Winthrop University

Accountability Report
to
State Budget and Control Board

Winthrop University: Live. Learn. Lead.

September 15, 2005

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Glossary of Terms and Abbreviations

AACTE	American Association of Colleges of Teacher Education
BASE	Basic Academic Subject Examination
CHE	Commission of Higher Education
CLA	Collegiate Learning Assessment
CRU	Comprehension Research University
CSRDE	Consortium for Student Retention Data Exchange
EO	Executive Officer
FSSE	Faculty Survey of Student Engagement
FRS	Financial Resource System
HRS	Human Resource System
INBRE	IDeA Networks of Biomedical Research Excellence
IPEDS	Integrated Postsecondary Education System
MSLQ	Motivated Strategies for Learning Questionnaire
MST	Market Stratification Tool
NCAA	National Collegiate Athletics Association
NCATE	National Council for Accreditation of Teacher Education
NIH	National Institutes of Health
NSSE	National Survey of Student Engagement
PDAB	Professional Development Advisory Board
PPA	Preferred Priority Applications
PRCA	Personal Report of Communication Apprehension
PUI	Primary Undergraduate Institution
RA	Resident Advisor
RLC	Resident Life Coordinator
SACS	Southern Association of Colleges and Schools
SIS	Student Information System
TLC	Teaching and Learning Center
VPA	Visual and Performing Arts
VPAA	Vice President for Academic Affairs
WAAV	Winthrop Alumni Admissions Volunteer
WILL	Winthrop Invests in Lifelong Learning

State Budget and Control Board
2005-06 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 6,400 students – most of whom are South Carolina residents – in 37 undergraduate and 25 graduate degree programs from the master's through the specialist. 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. 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 four main operating units – Academic Affairs, Finance and Business, Student Life, and University Advancement – all reporting to the President. 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 21st 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 2005-06

In the words of President Anthony J. DiGiorgio in the 2005-06 *Vision of Distinction*, "creating opportunities for engaged growth, enlightenment, and transformation constitutes the foundation of all we do for students at Winthrop University." This Report presents the evidence that Winthrop University continues to create these opportunities. Enrollment growth, student learning and success, and the maintenance of 100 percent accreditation of academic programs headline one of Winthrop's banner years. Figure 1.2 presents highlights of Winthop's 2005-06 achievements.

Figure 1.2 Winthrop University's Top Achievements of 2005-06	
Accreditation	• Winthrop continues to maintain 100%, full accreditation of all academic programs. • Winthrop became the first Division I institution in the history of the NCAA to achieve re-certification with zero recommendations for improvement made by the site visit team.
Enrollment	• 85% of the entering class in fall 2005 was in-state students. • In fall 2005, 98.5% of the new freshmen from South Carolina came in with a merit scholarship.
Retention/Graduation	• Winthrop was sited by the Education Trust as having one of the highest 6-year graduation rates in its class in the country (54.9%). • In fall 2005, 89% of first-year students became campus residents, up from 85.7% the previous year.
Educational Value	• Winthrop was named – for the 14th time – *U.S. News & World Report's* Top Ten Regional Public Universities in the South. • *Consumers Digest* named Winthrop the only public university in SC to be included in its national "best value" university listings. • In 2006, the *Princeton Review* for the first time included Winthrop in its 2007 guide to "best value" universities in the nation.

Key Strategic Goals of Winthrop University

The Winthrop University *Vision of Distinction* delineates the nature and character of the institution, as well as the strategic goals identified in order to realize the vision. Figure 1.3 presents the 2005-06 strategic goals of Winthrop University.

Figure 1.3 Winthrop University's Strategic Goals of 2005-06
• Build and enhance **Winthrop** as a **community** of learners
• Recruit and maintain an achievement-oriented, socially responsible, and culturally diverse **Student Body**
• Offer accessible, yet challenging, courses in an environment committed to quality **Academic Life** of national caliber
• Provide and maintain state-of-the-art **Facilities and Environs** for the highest quality educational delivery, exhibitions, and competitions
• Provide **Support Systems and Services** for students, faculty, and staff based on national best practices
• Forge the most strategic **Partnerships and Collaborations** for the enhancement of the University, the community, and the state

Opportunities and Barriers

Part of the nature and character of Winthrop University is to both seize opportunities for and overcome barriers to institutional growth and continuous improvement. Among Winthrop's opportunities for the near future are the development of K-12 leadership to work with economically disadvantaged school districts, the enhancement of Academic Success Communities and technology-based academic programs, wireless connections throughout the campus, and the development of leadership programming currently not available in this region.

Winthrop does face certain barriers that are being addressed including; the challenges of doing business-like planning in an environment of unpredictable allocations of operating and capital funds, the lack of bond bills to support the development of buildings and facilities, and continuing to deliver national caliber professional education on a solid foundation in the traditional liberal arts at a time of decreasing state support and increasing demands for accountability from groups with widely different educational priorities.

Use of This Report

The ideas and findings in this Report will be disseminated through the Executive Officer's (EO) to managers, deans, and ultimately to department chairs, as well as all faculty and staff. The Baldrige format of this report will allow for continued authentic analyses of Winthrop's systems and processes, as well as provide suggestions for continuous improvement, consistent with Winthrop's long-used *Vision of Distinction* strategic planning process.

Section II– Organizational Profile

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 6,400 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 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, Council of Student Leaders, and the Faculty Conference. The Executive Staff represents 27 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 6,400 students per year on Winthrop's only campus in Rock Hill, South Carolina. Figure 2.1 presents Winthrop's main educational departments and services.

Figure 2.1	
Winthrop University's Educational Programs and Services as of 2005-06	
Main Educational Programs	University Services
• **College of Arts and Sciences** Biology Chemistry, Physics, Geology English History Human Nutrition Mass Communication Mathematics Modern Languages Philosophy and Religious Studies Political Science Psychology Sociology and Anthropology Speech	• **President's Office** Athletics • **Student Life** Admissions Bookstore Campus Police Career Services Dining Services Financial Aid Health and Counseling Records and Registration Residence Life Student Affairs • **Finance and Business**

College of Business	Computing and Information Technology
Accounting, Finance, Economics	Facilities
Computer Science and Quantitative Methods	Cashier
Management and Marketing	Payroll
• **College of Education**	Controller's Office
Center for Pedagogy	Procurement and Risk Management
Curriculum and Instruction	Human Resources
Health and Physical Education	Postal Center
• **College of Visual and Performing Arts**	• **University Advancement**
Art and Design	Alumni Relations
Theater	Development
Music and Dance	Printing Services
• **University College**	Winthrop Foundation
• **Dacus Library**	Winthrop University Real Estate
	University Relations

Winthrop faculty and staff 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 reflect improved teaching and increasingly more deep 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 2.2 presents Winthrop's fall 2005 enrollment and Figure 2.3 presents fall 2005 enrollment by ethnicity.

Figure 2.2 Winthrop University's Headcount Enrollment Fall 2005			
	Fall 2005		
Level	Male	Female	Total
Full-Time Undergraduate	1,429	3,158	**4,587**
Part-Time Undergraduate	169	431	**600**
Subtotal	**1,598**	**3,589**	**5,187**
Full-Time Graduate	118	210	**328**
Part-Time Graduate	235	730	**965**
Subtotal	**353**	**940**	**1,293**
Grand Total	**1,951**	**4,529**	**6,480**

Figure 2.3 Winthrop University's Headcount Enrollment by Ethnicity Fall 2005		
Ethnic Category	N	%
White, non-Hispanic	4,495	69.4%
Black, non-Hispanic	1,638	25.3%
International	158	2.4%
American Indian	27	0.4%
Asian/Pacific Islander	83	1.3%
Hispanic	79	1.2%
Unknown	0	0.0%
Total Students	**6,480**	**100%**

Between fall 1996 and fall 2005, Winthrop University saw a 20% increase in overall enrollment. In that same time, the proportion of African American students went from 20.6% to 25.3%. Those figures for Hispanic students are 0.9% and 1.2%, respectively. Winthrop's key stakeholder groups are our students, parents, community members, and local businesses and industries. Our 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 our students are in-state and about 95% of our 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 suppliers include Aramark, our supplier of food and food services on campus, Follett, our key supplier for the Winthrop University Bookstore. Some of our key partners include local high schools, York Technical College, and multiple local business and industries. Winthrop University continues to have a substantial impact on the local economy and countless students and tax payers realize a significant return on their investment in the institution.

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

Figure 2.4 is the Winthrop University 2005-06 Organizational Chart., Figure 2.5 is Expenditures/Appropriations Chart, and Figure 2.6 is the Major Program Areas Chart.

Section III– Elements of the Malcolm Baldrige Award Criteria

Section III of this Report presents the unique characteristics, processes, and programs at Winthrop University that make it the high performing, well renowned institution that it is. 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

The organizational structure of Winthrop University reflects four main administrative units that all report to the President. Figure 3.1 presents the University's Executive Officers as of 2005-06.

Figure 3.1 Winthrop University's 2005-06 Executive Officers	
President Anthony J. DiGiorgio	
Vice President for Academic Affairs Thomas F. Moore	**Vice President for Finance and Business** J.P. McKee
Vice President for Student Life Frank P. Ardaiolo	**Vice President for University Advancement** Kathryn Holten

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 disseminated 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

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 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. 7.5-7
	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, 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. 7.4-3
	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.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 40,166,356	$ 17,441,428	$ 43,027,914	$ 18,236,668	$ 45,500,000	$ 18,889,273
Other Operating	$ 32,437,961		$ 33,947,717		$ 34,500,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 9,960,208	$ 2,522,401	$ 10,685,238	$ 2,685,972	$ 11,400,000	$ 2,842,823
Non-recurring						
Total	$ 82,564,525	$ 19,963,829	$ 87,660,869	$ 20,922,640	$ 91,400,000	$ 21,732,096

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		

Capital Reserve Funds			
Bonds			

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures		FY 05-06 Budget Expenditures		Key Cross References for Financial Results*
I. Instruction	To provide instruction to undergraduate and graduate students within the Colleges of Arts and Sciences, Business, Education, Visual and Performing Arts and University College.	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	13,335,838.00 331,804.00 14,014,329.00 27,681,971.00 33%	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	14,230,325.00 535,848.00 14,907,145.00 29,673,318.00 34%	TBD
I. Academic Support	Support the University's instructional programs including the library, academic computing and instructional technology support.	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	1,557,179.00 5,605,863.00 7,163,042.00 9%	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	1,656,566.00 7,750.00 5,063,033.00 6,727,349.00 8%	TBD
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	1,098,011.00 7,729,081.00 8,827,092.00 11%	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	1,098,011.00 171,542.00 8,537,241.00 9,806,794.00 11%	TBD
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	1,477,322.00 5,076,853.00 6,554,175.00 8%	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	1,442,259.00 5,960,867.00 7,403,126.00 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.	**State:** **Federal:** **Other:**	2,495,479.00 9,704,302.00	**State:** **Federal:** **Other:**	2,495,479.00 9,614,351.00	TBD

		State:		State:		
		Total:	12,199,781.00	Total:	12,109,830.00	
		% of Total Budget:	15%	% of Total Budget:	14%	
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	State:		State:		TBD
		Federal:		Federal:		
		Other:	7,714,975.00	Other:	8,374,134.00	
		Total:	7,714,975.00	Total:	8,374,134.00	
		% of Total Budget:	9%	% of Total Budget:	10%	

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

Research, Public Service, Scholarships and Fellowships, Depreciation

Remainder of Expenditures:	State:		State:	
	Federal:	5,317,788.00	Federal:	5,326,247.00
	Other:	7,140,764.00	Other:	8,240,072.00
	Total:	12,458,552.00	Total:	13,566,319.00
	% of Total Budget:	15%	% of Total Budget:	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.

WINTHROP UNIVERSITY
ORGANIZATIONAL CHART 2006 - 2007

Board of Trustees

Office of the President

- Internal Audit
- Executive Assistant and Secretary to the Board
- Public Affairs
- University Events
  - Public Events
- Intercollegiate Athletics

University Advancement
- Development
- Winthrop Foundation
- Alumni Relations
- Alumni Association
- University Relations
- Real Estate Foundation
- Printing Services

Finance & Business
- Facilities Design and Development
- Facilities Management
- Post Office
- Human Resources
- Information Technology
- Procurement & Risk Management
- Winthrop Real Estate Management
- Associate Vice President
- Budgeting
- Financial Accounting

Academic Affairs
- College of Arts & Sciences
- College of Business
- College of Visual & Performing Arts
- Richard W. Riley College of Education
- University College
- Library Services
- Graduate Studies
- Institutional Effectiveness
- Grants

Student Life
- Residence Life
- Dean of Students
- Dining Services
- Student Affairs
- Campus Police
- Career Services
- Bookstore
- Enrollment Management
- Health and Counseling Services
- Rec/Registration
- Admissions
- Financial Aid

defining the nature and character of the institution, as well as crystallizing Winthrop's mission, vision, and values.

Executive Officers, as well as other administrative leaders, continue to emphasize the message of the Nature and Character of the University to faculty and staff at staff meetings and public presentations. One example of an initiative arising out of the Nature and Character of the University is the notion of "deep learning." As a teaching university, the nature and character of Winthrop is to instill in students a deep sense of appreciation of learning, as well as for faculty members to be increasingly self-reflective in their delivery of education. Winthrop leadership has provided faculty members with multiple opportunities to increase their knowledge of deep learning through conferences, literature, and postings on the Winthrop University website.

Senior leaders promote an environment that fosters integrity and values in legal and ethical behavior. Policies and procedures are available in both print and electronically and all new campus employees participate in an orientation that introduces them to these institutional values. Senior 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 and deans and other managers are expected to communicate them to their employees on a regular basis.

Category 2 – Strategic Planning

Strategic planning has been of substantial importance to Winthrop University over the past seventeen years. In 1990, President DiGiorgio set into motion the visioning/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 disseminated and communicated to the entire 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 of 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 21st 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 faculty and staff, 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 entire *Vision of Distinction* document. 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 3.2 presents the flow chart of Winthrop's visioning/planning process.

Figure 3.2
Winthrop University's Annual Visioning/Planning Process
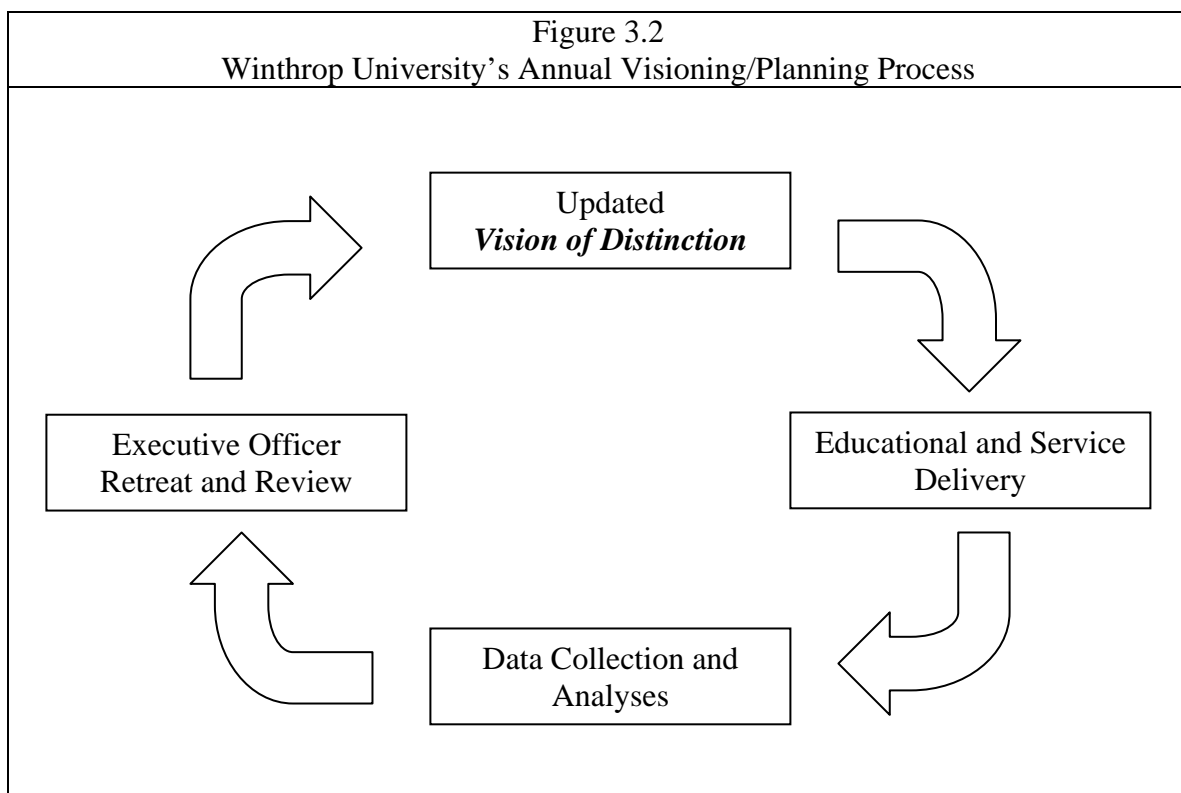
As illustrated in the flow chart above, the updated *Vision of Distinction* is presented and disseminated to the campus and local communities in the fall and educational and service delivery takes place during the academic year. By the end of the spring semester, data on each of the objectives is collected and analyzed in the end-of-year report and by late summer, early fall, the updated Vision of Distinction is disseminated. This process ensures that the *Vision of Distinction* is a living document and that it always maintains relevance. The visioning/planning process is inclusive and involves the input from all internal and external stakeholders of Winthrop University. Figure 3.3 presents highlights from the 2005-06 end-of-year report.

Figure 3.3			
Winthrop University's 2005-06 *Vision of Distinction* End-of-Year Report Excerpts			
Goal	Objective	Assigned to	Results/Analyses
The Winthrop Community	Winthrop will complete the articulation of the themes, directions, and recommendations of the Report of the President's Task Force on the Nature and Character of the University.	Nature and Character Task Force Dean of University College	A series of six forums was conducted. Other mechanisms to gather feedback included emails and a webpage for anonymous submissions. The final report was submitted to the President in February 2006.
Academic Life	To continue sharpening the nature and character of Winthrop as an engaged community of learners, the University will integrate and articulate faculty roles and rewards with overall students' academic success goals.	Academic Leadership Council Vice President for Academic Affairs	Discussions of "deep learning" continued throughout the spring semester. Reports from deans came in January, and the VPAA distributed a response to those reports in March 2006. In April, Dr. Dee Fink did two workshops on creating significant learning experiences attended by nearly 58 faculty members.
Support Services	To ensure that Winthrop's technological capacity remains current with students' needs and expectations and to ensure that students enter the world of work or graduate studies with current technological competencies and awareness, Winthrop will continue to develop and implement its rolling plan for timely and systematic investments in technology.	Vice President for Finance and Business Associate Vice President for Information Technology Registrar	The next phase of installation and replacement of computers for labs, faculty, staff, and the Library are already completed in most areas and are on schedule in remaining areas. Migration of the University Advancement system is complete. Wireless hotspots continue to be added on campus, as well.

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 the 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.

Category 3 – Student, Stakeholder, and Market Focus

Winthrop University is a selective institution. While inquiries and applications are encouraged from all potential students, honed enrollment management practices ensure that the best possible student candidates are admitted to the University each year. The Undergraduate Admissions Office utilizes four methods to identify which student

markets are best to pursue. These include the review of current student profiles, high school information from the College Board Enrollment Planning Service, student information from the Noel-Levitz Market Stratification Tool (MST), and follow-up assistance from Royall & Company.

These methods have helped Winthrop Admissions to hone in on the best possible student prospects. Once these prospects make a connection with the University, it is up to us to maintain their interest and turn them into applicants and, eventually, enrolled students. We have found that the Winthrop website itself can make a big difference in whose attention we hold and attract to the University. The enrollment management web manager tracks web page activity to determine how long visitors stay on a page and which pages draw the most hits. An admissions counselor is responsible for concluding which questions and answers need to be added to the Virtual Advisor function on the admissions website based on emailed questions.

In addition, the admissions staff utilizes focus groups of high school students to provide feedback about our website. As a result of this process, our publications will be redesigned for the next recruitment cycle. Prior to this, admissions representatives will meet with high school students to hear their thoughts on what they do and do not like about the college materials. Currently, a student advisory council provides suggestions on recruitment activities, web ideas, campus visits, and other relevant topics. Student telecounselors provide feedback on questions and concerns they hear during their calls to prospective students. The Winthrop Alumni Admissions Volunteer (WAAV) group assists with communicating with potential students, as well. They provide valuable information regarding their experiences at Winthrop.

Admissions counselors are hired carefully to ensure that they are positive representatives of the University. The counselors attend college fairs and make private visits to selected high schools along the East Coast, in the Mid-West, and in the South to build relationships with prospective students and high school counselors. In 2007, Admissions will be purchasing an imaging system that will streamline the admissions process. It will allow counselors to spend more time building relationships with students, parents, and counselors instead of entering data.

Winthrop plans special programs for high school counselors who visit the campus. During summer 2006, the University hosted counselor groups from in-state and beyond. We learned also that the private secondary school market is viable for Winthrop. In spring 2007, college counselors from selected private secondary schools will be invited to campus. In addition, each year large numbers of students from Upward Bound, CHAMPS, Gear Up, and other similar groups are hosted at Winthrop. A comprehensive communication plan is adhered to in order to ensure that students understand what is offered through our academic programs, support programs, Student Life, and facilities.

Winthrop continually builds relationships with both prospective and admitted students. Everyone who participates in any program, campus visit, and sponsored event is asked to evaluate their experience by completing a form. Each admitted student is asked to complete a questionnaire to tell us why he/she applied to Winthrop and why he/she chose to enroll here or elsewhere. Every student who is admitted and withdraws is sent a link to a withdrawal survey to complete to provide us information as to why they're leaving. Using these evaluations, we revamped our Preview Day to provide more specific academic information during seminars.

Winthrop also acknowledges and fosters relationships with other stakeholders. The University conducts an annual employer outreach through Career Services. Employers are brought to campus in order to provide students with information about their companies and even to interview students, as well. Winthrop also does a lot of customized education with local and regional businesses and industries. The University operates on the philosophy that the public is a major stakeholder and that Winthrop should be providing to the community value-added education through either traditional or customized delivery.

Category 4 – Measurement, Analysis, and Knowledge Management

Winthrop University is a data-driven enterprise and faculty, staff, and administrators use a variety of data in order to be as self-reflective as possible. Institutions of higher learning, such as Winthrop University, have been under increasing demands by regional and program specific accrediting organizations to specify institutional and student learning outcomes and use quality data in order to verify productivity. All data that are 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)	Lumina Foundation's Collegiate Learning Assessment (CLA)
	Consortium for Student Retention Data Exchange (CSRDE)	College Basic Academic Subjects Examination (College BASE)
Locally Developed	Winthrop Senior Survey	Student Focus Groups
	Winthrop 3-Year Alumni Survey	Writing Rubric

Winthrop University supports the technological capacity to 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.

The University maintains institutional enrollment, employment, and financial data on a mainframe provided by SunGuard. The institutional data warehouse consists of data that are pulled from the system and are in the form of flat text files. The data warehouse consists of data related to enrollment, courses, faculty, facilities, scholarships, and student completions. 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 are to be culled and 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. Because of the demands for data and comparisons, the Office of Institutional Effectiveness spent much of 2005-06, as well as summer 2006, converting and streamlining these flat files into SQL database files. This is a relational database system that allows for easier and more efficient data access and retrieval. Most of the major data warehouse files have already been converted to this format.

Sources of locally developed data beyond the data warehouse include one-year and three-year alumni surveys, senior survey, course evaluations, admitted student questionnaire, and departmental annual reports. Sources of standardized data commonly 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, help us to "triangulate" (compare different data related to the same topic), and turn the data into useful information.

As discussed in Category 2 (Strategic Planning), the *Vision of Distinction* provides the platform for specific data to be collected. Indicators are selected based on the main goals and objectives of the plan and these data are reported annually in the end-of-year report. Beginning in 2006-07, we will pilot a process involving faculty of individual academic disciplines assessing three intended student outcomes. This assessment process will also help faculty and administrators "delimit and focus" the data they collect during the academic year.

Beginning in spring 2006, the Office of Institutional Effectiveness produced the "Winthrop University Retention and Graduation Report." This is an excellent example of translating organizational performance review findings into priorities for continuous improvement. This report shores up the most salient data related to student retention and graduation and has provided a unique platform for the Executive Officers to begin to modify policies and procedures related to improving student retention and graduation.

The faculty, staff, and administration at Winthrop select and use key comparative data and information for continuous improvement purposes. For example, in 2005, the Education Trust published a piece showing Winthrop against other master's institutions nationally in terms of their six-year graduation rates. We were able to note from these data that not only did Winthrop have one of the highest six-year graduation rates in its class in the country, but that we also have among the highest proportion of undergraduates who are under-represented minorities. These data support the fact that Winthrop does an exceptional job of graduating minority students.

Another good example of Winthrop's effective use of a variety of data is the assessment of general education. Externally-developed instruments used included the National Survey of Student Engagement (NSSE) to assess students' attitudes toward general education and the extent to which students spend time in a variety of activities (e.g., employment, academic studies, socializing), the College Basic Academic Subjects Examination (College BASE), to assess first-year and senior cohorts for English/writing, mathematics (general mathematics, algebra and geometry), social science (history, geography, political science, economics, social science procedures, and science (laboratory and fundamental concepts in the life and physical sciences), James McCroskey's Willingness to Communicate (WTC-20) Attitudinal Survey, McCroskey's Personal Report of Communication Apprehension (PRCA-24), the Motivated Strategies for Learning Questionnaire (MSLQ), and most recently, the Collegiate Learning Assessment (CLA). Internally-developed assessment instruments used included a writing rubric, and an oral communication rubric developed by Winthrop faculty members prior to 2002.

A common core (of expectations and guidelines) was developed by faculty as part of the new general education program. Department of English faculty members spearheaded the initiative to design writing assessment rubrics articulating student performance by academic level (first-year through senior year). The amount of writing expected of Winthrop students was increased by adding a requirement for eight pages of evaluated writing in courses approved as general education electives, and by adding a new writing-intensive, faculty-developed course requirement, GNED 102: *The Human Experience.* All faculty members who teach GNED 102 have completed an extensive training program designed, in part, to standardize writing assessment. Two external assessment instruments have also been used to assess writing during the present general education assessment reporting period. The College BASE English examination includes a writing assessment task Winthrop University used with first-year and senior cohorts, and the newly implemented Collegiate Learning Assessment (CLA) is a constructed response assessment administered online by the Council for Aid to Education.

Especially noteworthy, the College of Education maintains their own specialized processes for analyses and knowledge management. They developed a comprehensive unit assessment system that has received considerable national acclaim. The National Council for Accreditation of Teacher Education (NCATE) review team for the 2003 national visit were so impressed with their system that they were asked to be a national training

site in fall 2004. In fall 2004, over 70 faculty members from teacher education programs across the country came to Winthrop for a mock site visit using their 2003 NCATE Institutional Report and electronic documents room. For the past three years, members of the College of Education have been invited to present aspects of their unit assessment system at the national meeting of AACTE (American Association of Colleges of Teacher Education), the premier higher education conference in teacher education. Winthrop College of Education was highlighted in the article, "Teacher-Training Schools Meeting NCATE-Set Assessment Standards," in the March 15, 2006, issue of *Education Week*.

Overall, Winthrop faculty, staff, and administrators are responsive to data and understand its value within a university environment. Every year steps are taken to increase our sources of data and to better incorporate it into institutional decision making. In the University's continued effort to enhance measurement, analysis, and knowledge management, the Offices of Assessment and Institutional Research were merged and a new Executive Director of Institutional Effectiveness was hired in March 2006. The new leadership and combined forces are expected to further enhance these critical functions at Winthrop University. Much of what is accomplished at Winthrop in this regard is viewable at www.winthrop.edu/assessment.

Category 5 – Faculty and Staff Focus

Professional development is an important part of campus culture at Winthrop University. Multiple professional development programs, opportunities, and resources are available to all Winthrop faculty and staff. 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 maintains an overall plan for expanding professional development programs for faculty and staff. Category 5 delineates various professional development programs at the institutional, college, and departmental levels.

Faculty and staff education, training, and development address the University's needs to deliver to students the best possible, up-to-date education, stay current with technology, and to provide students with the best possible services, as well. For example, Winthrop continues to invest in a merit-based salary program that enables the University to retain and recruit quality faculty and staff at a level of leadership among in-state peers. In addition, 23 faculty members attended Winthrop's Faculty Service Learning Institute in May 2006. This institute, sponsored by the Center for Career Development and Service Learning, University College, and the Teaching & Learning Center (TLC) provided faculty with training, models, strategies, and resources for developing service learning as an integrated feature of curriculum.

The Professional Development Advisory Board (PDAB) and the Teaching & Learning Center continue to offer a wide and expanding series of programs in all these categories including faculty and staff orientations, Teaching Squares, and numerous technology sections. Attendance at sessions, such as Preparing Annual Reports, has increased appreciably. Especially unique, the Teaching Squares Project enriches teaching and builds community through a structured process of classroom observations and shared reflection. The experience provides faculty with the opportunity to enrich their teaching through the observation and analysis of good teaching. Faculty members also have the opportunity to formulate their own plan for enhanced teaching based on their observations and reflections of 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 has been eminently successful having contributed 1,790 hours of literacy education between July 2005 and April 2006. The TLC assisted in preparing a successful grant proposal to fund materials and supplies for the WILL Program through the York County Literacy Program.

In 2003, the general education program at Winthrop University was revamped and three new courses required for all students came into being. ACAD 101 is a college success seminar, GNED 102 is an introductory general education course, and CRTW 201 is a general education writing course. In order to accommodate all students in each of these courses, both full-time and part-time faculty had to be prepared to teach them. Through spring 2006 over 80 faculty members had been trained to teach GNED 102. In addition, the ACAD 101 training was significantly expanded to provide more detailed background information on course objectives and wider options for presenting core topics. All colleges have faculty who have been trained to teach GNED 102, and all but two departments have faculty who have been trained to teach the course.

Among the University's various colleges and divisions:

- The **College of Education** is very mindful of faculty professional development. In 2005-06, a faculty committee reviewed the literature on mentoring in college and P-12 settings and developed guidelines for College of Education faculty mentors. In August 2005, ten faculty members attended an all-day Faculty Mentoring Workshop. During the same year, nine first-year College of Education faculty members were assigned a mentor for the academic year. A faculty member coordinated mentor meetings and monitored mentor activities and time. Feedback on the program was obtained from mentors and mentees at the end of fall and spring semesters. Both groups indicated satisfaction with the program. Suggestions were made for mentor matches and activities, but all agreed it was a very productive endeavor that should be continued. Five faculty members will work with mentors during fall 2006.

- The **College of Arts and Sciences** provides support for faculty, student, and administrative development through attendance at meetings and workshops, the publication of the abstract books, and the annual recognition reception. In addition, the Office of Academic Affairs, directly and through the Office of Sponsored Programs and Research, has provided support for both students and faculty. The college's Office of Student Services provides an extensive training program for new and experienced faculty advisors. Some departments are using well-qualified students in their majors as peer advisors to work with students before they see their faculty advisors. The Office of Student Services provides training for those peer advisors, as well. New faculty members in the College are assigned faculty mentors who assist the new faculty with the transition to life at Winthrop University, as well as the College of Arts and Sciences. Mentors are chosen in consultation with the faculty members.

- The **College of Business Administration** is spearheading a new and important program. Faculty members in the Department of Computer Science and Quantitative Methods completed a curriculum and program proposal for the newly proposed B.S. in Information Design including four specialty tracks; digital commerce (Management and Marketing), interactive media (Art and Design), web application design (Computer Science and Quantitative Methods), and digital Mass Media (Mass Communication). Significant autonomy will remain with the units offering the specialties. This new program represents a cooperation among three colleges - the College of Business Administration, the College or Arts and Sciences, and the College of Visual and Performing Arts. The program proposal was approved by the relevant College Assemblies and by the Faculty Conference. After gaining administration and Board of Trustee approval, the plan is now in final preparation for review by CHE.

- The **College of Visual and Performing Arts** provides support for professional development and to conduct research. The College of Visual and Performing Arts also maintains the visiting

artist/speaker fund. These dollars provide the resources to bring approximately 8-10 guests to the College each year. The guest speakers and artists present lectures, hold workshops on specific techniques or processes, and provide critiques of student work, among many other things. Finally, the Department of Art and Design hold an annual faculty exhibition. This continues to be an excellent opportunity and venue for the studio art faculty to present their work.

- **Dacus Library** also contributes to faculty training and professional development. The Library faculty reaches out to faculty campus-wide in order to provide them "after-hours" instruction in databases, resources or whatever faculty need in their offices. Faculty and staff are provided with funds for development, either by using in-house or on-campus experts, or by sending them to conferences and conventions. Furthermore, the Library supplements available funds through the Library's fundraising arm. For example, the production of a poster ("10 Reasons Why the Internet is Not a Substitute for a Library") has sold more than 4,000 copies. All of this money has been put back into Library and staff development, making it possible to stretch library dollars further.

- The **Division of Student Life** supports faculty and staff development. The staff in each area within Student Life is expected to participate in staff development opportunities on campus, within the State, and even nationally. This participation and continued professional growth is considered as part of the annual review process. During 2005-06, Student Life hosted a Service Learning Institute in which 22 faculty and seven staff members participated. The Institute was designed to assist faculty in preparing and providing a service learning component to their classes. Finally, Student Life spearheaded the Diversity Team in fall 2002 with the goal of providing quality training and facilitating workshops on diversity for faculty and staff. As a result, the group has developed a positive reputation and requests for training have increased. For the first time this year, they were invited to provide a workshop for the entire athletic department.

Winthrop University maintains a safe, secure, and healthy work environment for all faculty, staff, administrators, students, and visitors. The safety and security of the Winthrop campus is coordinated by the Campus Police Department, an administrative unit within the Division of Student Life. The officers are graduates of the South Carolina Criminal Justice Academy and undergo continued training to maintain and upgrade their skills. All are trained in first aid, AED, and CPR. All commissioned officers are armed and receive firearms training and testing at least twice a year. The officers conduct foot, vehicular, and bike patrols of the campus and resident hall areas 24 hours a day. On campus, Winthrop police officers enforce all regulations and laws – those of the University, the City of Rock Hill, and the State of South Carolina. The Winthrop police also have a close working relationship with the Rock Hill City Police and the York County Sheriff's Department. More information about the security and safety of Winthrop University can be found at www.winthrop.edu/handbook.pdf.

Category 6 – Process Management

The delivery of the highest quality education and services possible 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 our students. The University's *Vision of Distinction*, as well as individual departmental and college-level plans, provides an ideal springboard for effective process management.

Winthrop is committed to educating the whole student. In so doing, the University is providing students with a series of progressively developmental experiences that are designed to prepare students to live, learn, and lead successfully throughout their lives, both personally and professionally. During 2005-06, Academic Success Communities were expanded from two to all eight dorm floors each in Wofford and Richardson. Classroom areas have been established in both the dorms, as well. Resident Life Coordinators (RLCs) work closely with the four faculty associates – the academic partners for each of the themed floors. RLCs have better building

administration and resident advisors (RAs) are better supervised. The RLCs have brought a new level of supervision and expertise to the residence life program.

Students' health and wellness is also an important part of Winthrop's education. In order to contribute to students' awareness of the importance of wellness to creative and intellectual activity and overall quality of life, Winthrop will enhance the recreational and wellness offerings available at existing, as well as new facilities now in development. These include recreational playing fields and the Lois Rhame West Health, Physical Education and Wellness Center. In the interest of better service, a collaborative effort between Health Services and Information Technology resulted in the ability to print one page of immunization documentation, thereby eliminating the need to access students' charts and saving much time and paper.

Winthrop University recognizes the paradigm shift in higher education from "teaching" to "learning." Indeed, through improved curriculum, innovative pedagogy, and student experience beyond the classroom, students are becoming "partners" with faculty in the learning process. The role of the faculty member is becoming more like that of a facilitator than one who presides over the classroom. For this reason, the *Vision of Distinction* specifies that the University will integrate and articulate faculty roles and rewards with overall student academic success goals. This was addressed during 2005-06 as discussions of "deep learning" continued throughout the spring semester. In April 2006, Dee Fink from the University of Oklahoma did two workshops on creating significant learning experiences attended by many faculty members.

One of the best single examples of Winthrop's effective process management is the establishment and assessment of the new general education program. Based on assessment results, such as student performance on the College BASE and student responses on the National Survey of Student Engagement (NSSE), faculty recognized the need to update and improve Winthrop's general education program. The new general education program, initiated in 2003, is based on three concepts: mastery of competencies, integration of experiences across disciplines, and exposure to a variety of intellectual and social perspectives. The program is composed of three core areas: the critical skills, skills for a common experience and for thinking across disciplines, and developing critical skills and applying them to disciplines. Developing critical skills and applying them to disciplines is the component designed to broaden the student's base knowledge by focusing on specific disciplinary perspectives. This area maintains a majority of courses from the existing general education program, but reduces the number of required hours.

Elsewhere within the University:

Another good example of process management comes from the **College of Education**. Analyses of P-12 learning over the past four years have provided rich information for program improvement. In summer 2003, 10 faculty members reviewed the Capstone Unit Work Samples completed in spring 2003. The analyses revealed that only 34% of the candidates were using pre-post assessment appropriately to report on P-12 learning. This information was shared with faculty in fall 2003 retreats and several actions were taken. All faculty members teaching methods courses were asked to increase their emphasis on assessment. More training was provided to university supervisors on the development and scoring of the Capstone Unit Work Sample. In summer 2004, the units were reviewed again and the analyses indicated striking improvements. The percentage of candidates who supplied adequate assessment of P-12 learning increased from 34% to 81%.

For the **College of Business Administration**, its process management came in the form of a new strategic plan. Beginning in 2004-05, the College of Business Administration undertook a new strategic plan with the intent of developing a brand for the College that is consistent with the overall Winthrop experience, as well as the Nature and Character document. 2005-06 marked progress in the strategic plan, refinement of the brand statement, and focus on the academic program. Much of the effort was concentrated on articulating a "conceptual framework"

for the curriculum in every program. The specification of learning objectives, the defining of developmental learning activities, and ways to assess student progress on these dimensions have been the central areas of focus.

Started in 2002, the Undergraduate Research Initiative in the **College of Arts and Sciences supports** a student-centered learning environment that fosters student research, scholarship, and creative activities. The initiative encourages students and faculty mentors to collaborate in the design and implementation of projects and the dissemination of results. The college's Director of Undergraduate Research leads the initiative and chairs the advisory committee, with representation from 90% of the departments in the college and the Office of Sponsored Programs. As a part of the initiative, the Undergraduate Research Advisory Committee provides guidance for and promotion of undergraduate research, focusing on the following areas: planning and coordination, dissemination of scholarship and outreach, recognition, and financial support.

After a highly competitive external proposal review, Winthrop University was chosen as one of the four primary undergraduate institutions (PUI) to be a part of the state's proposal to National Institutes of Health (NIH), with USC-Columbia, the Medical University of South Carolina, and Clemson University as the comprehensive research universities (CRU) or mentor institutions and the College of Charleston, Furman University, and Claflin University as the other PUIs or mentored institutions. The **IDeA Networks of Biomedical Research Excellence (INBRE) program** is an initiative sponsored by the National Institutes of Health (NIH) through the National Center for Research Resources to build and strengthen states' "biomedical research expertise and infrastructure" and to serve as a "pipeline for undergraduate and graduate students to continue in health research careers in IDeA states" (www.ncrr.nih.gov/resinfra/inbre.asp).

Housed in the Department of English, the **Writing Center** provides free writing consultations for all members of the university community. The purpose of the center is to help writers at all levels to learn more about their writing through tutoring sessions. Directed by a member of the English Department, the Writing Center has well-trained tutors, who must complete a for-credit course in tutor training (WRIT 500) that covers the theory and practice of tutoring writing. Graduate assistants and undergraduate students serve as tutors, and many have used their work as a springboard for earning graduate assistantships in doctoral or master's level programs and as the subject of research projects that they have then presented at regional, national, and international writing center conferences.

The **College of Visual and Performing Arts** have been engaged in their own process management over the past several years. During 2005-06, the VPA Student Services Office was established that has resulted in majors' overall closer connection to the College. Faculty development has expanded to include an international faculty exchange in which our faculty members visit institutions abroad to evaluate their compatibility for inclusion in the study abroad program. The College has also streamlined the student degree audit procedure to reduce the time students have to wait for official degree audits. Finally, the Department of Music began a program in 2005 to review all music degree programs with an eye towards reducing overlapping requirements and courses – especially in music education. *Friends of the Conservatory* is being established during the summer of 2006 to support the goals and objectives of the Department of Music.

For **Dacus Library**, process management has focused on the issue of access to materials. The Library undertakes a review of its web access annually. During 2005-06, their meeting with faculty and students has led to a complete overhaul of the library's main access webpage. Not only will students be able to tour the Library virtually, but they will also be able to see at a glance where to go to get the information they desire quickly, easily, and with little-to-no confusion. Reference service is available to students when the library is open, either in groups or individually.

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, the most up-to-date use of technology both inside and outside of the classroom, and the involvement of students in college related, non-academic activities such as sports, clubs, and active participation in any organizations. 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 budgetary and financial resources to support these key learning-centered processes.

Category 7 – Results

Over the past decade, the faculty, staff, and administrators at Winthrop University have become very accustomed to specifying intended outcomes, collecting data, and analyzing the data in light of the institution's overall mission and vision. This report gives us the opportunity to showcase our progress, as well as to identify areas where we need to improve. We recognize that assessment is an iterative, dynamic, and ongoing process of continuous improvement. Category 7 is divided into several sections including; 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, the issue of low-stakes vs. high-stakes testing has become salient and faculty in many departments are having to reexamine the context within which their students are participating in these exams.

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. Currently, Academic Affairs is working with several departments to "prescribe" one, or both, tests to their students as a part of the program in order to raise the stakes. Indeed, many faculty members view this as relevant to including students as partners in the learning process. The more students are included in on the processes of learning – including their own assessment – the more they will invest themselves in it. Future accountability reports will document our progress on these measures of student learning.

Figure 7.2-1	
Graduating Student Responses to Academic Experiences on the 2004-05 Senior Survey	
Satisfaction with:	Cumulative percent of those who were "satisfied" and "very satisfied."
your major program of study	85.8%
instruction in your major	85.0%
your overall academic experience	79.6%
Academic Computer Center	77.8%
helpfulness of the Library staff	77.5%
opportunities to interact with and receive assistance from faculty	76.4%
your general education program	69.9%
instruction in your general education program	69.1%
classroom facilities	64.0%
faculty advising	59.5%

Writing Center	48.7%
concern of the administration for student needs	47.1%
college or department advising	39.4%
International Center	26.3%
Figure 7.2-1 (continued) Graduating Student Responses to Academic Experiences on the 2004-05 Senior Survey	
Math Lab	25.3%
Honors Program	25.0%

<div align="center">Stakeholder Satisfaction</div>

This section presents satisfaction data from first-year and senior students, alumni, and faculty. Every year, the Office of Institutional Effectiveness manages the distribution of the locally-developed 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.

As can be seen in the data presented in Figure 7.2-1, graduating seniors tend to be more satisfied with their major and experiences with it than they are with their experiences involving general education. Academic advising, classroom facilities, and administrative concern command the least satisfaction of Winthrop seniors surveyed. 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.

Figure 7.2-2 Graduating Student Responses to Student Life Experiences on the 2004-05 Senior Survey	
Satisfaction with:	Cumulative percent of those who were "satisfied" and "very satisfied."
campus appearance and cleanliness	95.2%
records and registration	78.0%
cultural events	63.3%
Winthrop Bookstore (Bookworm)	60.8%
Dinkins Student Union events	57.1%
Student Health Services	56.8%
Financial Aid Office	54.7%
Career Services	53.3%
Student Center facilities	50.4%
Satisfaction with intercollegiate athletic events	48.9%
Satisfaction with athletic and intramural facilities and programs	47.8%
Satisfaction with dining services	41.6%
Satisfaction with Resident Life services	41.3%
Satisfaction with Campus Ministries	38.1%
Satisfaction with on-campus residence hall facilities	36.7%
Satisfaction with counseling services	31.4%
Satisfaction with Multicultural Student Life Office and events	23.7%

The data presented in Figure 7.2-2 suggest that there is substantial more satisfaction with records and registration than there is with financial aid. While many more students use records and registration than financial aid, the

more than 23% difference in overall satisfaction is illuminating. Resident Life and related services, such as resident facilities, dining services, and the Multicultural Student Life Office and events were expected to show higher rates of satisfaction than they do. It may be instructive to learn more from Winthrop students why they are much more satisfied with cultural events (63.3%) than they are with the Multicultural Student Life Office and events (23.7%).

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.

Figure 7.2-3 Graduating Student Responses to the General Education Program on the 2004-05 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."
Learning how to live and work with others, including those from diverse backgrounds	88.3%
Being a well-rounded, educated adult	87.5%
Analyzing more than one side of an issue	87.4%
Understanding written information	83.7%
Overall quality of the general education program	82.8%
Understanding and appreciating different cultures and philosophies of life	82.6%
Developing a desire and ability for lifelong learning	82.2%
Speaking effectively	81.4%
Using research skills (including library research)	80.6%
Using computers/technology	78.9%
Writing effectively	78.0%
Using critical thinking/problem-solving skills	77.7%
Examining values, attitudes, beliefs, and habits which define the nature and quality of life	77.1%
Understanding and appreciating works of art, music, theatre, and dance	76.2%
Knowledge of humanities	74.3%
Understanding scientific knowledge and methods	62.4%
Using mathematics	49.5%

According to graduating seniors in 2005, the new general education program is effective in the areas of awareness and acceptance of diversity, general analysis, and developing lifelong learning skills. Understanding scientific knowledge and methods and using mathematics came in at levels that still raise concern – especially mathematics which came in under 50.0%. Student difficulties with the natural sciences and mathematics continue to be addressed at Winthrop University.

Every year since 2001, Winthrop has participated in the National Survey of Student Engagement (NSSE). The NSSE is more of a campus climate barometer than it is a satisfaction inventory. However, the survey does ask 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 2005 and 2006.

Figure 7.2-4 First-Year and Senior Student Satisfaction with Winthrop University As Reported on the 2005 and 2006 NSSE					
Item	Class	Winthrop	Selected Peers	Master's	National
How would you evaluate your entire educational experience at your institution? (2005)	FY	3.23	3.10***.19	3.18	3.22
	SR	3.36	3.18***.26	3.24*.17	3.27
How would you evaluate your entire educational experience at your institution? (2006)	FY	3.21	3.08*.19	3.13	3.16
	SR	3.28	3.10*.24	3.16	3.19
If you could start over again, would you go to the same institution you are now attending? (2005)	FY	3.26	3.15*.12	3.20	3.22
	SR	3.35	3.15**.24	3.19*.19	3.19*.18
If you could start over again, would you go to the same institution you are now attending? (2006)	FY	3.23	3.13	3.18	3.20
	SR	3.22	3.10	3.14	3.17

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

In both 2005 and 2006, first-year and senior students indicated higher overall satisfaction with Winthrop University than their counterparts did for their institutions among selected peers, other master's schools, and even the entire national set. For both 2005 and 2006, Winthrop first-year and seniors students were statistically higher than their selected peers in evaluating their entire educational experience.

The Office of Assessment conducts a three-year alumni follow-up periodically – the last one being of the 2001 graduates in 2004-05. Figure 7.2-5 presents relevant data on alumni satisfaction with Winthrop University.

Figure 7.2-5 2001 Winthrop Graduate Satisfaction on the 2004-05 Alumni Survey	
Satisfaction with:	Cumulative percent of those who responded "satisfied" and "very satisfied."
Your overall academic experience	72.7%
Your major program of study	71.9%
Instruction in your major	68.8%
Your general education program of study	67.2%
Instruction in general education	66.4%

Overall, based on the responses from representatives of the 2001 graduating class, there appears to be a little more satisfaction with the major than with general education. These findings are consistent with the data reported earlier from the Senior Survey. It is important to note that alumni reported the greatest level of satisfaction with their overall academic experience at Winthrop University. Equally as important is that 91.4% of responding 2001 alumni indicated if they had to start college over again, they would choose Winthrop University.

<div align="center">Budgetary and Financial Performance</div>

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 2002 to 2006
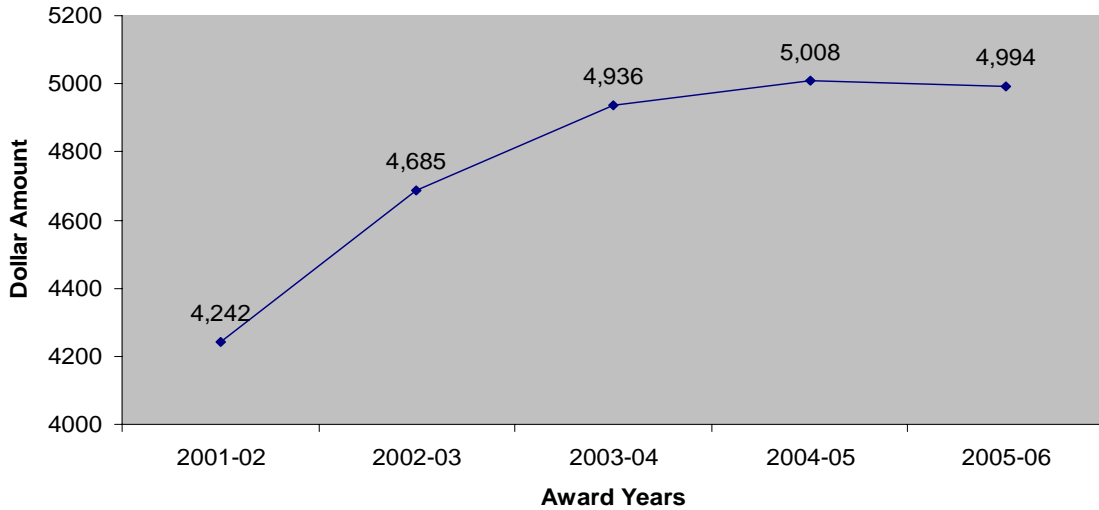
An increasing proportion of Winthrop students are gaining access to the institution through financial aid. Figure 7.3-1 presents the total number of students receiving some form of financial aid over the five-year period. Between 2002 and 2006, there was a 17.7% increase in the number of students receiving some form of financial aid at Winthrop University. Moreover, this increase is attributed to reductions in appropriated state support to higher education in South Carolina, which necessitated a tuition increase in order to maintain quality and value.

Figure 7.3-2
Total Financial Aid Awarded to Winthrop University Students from 2002 to 2006
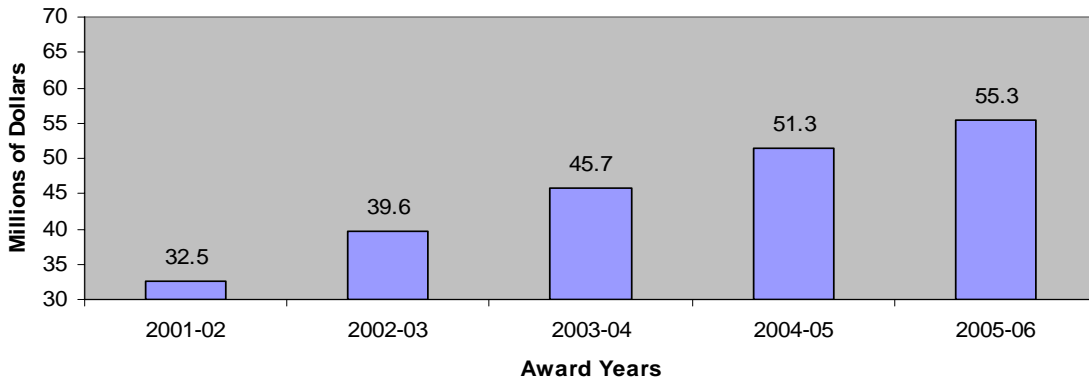
The data presented in Figure 7.3-2 shows the total dollar amount awarded as student aid from 2002 to 2006. Between 2002 and 2006, the total amount of money awarded to Winthrop University students in the form of financial aid increased by more than 70.0%. Scholarships and grants account for a substantial portion of this increase. Because of financial aid, many students who otherwise could not pay for their education are able to enroll. In addition, in 2005-06, the University set aside $250,000 to assist in funding needy students.

Figure 7.3-3
Official Cohort Default Rate from 2001 to 2003
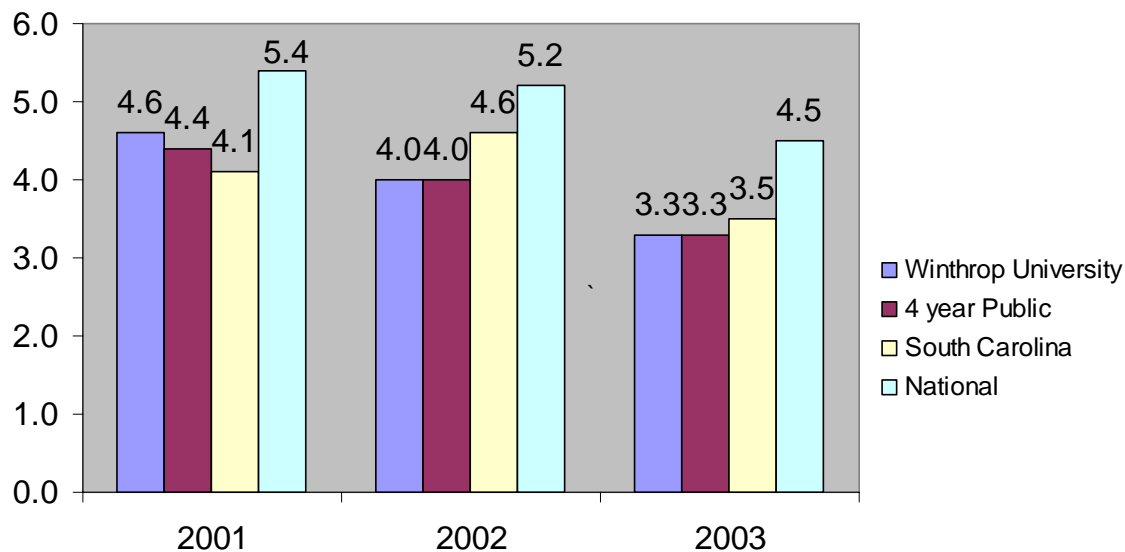
The institutional cohort default rate is a measure of student responsibility in returning money that was officially loaned to them for their education. Winthrop's institutional cohort default rate for federal student loans has steadily declined during the past three years. The rate continues to fall below the national default rate and is consistent with the rate for four-year public institutions.

Figure 7.3-4 Academic Year Student Fees for 2004, 2005, and 2006			
	2003-04 (% Diff)	2004-05 (% Diff)	2005-06 (% Diff)
Tuition			
-In-State	$6,652 (18.8%)	$7,816 (17.5%)	$8,756 (12.0%)
-Out-of-State	$12,258 (18.9%)	$14,410 (17.6%)	$16,150 (12.1%)
Room & Board			
-Room	$2,770 (3.7%)	$3,060 (10.5%)	$3,420 (11.8%)
-Board	$1,860 (3.3%)	$1,932 (3.9%)	$1,932 (0.0%)
Total Fees			
-In-State	$11,282 (12.0%)	$12,808 (13.5%)	$14,108 (10.1%)
-Out-of-State	$16,888 (14.3%)	$19,402 (14.9%)	$21,502 (10.8%)

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, the percent increase for all items between 2005 and 2006 went down – with even a 0.0% increase in board, because state funding cuts stabilized.

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. The University specifically measured this in 2003 when the students completed the NSSE and the faculty completed the faculty version of the NSSE – called the Faculty Survey of Student Engagement (FSSE). Figure 7.4-1 presents highlights of faculty and student perspectives on academic and intellectual experiences.

Figure 7.4-1 Student and Faculty Response Comparisons Regarding Academic and Intellectual Experiences on the 2003 NSSE and FSSE						
	Students			Faculty		
	Class	Very Often or Often	Never	Class	Very Often or Often	Never
Students worked harder than usual to meet faculty standards	FY	62%	5%	LD	33%	2%
	SR	65%	7%	UD	47%	0%
Students received prompt feedback (written or oral) from faculty regarding their academic performance	FY	55%	9%	LD	98%	0%
	SR	73%	1%	UD	96%	1%
Students put together ideas or concepts from different courses when completing assignments or during class discussions	FY	49%	7%	LD	49%	28%
	SR	70%	3%	UD	82%	0%
Students prepare two or more drafts of a paper or assignment before turning it in	FY	69%	8%	LD	45%	26%
	SR	51%	16%	UD	54%	20%
Students worked with classmates outside of class to prepare class assignments	FY	47%	10%	LD	32%	34%
	SR	61%	5%	UD	65%	15%

(FY=first-year, SR=senior, LD=lower division, UD=upper division)

It is clear from the five items presented in Figure 7.4-1 that faculty and students maintain different perspectives on academic and intellectual experiences. Faculty members do not believe that students work as hard as they perceive themselves to be doing. Students indicated that they prepare more drafts of papers and assignments than faculty gave them credit for. As can be seen, as well, there are consistent differences between first-year and senior students, both in their responses and how they are perceived by faculty members. Figure 7.4-2 presents items regarding student and faculty perspectives on students' educational and personal growth.

Figure 7.4-2 Student and Faculty Response Comparisons Regarding Students' Educational and Personal Growth on the 2003 NSSE and FSSE						
	Students			Faculty		
	Class	Very Much or Quite a Bit	Very Little	Class	Very Much or Quite a Bit	Very Little
Acquiring a broad general education	FY	88%	1%	LD	60%	11%
	SR	83%	3%	UD	54%	11%
Acquiring job or work-related knowledge or skills	FY	61%	9%	LD	60%	15%
	SR	82%	5%	UD	66%	11%
Writing clearly and effectively	FY	80%	5%	LD	60%	21%
	SR	85%	3%	UD	71%	5%
Thinking critically and analytically	FY	87%	2%	LD	87%	0%
	SR	88%	3%	UD	95%	0%
Working effectively with others	FY	70%	3%	LD	43%	23%
	SR	82%	3%	UD	65%	11%

(FY=first-year, SR=senior, LD=lower division, UD=upper division)

For both first-year and senior students, faculty do not think they are acquiring as much broad general education as the students feel they are getting. Yet, there is more consistency in their perceptions regarding students' acquisition of job or work-related knowledge or skills. Faculty members do not think that students are working as effectively with others compared to students' perception regarding this.

Additionally, the Winthrop "work system" includes what the University does to provide faculty and staff professional development, as well as basic skills training. The Learning Center (TLC) continuously offers

technology sessions on such topics as the use of smart classrooms, WebCT, Power Point, Front Page, Excel, and Access. In 2003-04, a total of 48 faculty and staff attended six sessions that were offered. Since 2004-05, 335 faculty and staff attended 30 sessions that have been offered. Employee empowerment is important at Winthrop University and resources will continue to be put towards this effort.

The Winthrop Invests in Lifelong Learning (WILL) program is another work system enhancement in which faculty provides literacy training to University staff members. The program has been so successful that during 2005-06, 14 students and 15 tutors were added. Between July 2005 and April 2006, faculty contributed 1,790 hours of literacy training for Winthrop staff members. The Director of the York County Literacy Association has co-authored a Dollar General Literacy Grant to support the WILL program which has been funded $4,550.

Finally, 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 to accomplish what they need to in the areas of 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 necessary. All full-time faculty and staff (as well as student labs) receive PC or Mac computers on a three-year rotation cycle. Therefore, all computers belonging to full time faculty or staff 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 7.4-3
Number of New Personal Computers Installed in Faculty and Staff Offices
2004-2007

Year	Number of new PC's Installed in faculty/staff offices
2006-07	Over 690 are planned for installation
2005-06	Over 440
2004-05	Over 415
2003-04	Over 620

The University is also engaged in a project to replace any CRT monitors found on campus with LCD 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, the User Support Helpdesk call center opens and resolves over 13,400 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 2003 to fall 2005. 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
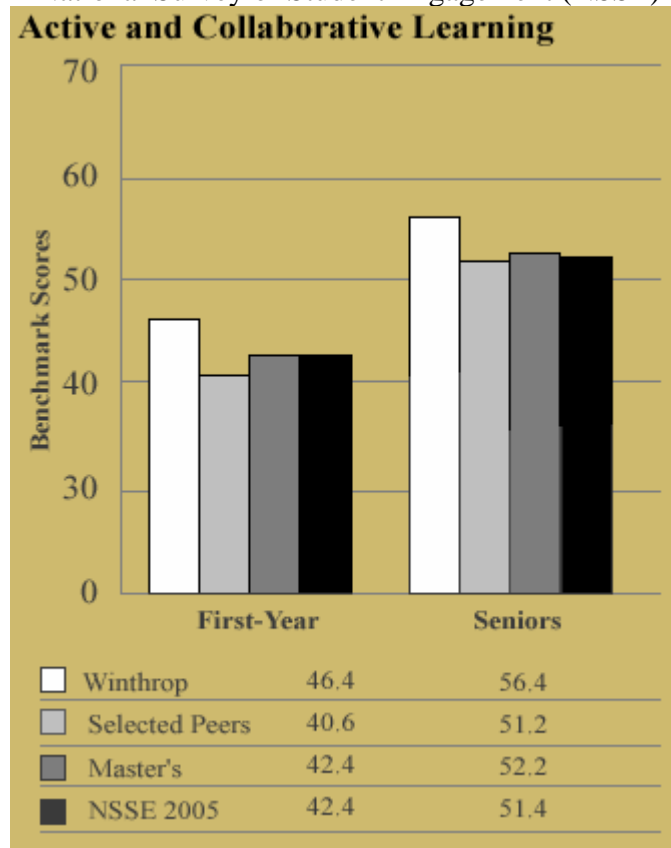Fall 2003 – Fall 2005

Year	2003	2004	2005
Applications	3,972	3,617	4,303
Acceptances	2,632	2,452	2,985
Accept as % of Applied	66.3%	67.8%	69.4%
Enrolled	1,074	1,001	1,017
Enrolled as % of Accept	40.8%	40.8%	34.1%

Between fall 2003 and fall 2005, the number of applicants increased by 8.3% and the number of acceptances increased by 13.4%. The total number of enrolled freshmen did go down by 5.3% during the time period, bring the enrolled as a percent of accepted down by 6.7%.

As previously noted, Winthrop uses the National Survey of Student Engagement (NSSE) to track students' experiences in activities leading to academic success. More than 530 public and private four-year colleges and universities participated in this survey in 2005. 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, indicating organizational effectiveness.

Figure 7.5-2
First-Year and Senior Student Averages and Comparisons on Active and Collaborative Learning from the 2005 National Survey of Student Engagement (NSSE)

Active and Collaborative Learning

	First-Year	Seniors
Winthrop	46.4	56.4
Selected Peers	40.6	51.2
Master's	42.4	52.2
NSSE 2005	42.4	51.4

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.
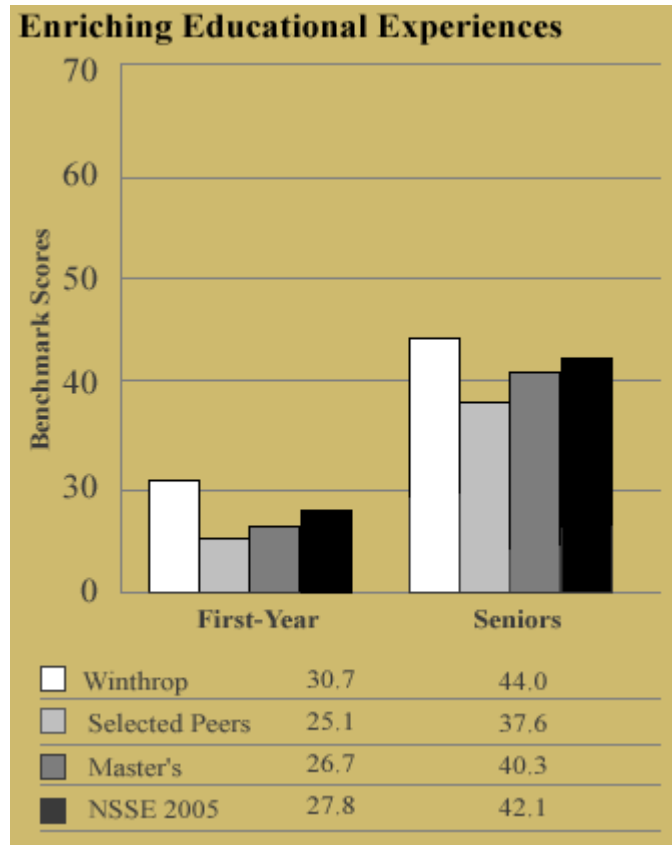
Figure 7.5-3
First-Year and Senior Student Averages and Comparisons on Student-Faculty Interaction from the 2005 National Survey of Student Engagement (NSSE)
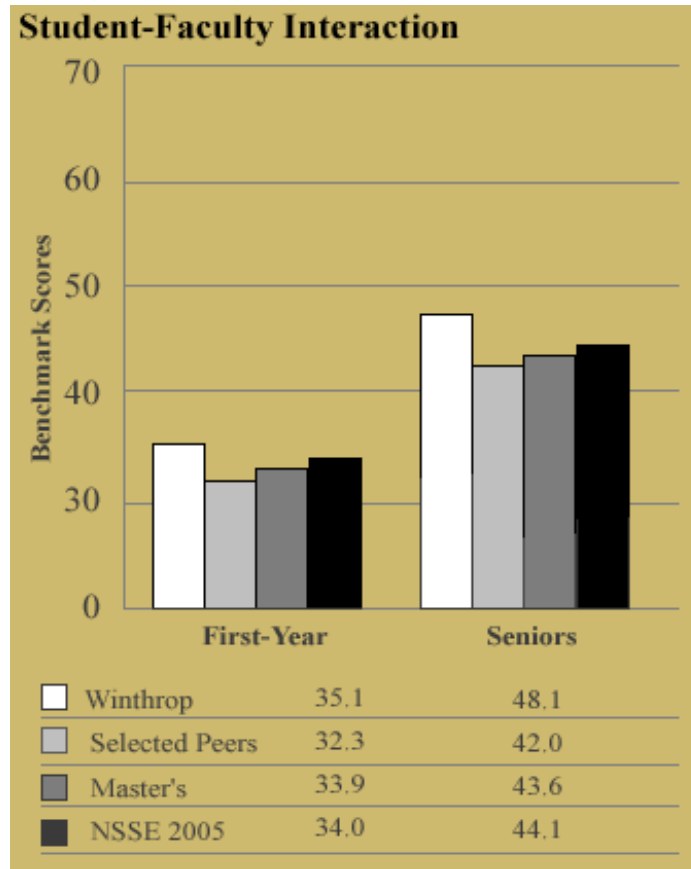
In the area of student-faculty interaction, both first-year students and seniors self-reported higher averages than all other comparison groups. This, again, speaks well of Winthrop and how students are engaged by our faculty. For the most part, Winthrop students exceeded students at other colleges and universities around the country in the areas of discussing grades or assignments with an instructor, talking about career plans with a faculty member of advisor, working with faculty members on activities other than coursework, and receiving prompt feedback from faculty regarding academic performance.
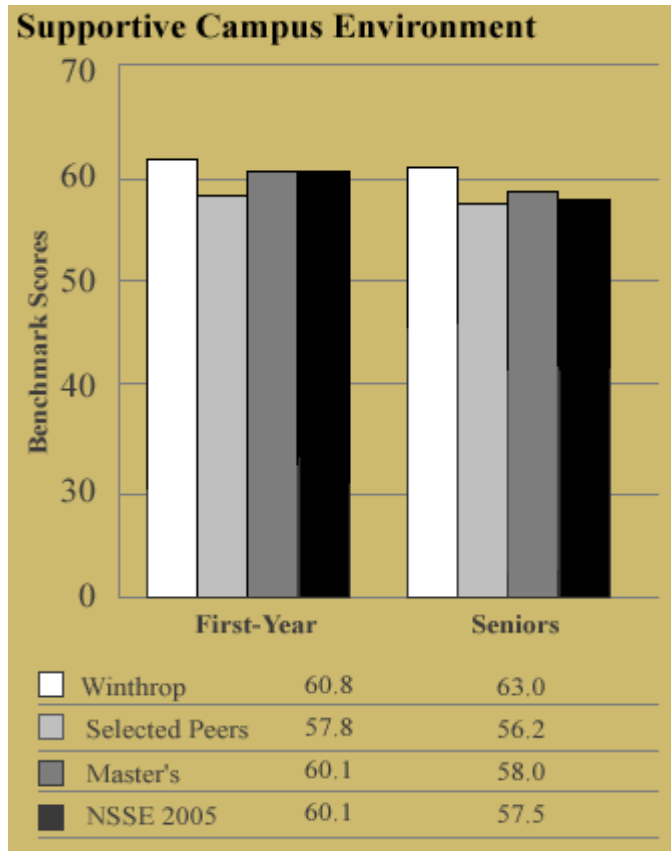
Figure 7.5-4
First-Year and Senior Student Averages and Comparisons on Enriching Educational Experiences from the 2005
National Survey of Student Engagement (NSSE)

Enriching Educational Experiences

	First-Year	Seniors
☐ Winthrop	30.7	44.0
☐ Selected Peers	25.1	37.6
◼ Master's	26.7	40.3
◼ NSSE 2005	27.8	42.1

Winthrop first-year students and seniors appear to have more enriching educational experiences that 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.
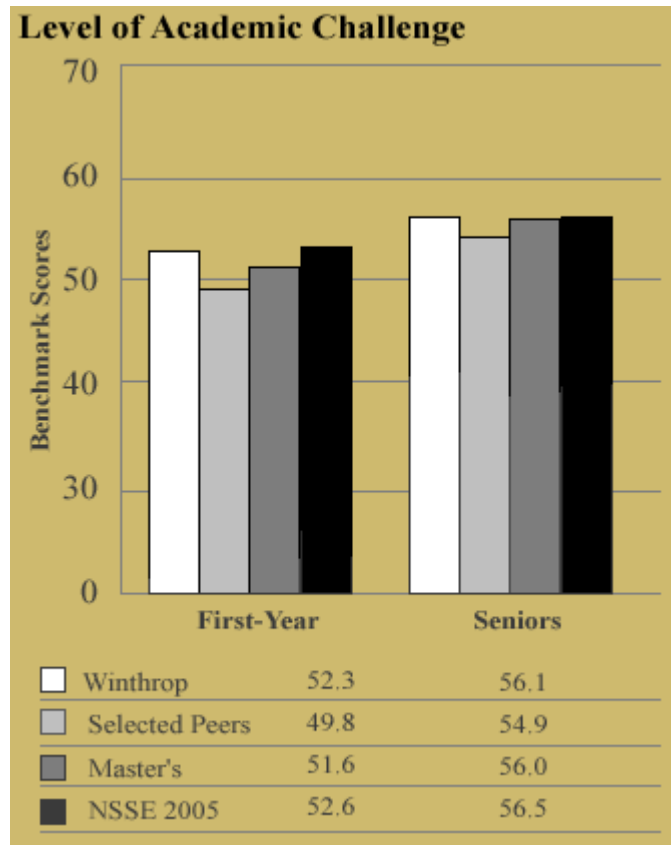
Figure 7.5-5

First-Year and Senior Student Averages and Comparisons on Supportive Campus Environment from the 2005 National Survey of Student Engagement (NSSE)

Supportive Campus Environment

	First-Year	Seniors
Winthrop	60.8	63.0
Selected Peers	57.8	56.2
Master's	60.1	58.0
NSSE 2005	60.1	57.5

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 2005, 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 how their counterparts indicated.

Figure 7.5-6
First-Year and Senior Student Averages and Comparisons on Level of Academic Challenge from the 2005
National Survey of Student Engagement (NSSE)

Level of Academic Challenge

|	First-Year	Seniors
Winthrop	52.3	56.1
Selected Peers	49.8	54.9
Master's	51.6	56.0
NSSE 2005	52.6	56.5

Winthrop first-year students and seniors self-reported very high in this area. Only falling short of the national comparison group by a few tenths of a point, it is clear that students are challenged academically at Winthrop University. Some of the items in which our students indicated the most challenge include preparation for class, number of written papers required, coursework emphasizing synthesis of ideas, and a campus environment emphasizing time studying and on academic work.

Retention and Graduation
Other key measures of Winthrop's organizational effectiveness are the retention and graduation rates of our students. Retention rates tell us if we were successful in keeping them on campus and in classes during their first two years. Graduation rates tell us if we were 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 7.5-7

First-Year Persistence Rates - All Students
2002-2004
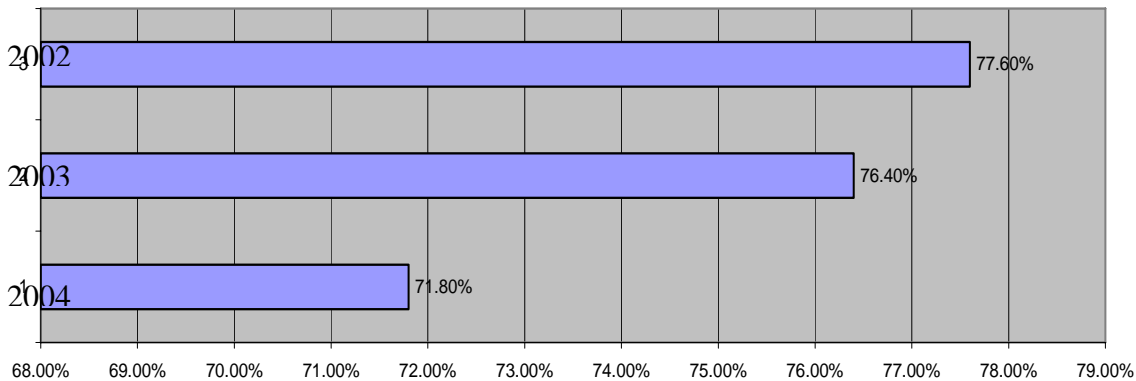
The average first-to-second year persistence rate of all students fell by 5.8% between the 2002 and 2004 cohorts – 4.6% alone between the 2003 and 2004 cohorts. While these data suggest further analysis, other data indicate our overall effectiveness. According to *One Step from the Finish Line* (Education 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 7.5-8
First-Year Persistence Rates by Gender and Ethnicity
2002-2004

		2002 new freshmen as of 2003	2003 new freshmen as of 2004	2004 new freshmen as of 2005
Caucasian Students	Male	156/207 = **75.4%**	153/218 = **70.2%**	138/188 = **73.4%**
	Female	430/557 = **77.2%**	412/547 = **75.3%**	336/484 = **69.4%**
African Amer Stus	Male	64/85 = **75.3%**	50/59 = **84.7%**	59/72 = **81.9%**
	Female	160/191 = **83.8%**	175/205 = **85.4%**	146/209 = **69.9%**

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

The retention of Caucasian males has remained relatively stable over the last three cohorts of freshmen observed while the retention of African American males has seen an overall increase between 2003 and 2005 (by 6.6%). The retention of both Caucasian and African American females has dropped over the last three cohorts of freshmen observed. Between 2003 and 2005 Caucasian females dropped by 7.8% and African American females dropped by 13.9%.

Figure 7.5-9
Retention of LIFE Scholarship Recipients
2002-2004

	2002		2003		2004	
	Freshmen	Sophomores	Freshmen	Sophomores	Freshmen	Sophomores
Winthrop University	287/632 = **45.4%**	223/267 = **83.5%**	258/618 = **41.7%**	289/360 = **80.3%**	226/586 = **38.6%**	254/334 = **76.0%**
Coastal Carolina University	143/264 = **54.2%**	94/138 = **68.1%**	158/310 = **51.0%**	140/213 = **65.7%**	177/363 = **48.8%**	176/254 = **69.3%**
College of Charleston	418/850 = **49.2%**	321/430 = **74.7%**	423/863 = **49.0%**	377/509 = **74.1%**	365/801 = **45.6%**	392/540 = **72.6%**
Francis Marion University	112/285 = **39.2%**	115/157 = **73.2%**	122/308 = **39.6%**	112/163 = **68.7%**	96/286 = **33.6%**	127/178 = **71.3%**
Lander University	97/241 = **40.2%**	89/113 = **78.8%**	97/258 = **37.6%**	86/122 = **70.5%**	95/252 = **37.7%**	93/138 = **67.4%**

*These data come from the South Carolina CHE

All five of the South Carolina senior public institutions reported above – Winthrop included - are showing a steady decline in the proportion of freshmen LIFE Scholarship recipients who receive the scholarship the following fall. Four out of the five institutions reported above – Winthrop included – are showing a steady decline in the proportion of sophomore LIFE Scholarship recipients who receive the scholarship the following fall.

Figure 7.5-10
Four- and Six-Year Graduation Rates – All Students
1999-2001

Cohort Year	Graduated in Four years	Cohort Year	Graduated in Six Years
1999	**32.4%**	1998	**56.1%**
2000	**32.4%**	1999	**59.7%**
2001	**31.5%**		

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

Figure 7.5-11
Four- and Six-Year Graduation Rates by Ethnicity
1999-2001

Cohort Year	Graduated in Four years				Cohort Year	Graduated in Six Years			
	Cau	AfAm	Hisp	Asian		Cau	AfAm	Hisp	Asian
1999	**34.2%**	**27.3%**	**50.0%**	**26.7%**	1998	**54.1%**	**63.5%**	**100%**	**44.4%**
2000	**33.7%**	**29.0%**	**25.0%**	**33.3%**	1999	**58.0%**	**65.8%**	**83.3%**	**40.0%**
2001	**35.0%**	**21.3%**	**11.1%**	**42.9%**					

*Headcounts for Hispanic and Asian students individually across the years presented in the table above were only as high as 14.

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 7.5-12
Publications and Venues within which Winthrop University is Distinguished
2004-2006

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	S.C. Department of Health and Environmental Control
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

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 our senior leaders and the governance of the institution will be presented in the 2006-07 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 Priories 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 it 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 bachelor's, master's 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.

Figure 7.6-1 Specialized, Program Specific Accreditations Maintained at Winthrop University 2005-06	
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 our 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 our 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.