Winthrop University

2008-2009 Accountability Report
for
The South Carolina Budget and Control Board

Submitted by
The Office of Accreditation, Accountability, and Academic Services

September 15, 2009

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Mission

The mission of Winthrop University is to be among the best comprehensive teaching universities in the country. Winthrop is a medium-sized, competitive-admissions, residential university that offers quality undergraduate and graduate programs, applied research, and public service programs, with emphasis on service to the state of South Carolina and the growing two-state, fifteen-country Charlotte Regional Partnership. The complete institutional mission statement may be found at http://www.winthrop.edu/president/default.aspx?id=1620&ekmensel=10142f98_296_0_1620_3.

Major Achievements 2008-09

Institutional

- The John C. West Forum moved to Winthrop from the University of South Carolina to begin training a new generation of civic leadership. Harry Boyte was the inaugural speaker.
- The Winthrop/ETV Poll released three polls, including opinions about the presidential election, the war in Iraq and the country's financial situation. Callers surveyed voters in the region and in 11 Southern states.
- A new partnership, Artists and Civic Engagement (ACE), helped promote student involvement in the Rock Hill arts community, including downtown galleries, Winthrop and Clinton Junior College.
- Business Week cited Winthrop as one of the key reasons that Rock Hill was chosen for the magazine's second annual roundup of "Best Places in America to Raise Kids."
- Winthrop piloted a change to its academic calendar to phase in some 75-minute classes on Monday, Wednesday and Friday and to hold from 11 a.m. to 12:30 p.m. on Tuesdays and Thursdays as a common meeting time.
- The Richard W. Riley College of Education successfully launched the Masters of Arts in Early Childhood Education degree program in January 2009.
- The College of Arts & Sciences completed the fourth year of participation in the SC-INBRE grant from NIH which focused on providing students with a strong interdisciplinary foundation in the biomedical sciences and with experience in biomedical research.
- **The Department of Psychology, through a grant funded by the American Psychological Foundation, established the South Carolina Psychological Science Youth Connection (Project pSyC).**
- Sarah Erdman, author of this year's common book, "Nine Hills to Nambonkaha," visited the campus twice in the fall to talk about time spent as a Peace Corps volunteer in a small Ivory Coast village.
- Winthrop completed installation of sprinkler systems in every residence hall.
- The West Center earned Silver classification in the Leadership in Energy and Environmental Design (LEED) Green Building Rating System.
- Winthrop began converting its Web site to a content management system and its student information, financial resources and human resource information to a new software Banner system.
- The seventh annual Medal of Honor in the Arts acknowledged the lifelong arts commitments of ironworks master Philip Simmons, poet and educator Vivian Ayers, guitarist Johnny King and arts executive Michael Marsicano.
- Thomas G. Slaughter of Charlotte, N.C., gave a planned gift of $1.2 million to benefit students from York County, particularly Hickory Grove, with scholarships. Another $1.2 million gift

from Elizabeth Hope Reed '41 '51 will one day offer the Reed Fellows program to foster community service.

- Winthrop was awarded a listing in the President's Higher Education Community Service Honor Roll.
- Carnegie Foundation for the Advancement of Teaching selected Winthrop for the foundation's prestigious community engagement classification.

Alumni/Students

- The Winthrop Percussion Ensemble was selected to perform at the Percussive Arts Society International Convention in Austin, Texas, Nov. 5-9.
- Ten Department of Music students were chosen to participate in the 11th annual S.C. Collegiate Honor Band performance on campus in January.
- Two teams of computer science majors competed in a regional programming contest Oct. 25 in Savannah, Ga., as part of the 33rd Association of Computing Machinery International Collegiate Programming Contest sponsored by IBM. The two teams placed in the top 25 of 73 teams.
- Senior Ben Kieffner was one of 30 finalists for the Lowe's Senior Class Award for his soccer play, classroom work, character and community service.
- Senior Lauren Fowler became the interior design program's first student to attain Leadership in Energy and Environmental Design (LEED) accreditation before graduation.
- Lacey Brunson, Christopher Bennett and Matt Wilson attended the National Institutes of Health/National Center for Research Resources symposium in Washington, D.C., where Bennett was the only undergraduate to make a presentation.
- **Chris Bennett, a biology major, gave a highlighted presentation on cardiovascular disease at the NIH-INBRE meetings in Washington, DC, in August. Bennett was the only South Carolina student and one of only six students nationwide invited to give such a presentation. Lacey Brunson (BIOL student) and Matt Wilson (CHEM major) were invited to give poster presentations at the meetings.**
- **At the 2008 South Carolina Dietetic Association Meeting, Winthrop University graduates of or current students in the Human Nutrition program garnered four of the five annual awards, including Outstanding Dietitian, Recognized Young Dietitian, Outstanding Dietetics Student, and the Burris-Comer Scholarship.**
- The Johnsonian, the student newspaper, won six awards at the S.C. Press Association collegiate conference, including second best overall college newspaper for colleges with more than 5,000 students.
- Freshman Natalie Gann was a finalist for the 29th annual College Photography Contest sponsored by Photographer's Forum magazine.
- Psi Chi, the honor society for psychology students, won the 2009 Southeastern Regional Chapter Award.
- Senior Theresa Verostek was one of two recipients chosen to receive the Big South Conference's inaugural Sunbelt Rentals Scholarship. The former member of the cross country and track team received $4,000 from Sunbelt Rentals and a chance to participate in the company's training program after graduation.
- Jurée Capers, a political science/psychology double major who graduated in December, received an American Political Science Association Minority Fellowship.
- Chemistry major Bethany Bush won the top undergraduate research award in cell signaling at the 13th Annual Undergraduate Student Research Poster Competition held during the American Society for Biochemistry and Molecular Biology meeting in New Orleans.
- The Eagles soccer team made their third NCAA appearance.

- Lady Eagles basketball team secured its first-ever postseason bid to the 2009 Women's National Invitational Tournament.
- Through an initiative called "Eagles in Action: Goals for Leadership, Education, and Service," Winthrop's 250 student-athletes were recognized for their volunteer efforts. The Big South Conference awarded Winthrop's Student-Athlete Advisory Council with the Kallander Cup, named for conference commissioner Kyle Kallander. The group worked on the Blackmon Road community project and participated in reading programs, Habitat for Humanity building projects, school carnivals and sports clinics.
- Former softball standout Lisa Kingsmore was named Big South Woman of the Year and has been awarded one of 29 $7,500 postgraduate scholarships given to NCAA women.

Faculty/Staff

- **Dr. Ponn Maheswaranathan was awarded a $50,000 grant from the South Carolina Department of Education to implement a Summer Physics and Chemistry Science Institute at Winthrop University. Teachers from across the state attended the summer institute, which was the third held at Winthrop and directed by Dr. Maheswaranathan.**
- Jane Thomas, marketing, was given the Kinard Award for teaching at the December commencement. Steve Smith, political science, won the Distinguished Teaching Award in May, while Adolphus Belk Jr., political science, earned the Outstanding Junior Professor Award, both given at the May commencement.
- Ron Parks, music, had several performances of his music in fall 2008 by the Out of Bounds Ensemble concert series and at the Electronic Music Midwest Festival in Chicago among others.
- Saba Hanbali of Jordan taught Arabic at Winthrop during a year-long stay as a Fulbright Scholar.
- Susan Ludvigson, English, was inducted into the S.C. Academy of Authors for her poetry.
- Frank Zebedis, chief of campus police, took part in two focus groups contracted through the Federal Emergency Management Agency to design college courses dealing with emergency preparedness.

Recent Grants

- Gerry Derksen, associate professor of design, and Tom Stanley, chair of the Department of Fine Arts, were awarded a cultural visions grant from the S.C. Arts Commission for [Pearl Fryar's Topiary Garden](#) in Bishopville, S.C.
- National Cancer Institute awarded Takita Sumter a $232,500 grant for her cancer research "Structure Function: Studies of the HMGA1 Functional Domains Involved in Malignant Transformation."
- The National Science Foundation awarded Robin Lammi, Assistant Professor of Chemistry and INBRE target faculty, with a $251,274 for her proposed undergraduate- centered research project "Probing Early Events in Amyloid-beta Association by Single- Pair Forster Resonance Energy Transfer."
- Laura Glasscock, biology, was awarded a $25,000 research grant from the Hemby Cancer Research Foundation for her ongoing research on molecular causes of prostate cancer metastasis.

Key Strategic Goals for Present and Future Years

Winthrop University is committed to ensuring a sustainable and sound institution, especially in these uncertain economic times, by "managing the demands of the present while also enabling Winthrop's future." These tandem purposes long have been inherent in initiatives developed through Winthrop's

dynamic *Vision of Distinction* planning process — initiatives that over the years have resulted in national recognition and a growing level of national prominence for Winthrop.

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

Key Strategic Challenges

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

Use of Accountability Report

The Accountability Report serves as one component of the annual institutional planning and assessment cycle which fosters a systemic and integrated process of continuous quality improvement. College annual reports, *Vision of Distinction* reporting, and bi-annual assessment plan updates provide the institutional assessment and analyses covered in the accountability report.

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

Winthrop University offers undergraduate degrees leading to:
- Bachelor of Arts
- Bachelor of Fine Arts
- the Bachelor of Music
- Bachelor of Music Education
- Bachelor of Science
- Bachelor of Social Work

At the graduate level, the University offers graduate degrees in programs leading to:
- Master of Arts
- Master of Arts in Teaching
- Master of Business Administration
- Master of Education
- Master of Fine Arts
- Master of Liberal Arts
- Master of Mathematics
- Master of Music
- Master of Music Education
- Master of Science
- Specialist in School Psychology

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

Key student segments, stakeholder groups, and market segments

- Students (high school, transfer, adult, and international) and parents
- Alumni
- K-12 public schools
- Regional technical colleges
- Board of Trustees
- Campus, local, and regional communities
- Business and industry

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

Operating Locations

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

Number of Workforce

		Faculty	Staff
Total Employees	1,154	524	630
Permanent	839	328	511
Temporary	315	196	119

Regulatory Environment

- Winthrop University Board of Trustees
- South Carolina Budget and Control Board and other state regulatory agencies
- Commission on Colleges of the Southern Association of Colleges and Schools
- National Council for Accreditation of Teacher Education (NCATE)
- Accrediting Council on Education in Journalism and Mass Communication
- American Chemical Society
- Association to Advance Collegiate Schools of Business International
- Certified Financial Planner Board of Standards
- Commission on Accreditation for Dietetics Education
- Commission on Accreditation of Allied Health Education Programs
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.
- Council for Accreditation of Counseling and Related Educational Programs
- Council for Interior Design Accreditation
- Commission on Sport Management Accreditation
- Council on Social Work Education
- National Association of the Education of Young Children
- National Association of School Psychologists
- National Association of Schools of Art and Design
- National Association of Schools of Dance
- National Association of Schools of Music
- National Association of Schools of Theatre
- South Carolina Commission on Higher Education

Governance System and Organizational Structure

The Winthrop University Board of Trustees has general supervision over and is vested with the conduct of the university. It has responsibility for the mission and long-term benefit of the university. Twelve members comprise the board, including the Governor of South Carolina and the State Superintendent of Education (or designees) who serve in an ex officio capacity. The 10 other members are either elected by joint ballot of the state Senate and House of Representatives,

appointed by the governor, or elected by the alumni association. The Chair of the Faculty Conference and the Chair of the Council of Student Leaders also serve as non-voting members.

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

Key Suppliers and Partners

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

Key Competitors

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

Factors Influencing Success

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

Performance Improvement Systems

- Annual Accountability Reporting
- SACS Regional Accreditation Compliance Report and Quality Enhancement Plan
- Self studies and Reviews associated with specialization accreditations
- Annual Assessment Planning and Reporting
- Annual Employee Performance Review Processes

Winthrop University
Organizational Chart

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                              ┌─────────────────────┐
                              │  Board of Trustees  │
                              └─────────────────────┘
                              ┌─────────────────────┐
                              │      President      │
                              │  Anthony DiGiorgio  │
                              └─────────────────────┘

        ┌──────────────────┐         ┌─────────────────────────┐
        │  Internal Audit  │         │ Trustee & Professional  │
        │                  │         │        Support          │
        └──────────────────┘         └─────────────────────────┘

┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐  ┌──────────────┐
│     Director     │  │  Public Affairs  │  │ University Events│  │ Public Events│
│     Athletics    │  └──────────────────┘  └──────────────────┘  └──────────────┘
│  Thomas Hickman  │
└──────────────────┘
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Vice President University Advancement **Kathryn Holten**	Vice President Finance & Business **JP McKee**	Vice President Academic Affairs **Tom Moore**	Vice President Student Life **Frank Ardaiolo**	Vice President University Development & Alumni Relations **Brien Lewis**
University Relations	Budgeting & Financial Accounting / Facilities Management	College of Arts & Sciences / Library Services	Residence Life / Student Affairs	Alumni Relations
Printing Services	Financial Aid / Human Resources	College of Education / University College	Health & Counseling Services / Career & Civic Engagement	Development
Admissions	Information Technology / Procurement & Risk Management	College of Business Administration / Graduate School	Campus Police	Educational Foundation
Student Recruitment	Post Office / Facilities Design & Development	College of Visual & Performing Arts / Accreditation, Accountability, & Academic Services		Real Estate Foundation
Marketing		Sponsored Programs & Research		

Approved June 2009

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 48,895,498	$ 19,534,595	$ 48,547,936	$ 14,839,457	$ 48,600,000	$ 14,839,457
Other Operating	$ 41,719,190		$ 40,815,415		$ 41,500,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 13,017,675	$ 3,945,988	$ 13,395,107	$ 2,999,462	$ 14,000,000	$ 2,999,462
Non-recurring		$ 1,200,000				
Total	$ 103,632,363	$ 24,680,583	$ 102,758,458	$ 17,838,919	$ 104,100,000	$ 17,838,919

Other Expenditures

		Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures		
		Supplemental Bills				
		Capital Reserve Funds				
		Bonds				

Organizational Profile

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 07-08 Budget Expenditures		FY 08-09 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	State: 15,500,500.00 Federal: 596,282.00 Other: 17,919,466.00 Total: 34,016,248.00		State: 9,263,669.00 Federal: 465,000.00 Other: 22,788,422.00 Total: 32,517,091.00		
		% of Total Budget:	33%	% of Total Budget:	32%	
I. Academic Support	Support the University's instructional programs including the library, academic computing and instructional technology support.	State: 2,650,000.00 Federal: 2,718.00 Other: 4,847,220.00 Total: 7,499,938.00		State: 1,865,500.00 Federal: Other: 5,541,258.00 Total: 7,406,758.00		
		% of Total Budget:	7%	% of Total Budget:	7%	
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	State: 1,100,500.00 Federal: 221,613.00 Other: 10,710,654.00 Total: 12,032,767.00		State: 1,342,750.00 Federal: 215,600.00 Other: 9,874,130.00 Total: 11,432,480.00		
		% of Total Budget:	12%	% of Total Budget:	11%	
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	State: 1,550,000.00 Federal: Other: 6,766,817.00 Total: 8,316,817.00		State: 2,700,000.00 Federal: Other: 5,487,507.00 Total: 8,187,507.00		
		% of Total Budget:	8%	% of Total Budget:	8%	
I. Operation and Maintenance of Plant	Operate and maintain the university's facilities and grounds including grounds and building maintenance and renovations, housekeeping, police services and utility operations.	State: 2,560,500.00 Federal: Other: 13,717,215.00 Total: 16,277,715.00		State: 2,667,000.00 Federal: Other: 14,020,625.00 Total: 16,687,625.00		
		% of Total Budget:		% of Total Budget:	16%	
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	State: Federal: Other: 9,588,729.00 Total: 9,588,729.00		State: Federal: Other: 10,321,772.00 Total: 10,321,772.00		
		% 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.

	Remainder of Expenditures:	State: Federal: 4,251,323.00 Other: 11,648,826.00 Total: 15,900,149.00		State: Federal: 4,650,000.00 Other: 11,555,225.00 Total: 16,205,225.00		
		% of Total Budget:	15%	% of Total Budget:	16%	

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders set, deploy, and ensure two-way communication for: a) short and long term organizational direction and organizational priorities, b) performance expectations, c) organizational values, and d) ethical behavior.

Winthrop University is committed to ensuring a sustainable and sound institution, especially in these uncertain economic times, by "managing the demands of the present while also enabling Winthrop's future." These tandem purposes long have been inherent in initiatives developed through Winthrop's dynamic *Vision of Distinction* planning process — initiatives that over the years have resulted in national recognition and a growing level of national prominence for Winthrop.

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

The President convenes weekly meetings of the Executive Officers of the University to keep informed of the operational, planning, and environmental issues impacting all divisions of the University.

2. How do senior leaders establish and promote a focus on customers and other stakeholders?

All academic programs, support services areas, and administrative areas have developed an assessment plan which ties their areas mission to that of their respective division as well as to the University's mission statement. All areas complete an annual assessment review which requires review of outcome results and refinement of activities to further quality enhancement plans.

3. How does the organization address the current and potential impact on the public of its programs, services, facilities and operations, including associated risks?

The institution uses both direct and indirect measures annually to determine programmatic effectiveness.

4. How do senior leaders maintain fiscal, legal, and regulatory accountability?

In partnership with the American Association of Colleges and Universities (AAC&U) and the John Templeton Foundation, Winthrop University has joined with a select cadre of other leading institutions across the country to affirm and emphasize that dimensions of personal and social responsibility are a fundamental aspect of meaningful higher education for the 21st century.

At Winthrop, this important initiative manifests itself through institutional expectation that all members of the campus community will dedicate attention to development of the following dimensions of personal and social responsibility, as articulated by the AAC&U:

1. Striving for excellence
2. Cultivating personal and academic integrity
3. Contributing to a larger community
4. Taking seriously the perspectives of others
5. Developing competence in ethical and moral reasoning.

Responsibility and proper controls have been put in place to ensure institutional compliance with state and federal regulatory requirements. The institution also has an Office of Internal Audit that provides internal review of practices across the university.

5. <u>What performance measures do senior leaders regularly review to inform them on needed actions? (Actual results are to be reported in Category 7.)</u>

Assessment plan updates and *Vision of Distinction* objectives are reviewed twice a year.

6. <u>How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness, the effectiveness of management throughout the organization including the head of the organization, and the governance board/policy making body? How do their personal actions reflect a commitment to organizational values?</u>

There is an annual evaluation of all faculty, staff, and administrative personnel. Executive staff reviews include feedback from superiors, peers, and subordinates.

7. <u>How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?</u>

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

8. <u>How do senior leaders create an environment for performance improvement and the accomplishment of strategic objectives?</u>

The Executive Officers and Executive Staff of the University hold regular meetings to share information across divisional lines as well as evaluate progress toward the annual objectives contained in the *Vision of Distinction*.

9. <u>How do senior leaders create an environment for organizational and workforce learning?</u>

The Teaching and Learning Center provides programs and services that encourage and facilitate the professional and personal development of Winthrop's personnel from the time they arrive on campus. The Center strengthens our learning community by utilizing internal input and expertise. Every Winthrop employee has the opportunity to participate in its programs as a teacher and a learner. The Center, therefore 1) Assesses the developmental needs of the university community; and 2) Provides educational opportunities and mentoring for lifelong learning.

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

The President addresses the campus community at the beginning of each academic year and outlines the priorities for the year with presentation of the *Vision of Distinction* objectives. There is also a campus gathering in April which recognizes individuals and teams across the campus that distinguish themselves by their dedication and outstanding service to the university. Last year, 45 Presidential Citations were presented on April 28 during the Faculty, Staff and Retirees Awards ceremony.

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

Winthrop has long maintained a role of community leader in the local area. The President, Executive Officers, and many other members of the campus community serve on local boards and committees. This involvement is encouraged and recognized by the University during the April Awards Ceremony. Last year eight individuals received recognition for community service efforts.

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Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address:

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

Winthrop University Planning Process

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

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

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

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

c. shifts in technology and customer preferences;

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

d. workforce capabilities and needs;

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

e. organizational continuity in emergencies;

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

f. your ability to execute the strategic plan.

Every member of the campus community receives a copy of the *Vision of Distinction* and is made aware of the strategic values and annual initiatives contained in the document. The Executive Officers of the University use the Vision to allocate both financial and human resources to accomplish these initiatives in the stated timeframe.

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

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

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

In addition to being a commitment to public accountability, the *Vision of Distinction* process also helps set management priorities, guides allocation of resources, keeps Winthrop personnel from various organizational divisions focused on shared goals, and is used annually to help assess institutional effectiveness on a variety of fronts.

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

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

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

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

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

- There is an annual assessment and evaluation of the process which informs the next round of planning.

7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide a website address for that plan.

- Winthrop's Vision of Distinction may be found at the following site: http://www.winthrop.edu/uploadedFiles/president/09-10VoD.pdf

Category 3 – Customer Focus

1. <u>How do you determine who your customers are and what their key requirements are?</u>

In order to thrive in the increasingly competitive landscape in higher education, effective marketing and enhanced enrollment management are the keys to Winthrop's future. Therefore, the division of University Advancement is charged with positioning the university to reach its next milestones in achieving a national profile and with increasing the enrollment of the undergraduate student body over the next decade.

Winthrop occupies a distinctive niche in public higher education, with a broad array of strong programs offered within a curriculum that, in many ways, more resembles that of a selective private liberal arts college than a regional state university. The combination of a contemporary curriculum offered at a historic campus in the bustling Charlotte metropolitan area attracts students who know that Winthrop alumni have a track record as leaders in their professions and in their communities.

These efforts are coordinated through staff dedicated to student recruitment and admissions along with university relations, publications, and printing services.

2. <u>How do you keep your listening and learning methods current with changing customer/business needs and expectations?</u>

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

3. <u>What are your key customer access mechanisms, and how do these access mechanisms enable customers to seek information, conduct business, and make complaints?</u>

Students utilize the web to transact most business with the university from registering for classes to paying bills. There are also avenues available to allow for individual question and answer communication via the web portal. Winthrop has a well defined process to handled student complaints which is accessible via the website.

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

Winthrop uses a number of methodologies ranging from focus groups to on line surveys. The information obtained is shared with appropriate campus entities for use in fostering continuous quality enhancement.

5. How do you use information and feedback from customers/stakeholders to keep services and programs relevant and provide for continuous improvement?

This information is gathered at the institutional level as well as the programmatic level and incorporated in annual individual program and service area assessment reviews.

6. How do you build positive relationships with customers and stakeholders to meet and exceed their expectations? Indicate any key distinctions between different customer and stakeholder groups.

The Office of Admissions is committed to providing prospective students with personalized service by encouraging them to get to know an admissions counselor by scheduling a campus visit, attending a program, viewing the institution's profiles, or chatting online. In addition, students are encouraged to meet Winthrop's caring faculty and friendly staff.

Personalized attention is also a focus once a student matriculates. Orientation sessions are held for both students and parents and there is a Family Weekend held on campus each fall. Freshmen are required to enroll in a course entitled Academics 101 - Principles of the Learning Academy. This course introduces them to the concepts, principles, and skills necessary for successful higher learning and facilitates their adjustment to and engagement in the learning academy.

The Department of Residence Life and University College feature academic theme floors as part of the experience offered within the Academic Success Communities. An academic theme floor is where students are housed together in a residential setting with others possessing similar academic and personal interests. Specific programs are designed around a floor's theme and are presented by residence life staff, faculty associates, other academic partners and the residents themselves.

Category 4 – Measurement, Analysis, and Knowledge Management

1. How do you decide which operations, processes and systems to measure for tracking financial and operational performance, including progress relative to strategic objectives and action plans?

Winthrop's mission statement, nature and character document, and Core Commitments initiative serve as the guides by which accountability measures are established. Student learning outcomes and methods of assessment are established for each academic program offered by the University.

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

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

3. What are your key measures, how do you review them, and how do you keep them current with organizational service needs and directions?

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

4. How do you select and use key comparative data and information to support operational and strategic decision making and innovation?

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

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

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

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

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

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

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

Category 5 – Workforce Focus

1. <u>How does management organize and measure work to enable your workforce to: 1) develop to their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?</u>

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

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

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

3. <u>How does management recruit, hire, place, and retain new employees? Describe any barriers that you may encounter.</u>

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

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

4. <u>How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?</u>

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

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

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

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

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

7. How do you identify and address key developmental training needs for your workforce, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation, and safety training?

- Recommendations from faculty and staff
- Needs identified by Executive Staff
- Needs based on new federal, state, or campus policies

8. How do you encourage on-the-job use of new knowledge and skills?

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

9. How does employee training contribute to the achievement of your action plans?

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

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

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

11. <u>How do you motivate your workforce to develop and utilize their full potential?</u>

The President and senior leadership communicate regularly with the Winthrop community keeping all apprised of the current issues and adjustments needed to keep the institution focused on achieving its mission.

12. <u>What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? How do you use other measures such as employee retention and grievances? How do you use this information?</u>

Satisfaction surveys are conducted by units as well as comment requests on unit's websites. This feedback is summarized annually for the assessment plan.

Studies are conducted relative to faculty promotion, tenure, and retention and shared with the academic leadership as well as the executive officers. Staffing patterns and needs are also reviewed regularly for support and administrative areas.

13. <u>How do you manage effective career progression and effective succession planning for your entire workforce throughout the organization?</u>

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

14. <u>How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)</u>

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

Category 6 – Process Management

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

The Touchstone Program is Winthrop University's distinctive foundational academic experience. Students employ courses ranging from 46 to 58 credit hours to achieve their Touchstone Goals. Within the program, four courses form the Touchstone Core. These courses capture the dynamic quality of Winthrop's learning community and provide students with a framework for learning and decision-making that they will use as the live, learn, and lead throughout their lives.

2. How do you determine and what are your key work processes that produce, create or add value for your customers and your organization and how do they relate to your core competencies? How do you ensure these processes are used?

The institution's key work processes are those which deliver and support learning opportunities to students both inside and outside the classroom. This also involves preparation for specialized accreditations as well as regional accreditation reaffirmation.

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

All new programmatic planning requires inclusion of an assessment plan as well as a detailed budget.

4. How does your day-to-day operation of these processes ensure meeting key performance requirements?

All plans are tied back to the *Vision of Distinction* and the strategic values contained within.

5. How do you systematically evaluate and improve your key product and service related work processes?

Both direct and indirect methods of assessment are used to evaluate Winthrop's programs and services. Data is made available in a timely fashion and in general across the campus community to students, faculty, and staff.

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

Key support areas include the Ida Jane Dacus Library, Health and Counseling Services, Career and Civic Engagement, Dining Services, Campus Police, and Residence Life. These areas have annual assessment plans which include annual review, evaluation, and update as necessary. These findings feed into the institutional planning and budgeting cycle.

7. <u>How does your organization determine the resources needed to meet current and projected budget and financial obligations?</u>

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

Category 7 – Results

Winthrop University uses many measures, both direct and indirect to evaluate performance and demonstrate accountability. Data gathered from the SC Commission on Higher Education (CHEMIS) and nationally via IPEDS allow for benching marking on many indicators. The following charts represent some of data Winthrop tracks on a regular basis.

State Appropriations per FTE

	2007-08 Appropriation	Fall 2007 FTE	2007 Appr/FTE	2008-09 Appropriation	Fall 2008 FTE	2008 Appr/FTE
Coastal	$16,808,315	7,177	$2,342	$12,675,241	7,609	$1,666
USC Beaufort	$2,875,328	1,101	$2,611	$2,012,013	1,193	$1,687
College of Charleston	$34,594,904	9,903	$3,493	$26,054,537	9,806	$2,657
USC Aiken	$11,196,080	2,711	$4,130	$8,513,797	2,730	$3,119
USC Upstate	$14,558,165	4,451	$3,271	$14,187,479	4,546	$3,121
Winthrop	$23,480,584	5,360	$4,380	$17,838,919	5,363	$3,326
Lander	$10,937,937	2,177	$5,024	$8,310,088	2,377	$3,496
Citadel	$16,287,740	3,063	$5,317	$12,347,148	3,107	$3,974
SC State	$24,386,739	4,644	$5,251	$18,065,137	4,358	$4,145
Francis Marion	$19,397,460	3,319	$5,845	$14,680,433	3,358	$4,372

Source: South Carolina Commission on Higher Education

Results

Average Faculty Salaries 2008-09

INSTITUTION	PROFESSOR		ASSOCIATE		ASSISTANT		TOTAL	
NAME	# In Rank	Avg Salary	# In Rank	Avg Salary	# In Rank	Avg Salary	# In Rank	Avg Salary
The Citadel	59	$79,907	52	$67,693	62	$54,035	173	$66,964
C of Charleston	124	$80,548	150	$65,407	164	$59,008	501	$64,845
Coastal Carolina	48	$82,159	65	$67,679	117	$58,005	251	$64,034
Winthrop	63	$75,968	100	$65,780	83	$53,895	292	$61,068
Francis Marion	61	$76,302	37	$60,470	86	$51,834	199	$60,556
SC State	39	$74,043	62	$64,714	91	$57,758	224	$60,512
U.S.C. - Beaufort	9	$69,571	15	$61,916	14	$51,807	53	$55,926
U.S.C. - Upstate	38	$74,038	38	$60,334	66	$52,181	214	$55,391
U.S.C. - Aiken	30	$74,435	37	$59,896	42	$49,249	151	$54,968
Lander	25	$53,330	28	$49,484	49	$34,919	126	$41,659

Source: South Carolina Commission on Higher Education

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

1ˢᵗ Time Freshmen Average SAT Scores
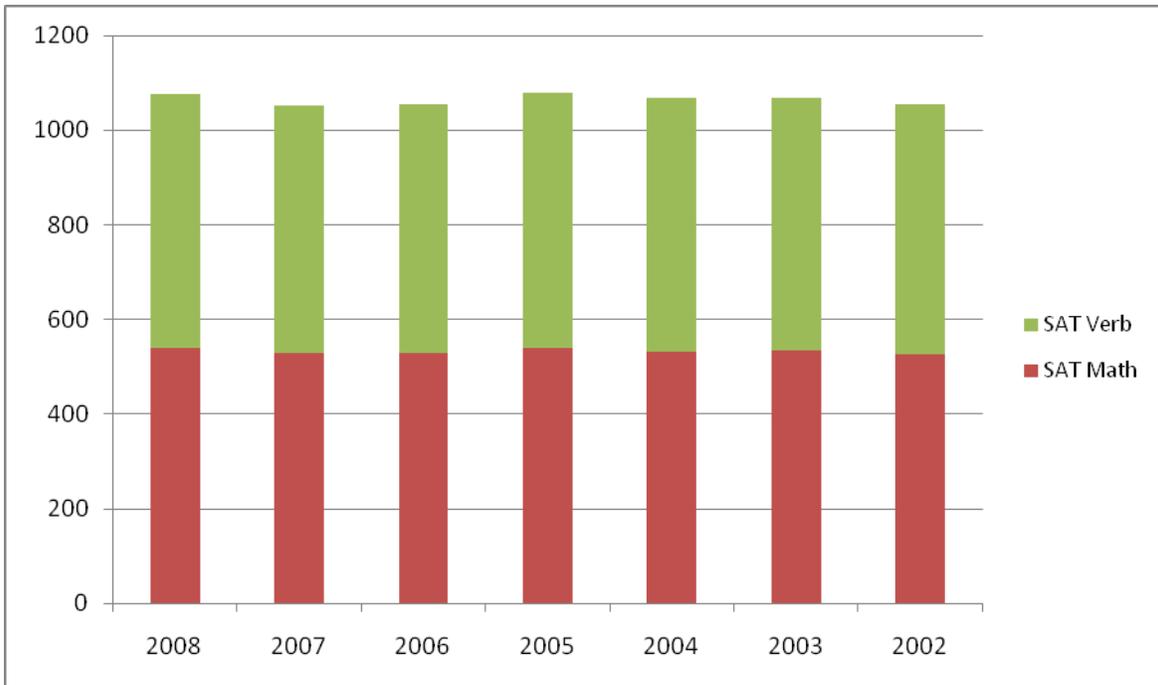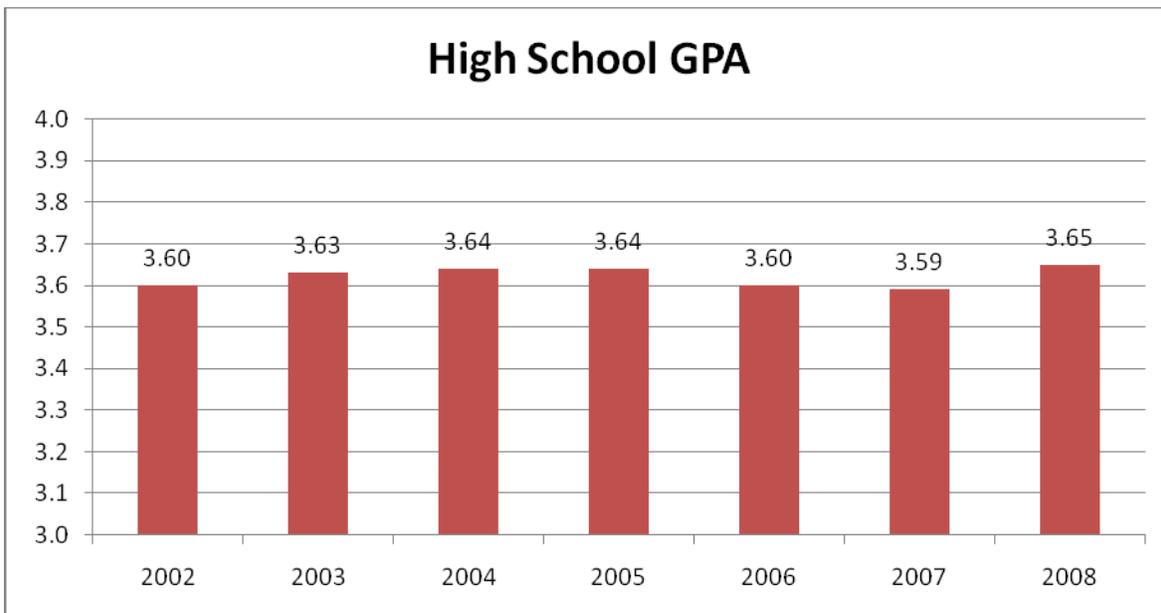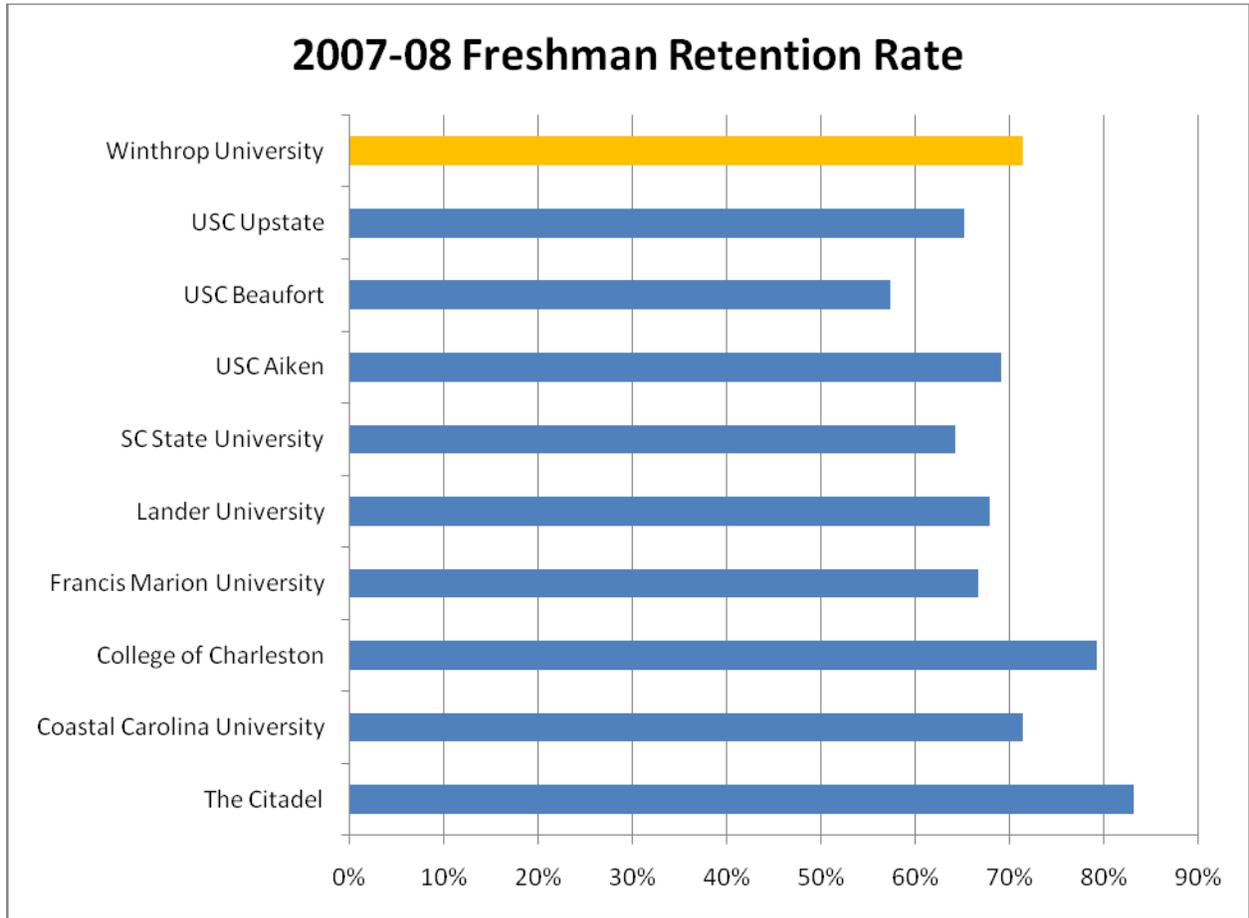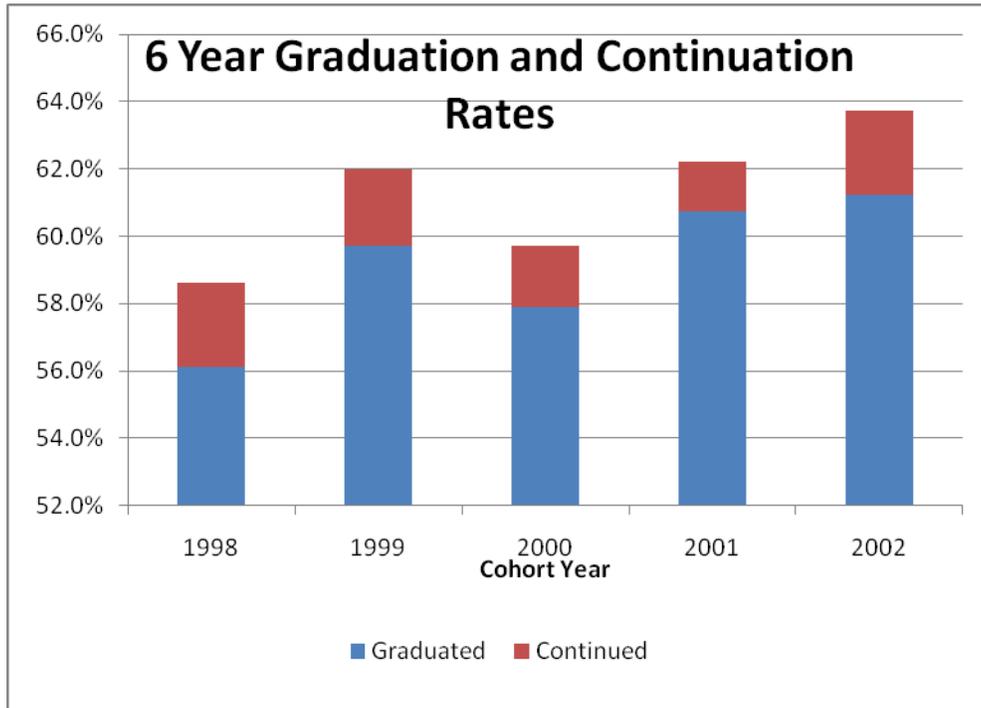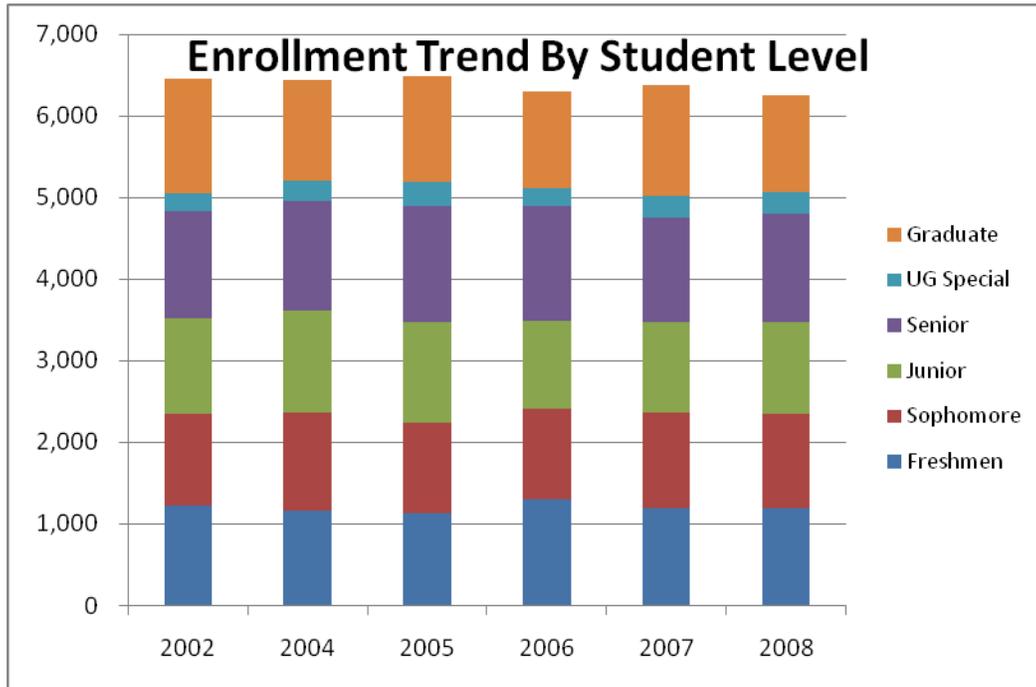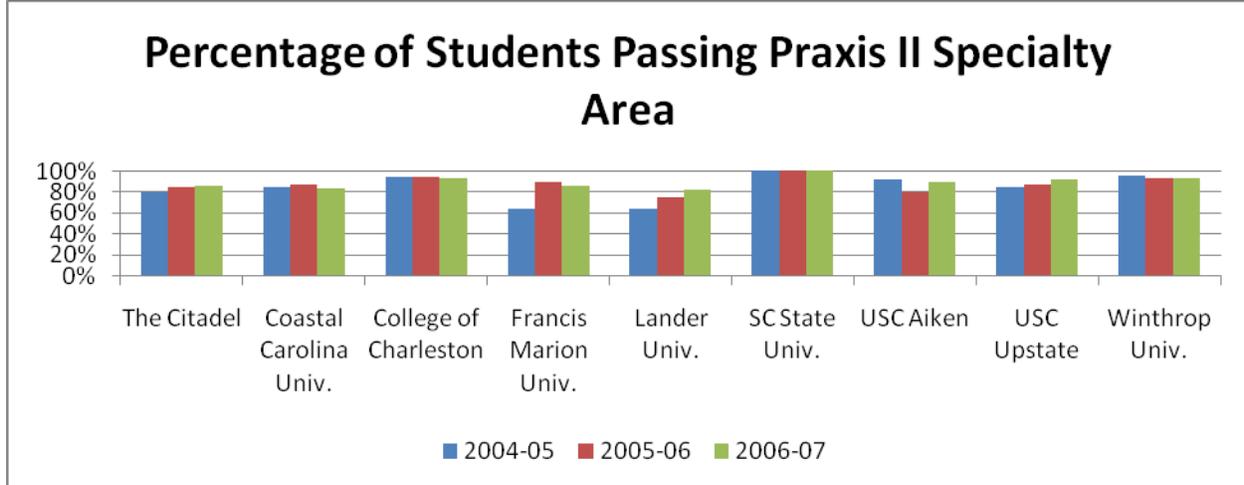
2007-08 Freshman Retention Rate

Enrollment Trend By Student Level

Source: *South Carolina Commission on Higher Education*

National Survey of Student Engagement (NSSE)

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

First-Year   **Senior**

Level of Academic Challenge	First-Year	Senior
Winthrop	54.7	56.4
Carnegie Class	53.7	57.0

First-Year: Winthrop 54.7, Carnegie Class 53.7
Senior: Winthrop 56.4, Carnegie Class 57.0

Active and Collaborative Learning	First-Year	Senior
Winthrop	48.8	56.2
Carnegie Class	43.2	51.0

First-Year: Winthrop 48.8, Carnegie Class 43.2
Senior: Winthrop 56.2, Carnegie Class 51.0

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

First-Year: Winthrop 36.0, Carnegie Class 35.2
Senior: Winthrop 50.2, Carnegie Class 41.7

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

First-Year: Winthrop 33.0, Carnegie Class 27.0
Senior: Winthrop 48.7, Carnegie Class 38.4

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

First-Year: Winthrop 64.2, Carnegie Class 61.6
Senior: Winthrop 63.7, Carnegie Class 58.8

Winthrop University
Institutions in the Same Carnegie Classification

National Survey of Student Engagement (NSSE)

Winthrop freshmen participated at a significantly higher level in a community-based project (e.g. service learning) as part of a regular course than all freshmen participating in NSSE.
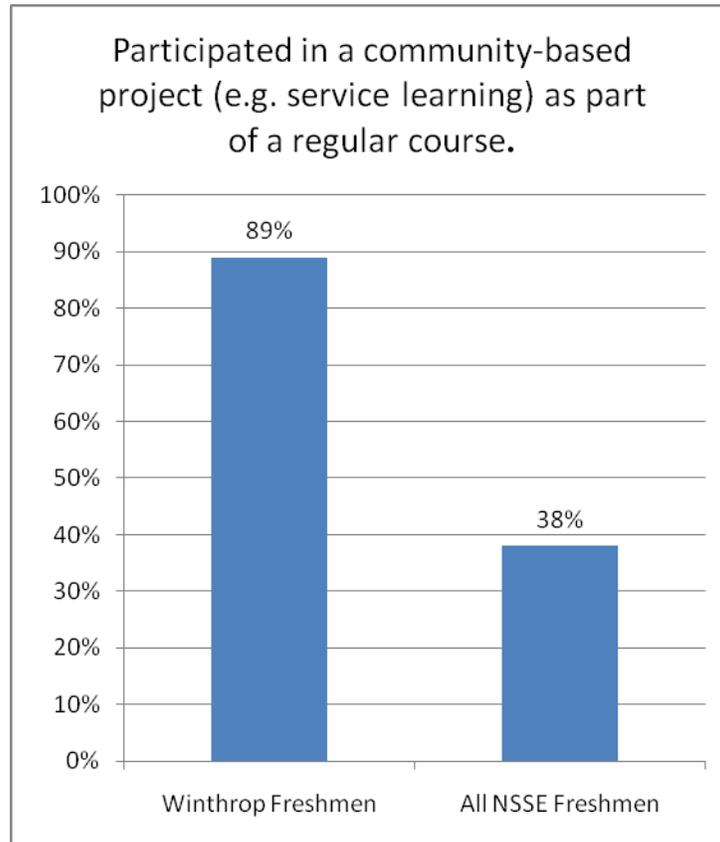
Alumni surveys also indicate a high level of satisfaction with Winthrop University when asked:

Would You Choose to Attend Winthrop Again?
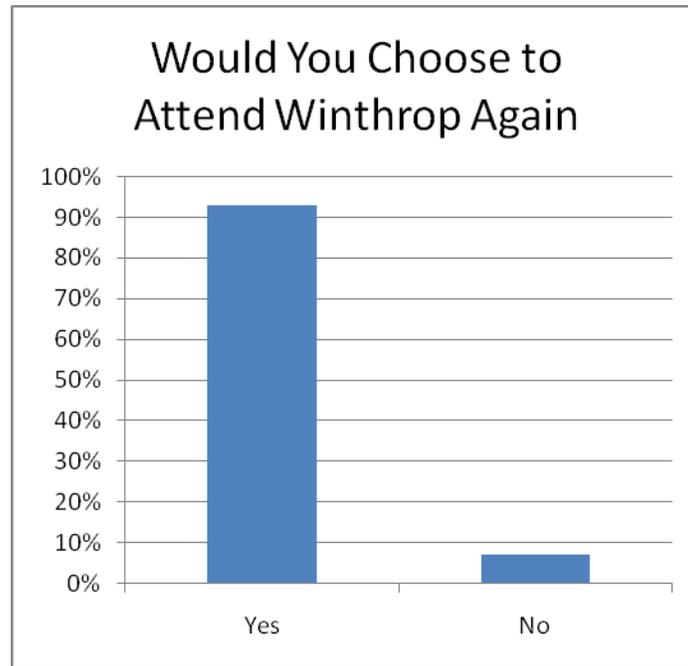
Source: 2007 Alumni Survey (survey of alumni 3 years after graduation)

When asked:

In general, how well do you feel your education at Winthrop prepared you for your continuing education?
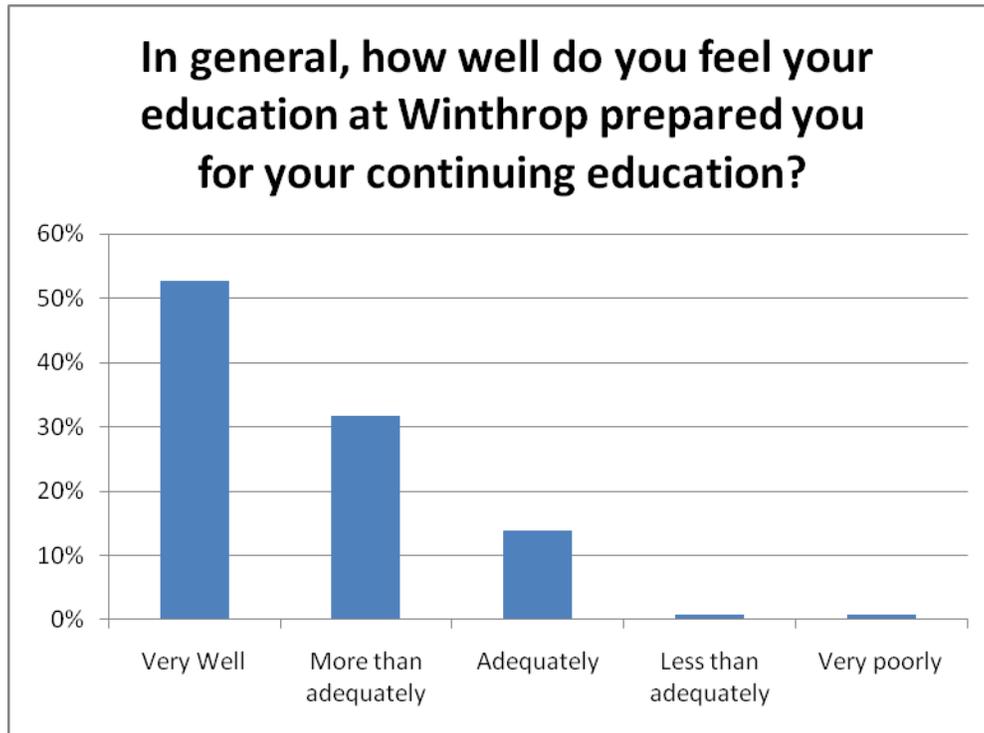
Source: 2007 Alumni Survey (survey of alumni 3 years after graduation

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

Results

Program	Degree	Accrediting/Specialization Organization	Accredited Status	Year Last Visit	Next Self-Study
Business Administration	B,M	Association to Advance Collegiate Schools of Business (AACSB)	Full	2000	
Computer Science	B	Accreditation Board for Engineering & Technology (ABET)	Full	2004	2009
Business Administration (Personal Fin Planning)	B	Certified Financial Planner Board of Standards (CFP)	Full	2005	2008
Education	B,M	National Council for Accreditation of Teacher Education (NCATE)	Full	2008	2012
School Psychology	MS, SSP	National Association of School Psychologist (NASP)	Full	2006	2012
Counseling	M	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Full	2007	2016
Athletic Training	B	Commission on Accreditation of Athletic Training Education (CAATE)	Full	2009	
Exercise Science	B	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Initial App 2007		
Macfeat Laboratory Sch		National Association of the Education of Young Children (NAEYC)	Full	2005	2010
Sport Management	B	Commission on Sport Management Accreditation (COSMA)	Full	2004	2011
Mass Communication	B	Accrediting Council on Education in Journalism and Mass Comm ACEJMC)	Full	2008	2014
Dietetics	B	Commission on Accreditation for Dietetics Education (CADE)	Full		
Chemistry	B	American Chemical Society (ACS)	Full	2004	2009
Social Work	B,M	Council on Social Work Education (CSWE)	Full	2005	2013
Music	B,M	National Association of Schools of Music (NASM)	Full	2003	2011
Music Performance	B,M	National Association of Schools of Music (NASM)	Full	2003	2011
Music Education	B,M	National Association of Schools of Music (NASM)	Full	2003	2011
Interior Design	B	Council for Interior Design (CIDA)	Full	2006	2009
Dance	B	National Association of Schools of Dance (NASD)	Full	2008	2018
Dance – Teacher Cert	B	National Association of Schools of Dance (NASD)	Full	2008	2018
Theatre	B	National Association of Schools of Theatre (NAST)	Full	2004	2013
Theatre – Performance	B	National Association of Schools of Theatre (NAST)	Full	2004	2013
Theatre – Design/Technical	B	National Association of Schools of Theatre (NAST)	Full	2004	2013
Theatre – Teacher Cert	B	National Association of Schools of Theatre (NAST)	Full	2004	2013
Art	B	National Association of Schools of Art & Design (NASAD)	Full	2002	2011
Art History	B	National Association of Schools of Art & Design (NASAD)	Full	2002	2011
Art Education	B,M	National Association of Schools of Art & Design (NASAD)	Full	2002	2011
Fine Arts	B,M	National Association of Schools of Art & Design (NASAD)	Full	2002	2011
Art – Teaching	M	National Association of Schools of Art & Design (NASAD)	Full	2002	2011