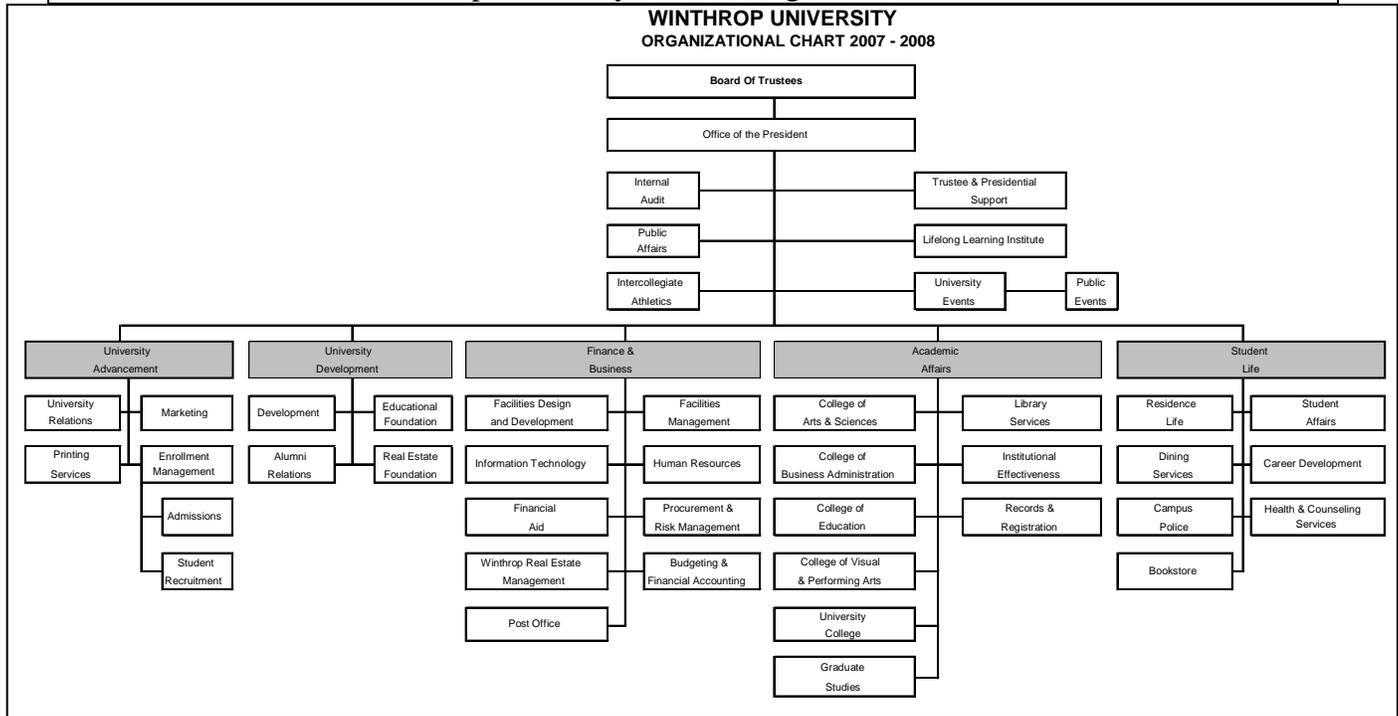
Winthrop faces many barriers to delivering national caliber professional and liberal arts education amidst increasing demands for accountability from groups with widely different educational priorities; especially, the challenge of doing business-like planning in an environment in which operating and capital funds are unpredictably allocated, in which bond bills to support the development of buildings and facilities are not passed, and in which state funding continues to decrease. Changes in the state tax policy adopted last year took effect this year, creating virtually singular reliance on sales tax revenues to fund the bulk of state government. As the housing sector plummeted and gas prices sky-rocketed midyear, discretionary consumer spending stalled, creating a massive shortfall in anticipated state revenue receipts for the coming fiscal year. As a consequence, statewide reductions in operating budgets of 2-5 percent ultimately are being adopted by the General Assembly for the year ahead, one-time revenue allocations have been slashed across the board and a capital bond bill that had been anticipated was postponed. Lottery scholarships were funded, but state leaders began signaling intentions to reduce costs by reducing the awards or increasing the qualifications in future years. Revenue projections for out-years continue to decline, reflecting expected deteriorating impact of overall state revenue estimates, with one state business community advocate predicting a budgetary “train wreck” with impacts on business in the 2009-2010 session. While outcomes for Winthrop reflected the state’s dire revenue picture, an active program of outreach to the legislature has been conducted pre-session.

### Use of This Report

The ideas and findings in this Report will be disseminated to managers, deans, department chairs and ultimately the entire workforce. The Baldrige format of this report allows for continued analysis of Winthrop’s systems and processes by providing concrete suggestions for continuous improvement, especially when used in tandem with Winthrop’s long-used *Vision of Distinction* strategic planning process.

## Section II– Organizational Profile

Figure 2.1  
Winthrop University 2007-08 Organizational Chart



Winthrop University was founded by David Bancroft Johnson in 1886 as Winthrop Normal School in Columbia, SC. In 1891, the institution was moved to Rock Hill, SC, and by 1920, it was renamed Winthrop College: The South Carolina College for Women. Winthrop became co-educational in 1974 and, today, educates over 6,300 undergraduate and graduate students per year in the tradition of the liberal arts.

Winthrop University is now a public, comprehensive Master’s institution that is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS), as well as multiple other program specific accreditation organizations. Winthrop has achieved 100 percent specialized accreditation for all eligible academic programs. The University is also subject to the authority of the Commission on Higher Education for the State of South Carolina (CHE), as well as the State Budget and Control Board.

The Winthrop University Board of Trustees maintains general supervision over and is vested with the conduct of the University. Twelve members comprise the Board, including the Governor of South Carolina and 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 Executive Committee possesses and exercises all the powers of the full Board in emergencies and has the responsibility to evaluate the President on an annual basis in accordance with the state agency head performance appraisal process. The Executive Committee provides general oversight for all matters related to long-range planning for the University; facilities planning; and personnel matters.

The Finance Committee provides general oversight of the finances of the University, including the annual institutional audit, as well as routine physical plant matters. The University Relations Committee provides general oversight for all matters related to student life; intercollegiate athletics; and alumni relations. This

Committee considers matters relating to fundraising for the University. In the interest in creating a sustainable organization, Winthrop senior leadership ensures constant and open communication.

The campus senior leadership includes the President and the Executive Officers who oversee Academic Affairs, Student Life, Finance and Business, and University Advancement. The President meets weekly with the Executive Officers and regularly with the Faculty Concerns Committee, the Council of Student Leaders, and the Faculty Conference. The Executive Staff consists of 28 leadership positions strategically appointed across the institution. Winthrop University is an academically collegial and inclusive environment that supports faculty and employee empowerment.

Over 225 full-time faculty members, 82% of whom hold terminal degrees in their fields, nearly 400 administrative/professional staff, and over 115 maintenance staff serve over 6,300 students per year on Winthrop's only campus in Rock Hill, South Carolina. Figure 2.2 presents Winthrop's main educational departments and services.

Figure 2.2 Winthrop University's Educational Programs and Services as of 2007-08	
Main Educational Programs	University Services
<ul style="list-style-type: none"> <li>• <b>College of Arts and Sciences</b> Biology Chemistry, Physics, Geology English Environmental Science History Human Nutrition Mass Communication Mathematics Modern Languages Philosophy and Religious Studies Political Science Psychology Social Work Sociology and Anthropology Speech</li> <li>• <b>College of Business</b> Accounting, Finance, Economics Computer Science and Quantitative Methods Entrepreneurship Human Resource Management Information Design International Business Management and Marketing</li> <li>• <b>College of Education</b> Center for Pedagogy Curriculum and Instruction Health and Physical Education</li> <li>• <b>College of Visual and Performing Arts</b> Fine Art Design Music Theater and Dance</li> <li>• <b>University College</b></li> <li>• <b>Dacus Library</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>President's Office</b> Athletics</li> <li>• <b>Student Life</b> Admissions Bookstore Campus Police Career Services Dining Services Financial Aid Health and Counseling Records and Registration Residence Life Student Affairs</li> <li>• <b>Finance and Business</b> Computing and Information Technology Facilities Cashier Payroll Controller's Office Procurement and Risk Management Human Resources Postal Center</li> <li>• <b>University Advancement</b> Alumni Relations Development Printing Services Winthrop Foundation Winthrop University Real Estate University Relations</li> </ul>



**Strategic Planning**

Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
The Winthrop Community	Substantially increase the number of residential Academic Success Communities, refine the two-year foundational residential experience for students, ensure that the Winthrop degree continues to signify quality.	Fig. 7.1-1, Fig. 7.1-7
The Student Body	Increase the applicant pool, increase the academic profile of applicants, assess adequacy of on-campus housing, create a model program to promote health and wellness.	Fig. 7.2-1, Fig. 7.2-4, Fig. 7.3-1, Fig. 7.5-1, Fig. 7.5-12
Academic Life	Continue to deliver a foundational curriculum noted for its distinctiveness, ensure Winthrop's continued leadership in offering national-caliber academic programs, and increase opportunities for students to be involved in meaningful research.	Fig. 7.4-1, Fig. 7.4-2, Figure 7.4-3, Fig. 7.5-4
Facilities and Environs	Complete construction of new academic facilities, renovate Tillman Hall, preserve the unique character of the Winthrop campus, and guide and inform long-term decision-making and resource identification.	TBD
Support Services	Ensure that Winthrop's technological capacity remains current, ensure that Winthrop remains on the leading edge in technology utilization, and to improve efficiency and cost-effectiveness of administrative processes.	Fig. 7.4-4
Partnerships and Collaborations	Establish a Winthrop University legislative agenda for the 2007 session fo the SC General Assembly and advance its engagement in activities that contribute to SC meeting changing workforce needs.	Fig. 7.6-1

\* 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.

**Major Program Areas**

<b>Program Number and Title</b>	<b>Major Program Area Purpose (Brief)</b>	<b>FY 06-07 Budget Expenditures</b>	<b>FY 07-08 Budget Expenditures</b>	<b>Key Cross References for Financial Results*</b>
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.	<b>State:</b> 15,285,506.00 <b>Federal:</b> 433,062.00 <b>Other:</b> 15,401,509.00 <b>Total:</b> 31,120,077.00 <b>% of Total Budget:</b> 33%	<b>State:</b> 15,500,500.00 <b>Federal:</b> 596,282.00 <b>Other:</b> 17,919,466.00 <b>Total:</b> 34,016,248.00 <b>% of Total Budget:</b> 33%	TBD
I. Academic Support	Support the University's instructional programs including the library, academic computing and instructional technology support.	<b>State:</b> 2,582,964.00 <b>Federal:</b> 4,255.00 <b>Other:</b> 4,725,147.00 <b>Total:</b> 7,312,366.00 <b>% of Total Budget:</b> 9%	<b>State:</b> 2,650,000.00 <b>Federal:</b> 2,718.00 <b>Other:</b> 4,847,220.00 <b>Total:</b> 7,499,938.00 <b>% of Total Budget:</b> 7%	TBD
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	<b>State:</b> 1,098,011.00 <b>Federal:</b> 220,000.00 <b>Other:</b> 9,362,782.00 <b>Total:</b> 10,680,793.00 <b>% of Total Budget:</b> 13%	<b>State:</b> 1,100,500.00 <b>Federal:</b> 221,613.00 <b>Other:</b> 10,710,654.00 <b>Total:</b> 12,032,767.00 <b>% of Total Budget:</b> 12%	TBD
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	<b>State:</b> 1,442,259.00 <b>Federal:</b> <b>Other:</b> 6,160,475.00 <b>Total:</b> 7,602,734.00 <b>% of Total Budget:</b> 9%	<b>State:</b> 1,550,000.00 <b>Federal:</b> <b>Other:</b> 6,766,817.00 <b>Total:</b> 8,316,817.00 <b>% of Total Budget:</b> 8%	TBD
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.	<b>State:</b> 2,495,479.00 <b>Federal:</b> <b>Other:</b> 10,498,633.00 <b>Total:</b> 12,994,112.00 <b>% of Total Budget:</b> 16%	<b>State:</b> 2,560,500.00 <b>Federal:</b> <b>Other:</b> 13,717,215.00 <b>Total:</b> 16,277,715.00 <b>% of Total Budget:</b> 16%	TBD
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	<b>State:</b> <b>Federal:</b> <b>Other:</b> 8,743,400.00 <b>Total:</b> 8,743,400.00	<b>State:</b> <b>Federal:</b> <b>Other:</b> 9,588,729.00 <b>Total:</b> 9,588,729.00	TBD

**% of Total Budget:** 11%

**% of Total Budget:** 9%

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

Research, Public Service, Scholarships and Fellowships, Depreciation

<b>Remainder of Expenditures:</b>	<b>State:</b>	<b>State:</b>
	<b>Federal:</b> 2,065,780.00	<b>Federal:</b> 4,251,323.00
	<b>Other:</b> 11,473,308.00	<b>Other:</b> 11,648,826.00
	<b>Total:</b> 13,539,088.00	<b>Total:</b> 15,900,149.00
	<b>% of Total Budget:</b> 16%	<b>% of Total Budget:</b> 15%

\* 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.

## Accountability Report Appropriations/Expenditures Chart

### Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$45,843,156	\$18,889,273	\$ 48,895,498	\$ 19,534,595	\$ 50,300,000	\$ 19,364,729
Other Operating	\$34,497,472		\$ 41,719,190		\$ 42,500,000	
Special Items						
Permanent Improvements						
Case Services						

Distributions to Subdivisions						
Fringe Benefits	\$11,651,942	\$2,842,823	\$ 13,017,675	\$ 3,945,988	\$ 14,200,000	\$ 2,919,194
Non-recurring				\$ 1,200,000		
<b>Total</b>	\$91,992,570	\$21,732,096	\$ 103,632,363	\$ 24,680,583	\$ 107,000,000	\$ 22,283,923

### Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Winthrop workforce members have become increasingly focused on continuous improvement practices over the past two decades. “Academic Life” has been a hallmark goal in the *Vision of Distinction* for over 17 years and the academic and service changes that have been made over this time have led to improved teaching and deeper learning experiences among students. Most courses are delivered in the traditional classroom – many of them “smart classrooms” – and an increasing number of students are involved in internships, coops, and service learning experiences. About 5% of Winthrop’s courses are taught in either a blended format or exclusively online. Figure 2.3 presents Winthrop’s fall 2007 enrollment and Figure 2.4 presents fall 2007 enrollment by ethnicity.

Level	Fall 2007		
	Male	Female	Total
Full-Time Undergraduate	1,397	3,073	<b>4,470</b>
Part-Time Undergraduate	165	377	<b>542</b>
<b>Subtotal</b>	<b>1,562</b>	<b>3,450</b>	<b>5,012</b>
Full-Time Graduate	132	266	<b>398</b>
Part-Time Graduate	244	728	<b>972</b>
<b>Subtotal</b>	<b>376</b>	<b>994</b>	<b>1,370</b>
<b>Grand Total</b>	<b>1,938</b>	<b>4,444</b>	<b>6,382</b>

Ethnic Category	N	%
White, non-Hispanic	4,413	69.1%
Black, non-Hispanic	1,603	25.1%
International	133	2.1%
American Indian	24	0.4%
Asian/Pacific Islander	96	1.5%
Hispanic	113	1.8%
Unknown	0	0.0%
<b>Total Students</b>	<b>6,382</b>	<b>100%</b>

*Between fall 1997 and fall 2007, Winthrop University saw a 14.5% increase in overall enrollment. In that same time, the enrollment of African American students increased by 34.6%. That figure for Hispanic students is 109.3%. Winthrop’s key stakeholder groups are its students, parents, community members, and local businesses and industries. Winthrop’s market influence attracts local and regional high school completers, technical college transfers, local teachers, and a variety of non-traditional, returning, students. Nearly 85% of students are in-state and about 95% of full-time students receive merit and need-based grants and scholarships.*

Winthrop is an early adopter of outsourcing to the private sector for auxiliary services. Some of Winthrop’s key partners include: Aramark, the supplier of food and food services on campus; Follett, the key supplier for the Winthrop University Bookstore; local high schools; York Technical College; and multiple local business and industries. Winthrop University continues to have a substantial impact on the local economy with countless students and tax payers realizing a significant return on their investment in the institution.

Winthrop maintains a variety of effective performance improvement systems for workforce members. Beyond the State mandated performance evaluation system (e.g. the agency head and administrative evaluations), the University features its own programs, including: Winthrop Invests in Lifelong Learning (WILL), the Teaching and Learning Center (TLC), Technology Tuesdays, and the new faculty orientation. The WILL Program provides basic education to those on the University staff who can benefit from it, Technology Tuesdays provides University the workforce with voluntary technological instruction, the TLC provides faculty with numerous professional development opportunities, and the faculty orientation provides effectively introduces new faculty to the unique learning culture at the University.

Section III– Elements of the Malcolm Baldrige Award Criteria

Section III of this Report showcases the unique characteristics, processes, and programs at Winthrop University that make it a high performing, well renowned institution. Effective leadership and thoughtful, inclusive strategic planning have set the stage for faculty and student productivity, appropriate market focus, and good process management. Indeed, Winthrop University is a self-reflective institution that utilizes a variety of continuous improvement practices to remain on the cutting edge of teaching universities both in South Carolina and nationally.

Category 1 – Leadership

Winthrop University is organized into five main administrative units that all report to the President. Figure 3.1 presents the University’s Executive Officers as of 2007-08.

<p>Figure 3.1 Winthrop University’s 2007-08 Executive Officers</p>	
<p><b>President</b> Anthony J. DiGiorgio</p>	
<p style="text-align: center;"><b>Vice President for Academic Affairs</b> Thomas F. Moore</p> <p style="text-align: center;"><b>Vice President for Student Life</b> Frank P. Ardaiole</p>	<p style="text-align: center;"><b>Vice President for Finance and Business</b> J.P. McKee</p> <p style="text-align: center;"><b>Vice President for University Advancement</b> Kathryn Holten</p> <p style="text-align: center;"><b>Vice President for Development and Alumni Relations</b> Brien Lewis</p>

All positions at the University are under one of these five Executive Officers. All of the Executive Officers, as well as many other members of the Winthrop faculty, staff, and administration, establish organizational vision and values for the entire campus community and disseminate that wisdom to the local community and beyond. In 2001, as part of the process that led to Winthrop’s strategic plan (the *Vision of Distinction*) President DiGiorgio established the task force on the “Nature and Character of the University.” This Task Force was charged with defining the nature and character of the institution, as well as crystallizing Winthrop’s mission, vision, and values.

Leadership is also evident at the College level; for example, the College of Business Administration (CBA) uses a four-part process in which department chairs work through faculty mentors and a formal peer evaluation system to help socialize new faculty. Faculty members across the College of Arts and Sciences (CAS) provide

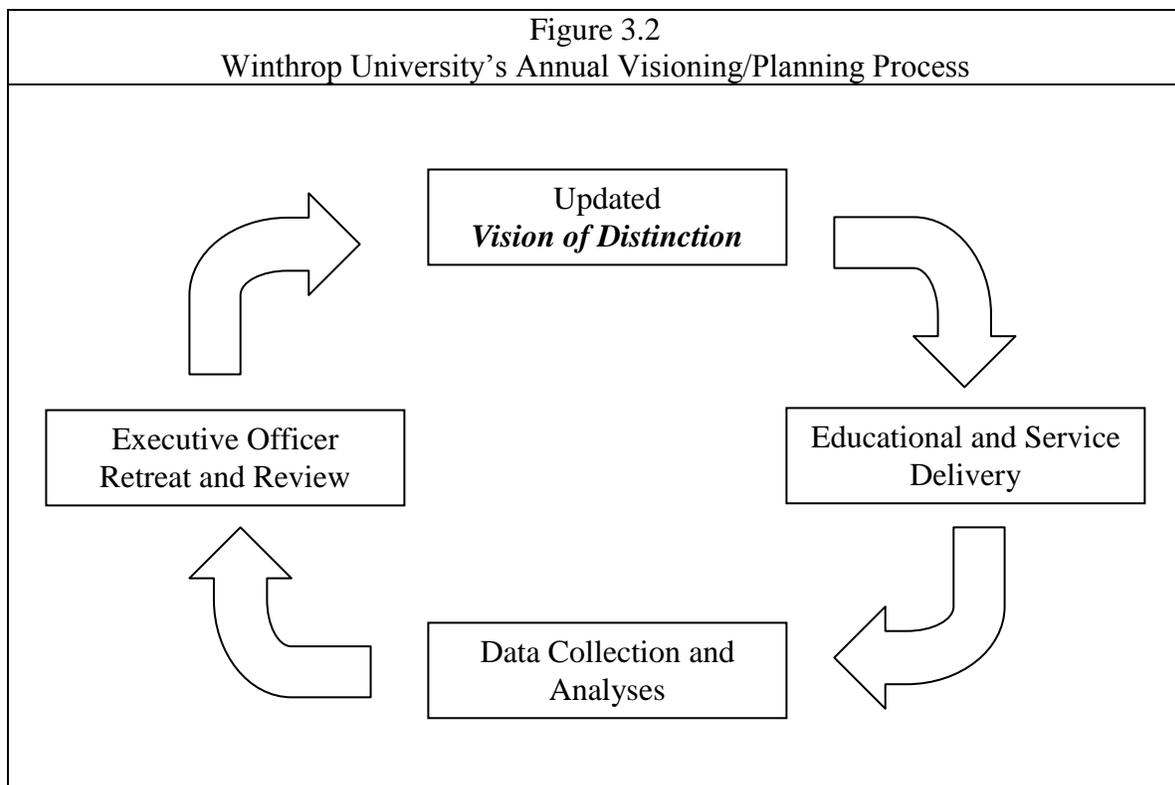
leadership by example in their continued work on deep learning. As a result, activities which foster deep learning are increasing throughout the CAS, as well as the other colleges, illustrating that leadership at Winthrop University is not just a “top-down” phenomenon. The faculty members are encouraged to be proactive and provide campus leadership from the perspective of their disciplines, while keeping in mind the broader educational enterprise.

Students are also leaders at Winthrop. To further enhance Winthrop’s preparation of students to become leaders in their professions and in their communities, Winthrop plans to implement its new inter-disciplinary leadership program and establish an advisory board to guide its on-going development. In 2007-08 an advisory board was established which approved a proposed program with minor modifications. The board held a combined kickoff event and meeting February 26, 2008 with keynote speaker Richard Vinroot, former Mayor of Charlotte.

To enhance the role of the university in graduate education in the region and the presence of graduate programs on campus, Winthrop has implemented recommendations from the Graduate Studies Task Force, including conducting a successful search for the first Dean of the Graduate School at Winthrop University. A successful search for the inaugural Dean of the Graduate School resulted in an appointment to begin July 1, 2009. The restructuring of the graduate operations will continue and evolve further during 08-09.

Campus leaders promote an environment that fosters the values of integrity and ethical behavior through their actions and through the campus policies and procedures that are available in print and electronically. All new campus employees participate in an orientation that strengthens them in their commitment to Winthrop University’s climate of ethical behavior. Also, senior campus leaders oversee the annual evaluation of campus employees and ensure that employees’ legal and ethical behavior is evaluated as part of this process. Standards of appropriate conduct are in place that deans and other managers are expected to communicate to their employees on a regular basis.

Category 2 – Strategic Planning



Now in its eighteenth year, the campus-wide strategic planning process continues to provide a detailed blueprint for Winthrop University’s future. In 1990, President DiGiorgio started a planning process that has been refined

over the years into a regularly occurring, cyclical process of visioning, identifying strategies and goals, and taking stock of the year's accomplishments in an end-of-year update. The cycle starts over each fall when the following year's version of the *Vision of Distinction* is communicated to the campus community, as well as to key external stakeholders in the local community and region. In June of every year, the Executive Officers meet in a series of retreats and submit to the President their final updates on their respective areas of responsibility in the *Vision of Distinction* and propose next-stage initiatives for the coming academic year. In early September the Executive Officers staff the *Vision of Distinction* by identifying who is responsible for the progress of each strategic initiative. In January the Executive Officers submit to the President mid-year progress updates.

As a part of the ongoing visioning process, the President formed a committee that was charged with defining the "Nature and Character of Winthrop University" for the 21<sup>st</sup> Century. Since that time, the President has involved key internal stakeholders to support and maintain the relevance of the goals and objectives in the *Vision of Distinction*. Each year, the President, the Executive Officers, as well as other key college workforce members, review the goals and accomplishments for the year just completed. The Executive Assistant to the President is then charged with identifying what was accomplished and what is still in progress in the end-of-year update. The end-of-year update delineates the goals, objectives, individual assignments, and specific accomplishments for the year's *Vision of Distinction*. The President presents highlights of the previous year's accomplishments to the entire campus community in the fall and the end-of-year report is then posted to the Winthrop website.

Figure 3.3 presents highlights from the 2007-08 end-of-year report.

Figure 3.3 Winthrop University's 2007-08 <i>Vision of Distinction</i> End-of-Year Report Excerpts			
Goal	Objective	Assigned to	Results/Analyses
The Winthrop Community	To continue to integrate and broaden student opportunities and to engage in for-credit service learning by expanding outreach to key employers in the region, including those in the non-profit sector.	Ellin McDonough	The Center for Career Development and Service Learning held the second annual Community Partner Reception in Fall 2007: this is a networking opportunity for non-profit agency representatives and the Winthrop workforce. 37 agency representatives attended.  In Spring 2008, a "Mix and Mingle" was held for non-profit community partners, which connected ACAD peer mentors with non-profits. 55 peer mentors and 9 community partners attended.
Academic Life	To review organizational and administrative oversight of the summer school in order to enhance its role in the educational experience of Winthrop students at all levels and to increase the academic success, persistence, and on-time completion of degree requirements.	Tom Moore ALC Summer Program Committee	Summer school coordination was made a major responsibility of the new dean of the graduate school, which was considered in the selection process. New methods of promotion in 2007-08 included targeted mailings, the creation of a website addressing summer school issues, and a review of admissions and records processes associated with summer enrollments.

The Student Body	To fulfill its commitment to inclusiveness and to ensure the presence of demographically diverse perspectives that will enrich the Winthrop experience for all students, Winthrop will continue to implement a multi-year enrollment growth initiative designed to enhance the size, quality and diversity of the undergraduate student body.	Margaret Williamson	The implementation of Recruitment Plus began on August 6. The primary unfinished task is application processing in RP, which IT staff members are on schedule to accomplish. Application processing will permit most recruitment/admissions work to take place in RP instead of the current process of entering data into two systems.
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The visioning/planning process effectively turns the vision for the University into action objectives. Each year, increasingly more of the institution's vision becomes reality through this strategic planning process. The *Vision of Distinction* presents the hallmark goals and objectives of the institution and the end-of-year report summarizes what was accomplished and what is still in progress. This planning process ensures that all of the objectives stated in the *Vision of Distinction* will be addressed each year.

Planning and institutional self-reflection take place at the college and departmental levels as well. Each College reviews faculty evaluations in which students provide feedback about the instruction they received as part of promotion and tenure evaluations. Information Technology (IT) maintains a regular schedule of computer/software installation and replacement campus wide. Through concerted planning efforts, Winthrop has increased the number of residential Academic Success Communities on campus and has also developed a plan to incorporate healthy living information and activities into all first-year students' educational experience. Finally, in the interest of increasing academic success, retention, and on-time degree completion, the University will analyze the structure and fee schedule for the summer sessions.

Winthrop University continues to grow. To that end, a feasibility analysis of future growth potential was completed this year by George Dehne Associates (GDA). Pertinent information was shared with the university community and progress is being made in implementing necessary changes. Building and renovations continue all over campus. The new Glenda Pittman and Charles Jerry Owens Hall general use classroom facility opened for Fall 2008 classes and has already housed many special events (speakers, workshops, presentations). There will be more. The network, wireless, and smart technology installations were completed in October 2007. Security camera installations are also complete. There are some minor door access and heating/air system issues remaining to be addressed by the general contractor or Facilities Management. Overall, Owens Hall has been well-received by the faculty and students.

Work continues on Tillman Hall, one of the University's most historic buildings. The roof system is 90% complete and window replacement began Summer '08, as did upgrades of the electrical and mechanical systems. DP3 will perform an assessment of the fourth floor during Summer '08. Other campus projects include: the preparation for and phased implementation of the plan for the Sculpture Garden bordered by Roddey Hall and the McLaurin Building, which will be bid on in July '09; the implementation of the Scholars Walk plan to connect Little Chapel with the Sculpture Garden via a pedestrian promenade, which was bid in July '08; the completion of an inventory and assessment of Winthrop's current tree stock and establishment of a plan for next-generation plantings, emphasizing native and sustainable species; and the completion of standardized, consistent signage installations for all outdoor public art and commemorative trees at Winthrop, which is underway.

Further campus improvements include: first-phase renovations to Byrnes Auditorium, including installation of new lighting, stage rigging and sound systems, which are under way, as well as refurbishment of the Aeolian-Skinner D.B. Johnson Memorial Organ, which is expected back on Oct. 1, 2008; the repair and replacement of

exterior trim and reprogramming of some spaces in the Kinard and Bancroft buildings; the continuing refurbishment of Thomson Café food service areas, which will upgrade the East and West Thomson lobbies over the semester break; and the relocation of the Academic Computing Center to Dacus Library, which is complete; and the second phase of the Winthrop Ballpark, which is also complete.

Winthrop hired an Academic Space & Scheduling Coordinator in February 2008 in order to provide better coordination of course scheduling and classroom utilization, especially between the colleges. Departments will be encouraged to create zero-credit hour courses for recurrent activities (such as departmental seminars, rehearsals, repertoires, etc.) in order to monitor room utilization. Work is already underway on the inventory of academic space and the updating of the student information and facilities files. Research continues on software available to assist with management of space inventory and utilization. Overall, the plans for campus wide improvements continue, with a special focus on facilities projects, new residence life initiatives, and academic programming initiatives. Plans for future space management also include: a music library addition, the preparation for the eventual conversion of Dinkins Building for use by the College of Visual and Performing Arts, the use of Roddey Hall as potential space for the College of Visual and Performing Arts, and the review of space use and needs of College of Arts and Sciences and the Honors Program.

### Category 3 – Student, Stakeholder, and Market Focus

#### **State and Local Government**

Winthrop continues to work closely with its partners in the local and state governments. To enhance recognition of and support for both public higher education's overall role in realization of South Carolina's goals for human and economic development and Winthrop University's particular needs in sustaining and enhancing its nationally recognized quality and value, Winthrop will establish its legislative agenda for the 2008 session of the South Carolina General Assembly to include: improved investment in public higher education institutional support, improved investment in aid to students with demonstrated financial need, and adjustment to lottery scholarship allocation methodology to account for freshmen adjustment period, capital bond support for development of a new library facility capable of meeting the 21st century needs of the university, continuing investment in development and operation of the statewide digital library system, and working with the S.C. Commission on Higher Education (CHE) to adjust funding formulas to reach an increased percentage of the Mission Resource Requirement.

Locally, over the late summer and fall months, the president consulted individually with members of the York County legislative delegation, as well as hosting a collective delegation dinner in late November, to advance Winthrop's requests for the 2008 session. In early Fall, the president visited with the chair of the Higher Education Subcommittee of the House Ways and Means Committee in his home district in Charleston, so that his perspectives were factored into the final version of requests to be put forth during 2008 legislative hearings that begin with that committee. In mid-December, the president hosted Speaker of the House Harrell for private discussions regarding Winthrop's needs, following a community leadership luncheon at Winthrop featuring Speaker Harrell's outlook for the 2008 session.

The president also met with the chair of the higher education subcommittee of Senate Finance, and the chairman of Senate Finance. Concurrently, the president in late fall hosted a meeting of comprehensive sector presidents at Winthrop, including consultations with CHE's new executive director, to discuss funding adjustment needs and related matters. The president and various other members of Executive Staff have been requested to serve on advisory groups to various subcommittees of the Higher Education Study Committee that was created jointly by legislative leaders and the governor in 2007. The group has been charged to bring forward strategic plan and related recommendations to the General Assembly by September 15, 2008.

The president is also serving on the board of directors for the York County Regional Chamber of Commerce (YCRCC) and the Innovations Committee of the Rock Hill Economic Development Corporation, and has designated Winthrop representatives to serve on the board of the York County Economic Development Board

and Government Relations Task Force of the YCRCC. Winthrop was invited to participate in a series of industry relocation events involving approximately 300 families associated with Daimler Trucks (formerly known as Freightliner, Inc.) whose jobs are being relocated to York County.

Winthrop representatives spent time with representatives of the S.C. Chamber of Commerce and the incoming president of the Charlotte Regional Chamber of Commerce, briefing them on Winthrop resources, etc. The president continues to meet with representatives of ELA Corp., K. Hovnanian and others, as well as officials of the city of Rock Hill, regarding development plans for The Bleachery, to include an active-adult retirement community with a related Lifelong Learning Institute. The president continues to serve on the Innovations Committee of the Rock Hill Economic Development Corporation, which shepherds overall Textile Corridor/Old Town development.

A Winthrop representative has advanced South Cherry Road improvements onto the priority agenda of the Quality of Life Committee of RHEDC. A Winthrop representative continues to lead the Downtown Board of Rock Hill, which works to advance the 'college town' concept as part of overall downtown Rock Hill development. Following a presentation of Winthrop's development plans to an October neighborhood meeting to which over 1,000 were invited and a December public hearing before the Rock Hill Planning Commission, the zoning modifications requested by Winthrop received unanimous recommendation from members of the Rock Hill Planning Commission. Representatives of both the York County Regional Chamber of Commerce and the Rock Hill Economic Development Corporation appeared in support of Winthrop's request at the public hearing.

### **Students**

Winthrop University is a selective institution. While inquiries and applications are encouraged from all potential students, only the best possible candidates are admitted to the University each year. Last year's report delineated some of the methods the Undergraduate Admissions Office utilizes to identify Winthrop's best student markets. This year's report focuses on other university wide initiatives, as well as some of that which is done in specific colleges.

Winthrop continues to implement a multi-year enrollment growth initiative designed to enhance the size, quality and diversity of the undergraduate student body by implementing a state-of-the-art administrative database system that will facilitate the management of prospective applicant information more effectively and efficiently. Winthrop began implementing the new database system, Recruitment Plus (RP), on August 6, 2008. With RP, the communication flow to students, high school counselors and parents is now more timely and efficient. Mailings are customized to specific audiences. The admissions counselors are becoming increasingly proficient in managing their territories and are effectively utilizing RP to work with their prospects and applicants. Students are receiving special communication from the counselors and their assistants based on their interests and intended majors. Recruitment territories this year were carefully selected using current student and prospective student data to ensure travel to areas from which Winthrop should be able to successfully recruit students. Search buys this year were more precisely targeted than in the past due to the use of counties and geomarkets as search parameters instead of zip codes. The campus visit experience has been improved dramatically to provide more interaction with students, additional tour times, and customized visits. Other improvements (which have been very well-received) include residence hall show room upgrades, free lunch for visiting parents and students, a new VIP applicant protocol. Additional activities to augment the size, quality, and in-state/out-of-state make-up of the freshman class include collaborations with: Alumni Relations at out-of-state receptions, CVPA to host out-of-state dance auditions and art portfolio reviews, contractors GDA and Scannell & Kurz for effective and continuing implementation of their respective recommendations for recruitment and financial aid.

The new position of data analyst has been invaluable. The Scannell & Kurz visit provided the opportunity to gather and organize huge amounts of data that will be helpful in providing baseline data for the future. For example, an upcoming summer project is to conduct an analysis of search non-responders against last year's freshman class. Those whose profile matches students who did enroll will be treated as if they did respond. The

next project will be to develop a validity study to determine to what extent a student's high school GPA, class rank, SAT verbal, SAT math, or ACT scores predict freshman year academic success.

In a competitive higher-education marketplace, Winthrop University must assertively position itself to attract students and partners. To enhance Winthrop's positioning to secure additional key resources, the university plans to develop an integrated institutional marketing initiative that is built upon the core values and goals embedded in Winthrop's mission and vision, recognizes realistic marketplace and competitive assessments, results in enhanced capacities for intentional and predictive institutional and enrollment planning, and stresses accountability and ongoing evaluation. Building upon previous endeavors that isolated the core values and goals embedded in Winthrop's mission and vision, specific strategies were planned and implementation begun as the comprehensive institutional marketing initiative took shape. Towards that end, infrastructure activities included: the reorganization of roles and positions within University Relations to reflect and support more effectively a comprehensive and integrated approach to marketing and communications; the creation of a small marketing budget to take advantage of new opportunities in a highly selective fashion; the review of roles and positions within Admissions to focus intensively on marketplace positioning in order to compete more successfully for students; the strategic positioning of the university through a focused approach by reviewing opportunities for Winthrop to be profiled, highlighted and featured in advantageous ways; the thorough review and redesign of communications, printed and electronic, to ensure that core values and messages are embedded throughout major publications and the university's website in a way to advance Winthrop's strategic goals; and the creation of VIEW (the VISual Enhancements Workgroup), which forged a cohesive visual identity for the campus and planned for enhancements to tie together the newer facilities to the traditional aspects of the historic campus in order to make it more appealing to a pedestrian friendly community.

Winthrop is marketing its presence in one of the Carolinas' fastest-growing and most progressive metropolitan regions, touting the advantages of being in the Charlotte metropolitan area more broadly and intentionally this year. In publications and on the campus tour, students are encouraged to explore internships and job and social opportunities available within a short driving distance. In addition to promoting Charlotte's proximity in Winthrop materials, there has also been a concerted effort to take advantage of opportunities like the NCAA basketball tournament, the US Airways seatback magazine, etc. Undergraduate recruitment efforts are highlighting Charlotte's role in the Winthrop experience, including aspects such as location, internships, and job possibilities, as well as entertainment opportunities and weekend activities. Other tactics include recruitment publications, customized correspondence, website features, online chats, and direct counselor interactions. The Graduate School has also expanded its marketing efforts through additional print ads in a variety of magazines, attendance at graduate school fairs in the area, and membership in the Charlotte Area Higher Education Consortium. Further, admissions created a targeted "bounceback" card that prominently featured Charlotte within the card's "LIVE" theme. For the Content Management System, a stylized button "Play and Shop in Charlotte" was created to link to the [visitcharlotte.com](http://visitcharlotte.com) web site. A full-color, full-page Winthrop ad was placed in the US Airways Magazine *Profile: Charlotte* editorial section showcasing the area to nearly 7 million passengers worldwide. Admissions and Alumni Relations partnered on an event bringing together Charlotte area alumni and prospective students at Discovery Place in February. "Weekends at Winthrop" provided weekly updated local and Charlotte area event and excursion info throughout the academic year through an RSS feed on the student portal, as well as a web site and displays in Dinkins Student Center. A new initiative to market the institution to prospective students through a kiosk at Carolina Place Mall is underway.

Students come to Winthrop University to be prepared for life after college. To enhance student's preparation for their emerging and future roles in the world of work and civic life, while also increasing potential employers' awareness of Winthrop's distinctive approach in this regard, Winthrop is adding more culminating academic activities, like the ones implemented in the Political Science and History programs in 2007-08. Winthrop has also implemented EagleLink, a software program that acts as a central clearinghouse for internship opportunities. EagleLink will assist students in identifying work experiences appropriate to their needs, as well as serving the needs and expectations of potential employers in the private, public and not-for-profit sectors

Winthrop is also working to improve the “Touchstone Program,” its distinctive foundational academic experience. The four courses that make up the Touchstone Program collectively form the base upon which deeper learning and academic progress occurs. These courses capture the dynamic quality of Winthrop’s learning environment, which provides students with a framework for learning and decision-making that they will use as they live, learn, and lead throughout their lives. The Touchstone Program includes the following courses:

- ACAD 101—Principles of the Learning Academy
- WRIT 101—Introduction to Academic Discourse
- HMXP 102—The Human Experience: Who Am I?
- CRTW 201—Critical Reading, Thinking, and Writing

In 2007-08 Winthrop has ensured that references to the Touchstone Program and its core concepts have been infused across its websites and university publications. Also, the University College has worked with the Office of Institutional Effectiveness to initiate ongoing assessment of Touchstone, identifying desired outcomes and collecting data from NSSE, the EBI Resident Assessment, and Institutional Research to measure how well students are reaching those outcomes. As the data results are received over the summer, staff will analyze them and plan for the next assessment cycle.

### **Other Stakeholders**

Winthrop also acknowledges and fosters relationships with many other stakeholders, integrating and broadening student opportunities to engage in for-credit service learning by expanding outreach to key employers in the region. Notably, the Advisory Council for Civic Engagement (ACCE) was established to support service learning, volunteerism, and community service. Its three community partners, seven faculty members, three student leaders, and five staff members review programs, recommend procedures, and assist in creating and maintaining a positive relationship among all stakeholders. Also, the Center for Career Development and Service Learning held the second annual Community Partner Reception in Fall ‘07: a networking opportunity for nonprofit agency representatives, faculty, and staff, which 37 agency representatives attended. In Spring ‘08 the Center hosted a “mix and mingle” for non-profit community partners that connected ACAD peer mentors with non-profits. 55 peer mentors and 9 community partners attended the event. Events like these have tied Winthrop University closer to the community and allowed Winthrop to expand its service learning program, adding two new Service Learning classes (ENG 320 and SOCL 501) in the fall of 2007. Service learning has been brought to all freshmen students; they are now required to participate in a group service project in their ACAD 101 course. In the fall of 2007, 16 community partners benefited from this program. Also, two international service learning classes were created, benefiting global partners in Costa Rica and Nicaragua. A second Nicaraguan course is planned for May 08. In addition, the Center for Career Development and Service Learning has restructured career development positions to put a larger emphasis on the internship/co-op program. An Intern/Co-op of the Year” award and ceremony is also being planned. This event would not only recognize an outstanding student but also the organizations used as internship/co-op sites. Winthrop recognizes the companies and organizations involved in providing experiential opportunities for students as a way to thank those companies, increase the number of companies involved, and broaden opportunities available to students.

Also, the University conducts an annual employer outreach through Career Services in which employers are brought to campus in order to provide students with information about their companies and often to interview them as well. The University also collaborates with many local and regional businesses and industries to create customized educational opportunities. The University operates on the philosophy that the public is a major stakeholder and that Winthrop should be providing value-added education to the community at large.

Finally, students need to remain healthy and happy in order to succeed. To incorporate awareness of the value of wellness and health to intellectual and creative activity and overall institutional and community life, Winthrop has incorporated healthy living activities into first-year students’ Winthrop experience. The new West Center fitness building has greatly expanded Winthrop’s capacity to promote healthy living. Winthrop also plans to create a Wellness Council in the fall of 2008 to serve as a resource for members of the campus community regarding overall wellness issues, including personal nutrition, exercise and stress management, as well as an advisor on policies relating to tobacco, alcohol and other substances. Also, to foster greater appreciation of the

nature of the Winthrop community among students' families, Winthrop held a contemporary Family Weekend event jointly engaging parents and students in experiences typical of campus community life. The first weekend received many compliments. October 3-5, 2008 has been selected for the next one.

Category 4 – Measurement, Analysis, and Knowledge Management

Winthrop University's workforce uses a myriad of data for self-reflection and improvement. Winthrop University continues to be under increasing demands by regional and program specific accrediting organizations to specify institutional and student learning outcomes and to use quality data in order to verify productivity. All data used by any complex organization can be categorized into one of four distinct quadrants combining the categories of quantitative/qualitative and standardized/locally developed. Quantitative data are by the numbers, such as enrollment data and survey results. Qualitative data are generally descriptive and in narrative form, such as focus group and interview results. Standardized data are systematically formatted for inter- and intra-institutional comparisons, such as the National Survey of Student Engagement (NSSE). Locally developed data are generated from in-house instruments, such as instructor evaluations. Figure 3.4 presents the matrix illustrating how different data fit into one of the four quadrants. Examples from Winthrop University are used to illustrate these comparisons. This is a representative sample only.

Figure 3.4 Categories of Winthrop University Data (Examples)		
	Quantitative	Qualitative
Standardized	National Survey of Student Engagement (NSSE)  Consortium for Student Retention Data Exchange (CSRDE)	Lumina Foundation's Collegiate Learning Assessment (CLA)  College Basic Academic Subjects Examination (College BASE)
Locally Developed	Winthrop Senior Survey  Winthrop 3-Year Alumni Survey	Student Focus Groups  Writing Rubric

Having this variety of assessment instruments allows Winthrop to “triangulate” the data. The different types of data have different strengths and weaknesses, so it is necessary to have a wide range of data in order to plan for Winthrop's future.

Winthrop University has the technological capacity to amply provide Academic Computing for both instructional and research functions. Within the Division of Computing and Information Technology, Academic Computing provides access to diverse computing resources. These include Linux servers and workstations, Windows XP microcomputer networks, and laboratories with PC and Apple microcomputers. Typical applications include desktop publishing, database management, spreadsheet analysis, graphics, communications, word processing, statistical analysis, and mathematical computation. To ensure instructional spaces are equipped in a manner allowing for the delivery of instruction in keeping with Winthrop's standards of quality and value, Winthrop is developing a financing plan for systematically meeting the needs identified in the recent inventory of instructional equipment needs not addressed by the rolling Instructional Technology plan. Under this plan, the purchase of necessary scientific equipment was successfully accomplished in 2007-08.

To ensure that Winthrop's technological capacity remains current with its needs, Winthrop continues to develop and implement its rolling plan for timely and systematic investments in technology. For instance, Winthrop has enhanced its emergency notification systems. The Critical Incident Management Team (CIMT) has been formed and regular deliberations established. Text messaging, cell-phone alerts, and the ALERTUS building beacons have been installed and are operational. Event protocols and training have been developed and emergency response plans have been written for all areas of critical operations. Also, the Tillman siren system will be installed when the tower renovation is conducted as part of the overall Tillman roof project.

Further technological improvements include software system upgrades to improve administrative computing capability by planning to implement the Banner suite of administrative software and exploring opportunities for expansion of the Winthrop “One Card” concept to include other vendors, e.g., purchases at the campus bookstore. Winthrop also plans to create a digital asset catalog for archiving and sharing reusable digital assets (images, videos, podcasts, pdfs, etc.) created or obtained by faculty and students.

Winthrop is also implementing a web content management system to promote consistency in presentation of its graphic identity to various stakeholder audiences. Considerable time has been spent refining the design of the next iteration of the web site, inspired by the President’s vision for Winthrop’s future online presence. The new look is part of a more cohesive branding effort that will center on print, electronic and environmental design. University Relations and Information Technology staff continue to prepare top-level and subsequent pages for a launch later in the year. IT is working closely with University Relations to make application specific pages for the content management system. University Relations is preparing templates and top level pages. University Relations is also working with a contract vendor to create templates to populate other select pages.

To enhance the student-focused services provided via the Wingspan portal and ensure the continued reliance upon it as a trusted source of information, Winthrop will continue to study options for future iterations of a student portal while ensuring that Wingspan’s menu of services evolves to meet the needs and preferences of Winthrop students. Spotlight graphics and RSS feeds have allowed for frequent “freshening” of the portal, usually on a daily basis. The portal was used extensively to market “Weekends at Winthrop” to students. Students regularly use the portal and its variety of customizable features, and occasionally offer feedback for improvements or new features. The more dramatic enhancements discussed at the outset have been delayed due to the expected Luminis conversion which will enable a wide array of technologically efficient upgrades. This team is considering additional services for Wingspan that may include Eagle Empire points and Aramark Café Cash. Other enhancements will be postponed until implementation of Luminis that is expected to start when the new administrative software project begins (estimated 7/1/08).

The University maintains institutional enrollment, student completions, employment, facilities, scholarships and other financial data on a mainframe provided by SunGuard. This institutional data warehouse consists of data that are pulled from the system and are contained in flat text files. The Admissions Office uses this data system to input applicant data, the Finance and Business division and those who handle budgets use the Financial Resource System (FRS) to input finance data, and the Office of Financial Aid uses FRS to input student financial aid data. The mainframe provides access to the Student Information Systems (SIS) which maintains all student data for the institution. The Office of Human Resources uses the Human Resource System (HRS) to input all information about the University’s employees.

FRS, SIS, and HRS provide the University with a plethora of data that must be organized for institutional record keeping and decision making. However, due to the nature of the flat files from the mainframe, data processing and institutional research can be cumbersome so the Office of Institutional Effectiveness continues to update and streamline these flat files into SQL database files. This is a relational database system that allows for easier and more efficient data access and retrieval. As of summer 2007, all of the major data warehouse files needed for assessment and reporting purposes have been converted to this format.

Sources of locally developed data beyond the data warehouse include three-year alumni surveys, graduating senior survey, course evaluations, admitted student questionnaire, and departmental annual reports. Sources of standardized data that continue to be used at Winthrop include *U.S. News & World Report*, Consortium for Student Retention Data Exchange (CSRDE), Integrated Postsecondary Education System (IPEDS), National Survey of Student Engagement (NSSE), the Commission on Higher Education (CHE), and the National Collegiate Athletics Association (NCAA). Data from these sources complement what is retrieved from the data warehouse, helping us to “triangulate” (compare different data related to the same topic), in order to make effective use of the data.

To improve efficiency and cost-effectiveness of administrative processes, Winthrop will identify and pursue opportunities to expand application of on-line approvals for standard processes, including personnel action forms. IT programming for the web-based electronic PAF system is in testing and refinement phase. The team is finalizing design for printed notifications, reports and data entry forms. The electronic PAF system is expected to go live for permanent employees by the end of the fiscal year. Also, Winthrop has improved the processing of financial aid and bookstore vouchers by 90%, according to bookstore and cashiers staff.

The program outcomes assessment process continues at Winthrop and has already been helpful in informing faculty what to adjust in terms of what they teach and how they teach it. In short, faculty members of individual academic disciplines assess three intended student outcomes during a single academic year. This assessment process is helpful, as well, to get faculty and administrators to “delimit and focus” the data they collect as part of this process.

General education is a basic and necessary part of the university experience and must be assessed as such. Therefore, all faculty members who teach Human Experience (HMXP) 102, one of the required general education courses, have been organized to collect uniform data in order to assess the course to determine what students learn from it. Faculty members do this by giving common assignments such as the “reasoned inquiry writing exercise,” the “written social issue assignment,” and the “oral presentation or class discussion element.” The faculty chair of the general education program and the executive director of institutional effectiveness organize the data coming from individual faculty members who teach the course and lead members of the HMXP 102 committee to assess it.

Overall, the Winthrop workforce is responsive to data and understands its value within the University environment. Indeed, the University maintains a “culture of evidence” in which most decisions, planning, accountability, and assessment are data driven. Currently, general education assessment is a priority and multiple faculty members from all four Colleges are participating in it. The Office of Institutional Effectiveness provides support to the entire campus for assessment, data collection and analysis, and institutional research.

#### Category 5 – Workforce Focus

Winthrop continues to maintain an exceptional and diverse workforce. It has adopted national best practices in recruitment, hiring, and retention of faculty and staff from under-represented groups. The Academic Affairs office ordered and distributed two publications on recruiting and retaining faculty from underrepresented groups. The Academic Leadership Council (ALC) discussed searches during the year and shared practices directed toward increasing the pools and encouraging applications from minority applicants.

Professional development and the maintenance of quality teaching are an important part of the campus culture at Winthrop University. Multiple professional development programs, opportunities, and resources are available to all Winthrop workforce members. One strategic initiative under “The Winthrop Community” 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 workforce. Many workforce members take advantage of the multiple opportunities available for professional development on campus.

Individual departments within the College of Arts & Sciences make decisions regarding whether to establish advisory boards for their programs based on whether the curriculum is for a professional program, or has an external accrediting body that requires such an advisory board. Currently, four programs have instituted formal boards; those being the Winthrop INBRE External Advisory Board, the Department of Human Nutrition Advisory Board, the Environmental Program Advisory Board, and the Community Program Advisory Committee.

In the College of Business Administration, all non-tenured members of the department participate in the annual peer review process whereby a senior colleague gathers data regarding the teaching, intellectual contributions, and the services performance of these faculty members. Senior faculty members attend at least one classroom session in order to observe the instructor's skills. The review is an excellent developmental technique that has resulted in improved performance among those who were most in need of improvement.

The Professional Development Advisory Board (PDAB) and the Teaching & Learning Center (TLC) continue to offer a wide and expanding series of programs including workforce orientations, Teaching Squares, and numerous technology classes. Attendance at such sessions as "Preparing Annual Reports" has increased appreciably. The Teaching Squares Project, which enriches teaching and builds community through a structured process of classroom observations and shared reflection, also continues to be very successful. The experience provides faculty with the opportunity to enrich their teaching through the observation and analysis of best practices among their campus colleagues. Faculty members also have the opportunity to formulate their own plan for enhanced teaching based on their observations and the reflections of their Teaching Square partners.

The culture of Winthrop University is one of lifelong learning. In direct support of this, an initiative was started to provide Winthrop staff members (usually grounds and facilities maintenance employees) with specialized tutoring in order to raise their levels of literacy. The Winthrop Invests in Lifelong Learning (WILL) Program continues to be eminently successful and the TLC assisted in preparing a successful grant proposal to fund materials and supplies for it through the York County Literacy Program.

The TLC committee reviewed its current administrative structure and offerings and makes the following recommendations: appoint an interim TLC director effective July 1, 2008, move the Welcome to Winthrop orientation responsibilities to Human Resources, continue to administer programs currently offered, continue work with the committee to evaluate the administrative structure, establish a separate professional development component to include funding and an administrative position beginning July 1, 2009, and expand faculty development opportunities.

In all, Winthrop University values its entire workforce and recognizes the importance of maintaining continual professional development opportunities. More and more faculty members are participating in Teaching Squares and have benefited greatly for having done so. The WILL Program attracts both faculty who wish to support it, as well as staff members who benefit from it. The TLC continues to increase offerings and provide professional development opportunities to workforce members campus wide. The TLC continues 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.

### Category 6 – Process Management

Delivering the highest quality education and services to students is the first priority of the Mission of Winthrop University. Every academic unit and service entity on campus is focused on student success, as well as those key learning-centered processes that have the best effect on students. The University's *Vision of Distinction*, as well as individual departmental and college-level plans, provides an ideal springboard for effective process management.

One goal of the *Vision* is to build on its record of nationally recognized quality and value while ensuring the continued availability of the distinctive Winthrop Experience. In order to reach this goal, Winthrop has reviewed the progress made through its Quality Enhancement Initiative (QEI) investments in personnel, facilities, and technology over the past five years. These investments have resulted in Winthrop reaching the point where technology is routinely rotated so that no student uses computers more than three years old; software is also continually upgraded; older facilities have been maintained and improved as necessary; and new facilities have been designed with resource saving Leeds technology when appropriate. Unfortunately, overall salaries have not

increased due to economic conditions, such as state support decreases. Future generations of the QEI will be based on state support and other funding resources.

Winthrop University maintains an academic life infused with deep, meaningful, and sustained learning for life and leadership and believes that students should be educated to be personally and socially responsible. The core commitments of this goal promote personal and academic integrity, contributions to the larger community, respect for the perspectives of others, doing one's best in all aspects of college and life, and developing competence in ethical and moral reasoning. This year, Winthrop held an academic leadership retreat on these five dimensions of personal and social responsibility that focused on incorporating them into core undergraduate programs. To hold itself accountable to these goals, Winthrop administered the PSRI (Personal and Social Responsibility Inventory), which was received late April and will be shared with the campus during the Fall '08 semester. Winthrop also held meetings and training sessions with our core curriculum instructors (those who teach CSL, HMXP and ACAD), student life departments, student clubs and organizations, as well as resident and orientation assistants.

To continue to deliver a foundational curriculum noted for its distinctiveness and high level of academic challenge with concomitant student success, Winthrop makes continuous process and performance improvement a fundamental tenet of that curriculum. Toward that end, Winthrop implemented a process for systematically reviewing Winthrop's foundational curriculum and established a timeframe in which to discuss and implement the recommendations from the review. In 2007-08, Winthrop began discussions about reviewing the foundational curriculum, which will start with the Touchstone Core (HMXP 102, ACAD 101, WRIT 101, CRTW 201). HMXP 102 was placed in an assessment plan that will be reviewed yearly.

Winthrop continues to ensure its continued leadership in offering national-caliber academic programs consistent with emerging best practices. Preparations continue for the 2009-10 self-study leading to re-affirmation of accreditation by the Southern Association of Colleges and Schools (SACS). A team of six attended the SACS annual meeting in December '07. Also, a framework for personnel was drafted and individuals were identified for the oversight committee. The oversight committee will work on a detailed work plan over the summer that will be presented and discussed at the August '08 Academic Leadership Retreat.

Winthrop has also taken steps to maintain its existing 100 percent national program accreditation. A site visit was made to the Council on Social Work Education, leading to initial accreditation of the Master's in Social Work program. Winthrop responded to the Commissioner on Accreditation, addressing the areas of concern noted during fall site visit. The Commission on Accreditation will consider authorization of a site visit in June 2008. The first graduation from the program will take place in May 2009. The Counseling program is also in the process of being accredited; an extremely positive site visit occurred May 11-14 in which the Council for Accreditation of Counseling and Related Educational Programs (CACREP) verified that all standards were met. The program faculty will provide a report to Academic Affairs on CACREPs observations related to technology and increased program length. Winthrop is also preparing self-studies for visits by the American Chemical Society, the Accrediting Council on Education in Journalism and Mass Communications, and the Commission on Accreditation for Dietetics Education. Faculty members in these programs have attended necessary accreditation meetings and the self-studies are underway and on track to meet scheduled summer and fall submission deadlines. Winthrop is also preparing work plans related to 2010 visits by the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business. Faculty training for these visits is underway and structures are in place to support these reaccreditation activities.

To ensure that Winthrop's leadership in offering national-caliber academic programs extends to programs for which no national accrediting body exists, Winthrop will continue systematic external program review leading to evaluation and continuous improvement of those programs. A structure and process for program review was put in place Spring '08 which included protocol for the site visit as well as adoption of guidelines for the site visitors' report and departmental self studies. Three departments in the College of Arts and Sciences — English, History, and Political Science — will host site visits by external reviewers in 2007-08 and five other departments —

Sociology, Philosophy & Religious Studies, Speech, Mathematics, and Modern Languages — will begin internal reviews for completion with site visits by external reviewers in 2008-10. One of these has already taken place; on April 1-3 a site visit occurred for the Department of Political Science. The final report of the visiting team has been received and the department and Academic Affairs Leadership met to review the findings and determine the protocol to use in following up on program review recommendations. As these reviews are extremely detailed, experience has led to the scheduling of two site visits per year; one occurring in the fall and one in the spring. The Department of English will host a site visit Fall '08 and either Sociology or Philosophy & Religion will host one in Spring 2009.

Winthrop is also reviewing the organization and administrative oversight of its summer school, in order to enhance its role in the educational experience and to increase the academic success, persistence, and on-time completion of degree requirements. Summer School coordination was made a major responsibility of the Dean of the Graduate School and was considered in the selection process. New methods of promotion included targeted mailings, creation of specific website addressing summer issues, and a review of admissions and records processes associated with summer enrollments.

In summary, Winthrop University has determined that the key learning-centered processes for students are: their overall engagement with other students and faculty/staff inside and outside of classroom, their use of the most up-to-date use of technology both inside and outside of the classroom, and their involvement in college related, non-academic activities such as sports, clubs, and other organizations. As already detailed, workforce members view academic self-reflection in the form of outcomes assessment as an important component of professional responsibility. Key stakeholder input is acquired through various surveys, consultations, advisory groups, focus groups, and student academic performance. The *Vision of Distinction* has helped guide the allocation of adequate resources to support these key learning-centered processes.

## Category 7 – Results

For many years, the faculty, staff, and administrators at Winthrop University have engaged in the process of specifying intended outcomes, collecting data, and analyzing that data in light of the institution's overall mission and vision. This report gives Winthrop the opportunity to showcase its progress, as well as to identify areas where it needs to improve, recognizing that assessment is an iterative, dynamic, and ongoing process of continuous improvement. Category 7 is divided into several sections: measures of student learning, stakeholder satisfaction, budgetary and financial performance, work system performance, organizational effectiveness, and leadership and social responsibility.

### Measures of Student Learning

Student learning at Winthrop University is measured in a variety of ways at both the departmental and institutional levels. The University has been using College BASE and the Lumina Foundation's Collegiate Learning Assessment (CLA) to measure students' command of general education competencies, such as writing, reading comprehension, and mathematics. While both tests have been working well to measure students' gains in general education competencies, faculty members in many departments are having to reexamine the context within which their students are participating in these exams because if tests are not integrated into course grades, students do not always take them seriously.

Winthrop faculty members have been measuring student learning outcomes for years and understand how student personal investment figures into their performance on tests and assignments. Beginning in 2007, the English Department is using the English portion of the College BASE for the purposes of program outcomes assessment. By embedding it as part of their senior seminar, it has raised the stakes substantially. Indeed, many faculty members view this as relevant to including students as partners in the learning process. The more students are included in the processes of learning – including their own assessment – the more they will invest themselves in it. More academic departments are beginning to embed and infuse assessment measures as a part of the program's mosaic.

## Stakeholder Satisfaction

This section presents satisfaction data from Winthrop students and alumni. Every year, the Office of Institutional Effectiveness manages the distribution of the locally-developed Graduating Senior Survey. Before seniors leave the institution, they are asked to participate in completing the survey by providing their response to a variety of questions. Figure 7.2-1 presents 16 main items relevant to academic experiences from the survey in descending order from their most to least satisfaction.

<u>Figure 7.2-1</u>	
Student Responses to Academic Experiences on the 2007-08 Graduating Senior Survey	
Satisfaction with:	Cumulative percent of those who were “satisfied” and “very satisfied.”
your major program of study	89%
instruction in your major	89%
helpfulness of Library staff	82%
overall academic experience	80%
assistance from faculty	78%
instruction in general education	77%
academic computing	75%
classroom facilities	70%
faculty advising	66%
general education program	70%
concern of administration for student needs	53%
writing center	48%
college or department advising	35%
International Center	22%
Math lab	22%
Honors Program	17%

As can be seen in the data presented in Figure 7.2-1, graduating seniors tend to be most satisfied with their experiences directly in their major. Important to Winthrop, students’ “opportunities to interact with and receive assistance from faculty” received a respectably high score. Satisfaction with the International Center is expected to increase substantially during 2008-09 due to new leadership and upgraded facilities.

Figure 7.2-2 presents 17 main items relevant to student life experiences from the survey in descending order from their most to least satisfaction.

<u>Figure 7.2-2</u>	
Student Responses to Student Life Experiences on the 2007-08 Graduating Senior Survey	
Satisfaction with:	Cumulative percent of those who were “satisfied” and “very satisfied.”
campus appearance and cleanliness	91%
records and registration	69%
Winthrop Bookstore (Bookworm)	69%
cultural events	64%
student health services	63%
student center facilities	60%
Dinkins Student Union events	57%
financial aid office	56%
career services	54%
satisfaction with athletic and intramural facilities and	48%

programs	
satisfaction with intercollegiate athletic events	47%
satisfaction with resident life services	46%
satisfaction with dining services	43%
satisfaction with counseling services	38%
satisfaction with multicultural student life office and events	35%
satisfaction with campus ministries	33%
satisfaction with campus residence hall facilities	33%

The data presented in Figure 7.2-2 reflect satisfaction with the work that has gone into campus facilities and grounds, as well as the streamlined registration process. Decisive steps have been taken to improve the registration process in recent years, including office practices and online portals. As a “teaching university,” Winthrop is dedicated to making such processes pragmatic for all students and it’s heartening to see that many students are satisfied with them. Moreover, the University has taken steps to improve on-campus living and programs (such as dining services) during the past two years and it is expected that these satisfaction figures will increase substantially.

The general education program has been an important focus at Winthrop University in recent years. Since the general education program was changed in 2003, it has been critical for faculty to continue to check back with students how the program is going for them and their overall satisfaction level with it. Figure 7.2-3 presents 13 main items relevant to the general education program from the survey in descending order from their most to least satisfaction.

<u>Figure 7.2-3</u> Student Responses to the General Education Program on the 2007-08 Graduating Senior Survey	
Rate the quality of the general education program in helping you to achieve the following educational outcome:	Cumulative percent of those who responded “excellent” and “good.”
being a well-rounded, educated adult	94%
analyzing more than one side of an issue	93%
overall quality of the general education program	91%
developing a desire and ability for lifelong learning	90%
learning how to live and work with others, including those from diverse backgrounds	90%
understanding written information	89%
using computers/technology	86%
understanding and appreciating different cultures and philosophies of life	85%
speaking effectively	84%
examining values, attitudes, beliefs, and habits which define the nature and quality of life	84%
using critical thinking/problem-solving skills	83%
using research skills (including library research)	79%
writing effectively	79%
knowledge of humanities	77%
understanding and appreciating works of art, music, theatre and dance	76%
Understanding scientific knowledge and methods	61%
Using mathematics	59%

In all, student response to satisfaction with the general education program is strong. It appears that Winthrop graduating seniors are most comfortable with writing and the humanities. These are among the hallmarks of the general education program. Members of the faculty and administration take special note of these survey results. The university's emphasis on deep and significant learning has led to substantial changes in the general education program – with an important emphasis on critical thinking, as well as students' ability to analyze, synthesize, and evaluate information. Because of this, members of the faculty are particularly focused on how students respond to the item “using critical thinking/problem-solving skills.” Faculty members have been pleased with the jump from 78% to 83% for that item from 2006-07 to 2007-08. In addition, special attention has been placed on students' command of research skills, scientific methods, and mathematics.

Every year since 2001, Winthrop has participated in the National Survey of Student Engagement (NSSE). Among many other questions, the survey asks both first-year and senior students to indicate their satisfaction with their educational experience at the institution. Figure 7.2-4 presents these satisfaction data for both 2007 and 2008.

**Figure 7.2-4**  
**First-Year and Senior Student Satisfaction with Winthrop University**  
**As Reported on the 2007 and 2008 NSSE**

Item	Class	Winthrop	Selected Peers	Master's	National
How would you evaluate your entire educational experience at your institution? (2007)	FY	3.26	3.19	3.14** .17	3.18* .11
	SR	3.32	3.20* .17	3.15** .23	3.20* .17
How would you evaluate your entire educational experience at your institution? (2008)	FY	3.32	3.21* .16	3.14***.25	3.19*.18
	SR	3.27	3.22 .06	3.14* .17	3.21 .08
If you could start over again, would you go to the same institution you are now attending? (2007)	FY	3.26	3.26	3.16* .12	3.22
	SR	3.12	3.22*	3.13	3.19
If you could start over again, would you go to the same institution you are now attending? (2008)	FY	3.37	3.27 .12	3.17** .24	3.23* .17
	SR	3.17	3.25 -.09	3.15 .03	3.20 -.03

(1=poor, 2=fair, 3=good, 4=excellent) (\*p<.05, \*\*p<.01, \*\*\*p<.001 – 2-tailed)

According to 2007 and 2008 NSSE results, both first-year and senior students are happy with their experiences at Winthrop University and would choose to attend once more, if they had to do it over again. These results are in agreement with other survey findings and reinforce the quality of both the education and social experience that Winthrop University offers.

The Office of Institutional Effectiveness conducts a three-year alumni follow-up on a regular basis – the last one being of the 2004 graduates in 2006-07. Figure 7.2-5 presents relevant data on alumni satisfaction with Winthrop University from both 2001 and 2004 alumni.

**Figure 7.2-5**  
**Alumni Satisfaction with Winthrop University**

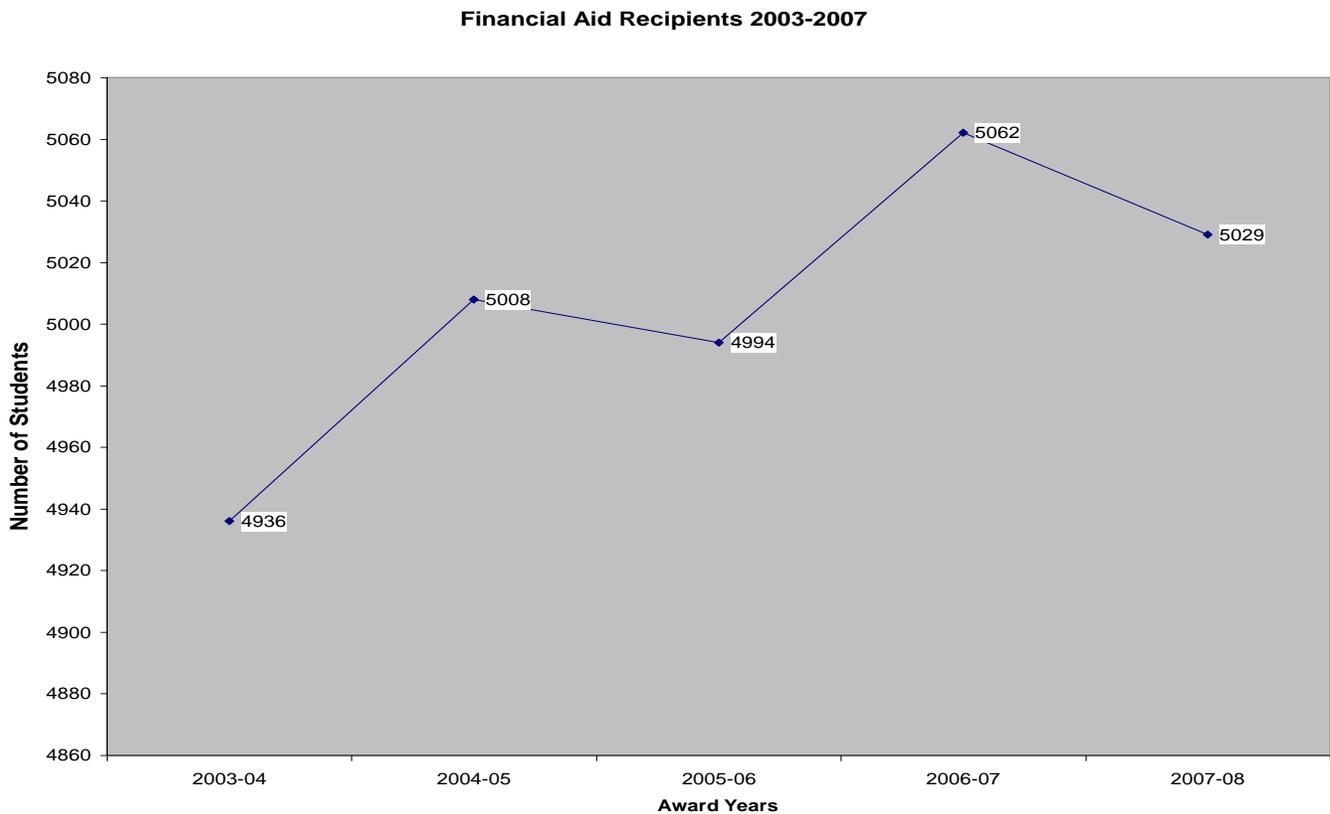
Satisfaction with:	2004 Alumni Cumulative percent of those who responded “satisfied” and “very satisfied.”	2007 Alumni Cumulative percent of those who responded “satisfied” and “very satisfied.”
Your overall academic experience	94.9%	80.0%
Your major program of study	88.2%	89.0%
Instruction in your major	88.9%	89.0%
Your general education program of study	80.0%	70.0%
Instruction in general education	82.9%	77.0%

Many changes have taken place at Winthrop University since 2004 and these data support that they were good. On four out of five categories in Figure 7.2-5, 2004 alumni self-reported, on average, 20% higher than 2001 alumni. Winthrop faculty were delighted to see that their efforts have paid off and that alumni have reported such positive results about both individual academic programs, as well as general education. These data reflect multiple improvements and adjustments to many programs of study, as well as the general education program, discussed in more detail earlier in this report.

### Budgetary and Financial Performance

The following information comes from both the Division of Finance and Business and the Office of Financial Aid. Winthrop’s key measures of budgetary and financial performance include containing costs for both students and the institution, as well as attaining outside funding for the institution when possible.

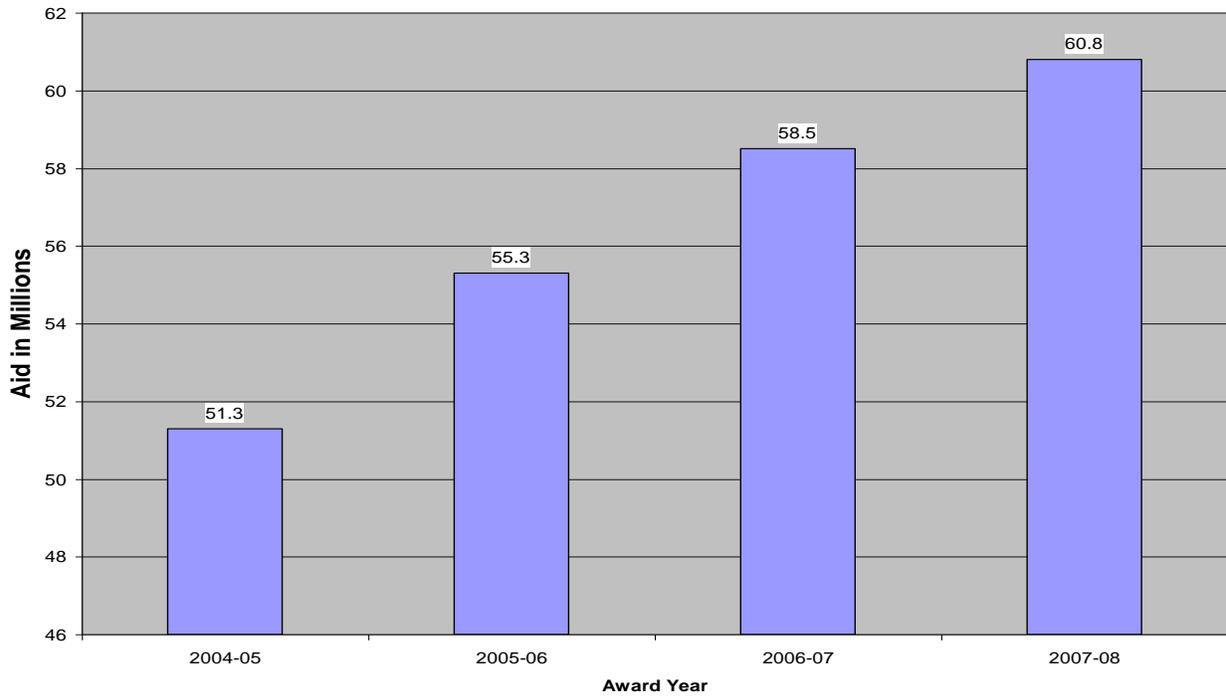
Figure 7.3-1  
Recipients of Financial Aid at Winthrop University from 2003 to 2007



An increasing proportion of Winthrop students are gaining access to the institution through financial aid. Figure 7.3-1 presents the total number of students receiving some form of financial aid over the five-year period. Between 2003 and 2007, there was a 2% increase in the number of students receiving some form of financial aid at Winthrop University. This statistic has remained steady over the last five years, with 80% of students at Winthrop receiving financial aid.

**Figure 7.3-2**

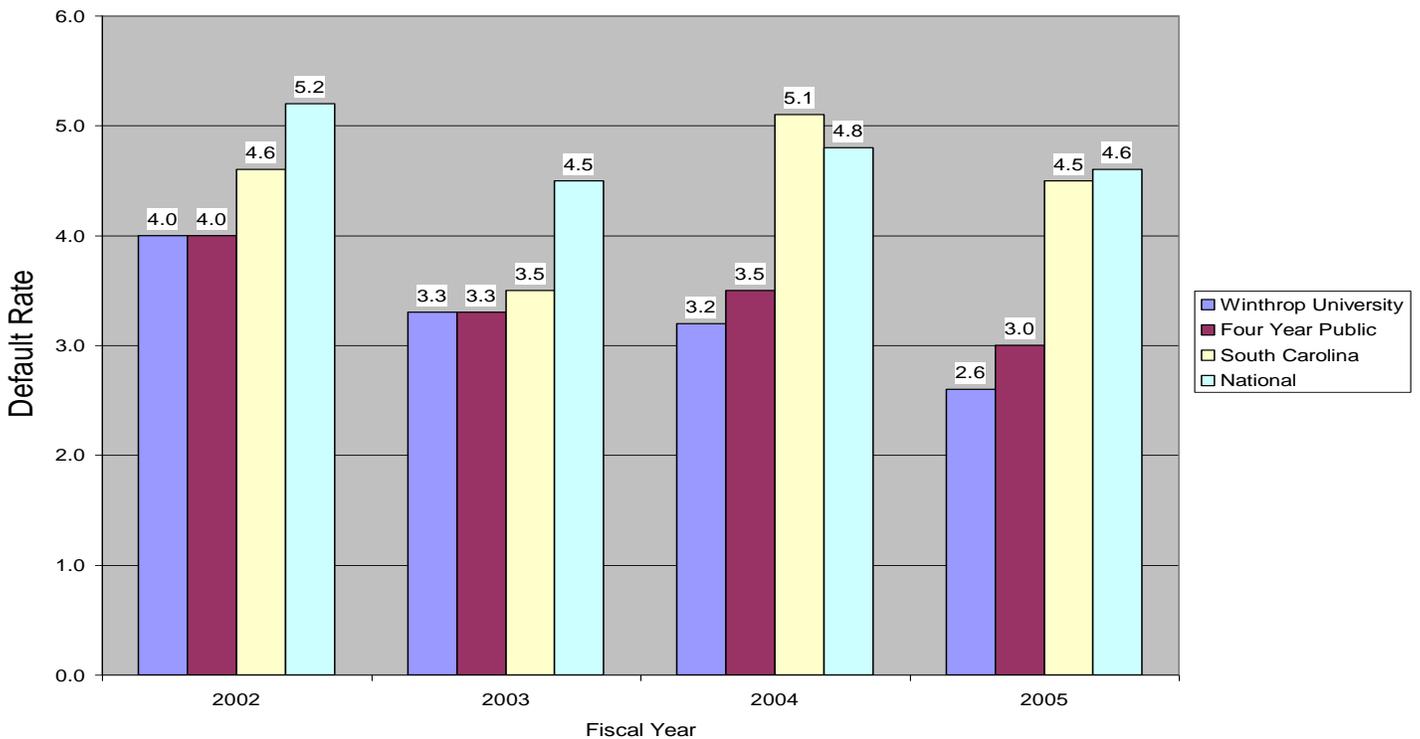
**Total Financial Aid Awarded to Winthrop University Students from 2004 to 2007**



The data presented in Figure 7.3-2 show the total dollar amount awarded as student aid from 2004 to 2007. Between 2004 and 2007, the total amount of money awarded to Winthrop University students in the form of financial aid increased by 18.5%. Scholarships and grants account for a substantial portion of this increase. Because of financial aid, many students who otherwise could not pay for their education are able to enroll.

**Figure 7.3-3**

**Official Cohort Default Rate from 2002 to 2005**



The institutional cohort default rate is a measure of student responsibility in returning money that was officially loaned to them for their education. Winthrop’s institutional cohort default rate for federal student loans has steadily declined during the past four years. The rate continues to fall below the national default rate and is consistent with the rate for four-year public institutions. Between 2002 and 2005, Winthrop’s cohort default rate went down by 35%.

**Figure 7.3-4**  
Academic Year Student Fees for 2006, 2007, and 2008

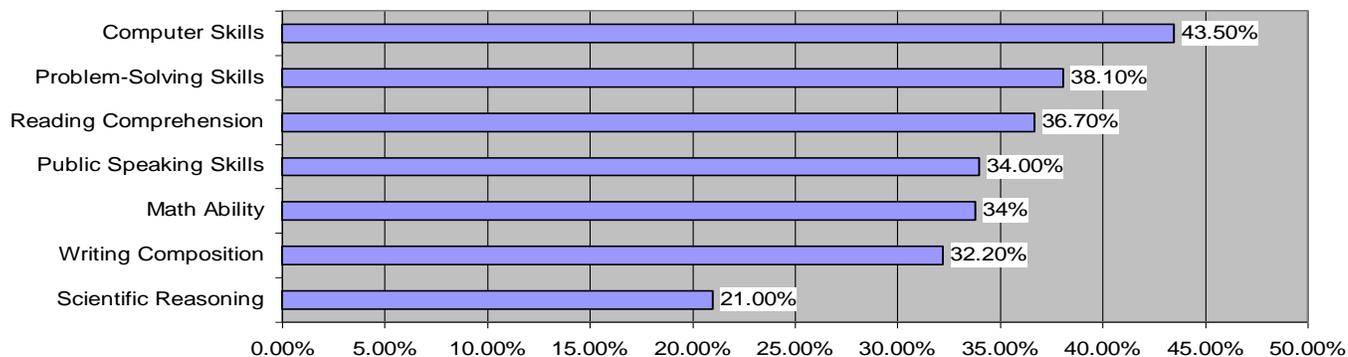
	2005-06 (% Diff)	2006-07 (% Diff)	2007-08 (% Diff)
<b>Tuition</b>			
-In-State	\$8,756 (12.0%)	\$10,210 (16.6%)	\$11,060 (26.3%)
-Out-of-State	\$16,150 (12.1%)	\$19,034 (17.9%)	\$20,610 (27.6%)
<b>Room &amp; Board</b>			
-Room	\$3,420 (11.8%)	\$3,780 (10.5%)	\$3,900 (14.0%)
-Board	\$1,932 (0.0%)	\$2,130 (10.2%)	\$2,240 (15.9%)
<b>Total Fees</b>			
-In-State	\$14,108 (10.1%)	\$16,120 (14.3%)	\$17,200 (21.9%)
-Out-of-State	\$21,502 (10.8%)	\$24,944 (16.0%)	\$26,750 (24.4%)

In an effort to contain costs for students as much as possible, the University raises tuition and room/board only when it’s necessary to maintain operations. Whenever state allocations decrease, the University is left to make up the difference in either increasing student tuition and room/board or raising additional private funds. As can be seen in Figure 7.3-4, tuition, fees, and room/board have all increased appreciably between 2005 and 2007. The tuition and fees increase is directly attributable to a decrease in State support of the institution.

### Work System Performance

The faculty, staff, and administration at Winthrop University recognize that an effective “work system” is one in which there is good communication between faculty and students and that institutional expectations are understood consistently between them. During 2006-07, Winthrop participated in EBI’s MAP survey of students. These data were reported in last year’s accountability report, but are included again in this year’s report because they are still the most current data on the subject. Figure 7.4-1 presents summary results of students’ ratings on seven important academic skills.

Figure 7.4-1  
How would you rate on the following skills?

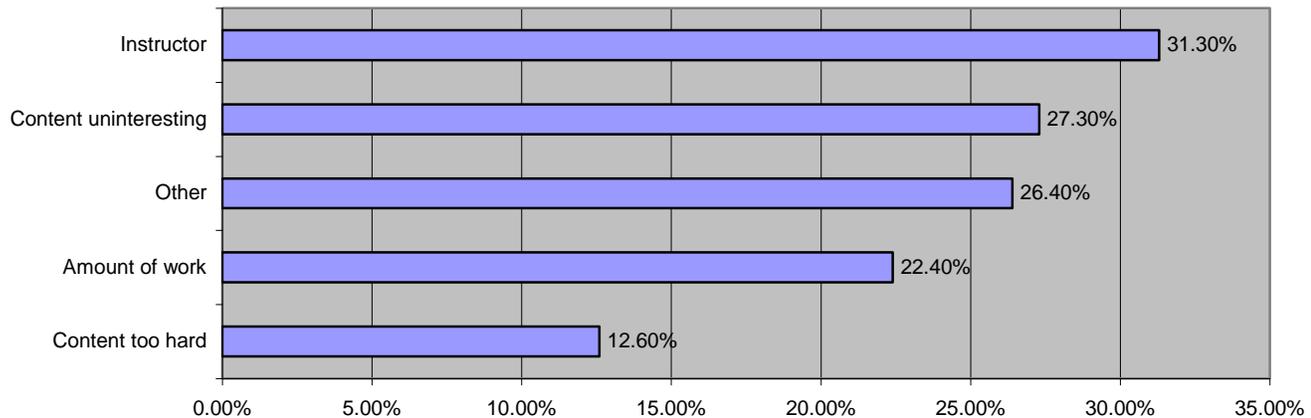


\*The percentages represent the proportion of students who indicated that they were “very good” or “excellent” with the given skill.

A good number of responding first-year students indicated confidence in the computer and problem-solving skills, yet comparatively little confidence in their ability to reason scientifically. These data are comparable to

how students at many other institutions respond. However, it is interesting that these students feel less confident in their ability to write than their ability to use math. Other data do not support this, so it is a point that faculty believe is worth looking into. Additional MAP data show that 57% of responding first-year students studied 30 minutes to an hour for a test in high school while 54.7% of them expect to study 2 to 3.5 hours for a test in college. Clearly, these students expect their college experience to be more substantive than their high school experience. Also, other MAP data show that 98.9% of responding first-year students took five or more classes at Winthrop during fall 2006, and 78% of them struggled in at least one of those classes. These data speak to the efficacy and students' reception of the university's work system.

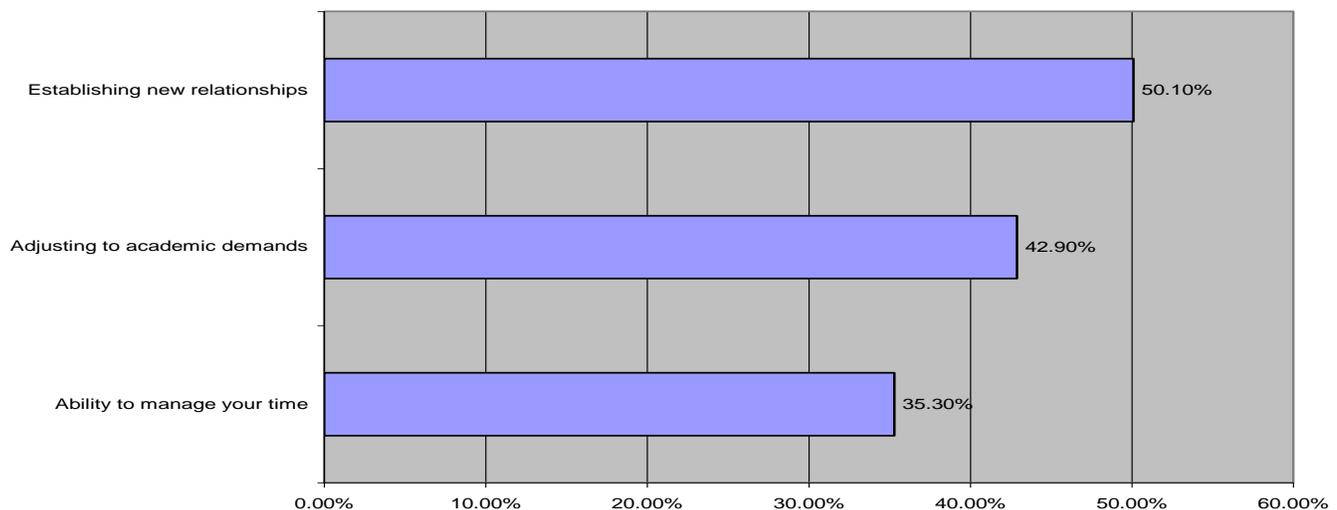
Figure 7.4-2  
For those courses you're struggling in, to what degree is the reason due to:



\*The percentages represent the proportion of students who indicated “extremely” in the specified area.

Figure 7.4-2 presents student responses to reasons why they are struggling in their coursework. Responding first-year students are about 40% more likely to be struggling academically due to their instructor, rather than the difficulty of the course content. Additional MAP data show that 82.9% of all responding first-year students indicated that they're struggling in their courses only moderately. A low number of students, by comparison, indicated that the content of their courses is too hard. It was no surprise to see that instructors themselves came in as the top reason why students struggle in some of their courses. As such, the Winthrop “work system” includes what the University does to provide its workforce professional development.

Figure 7.4-3  
Overall, to what degree do you feel you are successful in the following:



\*The percentages represent the proportion of students who indicated “extremely” in the specified area.

Figure 7.4-3 presents what students believe they are most successful at during their time at Winthrop. These data support the belief that many faculty members have regarding students' time management. The University offers students many opportunities for social interaction and events, especially for those who live on campus. Much has been done in recent years to address resident life and these data reflect this.

Finally, regarding Winthrop's work system performance, all tenured and tenure-track faculty members submit individual annual reports to their chair each year in the spring. Faculty are encouraged to identify their personal accomplishments in accordance with the key measures on work performance and indicate where the University can provide them better assistance with teaching, scholarship, and service. These reports filter up to the college deans and the Vice President for Academic Affairs.

In the interest of maintaining functional work systems on campus, technology upgrades are always necessary. All full-time workforce members (as well as student labs) receive PC or Mac computers on a three-year rotation cycle. Therefore, all computers belonging to full-time workforce members are never more than three-years old. After the computers are three-years old, they are rotated into areas of secondary need, such as in offices for graduate assistants and part-time faculty.

**Figure 7.4-4**  
**Number of New Personal Computers Installed in Workforce Offices**  
**2004-2008**

Year	Number of new PCs Installed in faculty/staff offices
2007-08	Over 477
2006-07	Over 429
2005-06	Over 440
2004-05	Over 415
2003-04	Over 620

The University is also engaged in a project to replace any CRT (cathode-ray tube) monitors found on campus with LCD (liquid crystal display) monitors. Over 80% of the CRT monitors have been located and replaced through attrition (when the entire computer is upgraded) or by direct replacement. This project is aimed at improving health and convenience. LCD monitors take up less desk space for convenience. LCD monitors also generate far less radiation and produce less eye strain. In addition to these improvements, the IT department is also committed to providing high-quality user support. The User Support Helpdesk call center opens and resolves well over 13,000 work orders or trouble tickets per year and the Department of Telecommunications opens and resolves over 1,500 work orders or trouble tickets per year.

### Organizational Effectiveness

Winthrop University maintains several key measures on organizational effectiveness. Among them are student enrollment, engagement, retention and graduation rates. Many of the following data are reviewed annually by Academic Affairs, as well as the Executive Officers. Table 7.5-1 presents freshmen applications, acceptances, and actual enrollments for fall 2005 to fall 2007. The admissions process is crucial in that it's important to attract the right students to apply and enroll at Winthrop.

Figure 7.5-1

Freshmen Applications, Acceptances, and Enrollments  
Fall 2005 – Fall 2007

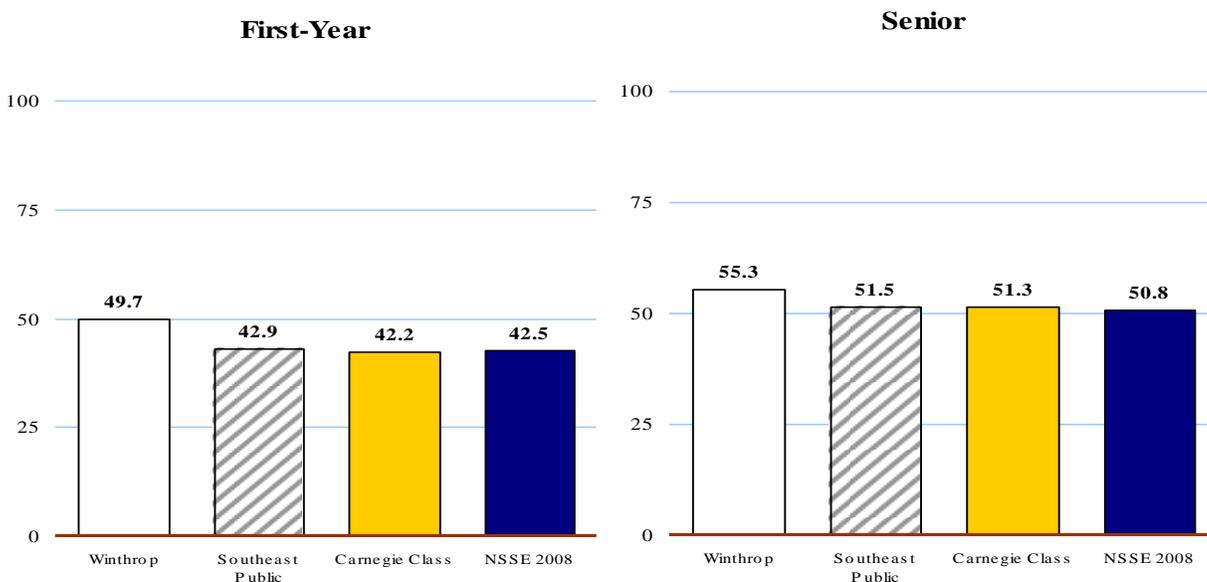
Year	2005	2006	2007
Applications	4,303	5,328	3,996
Acceptances	2,985	3,704	2,781
Accept as % of Applied	69.4%	69.5%	69.6%
Enrolled	1,017	1,183	1,074
Enrolled as % of Accept	34.1%	31.9%	38.6%

Between fall 2005 and fall 2007, the number of applicants decreased by 7.1% and the number of acceptances decreased by 6.8%. These decreases are negligible, but the proportion of those enrolling has rebounded since 2006. Winthrop’s goal is to keep that figure at, or above, 40% for the purposes of effective planning and enrollment management. To that end, the Office of Institutional Effectiveness began a “zip code of origin” study in 2007 that identifies where Winthrop students are coming from within South Carolina, Georgia, and North Carolina. Thus far, the results indicate that students’ home location and proximity to the University is a major criterion.

As previously noted, Winthrop uses the National Survey of Student Engagement (NSSE) to track students’ experiences in activities leading to academic success. More than 770 public and private four-year colleges and universities participated in this survey in 2008. Response rates for both first-year students and seniors at Winthrop have been strong every year since 2001. Results reported indicate Winthrop University students exceeded those of national peers on many of the measures, a powerful indicator of organizational effectiveness.

Figure 7.5-2

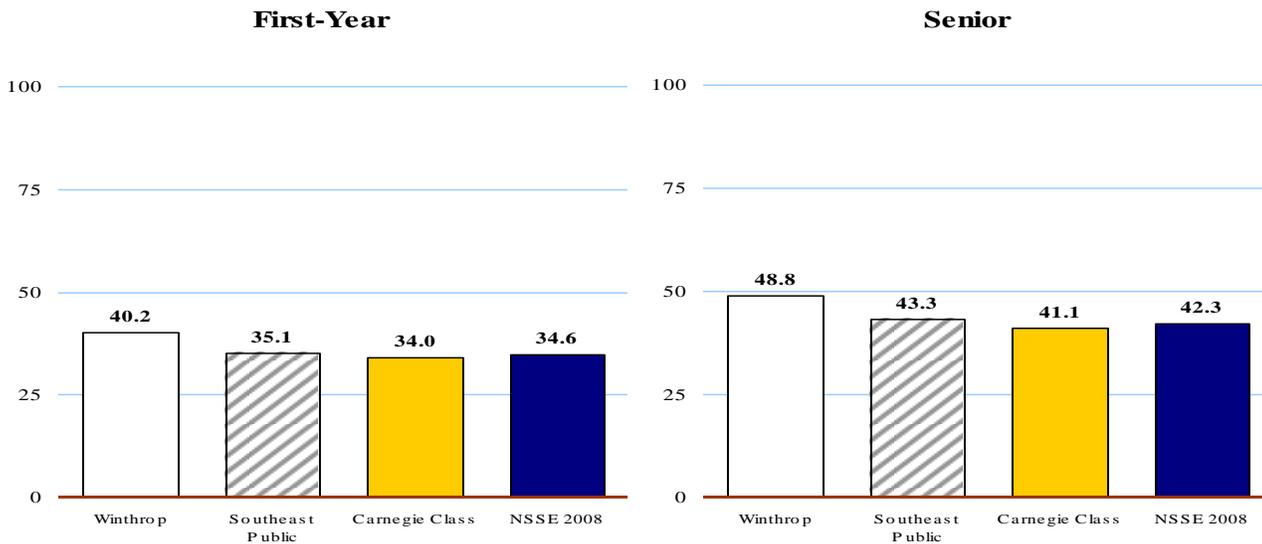
First-Year and Senior Student Averages and Comparisons on **Active and Collaborative Learning** from the 2008 National Survey of Student Engagement (NSSE)



Both first-year students and seniors self-reported higher responses than all three comparison groups in the area of active and collaborative learning. This means that Winthrop students are encouraged to ask questions in class, worked with other students on projects, tutored or taught other students, and discussed ideas from readings or classes with others outside of class.

Figure 7.5-3

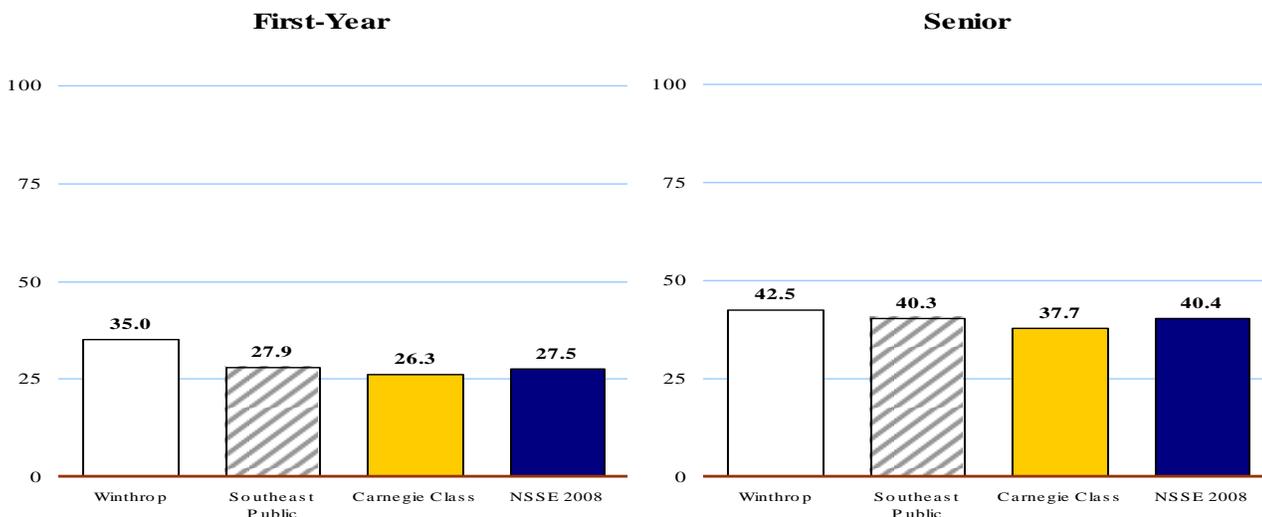
First-Year and Senior Student Averages and Comparisons on **Student-Faculty Interaction** from the 2008 National Survey of Student Engagement (NSSE)



In the area of student-faculty interaction, both first-year students and seniors self-reported higher averages than all other comparison groups. This, again, speaks well of Winthrop and how students are engaged by the faculty. For the most part, Winthrop students exceeded students at other colleges and universities around the country in the areas of discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, working with faculty members on activities other than coursework, and receiving prompt feedback from faculty regarding academic performance.

Figure 7.5-4

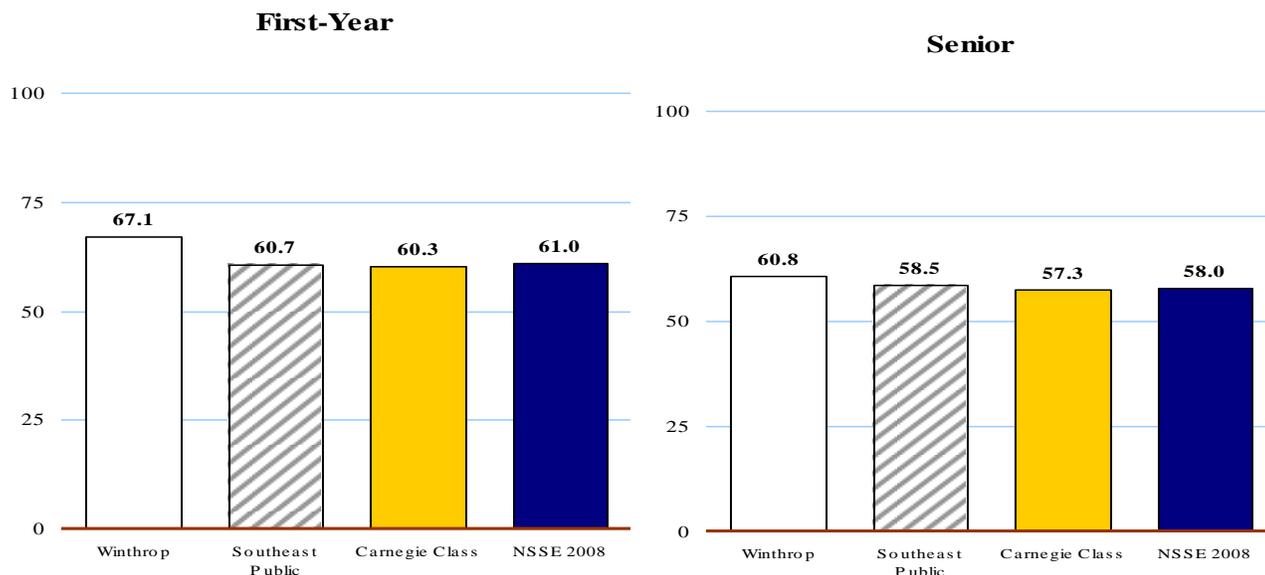
First-Year and Senior Student Averages and Comparisons on **Enriching Educational Experiences** from the 2008 National Survey of Student Engagement (NSSE)



Winthrop first-year students and seniors appear to have more enriching educational experiences than their counterparts at other colleges and universities around the country, in general. This means that Winthrop students do more of such things as participate in co-curricular activities, engage in internships and co-op experiences, have frequent contact with other students who are different from themselves, and participate in learning communities. Again, this is another strong indication that the University is maintaining its intended organizational effectiveness.

**Figure 7.5-5**

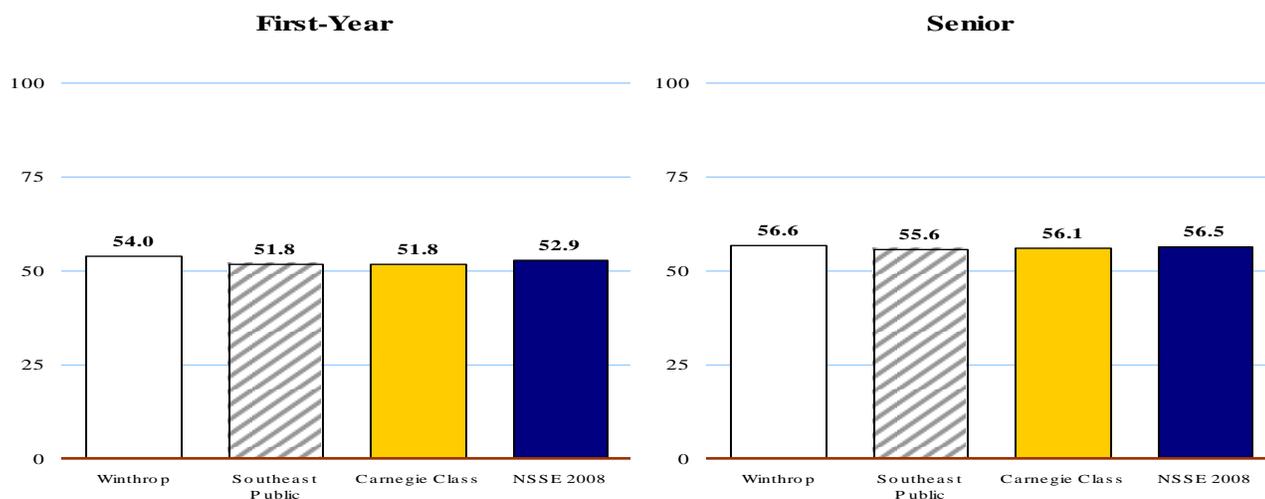
First-Year and Senior Student Averages and Comparisons on **Supportive Campus Environment** from the 2008 National Survey of Student Engagement (NSSE)



The maintenance of a supportive campus climate is another key measure of Winthrop's organizational effectiveness. The University community is proud of these results from 2008, as they speak to one of the major goals of Winthrop University. First-year students and seniors both indicated that the campus environment provides support for academic success, as well as coping with non-academic responsibilities. In addition, these students indicated that their quality of relationships with other students, faculty, and staff is better, on average, than at Winthrop's counterparts.

**Figure 7.5-6**

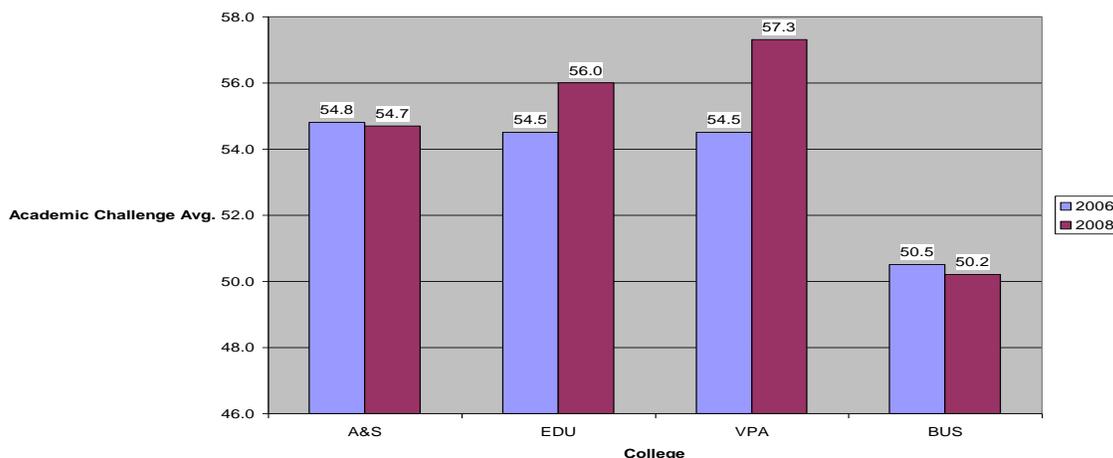
First-Year and Senior Student Averages and Comparisons on **Level of Academic Challenge** from the 2008 National Survey of Student Engagement (NSSE)



Winthrop first-year students and seniors self-reported very high in this area. Showing substantial improvement from 2007, both student groups at Winthrop University exceeded all comparison groups on level of academic challenge. These results, in particular, were celebrated by faculty with the understanding that improvements to both individual academic programs and the general education program have been effective. Some of the items that Winthrop students indicated were the most challenging include: preparation for class, number of written papers required, coursework emphasizing synthesis of ideas, and an emphasis on studying and academic work.

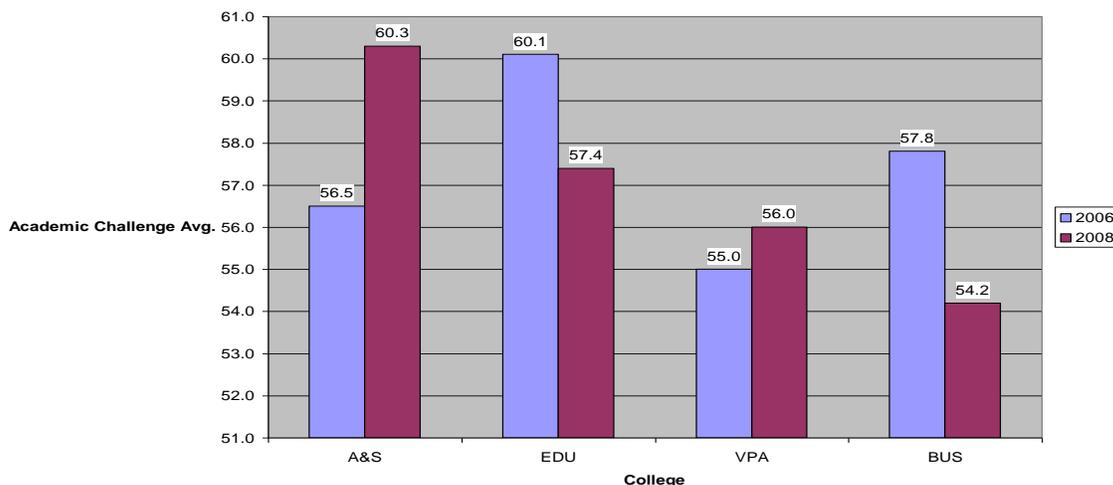
Beginning in 2006, Winthrop’s deans and members of the faculty were curious to see the NSSE data broken out by college and individual academic departments. Unfortunately, there were not enough respondents to make the departmental observations meaningful, but the split-out by college was useful.

**Figure 7.5-7  
Senior Students' Level of Academic Challenge by College  
2006 and 2008 Comparison**



The level of academic challenge for seniors is somewhat erratic between 2006 and 2008, going up for two colleges and going down for the other two. Further years of data should yield a more precise picture. In general, Winthrop University plans to increase the academic challenge.

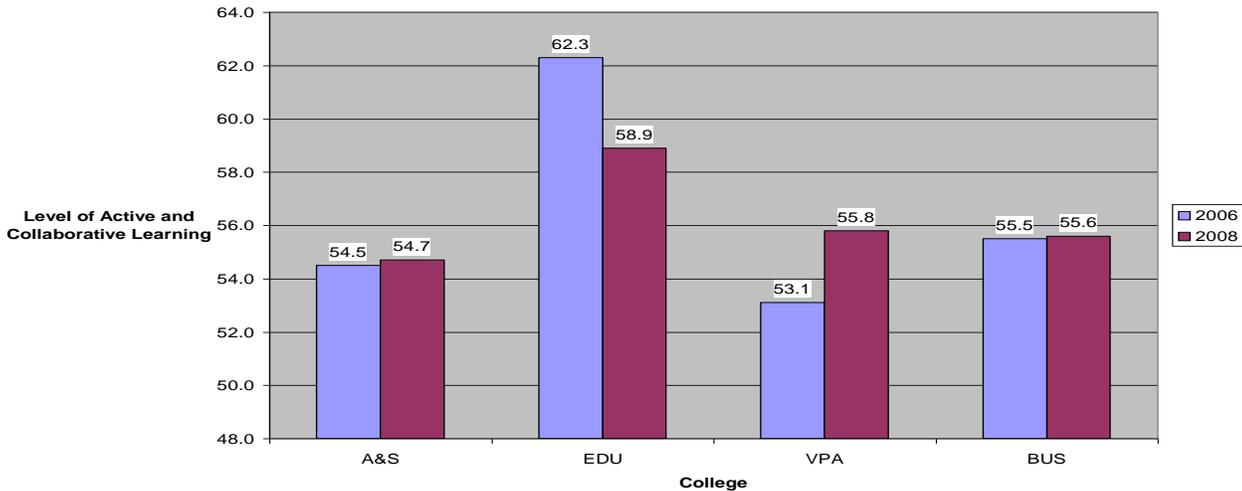
**Figure 7.5-8  
First - Year Students' Level of Academic Learning by College  
2006 and 2008 Comparison**



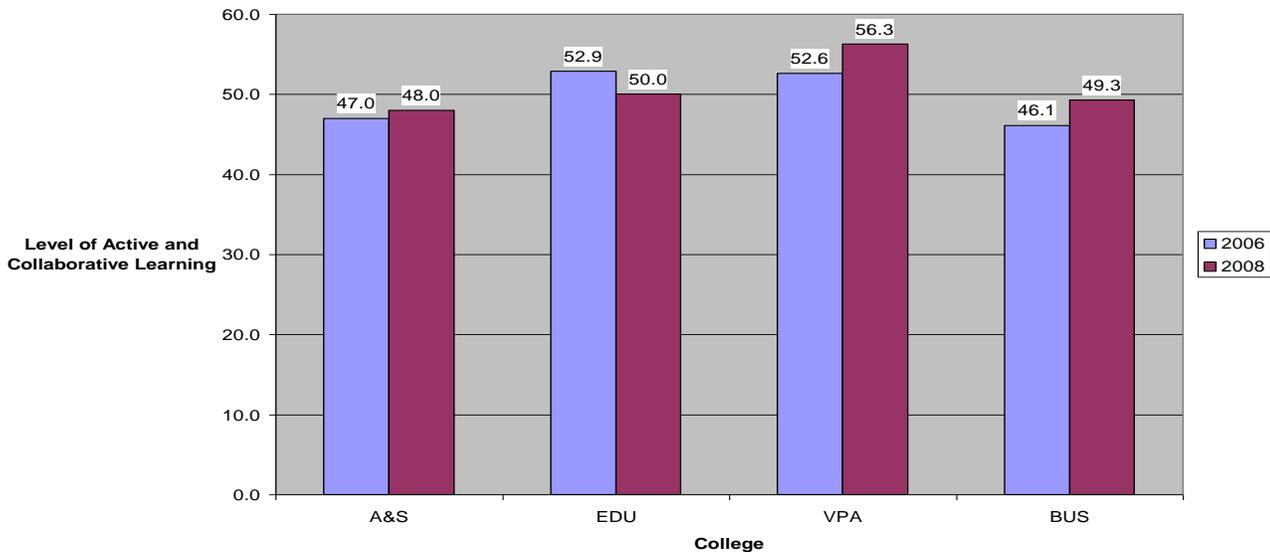
For the first-year students, the level of academic challenge has remained steadier, perhaps indicating that the work the university has done towards standardizing the general education curriculum has been successful. For all four colleges, seniors indicated a higher level of academic challenge than first-year students (excepting the

College of Visual & Performing Arts in 2008). This difference is far more pronounced for the Colleges of Education and Business Administration than in the Colleges of Arts & Sciences and Visual & Performing Arts.

**Figure 7.5-9**  
**Senior Students' Level of Active and Collaborative Learning by College**  
**2006 and 2008 Comparison**

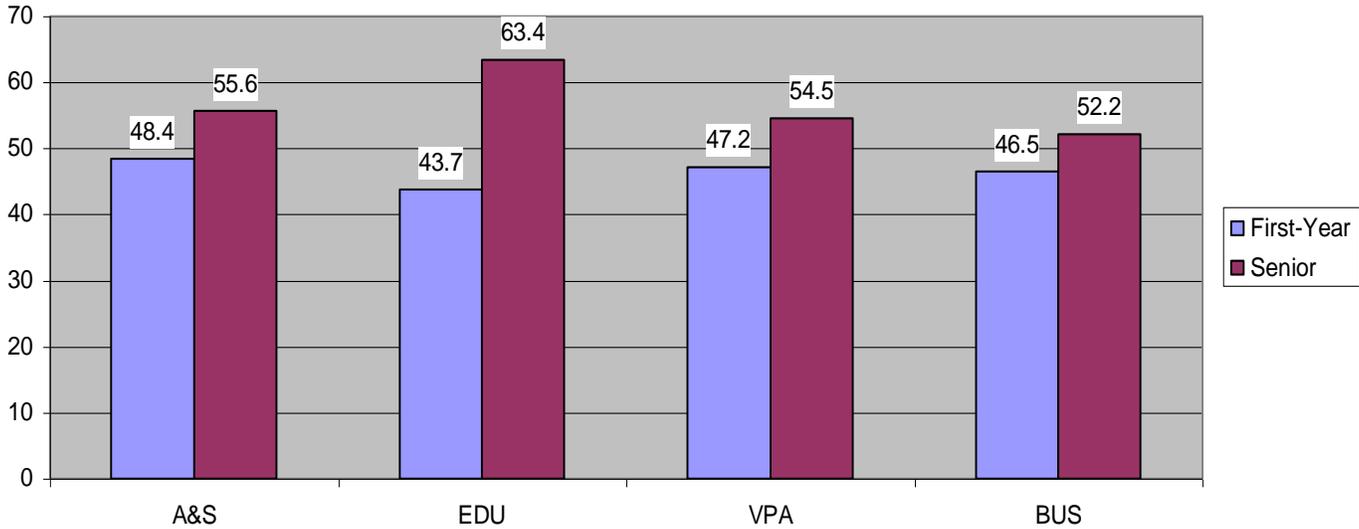


**Figure 7.5-10**  
**First - Year Students' Level of Active and Collaborative Learning by College**  
**2006 and 2008 Comparison**



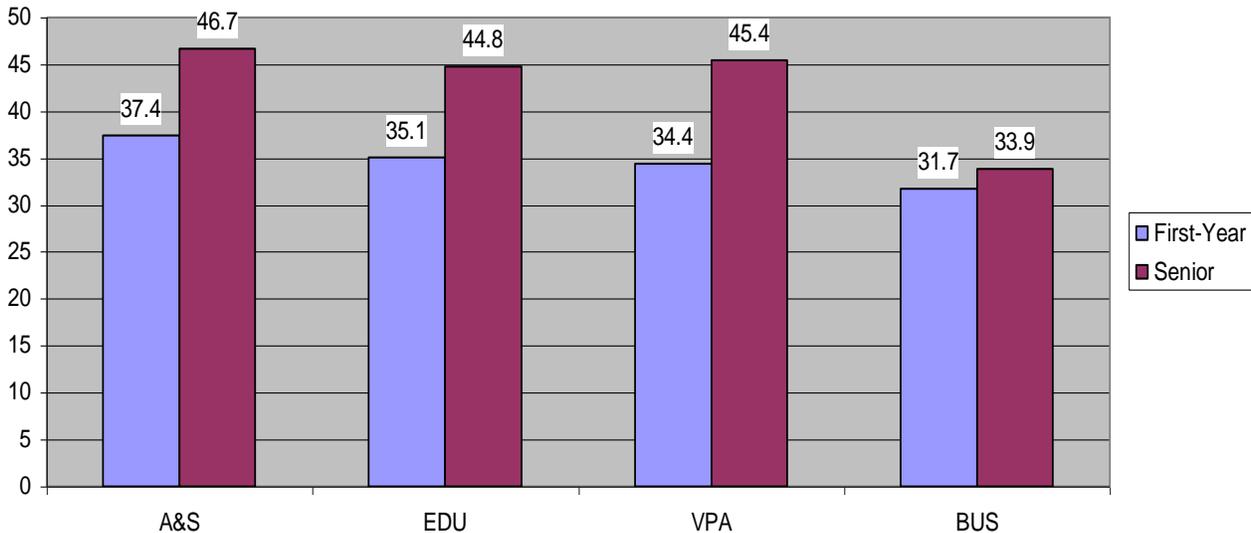
For level of active and collaborative learning, again, seniors reported higher than first-year students. It appears that the nature of the disciplines in the College of Visual & Performing Arts make active and collaborative learning more consistent across all class levels, as compared to the other three colleges.

**Figure 7.5-11**  
**Level of Student-Faculty Interaction by College**  
**2008**



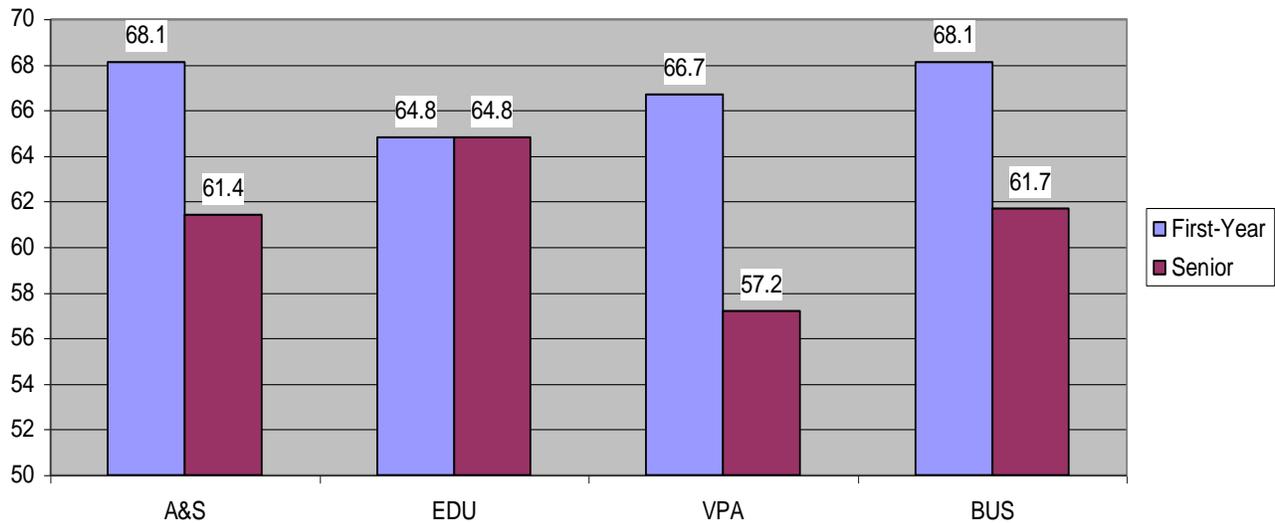
Again, for level of student-faculty interaction, seniors report higher than first-year students – and it is even more pronounced in this benchmark category. Perhaps one of the reasons why there is such a substantial difference between first-year students and seniors in the College of Arts & Sciences is that many of those departments/courses, especially at the 100- and 200-levels are more service oriented. The College of Visual & Performing Arts, once again, shows closer results for the two student groups than the other three colleges. The results for this category have gone up across the board since 2006, indicating notable improvement in faculty/student relationships.

**Figure 7.5-12**  
**Level of Enriching Educational Experiences by College**  
**2008**



For level of enriching educational experiences, all four colleges have seniors reporting higher than first-year students. Faculty members in the College of Business Administration were curious about the relatively low average given to them by their students. Perhaps it is because, in general, people do not enter business school for enriching experiences, but in order to learn to make money.

**Figure 7.5-13**  
**Level of Supportive Campus Environment by College**  
**2008**

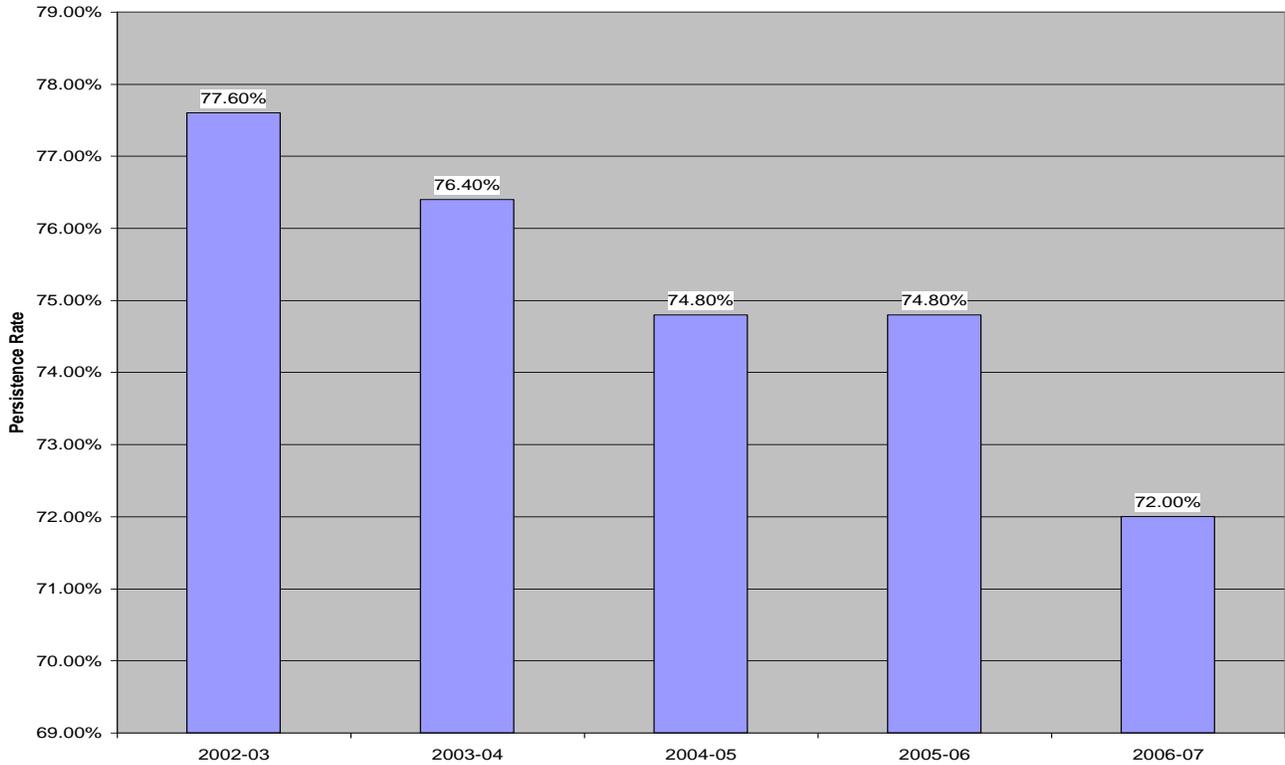


The fifth benchmark category, level of supportive campus environment, is, perhaps, the most interesting of all. The results are the reverse of the initial four benchmark categories. Members of the faculty and administration attribute this mostly to special programs in place for first-year students designed to integrate them into the campus community and college culture. The great majority of these students live on campus and have, overall, a more structured experience than upper classmen. Many seniors live off campus and are more autonomous in their studies and college life.

### Retention and Graduation

Other key measures of Winthrop's organizational effectiveness are the retention and graduation rates of its students. Retention rates indicate if Winthrop was successful in keeping them on campus and in classes during their first two years. Graduation rates tell if Winthrop was successful in getting students to reach their ultimate goal of completing a program of study. Indeed, one of the hallmark indicators of a university's organizational effectiveness is the efficient and successful progress of students through anyone of the institution's academic programs.

**Figure 7.5-14**  
**First Year Persistence Rates**



The average first-to-second year persistence rate of all students fell by 7.2% between the 2002 and 2006 cohorts. While these data suggest further analysis, other data indicate Winthrop’s overall effectiveness. According to *One Step from the Finish Line* (Education Trust – January 2005), Winthrop University maintains a six-year graduation rate that is one of the highest in the nation for Masters I institutions. Among the Masters I institutions with the highest six-year graduation rates, the average percentage of undergraduates who are under-represented minorities is 8.0%. Winthrop’s figure is 28.1%, which means that the University is doing an excellent job of graduating students who are under-represented minorities.

**Figure 7.5-15**  
**First-Year Persistence Rates by Gender and Ethnicity**  
**2004-2007**

		2004 new freshmen as of 2005	2005 new freshmen as of 2006	2006 new freshmen as of 2007
Caucasian Students	Male	138/188 = <b>73.4%</b>	153/215 = <b>71.6%</b>	159/234 = <b>67.9%</b>
	Female	336/484 = <b>69.4%</b>	369/490 = <b>75.3%</b>	396/567 = <b>69.8%</b>
African Amer Students	Male	59/72 = <b>81.9%</b>	50/71 = <b>70.4%</b>	50/75 = <b>66.7%</b>
	Female	146/209 = <b>69.9%</b>	151/187 = <b>80.7%</b>	196/246 = <b>79.7%</b>

\*Total headcounts for Hispanic and Asian students individually across the three years presented were only as high as 14.

The first-year persistent rates by gender and ethnicity are interesting and does not show a discernable pattern over the period observed. While these data have sparked interest among members of the faculty and administration, no decisive conclusions have been made in this regard. These data suggest further study and analysis.

**Figure 7.5-16**  
**Retention of LIFE Scholarship Recipients**  
**2004-2006**

	2004		2005		2006	
	Freshmen	Sophomores	Freshmen	Sophomores	Freshman	Sophomores
<b>Winthrop University</b>	226/586 = <b>38.6%</b>	254/334 = <b>76.0%</b>	259/598 = <b>43.3%</b>	237/308 = <b>76.9%</b>	248/663 = <b>37.4%</b>	257/338 = <b>76.0%</b>
Coastal Carolina University	177/363 = <b>48.8%</b>	176/254 = <b>69.3%</b>	190/377 = <b>50.4%</b>	191/266 = <b>71.8%</b>	155/349 = <b>44.4%</b>	187/290 = <b>64.5%</b>
College of Charleston	365/801 = <b>45.6%</b>	392/540 = <b>72.6%</b>	419/868 = <b>48.3%</b>	395/500 = <b>79.0%</b>	382/785 = <b>48.7%</b>	399/527 = <b>75.7%</b>
Francis Marion University	96/286 = <b>33.6%</b>	127/178 = <b>71.3%</b>	127/364 = <b>34.9%</b>	108/165 = <b>65.5%</b>	139/389 = <b>35.7%</b>	126/173 = <b>72.8%</b>
Lander University	95/252 = <b>37.7%</b>	93/138 = <b>67.4%</b>	66/211 = <b>31.3%</b>	97/142 = <b>68.3%</b>	65/209 = <b>31.1%</b>	68/105 = <b>64.8%</b>

\*These data come from the South Carolina CHE

Winthrop University compares favorably to the other universities in terms of the retention of freshmen and sophomores holding a LIFE Scholarship. These numbers have remained consistent over a number of years. By comparison, Winthrop appears to do a better job of retaining sophomores with the LIFE Scholarship than the comparison institutions.

**Figure 7.5-17**  
**Four- and Six-Year Graduation Rates – All Students**  
**1999-2003**

Cohort Year	Graduated in Four years	Cohort Year	Graduated in Six Years
2000	<b>32.4%</b>	1998	<b>56.1%</b>
2001	<b>31.5%</b>	1999	<b>59.7%</b>
2002	<b>35.1%</b>	2000	<b>57.9%</b>
2003	<b>36.5%</b>	2001	<b>58.4%</b>

Winthrop's overall four-year graduation rate has remained consistent for the past three cohort years and is about average for Masters I institutions nationally. The institution's overall six-year graduation rate is higher than average for Masters I institutions nationally.

**Figure 7.5-18**  
**Four- and Six-Year Graduation Rates by Ethnicity**  
**2000-2003**

Cohort Year	Graduated in Four years				Cohort Year	Graduated in Six Years			
	Cau	AfAm	Hisp	Asian		Cau	AfAm	Hisp	Asian
2000	<b>33.7%</b>	<b>29.0%</b>	<b>25.0%</b>	<b>33.3%</b>	1998	<b>54.1%</b>	<b>63.5%</b>	<b>100.0%</b>	<b>44.4%</b>
2001	<b>35.0%</b>	<b>21.3%</b>	<b>11.1%</b>	<b>42.9%</b>	1999	<b>58.0%</b>	<b>65.8%</b>	<b>83.3%</b>	<b>40.0%</b>
2002	<b>36.3%</b>	<b>31.7%</b>	<b>28.6%</b>	<b>20.0%</b>	2000	<b>56.6%</b>	<b>63.6%</b>	<b>41.7%</b>	<b>33.3%</b>
2003	<b>37.5%</b>	<b>33.3%</b>	<b>38.5%</b>	<b>42.9%</b>	2001	<b>57.3%</b>	<b>61.5%</b>	<b>56.6%</b>	<b>57.1%</b>

\*Headcounts for Hispanic and Asian students individually across the years presented in the table above were lower than 20.

While Caucasian students maintain a higher four-year graduation rate than African American students, African American students maintain a higher six-year graduation rate than Caucasian students.

Institutional Achievements

Winthrop University is proud to have been recognized for being an affordable and high performing public Master’s I institution for many years. Table 7.5-11 presents all of the publications and venues within which Winthrop has been recognized this past year. This observation constitutes a key measure of Winthrop’s organizational effectiveness.

Figure 7.5-19  
**Publications and Venues within which Winthrop University has been Distinguished**  
**2004-2008**

Consumers Digest	The S.C. Organization for Residence Education
The Princeton Review Best Value College	S.C. Department of Education Teacher of the Year
Barron’s Best Buys	State Budget and Control Board
U.S. News & World Report “America’s Best Colleges”	S.C. Department of Health and Environmental Control <i>Best College Recycling Award</i>
Princeton Review Best Southeastern College	Big South Conference
S.C. Commission on Higher Education	S.C. Center for Educator Recruitment, Retention, and Advancement
College and Character: The John Templeton Foundation	Milken National Educator Award
Education Commission of the States	Capstone Building Corporation
National Association for Campus Activities	North Texas Jazz Festival
Campus Activities Magazine	Accredited member, Southern Association of Colleges and Schools
President’s Higher Education Community Service Honor Roll	

Leadership and Social Responsibility

Winthrop University identifies its key measures of leadership and social responsibility to be the maintenance of the institutional strategic plan (*Vision of Distinction*), the maintenance of viable partnerships and collaborations trust in senior leaders, sound fiscal accountability, legal compliance, and accreditation. Additional data on stakeholder trust in senior leaders and the governance of the institution will be presented in the 2008-09 Report to the State Budget and Control Board.

Partnerships and Collaborations

Winthrop University is socially responsible. The institution has pursued, created and/or enlarged a number of partnerships and collaborations with various other public and some private organizations as part of initiatives designed to develop South Carolina’s economy and improve opportunities for its citizens. One example is the INBRE network: The Idea Network for Biomedical Research is a partnership that includes Winthrop and six partner South Carolina colleges and universities that are sharing a \$17.3 million federal grant — among the largest awards of its type ever given in the Palmetto State — for a collaborative program that will bolster biomedical research and expand educational opportunities for undergraduates. Over the five-year grant period, Winthrop will receive \$2.1 million and will commit another \$1.7 million of its own resources to the work. In addition, separate collaborative agreement with MUSC now in place, focusing among other things on developing opportunities for Winthrop’s highly successful undergraduate students to move into graduate programs for further study at MUSC.

Winthrop is partnering with Marlboro, Darlington, Marion and Clarendon School Districts and the federal “No Child Left Behind” Program in the Pee Dee Leadership Academy, designed to build school leadership capacity in the economically challenged I-95 Pee Dee Region of South Carolina. Through this collaboration, Winthrop professors travel to the I-95 corridor to help experienced, successful teachers with roots in the community earn their master's degrees in educational leadership and become principals in a poverty area where administrative turnover has historically been high. The fact that Winthrop professors were willing to teach there so they and

students could interact face to face was a primary reason Winthrop won a \$776,036 federal grant for the four-year program, according to the CHE coordinator overseeing the grant.

Winthrop University, in partnership with the City of Rock Hill, York County, and Rock Hill Economic Development, are working with potential private sector development investors to create a mixed use “college town” development in a blighted former textile mill zone that presently divides the Winthrop campus from downtown Rock Hill. While not a material investor in the initiative, Winthrop is seen as the economic ‘engine’ that will attract commercial development to the zone, improve the tax base, and create jobs for residents of nearby blighted neighborhoods.

Winthrop is partnered with Piedmont Medical Center and the YMCAs of York County in the annual “Shrink Down” health and fitness promotional program designed to raise public awareness about related issues among members of the York County region. In the same spirit of providing leadership to the community, the University is partnering with a number of public and private sector institutional citizens in the interstate “Clean Air Works” program. The program is designed to promote practices that will lead to the upstate South Carolina region and its NC neighbors meeting EPA clean air attainment goals, thereby enabling economic development to continue in the region.

#### Trust in Senior Leaders

All Winthrop administrators are evaluated each year by the people who work with and for them, as well as relevant external stakeholders. Employees evaluate the administrators on such attributes as organizational skills, communication skills, integrity, and professionalism. In the same spirit, every faculty member is invited to evaluate his/her department chair. Faculty members indicate if they have opportunities for professional development, their concern for the curriculum, and such. Completed forms are submitted to a designated individual in a sealed envelope. Anonymous listing ethically keeps track of who has completed an evaluation form. Faculty members are used to aggregate comments and the list of comments is submitted to the dean who, in turn, shares it with the department chair. The Office of the Vice President for Academic Affairs aggregates and collates these results. The Vice President gets a summary and then shares the results with the appropriate administrator.

#### Fiscal Accountability

Budget building at Winthrop University begins at the departmental level and comes up through the deans to the Executive Officers. The *Vision of Distinction* planning process also influences budget allocations. The Budget Priorities Committee meets with the Vice President for Academic Affairs and the Vice President for Business & Finance at least twice a year to review budget priorities. Faculty members are elected to the Budget Priorities Committee, thereby having the opportunity to ask questions and field ideas about what is being proposed in the budget. Faculty can express concerns - they address areas that they feel may be under funded, as well as new areas that need budgetary allocation. Twice a year the Vice President for Business & Finance presents a report on the fiscal well being of the University to the Budget Priorities Committee, as well as to the full Faculty Conference.

Winthrop University maintains appropriate fiscal accountability. An outside, independent CPA firm conducts an audit each year in accordance with standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States. These audits ensure that the institution is spending the money correctly and that there are appropriate checks and balances within the system. Since 1997, the firm has noted no matters involving the internal control over compliance and its operations to be material weaknesses.

## Accreditation

Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and specialist degrees. Winthrop is proud to be one of only sixteen universities in the country to maintain one hundred percent accreditation of all academic programs. 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 Academic Affairs. Figure 7.6-1 presents a listing of the specialized organizations that Winthrop University is affiliated with.

Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)	Council on Social Work Education (CSWE)
American Chemical Society (ACS)	National Association of the Education of Young Children (NAEYC)
Association to Advance Collegiate Schools of Business (AACSB)	National Association of School Psychologists (NASP)
Certified Financial Planner Board of Standards (CFP)	National Association of Schools of Art and Design (NASAD)
Commission on Accreditation for Dietetics Education (CADE)	National Association of Schools of Dance (NASD)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	National Association of Schools of Music (NASM)
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (CAC/ABET)	National Association of Schools of Theatre (NAST)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	National Council for the Accreditation of Teacher Education (NCATE)
Council for Interior Design Accreditation (CIDA)	Sport Management Program Review Council (SMPRC)

## Conclusion

Winthrop University is a high performing, value-oriented, teaching university that maintains a focus on continuous improvement and delivering the best possible education to its students. This report has presented a variety of data that demonstrate how Winthrop is succeeding in its mission. Indeed, the University is committed to high quality, excellent service, and instilling within each and every student the value of lifelong learning. Winthrop is an outstanding steward of its resources and the evidence of this is prevalent in all of its academic programs. This report has demonstrated that Winthrop University maintains an appropriate focus on students, faculty, staff, and stakeholders. The University allocates its resources appropriately, and achieves its intended goals with all stakeholders.