**Accountability Report Transmittal Form**

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|---|---|
| Organization Name | Winthrop University |
| Date of Submission | September 15, 2011 |
| Organization Director | Dr. Anthony J. DiGiorgio |
| Organization Contact Person | Karen C. Jones, Associate Vice President for Academic Affairs, Department of Accreditation, Accountability and Academic Services |
| Organization Contact's Telephone Number | 803-323-1460 |

**Transmittal form**

**Section I: Executive Summary**
- Mission, Vision, Values.
- Major Achievements during AY 2010-11.
- Key Strategic Goals for present and future years (supporting budget requests).
- Key Strategic Challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges).
- Use of Accountability Report to improve organizational performance (process and improvements achieved through the accountability report preparation and self-assessment process).

**Section II: Organizational Profile**
1. Educational Programs, offerings and services, and primary delivery methods.
2. Key student segments, stakeholder groups and market segments (and their key requirements and expectations).
3. Operating Locations.
4. Number of Employees segmented by faculty, staff (Winthrop's permanent, temporary and part-time personnel, as well as any contract employees supervised by Winthrop). Contract staffs supervised by contractors are addressed in Category 6.
5. Regulatory Environment.
6. Governance system (the reporting relationships between governance board/policy making body and senior leaders, as appropriate).
7. Key Suppliers and partners.
8. Key Competitors.
9. Principle factors that determine competitive success. The key changes that are taking place that significantly impact the organization's competitive situation.
10. Performance Improvement Systems.
11. Organizational Structure.
12. Appropriations and Expenditures chart (use chart form available at [www.budget.sc.gov](www.budget.sc.gov) ).
13. Major program areas chart (use chart form available at [www.budget.sc.gov](www.budget.sc.gov), list the programs that comprise at least 80% of the total budget). The **Key Cross References** for financial results column should link major programs to charts/graphs in Category 7 Results (ex. Chart 7.3-1 or Graph 7.3-2).

**Section III:  Elements of Malcolm Baldrige Criteria**
Category 1     Senior Leadership, Governance, and Social Responsibility
Category 2     Strategic Planning
Category 3     Student, Stakeholder, and Market Focus
Category 4     Measurement, Analysis, and Knowledge Management
Category 5     Workforce Focus
Category 6     Process Management
Category 7     Organizational Performance Results

# Winthrop University 2010-11 State Accountability Report

## Mission

The mission of Winthrop University is to be among the best comprehensive teaching universities in the country. Winthrop is a medium-sized, competitive-admission, residential university that offers quality undergraduate and graduate programs, applied research, and public service with emphasis on service to South Carolina and the 15-country Charlotte Regional Partnership.

## Major Achievements 2010-11

Examples of Winthrop University's major achievements for AY 2010-11 are presented in relation to Winthrop's six strategic values: Winthrop Community, Academic Life, Student Body, Facilities and Environs, Technology and Support Services, Collaborations and Partnerships.

## Winthrop Community

- In **September 2010**, Winthrop University announced several grants awarded: **a National Science Foundation grant** awarded to the Colleges of Arts and Sciences and The Richard W. Riley College of Education, and **two additional federal grants** for The Richard W. Riley College of Education. *(FYI 9-8-10*, p. 1.).
- Winthrop, **one of only eight SC schools named in Master's University Rankings** *(FYI Oct 6, 2010 p. 4.)*, was recognized for its contributions to the public good in three broad areas: recruiting and graduating low-income students, research, and service.
- **Winthrop University announced receipt of a USDE $350K** award (Focus on Collegiate Undergraduate Success, FOCUS) to establish an academic success center (ASC) housed in University College (*FYI Oct 20, 2010 p. 1).*
- Winthrop was **one of only two universities in the nation in 2010-11 to receive a grant renewal for the 2009-10 Liberty Tree Initiative** grant selection which provided funding to host on-campus programming regarding the First Amendment (*FYI 5-4-11, p. 2)* organizing a Teaching Children of Poverty on-campus workshop that attracted more than 250 educators from school districts across the state; leading *Source FYI 5-4-11, p. 2.*
- Winthrop is using its 2.6 million dollar portion of a SC-collaborative 16 million federal grant (*FYI 1-18-11, p.5*) to increase the number of faculty members and students conducting biomedical research, continue its leadership role in recruiting underrepresented student groups into biomedical research, and to increase the number of research grant proposals and student co-authored research publications.
- Winthrop expanded its undergraduate research initiative *(FYI 1-18-11, p. 1*).
- Winthrop was awarded a three-year Department of Justice federal grant to support community service initiatives for women victims of violence (*FYI 1-18-11, p. 1*).
- **April 4-6, 2011, Winthrop University** hosted a reaffirmation site visit for the Southern Association of Colleges and Schools (SACS). Vote scheduled for December 2011.
- September 24, 2010, the University dedicated its new 128,000 square foot campus center (pgs. 6-9).
- On January 28, 2011, 15 Winthrop undergraduates presented research they completed as part of Winthrop's McNair Scholars Program. The presentations were conducted at North Carolina A&T University's Ronald E. McNair National Research Symposium. Each research presentation was evaluated by faculty judges, and three of Winthrop's 15 presenters received honors recognitions (FYI 2-23-11, p. 4).
- Alternative Spring Break (ASB) (*FYI 3-10-11, p. 6*) In March 2011, 25 Winthrop students participated in three national community service initiatives (in Pensacola, Florida; Pittsburgh, Pennsylvania, and

Maryville, Tennessee).  Winthrop's involvement with ASB is part of the national initiative coordinated through AmeriCorps Vista.

- Winthrop University's College of Visual and Performing Arts sponsored its Medal of Honor in the Arts (*FYI 3-23-11, p. 3*) ceremony during which David Bancroft Johnson (Winthrop's first president), two retired professors (Joanne Lunt and Alf Ward), and Hazel and Murray Somerville were recognized for advancing visual and performing arts.
- In November 2010, the South Carolina Art Education Association awarded its higher education level award to Mr. Tom Stanley, Chair of Winthrop's Department of Fine Arts, for instilling arts education into college and state level higher education curriculum (*FYI 11-17-10, p. 3*).
- Technology improvements continued in AY 2010-11: administrative software Banner System transition, Content Management System transition, and WebCT to Blackboard transitions.

### Academic Life
- Winthrop Awarded $1.2 Million Grant to Help Train Math and Science Teachers (Source: Winthrop News-Events 8-16-10).
- A **$100,750 National Science Foundation grant** will allow **Dr. Takita Sumter**, associate professor of chemistry at Winthrop University, and the **American Society of Biochemistry and Molecular Biology (ASBMB)** to hold a workshop on the barriers and challenges faced by minority biochemists and molecular biologists when establishing and sustaining externally funded research programs. ( *News-events 7-29-10*).
- The **National Institutes of Health (NIH)** awarded **Dr. Heather Evans-Anderson** a **$419,115 grant** to aid her ongoing research on cardiac myocyte, or muscle cell, proliferation. The project focuses on how the hearts of sea squirts, which are marine-dwelling invertebrates, can repair damaged muscle cells of their hearts. (*News-events 7-13-10*).
- Winthrop promotes community/public service through the Common Book community service project (*Enews 10-21-10* and 9-16-10). Federal and state extramural monies boost public service outreach (*Enews 9-16-10*).
- Winthrop was named to the 2010 President's Higher Education Community Service Honor Roll for outstanding commitment to community service and service learning.
- Development and unanimous approval (October 2010 Faculty Conference) of four university-level competencies.
- Winthrop Students Lend Helping Hands to Santee National Wildlife Refuge (*News-Events 4-18-11*)
- Student Researchers Share Project Results at Poster Show (*Enews 4-27-11*).
- Winthrop first and senior year respondents reported higher rates for the majority (ten of twelve) NSSE items measuring enriching educational experiences (NSSE09).
- Winthrop University named to *U.S. News & World Report's* Top Ten Regional Public Universities in the South in the magazine's **"America's Best Colleges"** 2011 edition. The *Princeton Review* rated Winthrop among its **"Best Southeastern Colleges"** in its 2011 edition, based on academic excellence and what students report about their college experiences (*News-Events 8-4-10).*

## Philanthropic Gifts (examples)
- The newly created Dalton B. Floyd, Jr. and Linda Floyd Professorship in Leadership Studies allows faculty to continue enhancing the program and further develop curricular and experiential opportunities for Winthrop students. (*Enews 11-9-10*).
- David Lowry, professor emeritus of music and former campus organist at Winthrop, has committed a $150,000 estate gift to establish the **David M. Lowry Organ Performance Endowed Fund (***News-events 6-24-11*)**.**

- An **anonymous Rock Hill couple** has committed **$100,000 in unrestricted support** to Winthrop University. Donors cited Winthrop's commitment to excellence as the reason for such a generous gift. (*News-events 7-29-10*).
- Estate Gift to Provide Scholarships for Winthrop Students (*Enews 1-21-11*).
- $25,000 from the estate of Gladys Rowell Sullivan, class of 1937, for unrestricted university support.
- $25,000 from the estate of Anne Moss Biggs, class of 1935, to fund scholarships for freshmen, preference given to non-traditional students.

**Student Body**
- Three students received the Benjamin Gilman Scholarship (p.5) to diversify the student population that studies abroad by supporting under-represented groups of undergraduates
  - LaKeisha Myers, sociology major, and Chantelle Van Nostern, a biology major, attended the American University in Cairo, Egypt.
  - Marshall Sykes, fine arts major, used the Gilman Scholarship to attend West Virginia University's Ceramics in China program.
- Education Trust, a national research and advocacy group, praised Winthrop as a national leader for its success in recruiting and retaining African-American students (p. 10).
- the College of Arts and Sciences and College of Education received a grant from the National Science Foundation (p. 13) to fund a scholarship program to recruit and prepare much needed math and science teachers.
- Conceptualization of a **Global Learning Initiative** (*Winthrop Magazine Winter 2011* pgs. 2-4), Winthrop's quality enhancement plan for SACS reaffirmation (site visit April 2011).
- Mical Romano, a native of Lusby, Md., won the **Mary Mildred Sullivan Award**, and Ray Singleton of North Charleston, S.C., took the **Algernon Sydney Sullivan Award,** annual service awards honor graduating students. (*News-events 4-21-11*).
- A Winthrop **Student-Athlete Advisory Council (SAAC)** project led to the collection of shoes for 2,400 needy children through a Samaritan's Feet project and key participation in a Big South Conference community service project (*News-events 7-28-10).*

**Facilities and Environs**
- The DiGiorgio Campus Center, opened in fall 2010, houses student organizations and provides educational opportunities of an academic, social, or cultural nature.
- Campus Green, the revamped, upgraded amphitheatre, provides for campus storm water runoff and is another space for the Winthrop community to gather, study or participate in recreational activities.
- Renovated Owens Hall reopened spring 2011 following a spring 2010 fire.
- The Hardin Family Garden, completed in Spring 2011, was made possible with a generous and multi-faceted gift from alumna Patricia Carter and her husband, Ray.

**Technology and Support Services**
- Multi-year Content Management System conversion continued in AY 2010-11.
- Multi-year Banner conversion continues in AY 2010-11.

**Partnerships and Collaborations**
- The Richard W. Riley College of Education (COE ) was awarded two major USDE grants in AY 2010-11 (*Winthrop Magazine Winter 2011* p. 11): NetSCOPE is a $7 million federal grant to improve teacher effectiveness and student achievement in 9 SC school districts. The $3.7 million School Leadership NetLEAD grant targets principals/assistant principals in seven SC school districts.

- The College of Arts and Sciences (CAS) and the COE received a $1.2 million NSF grant to train math/science teachers (*News-Events 8-16-10*) for high needs areas of SC.
- Shakespeare Carolina and Winthrop's College of Visual and Performing Arts/Department of Theatre and Dance leadership announced a new partnership *(News-Events 7-19-10*).
- Winthrop's exchange partner universities sent students from Agder University (Norway), the Saimaa University of Applied Science (Finland), Deakin University (Australia) and Ming Chuan University (Taiwan) to Winthrop in AY 2010-11.  Chinese students from Nantong University began studying accounting at Winthrop University during fall 2010. (*Winthrop Magazine Winter 2011* p. 3).
- A student-designed fundraising and awareness campaign for Agape Hospice (Healthcare Management fall 2010 course-embedded service project) netted nearly $5000.00.

**Key Strategic Goals**
Winthrop University's Dynamic and Visionary  Planning Process and the "Vision of Distinction" (VOD) guide institutional decision-making and enable Winthrop to accomplish its mission.  From Winthrop's 1989-90 institution-wide introspective examination, a systematic master planning and evaluation process, and six intentionally timeless strategic goals emerged that guide Winthrop.  The Winthrop Plan further describes the nature and character of Winthrop's strategic goals (**the Winthrop Community, Student Body, Academic Life, Facilities and Environs, Technology and Support Services, and Partnerships and Collaborations** ); the annual VOD brochure details multi-year and annual initiatives to support Winthrop's strategic goals.

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

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

**2.0 Organizational Profile 2010-2011 Winthrop University Accountability Report**

**2.1 Educational programs, offerings & services, & primary delivery methods.**
**Winthrop University offers undergraduate degrees** leading to:
1.     Bachelor of Arts
2.     Bachelor of Fine Arts
3.     Bachelor of Music
4.     Bachelor of Music Education
5.     Bachelor of Science
6.     Bachelor of Social Work
**At the graduate level**, the University offers graduate degrees in programs leading to:
1.     Master of Arts
2.     Master of Arts in Teaching
3.     Master of Business Administration

4.   Master of Education
5.   Master of Fine Arts
6.   Master of Liberal Arts
7.   Master of Mathematics
8.   Master of Music
9.   Master of Music Education
10.  Master of Science
11.  Specialist in School Psychology

Our delivery methods involve traditional face-to-face methods supplemented by technology, examples include WebCT and Blackboard.  Most undergraduate programs also provide opportunities for internships, independent study, and student/faculty research.

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

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

**2.3 Operating Locations**
Winthrop's campus of approximately 425 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.

**2.4 Number of Workforce**
**2.4-1  Table of Employees by Assigned Positions**

| Primary Function | Full Time | Part Time | Total |
|---|---|---|---|
| Primarily instruction | 286 | 206 | 492 |
| Primarily Research | 2 | 0 | 2 |
| Primarily Public Service | 6 | 0 | 6 |
| Executive, Administrative, Managerial | 44 | 0 | 44 |
| Other professionals (support services, graduate assistants) | 221 | 66 | 287 |
| Technical and paraprofessionals | 93 | 5 | 98 |
| Clerical and secretarial | 83 | 21 | 104 |
| Skilled Crafts | 36 | 0 | 36 |
| Service Maintenance | 89 | 37 | 126 |
| Total (IPEDS 2010) | 860 | 335 | 1195 |

SOURCE: IPEDS 2010 Winthrop, Reported Data, Human Resources Survey, Part C - Employees by Assigned Position - Total Number of Staff

**2.5 Regulatory Environment**
Winthrop University is a public university subject to South Carolina (SC) regulatory authorities such as the SC Budget and Control Board (SC BCB), the SC Commission on Higher Education (SC CHE) and other state regulatory agencies. Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's, and specialist degrees. Winthrop's academic programs are measured by national standards of quality; documents of regional and specialized accreditation reside in the Office of Accreditation, Accountability, and Academic Services (AAAS). Winthrop students are eligible for federal student financial aid programs administered through the United States Department of Education (USDE). Institutions participating in federal student financial aid are required to participate in federal oversight through the Integrated Post-Secondary Education Data System (IPEDS), including data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

**2.6 Governance System and Organizational Structure**
The Winthrop University Board of Trustees (BOT) has general supervision over and is vested with the conduct of the University. The BOT has responsibility for the mission and long-term benefit of the university. Twelve members comprise the BOT 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 Chairs of the Faculty Conference and the Council of Student Leaders also serve as non-voting members.

The President is appointed by the BOT 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.

**2.7 Key Suppliers and Partners**
Winthrop's **key suppliers** include secondary public and private schools (in-state and out-of-state) as well as York Technical College and other in-state 2-year and 4-year institutions. **Key partners** include external organizations supporting Winthrop's scholarship and learning initiatives. The National Science Foundation and the United States Department of Education are two examples of Winthrop's key partners in AY 2010-11.

**2.8 Key Competitors**
Winthrop's key competitors are post secondary institutions of higher education, primarily those located in the southeast region of the United States of America.

**2.9 Principle Factors Influencing Competitive Success**
- Achieving and maintaining specialized accreditations, approvals and certification for all eligible disciplines and fields
- 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

**2.10 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, Improvement and Accomplishments Reports
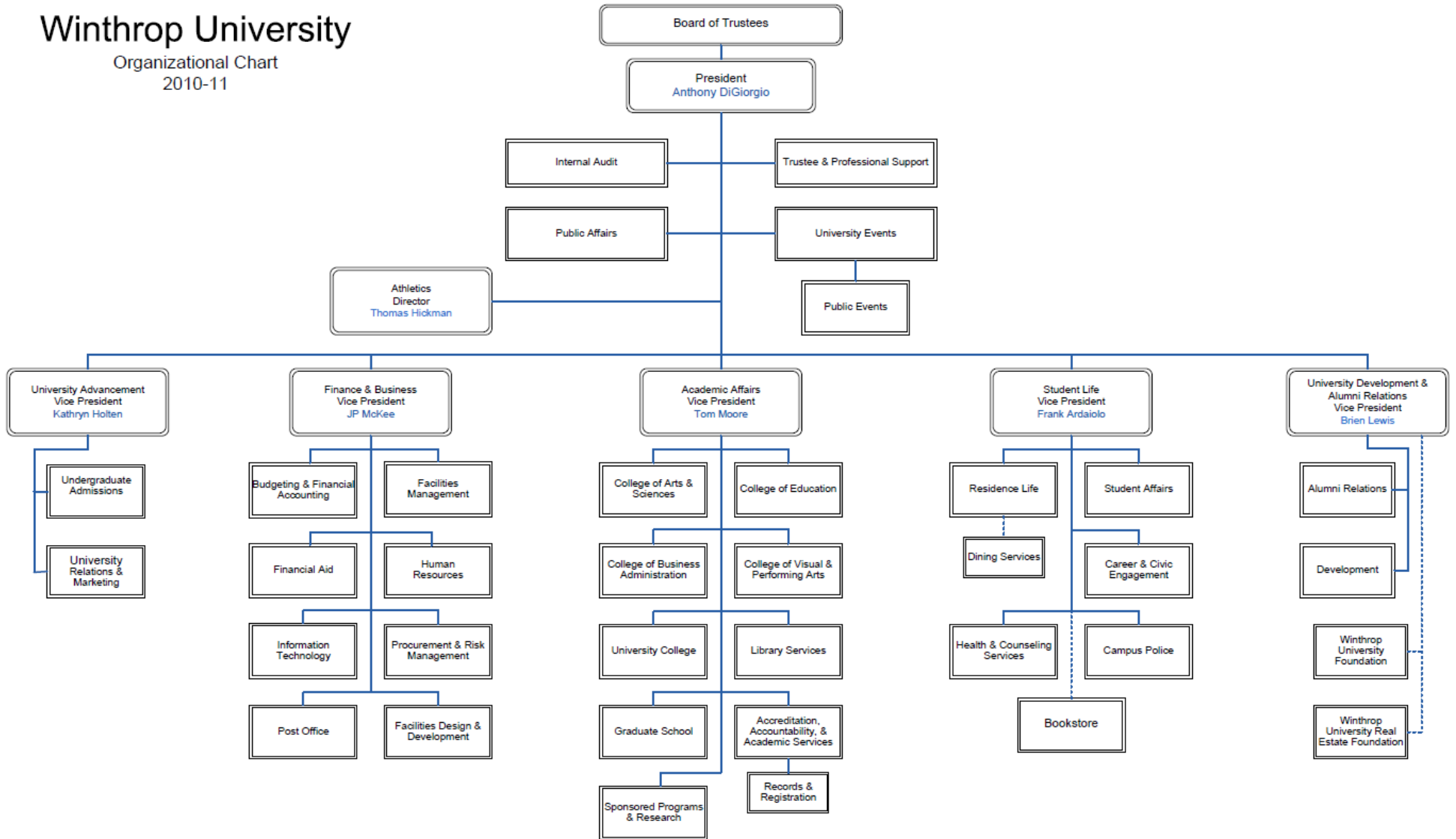- Annual Employee Performance Review Processes

**2.11 Organizational Structure**

Winthrop University's organizational chart for AY 2010-11 can be seen on the following page.

# Winthrop University
## Organizational Chart
## 2010-11

Board of Trustees

President
Anthony DiGiorgio

Internal Audit

Trustee & Professional Support

Public Affairs

University Events

Athletics
Director
Thomas Hickman

Public Events

**University Advancement**
Vice President
Kathryn Holten

**Finance & Business**
Vice President
JP McKee

**Academic Affairs**
Vice President
Tom Moore

**Student Life**
Vice President
Frank Ardaiolo

**University Development &
Alumni Relations**
Vice President
Brien Lewis

Undergraduate
Admissions

Budgeting & Financial
Accounting

Facilities
Management

College of Arts &
Sciences

College of Education

Residence Life

Student Affairs

Alumni Relations

University
Relations &
Marketing

Financial Aid

Human
Resources

College of Business
Administration

College of Visual &
Performing Arts

Dining Services

Career & Civic
Engagement

Development

Information
Technology

Procurement & Risk
Management

University College

Library Services

Health & Counseling
Services

Campus Police

Winthrop
University
Foundation

Post Office

Facilities Design &
Development

Graduate School

Accreditation,
Accountability, &
Academic Services

Bookstore

Winthrop
University Real
Estate Foundation

Sponsored Programs
& Research

Records &
Registration

**2.12 Appropriations/Expenditures Chart**

**Base Budget Expenditures and Appropriations**

| Major Budget Categories | FY 09-10 Actual Expenditures | | FY 10-11 Actual Expenditures | | FY 11-12 Appropriations Act | |
|---|---|---|---|---|---|---|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | $ 49,560,493 | $ 13,530,628 | $ 52,166,783 | $ 10,693,726 | $ 53,000,000 | $ 9,913,011 |
| Other Operating | $ 44,358,763 | | $ 43,739,147 | | $ 44,000,000 | |
| Special Items | | | | | | |
| Permanent Improvements | | | | | | |
| Case Services | | | | | | |
| Distributions to Subdivisions | | | | | | |
| Fringe Benefits | $ 13,365,077 | $ 2,732,146 | $ 14,164,403 | $ 2,318,191 | $ 15,000,000 | $ 2,318,191 |
| Non-recurring | | $ | | | | |
| **Total** | $ 107,284,333 | $ 16,262,774 | $ 110,070,333 | $ 13,011,917 | $ 112,000,000 | $ 12,231,202 |

**Other Expenditures**

| Sources of Funds | FY 09-10 Actual Expenditures | FY 10-11 Actual Expenditures |
|---|---|---|
| Supplemental Bills | | |
| Capital Reserve Funds | | |
| Bonds | | |

**2.13 Major Program Areas Chart**

| Program Number and Title | Major Program Area Purpose (Brief) | FY 09-10 Budget Expenditures | | | FY 10-11 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:** | 8,450,444.00 | | **State:** | 6,762,117.00 | | |
| | | **Federal:** | 3,773,100.00 | | **Federal:** | 601,365.00 | | |
| | | **Other:** | 22,106,282.00 | | **Other:** | 28,206,288.00 | | |
| | | **Total:** | 34,329,826.00 | | **Total:** | 35,569,770.00 | | |
| | | **% of Total Budget:** | | 32% | **% of Total Budget:** | | 32% | |
| I. Academic Support | Support the university's instructional programs including the library, academic computing and instructional technology support. | **State:** | 1,700,640.00 | | **State:** | 1,360,500.00 | | |
| | | **Federal:** | | | **Federal:** | 79,264.00 | | |
| | | **Other:** | 5,987,136.00 | | **Other:** | 6,337,866.00 | | |
| | | **Total:** | 7,687,776.00 | | **Total:** | 7,777,630.00 | | |
| | | **% 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:** | 1,224,100.00 | | **State:** | 979,200.00 | | |
| | | **Federal:** | 258,740.00 | | **Federal:** | 261,575.00 | | |
| | | **Other:** | 9,984,809.00 | | **Other:** | 10,577,790.00 | | |
| | | **Total:** | 11,467,649.00 | | **Total:** | 11,818,565.00 | | |
| | | **% of Total Budget:** | | 11% | **% of Total Budget:** | | 11% | |
| I. Institutional Support | University support services including executive leadership, fiscal operations, human resource management, and information technology. | **State:** | 2,455,590.00 | | **State:** | 1,964,500.00 | | |
| | | **Federal:** | | | **Federal:** | | | |
| | | **Other:** | 6,941,138.00 | | **Other:** | 6,661,533.00 | | |
| | | **Total:** | 9,396,728.00 | | **Total:** | 8,626,033.00 | | |
| | | **% of Total Budget:** | | 9% | **% 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:** | 2,432,000.00 | | **State:** | 1,945,600.00 | | |
| | | **Federal:** | 413,682.00 | | **Federal:** | | | |
| | | **Other:** | 14,073,240.00 | | **Other:** | 14,845,157.00 | | |
| | | **Total:** | 16,918,922.00 | | **Total:** | 16,790,757.00 | | |
| | | **% of Total Budget:** | | 16% | **% of Total Budget:** | | 15% | |
| II. Auxiliary Enterprises | Provide student housing, dining services, health and counseling services, bookstore and vending operations. | **State:** | | | **State:** | | | |
| | | **Federal:** | | | **Federal:** | | | |
| | | **Other:** | 10,850,679.00 | | **Other:** | 9,462,290.00 | | |
| | | **Total:** | 10,850,679.00 | | **Total:** | 9,462,290.00 | | |
| | | **% of Total Budget:** | | 10% | **% of Total Budget:** | | 9% | |
| **Below: List any programs not included above and show the remainder of expenditures by source of funds.** | | | | | | | | |

| Program Number and Title | Major Program Area Purpose (Brief) | FY 09-10 Budget Expenditures | | FY 10-11 Budget Expenditures | | Key Cross References for Financial Results* |
|---|---|---|---|---|---|---|
| | **Remainder of Expenditures:** | State: | | State: | | |
| | | Federal: | 3,391,750.00 | Federal: | 3,753,077.00 | |
| | | Other: | 13,241,003.00 | Other: | 16,272,211.00 | |
| | | Total: | 16,632,753.00 | Total: | 20,025,288.00 | |
| | | **% of Total Budget:** | 15% | **% of Total Budget:** | 18% | |
| * Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document. | | | | | | |

## Section III – Elements of Malcolm Baldrige Criteria

## Category 1 – Senior Leadership, Governance, and Social Responsibility

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

Winthrop's planning process which integrates evaluation and resource allocation, and its guiding documents (mission, vision of distinction, nature and character) are illustrated in the University's Planning Process Flow Chart.

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

Winthrop also identifies annual initiatives, elements of work that generally can be accomplished within a 12-month time frame, from the VOD's multi-year strategic directions. Executive officers, who are informed by ongoing communication with their unit deans and/or program directors, from the Office of the President and the Board of Trustees, craft the annual initiatives.  As each year's annual initiatives are completed, strategic directions are updated and new annual initiatives emerge during summer retreats with the University's executive officers. End of Year VOD reports document accomplishments and achievements at the end of an academic year.  EOY VOD reports are posted on the President's web site.

***1.2  How do senior leaders create a sustainable organization with a focus on action to accomplish its mission, strategic objectives, improve performance, and attain your vision?***

Winthrop University senior leaders ensure a sustainable and sound institution by managing present demands while enabling Winthrop's future. These tandem purposes are inherent in initiatives developed through Winthrop's dynamic *Vision of Distinction* planning process — initiatives that over years have resulted in national recognition and a growing level of national prominence for Winthrop.  The President conducts weekly meetings of university Executive Officers to stay informed of operational, planning, and environmental issues affecting all divisions of the institution.

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

Responsibility and proper controls are in place to ensure institutional compliance with state and federal regulatory requirements. **The Office of Internal Audit** provides executive management with information about the adequacy and effectiveness of Winthrop's system of internal administrative and accounting controls and the quality of operating performance when compared with established standards.  The Internal Auditor reports directly to the President.

***1.4  How do senior leaders create an environment for organizational and workforce learning?***
- Orientation programs for new faculty and staff
- Faculty Sabbaticals
- Professional Development funding to support scholarly presentations and travel

- Staff, faculty intra-institutional training and development is delivered through the Teaching and Learning Center (TLC). The TLC assesses developmental needs of the university community and provides educational opportunities and mentoring for lifelong learning by providing programs/services that facilitate professional and personal development. All Winthrop employees may participate in TLC programs.

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

Senior leadership provides emerging leaders with access to regional and national professional development opportunities promoting leadership skills growth and development. Annual performance reviews by senior leaders are an opportunity to identify future leaders. Senior leaders review position vacancies relative to the six Readiness Winthrop objectives (retaining students, recruiting students, revising existing programs and creating new programs, enhancing revenues, creating efficiencies, and investing in the future) prior to filling vacancies.

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

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

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

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

**1.8 What performance measures do senior leaders regularly review to inform them on needed actions?**

- *Vision of Distinction* objectives (annual initiatives), reviewed twice a year
- Budget Analysis Updates
- Data on enrollment, retention and graduation rates
- Performance on professional licensing and credentialing examination results
- Program assessment reports
- Public Safety reports

**1.9 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?**

- Executive Officers hold regular meetings to share information across divisional lines and evaluate progress toward annual objectives contained in the *Vision of Distinction.*
- Substantive changes to academic program offerings are reviewed by SC CHE and SACS
- AAAS reports institutional effectiveness data to external regulatory groups.

- Winthrop uses both qualitative and quantitative measures to identify and anticipate potential impacts of its programs, offerings, services, and operations.

*1.10 How do senior leaders actively support & strengthen communities in which your organization operates? Include how senior leaders determine areas of emphasis for organization involvement & support, & how senior leaders, the workforce & Winthrop contribute to community improvement.*

- Executive Officers foster and promote community/public service within the University community as evidenced by annual community service awards announced during the spring Faculty, Staff, Retirees Awards Ceremony.  Published in Winthrop's *F.Y.I. News Bulletin,* community service awards for 2005 (*FYI 5-4-05*, p. 4), 2006 (*FYI 5-3-06*, p. 3), 2007 (*FYI 5-2-07,* p. 3), 2008 (*FYI 4-30-08*, p. 4), 2009 (*FYI 5-6-09*, p.2), 2010 (*FYI 5-5-10,* pgs. 2-3) and 2011 (*FYI 5-4-11*, pgs. 2-3) demonstrate the broad range of community service contributions Winthrop employees make to South Carolina and beyond.
- Extramural grant awards supported by senior leaders (and referenced in the Executive Summary) document partnerships and collaboration between Winthrop and high needs regions of SC.
- Winthrop's senior leaders (President and Executive Officers) collaborate with community leaders to identify areas of emphasis for University involvement and support.  Current initiatives include:
  - On April 22, 2011, Dr. DiGiorgio presented an update on **"Readiness Winthrop"** to meet evolving students' expectations from higher education, and in preparation for the July 1, 2011 end of federal stimulus funding which temporarily and only partially mitigated the impact of a state budget that makes permanent all appropriation reductions to date.
  - College Town Action Plan (CTAP) September 2010 assessment and resultant action plan was presented to Rock Hill and Winthrop communities in fall 2010 and includes the following recommended actions
    - Create a pedestrian environment along Cherry Road corridor, particularly between Oakland Avenue and the railroad tracks
    - Enable pedestrian connectivity through the Winthrop Campus between Cherry Road and the Bleachery.
    - Develop Bleachery into a neighborhood organized around an urban green corridor

## Category 2 – Strategic Planning

*2.1. What is your Strategic Planning process, key participants, and how it addresses items a-f?*
Winthrop's strategic plan is contained in the *Vision of Distinction* in place for twenty years and updated annually.  Input is solicited from all areas of the university via a formal process known as the Budget and Institutional Effectiveness Annual Cycle (formerly known as the Budget and Objectives Planning and Evaluation Schedule, BOPES).  Semi-annual progress reports on assessment plans and assessment-based accomplishments and improvements are made by academic, administrative and educational support units.
  **a. your organizations' strengths, weaknesses, opportunities and threats;**
  Annual review of the plan allows senior administrators to make shifts as needed to address achievement of the institution's mission.  The six key objectives of *Readiness Winthrop* facilitate Winthrop's change going forward to ensure sustainable Readiness, i.e., Winthrop's viability and growth over time.  The **Readiness Winthrop key objectives** going forward are:
  1. Retaining Students
  2. Recruiting Students
  3. Revising Existing Programs and Creating New Programs
  4. Enhancing Revenues
  5. Creating Efficiencies
  6. Investing in the Future

**b. financial, regulatory, societal and other potential risks;**
Winthrop uses three principles as a guide for decision making during 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;**
Technology shifts are addressed by one of Winthrop's strategic values/goals in the *VOD, Technology and Support Services*. Winthrop's Division of Computing and Technology manages the university's technology plan including a hardware/software rotation schedule in student labs, support service areas and administrative offices, assessment of technology needs, customer feedback, and use of assessment-based decisions to improve services.

**d. workforce capabilities and needs;**
Workforce capabilities and needs are addressed in the *VOD, Winthrop Community* Strategic Initiatives: *To ensure that opportunities for engaged growth and development are encouraged and available for the university community 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. long-term organizational sustainability and organizational continuity in emergencies;**
Winthrop University has a Critical Incident Management Team and a well developed website to address needs for emergency information. Long-standing plans are in place to address recovery and institutional management protocol in the event of a variety of emergencies.

**f. ability to execute the strategic plan**
Winthrop uses available resources to invest in the three top priorities that have been in place since late 2008 (see 2.1.b. on previous page). Members of the campus community and the public at large have access to the *VOD* and are made aware of the strategic values, multi-year and annual initiatives contained in the VOD. Winthrop's Executive Officers, guided by the VOD, allocate financial and human resources to accomplish strategic initiatives.

## Winthrop University Planning Process
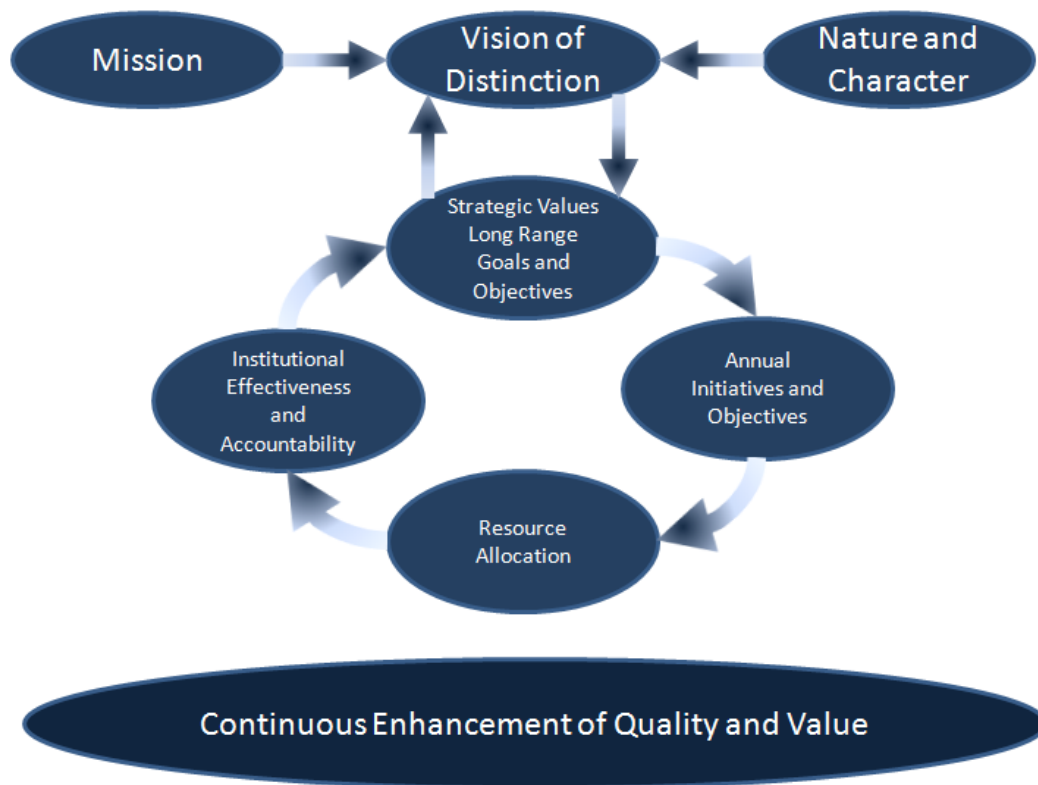


**Source:** Office of the President, Vision of Distinction, www.winthrop.edu/president/default.aspx?id=1366

### 2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (1.4.)

The strategic challenges identified in Winthrop's Executive summary are integrated into the multi-year and annual initiatives articulated in the VOD for each strategic goal. The annual planning process allows for review of past year accomplishments related to multi-year strategic initiatives (multi-year objectives), and identification of new and ongoing objectives to support the institution's strategic values/goals.

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

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

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

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

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

- To broaden and raise awareness of Winthrop's long-term Strategic Values/Goals, its multi-year Strategic Directions, and annual Initiatives, and their underlying rationale, Winthrop annually publishes and disseminates to on- and off-campus stakeholders its standing Strategic Values/Goals and updated multi-year and Annual Initiatives in a document known as the ***Vision of Distinction annual brochure***.
- An end of year progress report on each annual initiative is provided to the public (posted on the President's web site) at the end of each academic year.

***2.6. How do you measure progress on your action plans?***

- Action Plan Progress is measured by academic, administrative and educational support units using qualitative and quantitative strategies documented in annual reports, the University's Online Assessment Reporting System, and program reviews.

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

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

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

- Effective marketing and enhanced enrollment management are keys to Winthrop's future in order to thrive in the increasingly competitive landscape in higher education. 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.

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

- Prospective Students – feedback from campus visits and web applications.
- Enrolled Students – feedback on orientations, Family Weekend, from the Council of Student Leaders, college/department student advisory groups, and surveys like NSSE and the senior survey
- 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.

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

Feedback is gathered at institutional and programmatic levels, analyzed and discussed by unit personnel, incorporated into unit reports and used as appropriate to improve programs and learning, and justify program and resource allocation decisions.

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

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

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

- The Office of Admissions provides 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. Prospective students are also encouraged to meet Winthrop's caring faculty and friendly staff.
- Personalized attention is also a focus once a student matriculates. Orientation sessions are held for both students and parents and a Family Weekend is held on campus each fall. Freshmen are required to enroll in a course entitled Academics 101 - Principles of the Learning Academy. ACAD 101 introduces students to the concepts, principles, and skills necessary for successful higher learning and facilitates their adjustment to and engagement in the learning academy.
- The Department of Residence Life and University College feature academic theme floors as part of the experience offered within the Academic Success Communities. On an academic theme floor, students are housed together in a residential setting with others possessing similar academic and personal interests. Specific programs, designed around a floor's theme, are presented by residence life staff, faculty associates, other academic partners and the residents themselves.

3.6 *How does student/stakeholder complaint management process ensure that complaints are resolved promptly and effectively?*
The University respects the rights of students/stakeholders and seeks to maintain the highest standards of fairness and integrity in its interactions. The University protects the rights and privileges of all involved. Winthrop University addresses complaints in a systematic and timely manner.  University policies are enumerated on the University's policy web site: http://www2.winthrop.edu/public/policy/aListing.aspx .
Student Complaint Management is addressed in SACS Federal Requirement 4.5. Winthrop was found in compliance with FR 4.5 during its reaffirmation off-site review in fall 2010.

## Category 4 – Measurement, Analysis, and Knowledge Management

**4.1** *How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?*
Faculty, responsible for designing, assessing and improving student learning, establish student learning outcomes and assessment methods for each academic program.  The University Wide Academic Assessment Committee performed a content analysis of academic program assessment plans/reports (along with review of addition resources) to develop and propose four university level competencies which were approved by Winthrop's faculty conference in October 2010.  Winthrop's mission, strategic values/goals (listed in the VOD and further described in *The Winthrop Plan*) and the *AAC&U Core Commitments* initiative guide processes by which accountability measures are established and tracked.

*4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?*
Academic, educational support and administrative units are informed by federal and state regulations, regional and specialized program accreditation requirements in selecting, collecting, aligning and integrating data for analysis to provide effective support for decision making and innovation.  Internal stakeholders including the President and division vice presidents, unit and program directors also guide unit-level processes for collecting and using data to make decisions and improve programs, learning and operations. The Department of Accreditation, Accountability and Academic Services (AAAS) collaborates with all university divisions to support information management for academic and administrative decision-making.

*4.3. How do you keep measures current with educational service needs and directions?*
Institutional-level studies like the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), participation in the AAC&U Core Commitments, and membership in the Voluntary System of Accountability (VSA) and College Portraits enable Winthrop to maintain measures current with educational service needs and directions.  Winthrop also participates in national consortia, e.g., the NSSE Consortium for the Study of Writing in Colleges (CSWC) as a comparative data source (one of several measures) to assess written communication (part of University Level Competency (ULC) #4, *Winthrop graduates communicate effectively.*

*4.4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?*
Winthrop uses 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.  AAAS has responsibility for supporting evidence-based planning, decision making, and accountability processes for all academic, educational support and administrative units.

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

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

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

AAAS has responsibility for institutional-level studies, data integrity and management, analysis, and report preparation for internal and external stakeholders.  Within AAAS, the Office of Academic Data Management and Solutions has the responsibility of providing timely information solutions to faculty and staff and accomplishes its mission by:

- Maintaining data integrity
- Articulating needs
- Developing strategies
- Providing customized solutions

***4.7 How do you translate organizational performance review findings into priorities for continuous improvement?***

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

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

The institution maintains a [web-based policy repository](web-based policy repository) for institutional-level policies. 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.

<div style="background-color:#800000; color:white; text-align:center; font-weight:bold">Category 5 – Workforce Focus</div>

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

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

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

- Annual Academic Leadership Retreat involving > 100 faculty, staff, and administrators.
- Orientations for new faculty and staff.
- Quarterly Executive Officers retreats.

- Faculty Concerns Committee meets with President and Vice President for Academic Affairs.
- Teaching and Learning Center.

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

Winthrop's annual performance review processes for faculty and staff support high performance work and contribute to achievement of Winthrop's strategic goals, multi- and annual initiatives. For example, faculty tenure, promotion and post-tenure review processes encourage excellence in scholarship, teaching and service which support Winthrop's strategic goals. Administrative and staff review processes incorporate performance feedback and evaluation related to work quality, leadership and supervisory responsibilities. At the executive level, the President meets with Executive Staff each semester to address current issues and performance status on multi- and annual initiatives contained in the annual *Vision of Distinction brochure*.

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

Succession planning occurs regularly by Executive Staff personnel. The Tenure and Promotion process is clearly outlined for the faculty, guiding career progression for tenure-track faculty members. Staff succession planning and career- progression are guided by the State of SC Compensation and Classification system.

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

Attendance at 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.

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

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

***5.7 How do you recruit, hire, place, and retain new employees?***

Winthrop University does not discriminate in educational or employment opportunities, or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. 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.

**5.8  How do your workforce education, training and development address your key organizational needs? How do you encourage on-the-job use of new knowledge and skills?[1]**

Qualified personnel in academic, administrative and educational support services are an important part of Winthrop's culture. Workforce education, training and development are accomplished using a variety of strategies beginning with the selection, hiring and orientation of personnel having the knowledge and skills needed to perform their jobs.  On-going training and development opportunities and resources are available to all Winthrop personnel.  For example, through Winthrop's Teaching and Learning Center, all university personnel have opportunities to be both student and teacher.  Faculty recruitment and development are linked to the curricular foci of academic programs.  The Division of Student Life encourages staff members to model lifelong learning by participating in the Student Life Professional Development Series (SACS CS 3.9.3). Faculty and staff employed in Winthrop's educational support services are highly qualified; a substantial number of Dacus Library, Instructional Technology Center, and Music Library personnel hold relevant masters or doctoral degrees.  Faculty members are encouraged to continuously develop both pedagogical skills and discipline-based scholarship as evidenced by reassigned time and/ or intramural funding for scholarship or pedagogical work on improving curricular content and/or delivery. Annually, university units receive monies for personnel development in areas that support unit roles and responsibilities thereby encouraging on-the-job use of new knowledge and skills.  Winthrop continues to integrate workforce education, training and development by ensuring that opportunities for engaged professional growth and development are encouraged and available for members of the university community on an individual and collective basis.

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

An assessment instrument is used for all professional development programs and an annual report is prepared summarizing the results.  All employees undergo an annual performance review 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.

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

Satisfaction surveys are conducted by units using a variety of venues (e.g., online customer feedback and paper-pencil surveys at the conclusion of a service/program). This feedback is summarized annually and used to inform decisions related to program improvements.  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 reviewed regularly for support and administrative areas.

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

Use of workforce satisfaction assessment findings are documented in annual assessment reports for administrative, academic and educational support units.  The university's online assessment reporting system and *Institutional Assessment Plan and Guide* specifically prompt respondents to report how assessment findings are used to improve programs.

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

- Campus Police

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[1] SACS & St Accountability rpt require workforce documentation – WU has variety of workforce T&D  initiatives – needs to be id'd in VOD (AY 2009-10 rpt indicate strategic initiative is in place; JSR found only Banner strategic initiative under Support Services strategic value.

- 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

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

Winthrop University engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes related to its mission, competitive environment and action plans. Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its mission to provide personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina.

### 6.2. What are your key work processes?

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

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

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

Campus-wide input (e.g., focus groups, campus meetings, online surveys and comment opportunities) from students, faculty, staff, stakeholders, suppliers, and partners informed the development of the University's Vision of Distinction, The Winthrop Plan which more fully articulates Winthrop's nature and character, and most recently, Readiness Winthrop, a multi-year examination of externalities that will enable Winthrop to meet fiscal realities as well as students' evolving educational expectations in a global society that is increasingly organized around a global economy.

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

- Academic Space and Scheduling was centralized to improve efficiencies in space management
- Library Resource technologies have improved stakeholder access to information
- BANNER conversion improves efficiencies and cost controls

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

Both direct and indirect methods of assessment are used by personnel in administrative, educational support services and academic programs to evaluate Winthrop's programs and services. Data and evidence-based improvements are documented in the university's centralized online assessment reporting system.

*6.6. 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. Personnel in support services areas document their annual assessment plans and evidence-based improvements and accomplishments using Winthrop's online assessment reporting system. Annual assessment reports, and evidence-based improvements and accomplishments are reviewed by division heads and inform the institutional planning and budgeting process.

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

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

## Category 7 – Organizational Performance Results

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

*7.1 Performance Levels & trends for key measures on student learning & improvements in student learning*

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

Tables 7.1-1 and 7.1-2 detail the pass rates for all undergraduate and graduate students for the course levels listed.  To be identified as successfully completing a course undergraduate students must have obtained an A, A-, B+, B, B-, C+, C, C-, D+, D, or S and graduate students must have obtained a grade of A, A-, B+, B, B-, or S.

**7.1-1 Winthrop University Successful Undergraduate Course Completion Trends**

| | Course Levels | | |
|---|---|---|---|
| | **100-200** | **300-400** | **500** |
| **2007F** | 94.00% | 97.10% | 98.00% |
| **2008S** | 93.10% | 96.30% | 98.10% |
| **2008F** | 93.80% | 97.40% | 97.00% |
| **2009S** | 92.80% | 95.90% | 97.30% |
| **2009F** | 94.00% | 97.00% | 98.40% |
| **2010S** | 92.80% | 96.80% | 97.30% |
| **2010F** | 94.30% | 97.80% | 98.10% |
| **2011S** | 94.40% | 97.50% | 98.10% |
| **Grand Total** | **93.65%** | **96.98%** | **97.79%** |

**Source:** AAAS, Office of Institutional Research

**7.1-2 Winthrop University Successful Graduate Course Completion Trends**

| | Course Levels | |
| --- | --- | --- |
| | **500** | **600** |
| **2007F** | 96.10% | 94.40% |
| **2008S** | 94.50% | 95.60% |
| **2008F** | 95.30% | 95.40% |
| **2009S** | 96.30% | 96.60% |
| **2009F** | 95.60% | 95.20% |
| **2010S** | 89.60% | 96.70% |
| **2010F** | 94.99% | 96.77% |
| **2011S** | 94.90% | 97.35% |
| **Grand Total** | **94.66%** | **96.00%** |

**Source:** AAAS, Office of Institutional Research

Winthrop University routinely tracks and reports on its six year graduation rates. The tables below present trends in Winthrop's six year graduation rates, comparisons to other institutions and organizations, and detail the graduation rate by race/ethnicity.

**7.1-3 Winthrop University Six Year Graduation Rate**

| Starting Semester | Winthrop University Number of Graduates | Graduation Rates (%) | | |
| --- | --- | --- | --- | --- |
| | | **WU** | **SREB** | **SC** |
| **1999F** | 966 | 61.7 | 51.48 | 59.67 |
| **2000F** | 902 | 60.5 | 52.38 | 59.64 |
| **2001F** | 940 | 60.7 | 51.70 | 59.43 |
| **2002F** | 1086 | 61.2 | 52.58 | 60.33 |
| **2003F** | 1070 | 63.4 | 51.71 | 60.34 |

**Source:** AAAS, Office of Institutional Research

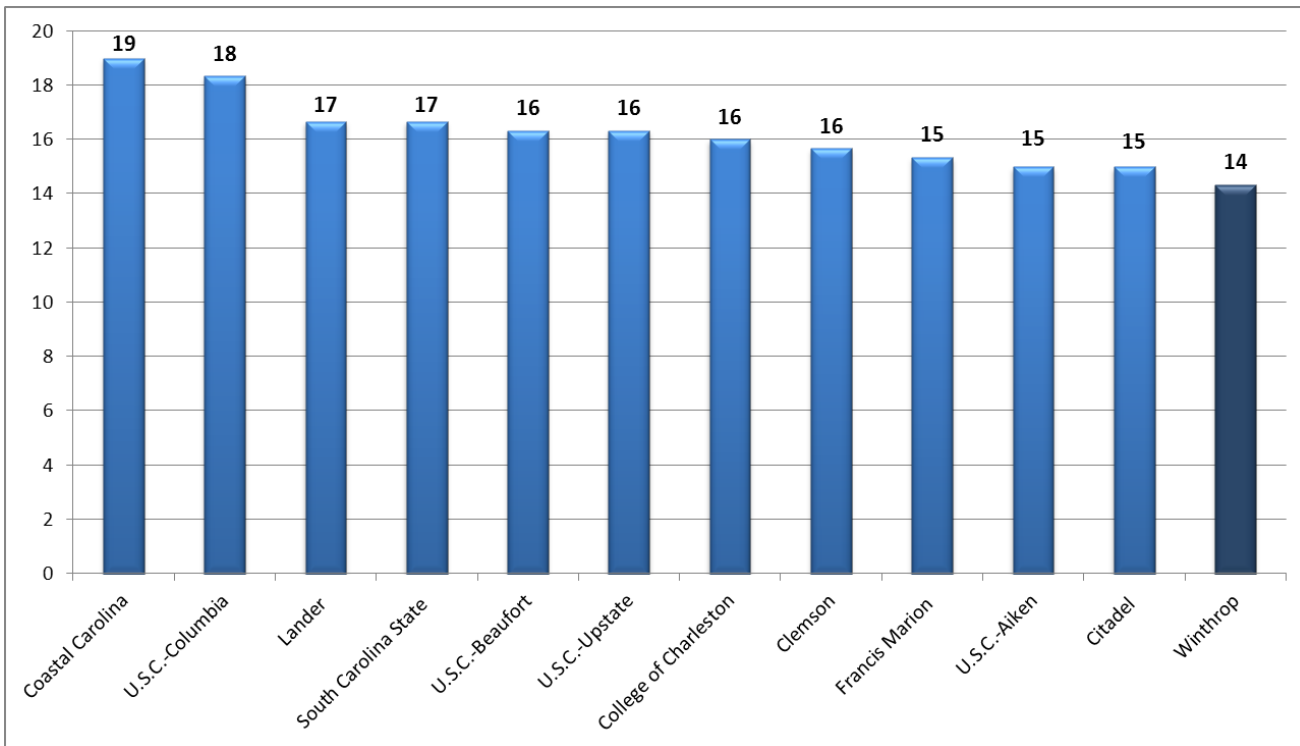**7.1-4 First-Time, Full-Time Freshmen Six Year Graduation Rates by Race/Ethnicity (Fall 2004 Cohort)**
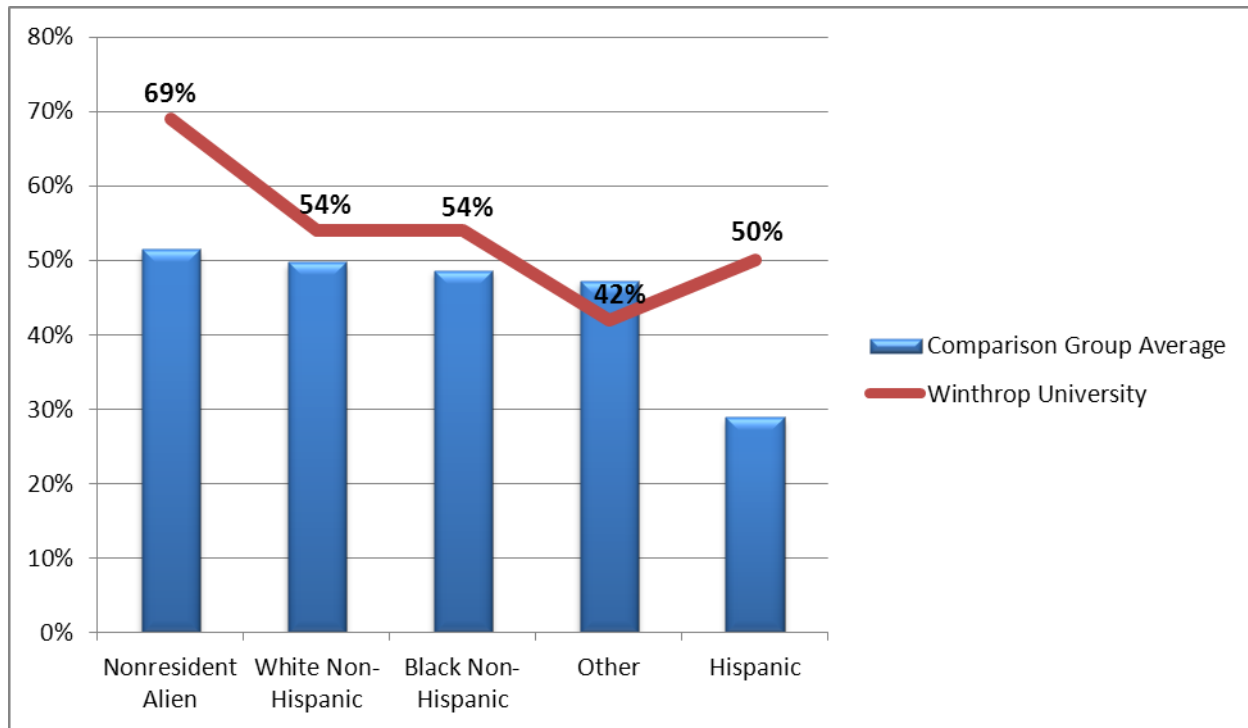


The comparison group is made up of South Carolina's research institutions and comprehensive teaching colleges and universities. The category "Other" includes Asian students, American Indians, and students who chose not to respond.
**Source:** IPEDS Data Center, Individual Comparison Tool,
http://nces.ed.gov/ipeds/datacenter/mastervariablelist.aspx?stepId=2

In keeping with its mission to provide "personalized and challenging undergraduate, graduate, and continuing professional education programs," Winthrop University tracks and compares its student to faculty ratio to that of other South Carolina Institutions (Graph7.1-5). The university's student to faculty ratio has remained either 14 to 1 or 15 to 1 since 2005; a direct reflection of Winthrop's central priority, instruction.

**7.1-5 Three Year Average of Student to Faculty Ratio**



**Source:** IPEDS Data Center, Instition Comparison Tool,
http://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx

One of the ways in which Winthrop improves student learning is by increasing the number of enriching educational experiences available to students. Two methods used to reach this goal are to provide travel grants for students to attend professional conferences and to provide funding for faculty research completed with students. The following table shows a five year trend in the number and the total grant amount awarded for student travel. The total amount of travel grants given has increased by 107% since FY 2007.

**7.1-6 Student Travel Grants**

| Student Travel Grants | | | |
|---|---|---|---|
| Year | # of Students Receiving Awards | Total Amount Awarded | Percent Difference from Previous Year |
| **FY2011** | 129 | $24,901 | 65.24% |
| **FY2010** | 91 | $15,070 | -3.37% |
| **FY2009** | 71 | $15,595 | 24.08% |
| **FY2008** | 73 | $12,568 | 4.71% |
| **FY2007** | 65 | $12,003 | |

**Source:** Division of Academic Affairs, Office of Sponsored Programs and Research

Table 7.1-7 provides a five year trend on the number of proposals, awards, and the mean average amount of the awards given by the Research Council for faculty and student research projects.

**7.1-7 Faculty Research with Student**

| Faculty Research with Student | Award Year | | | | |
|---|---|---|---|---|---|
| | **2011** | **2010** | **2009** | **2008** | **2007** |
| Number of Proposals | 19 | 19 | 17 | 17 | 18 |
| Number of Awards | 15 | 17 | 17 | 15 | 15 |
| Average Award | $ 3,661 | $ 3,471 | $ 2,947 | $ 3,170 | $ 3,285 |

**Source:** Division of Academic Affairs, Office of Sponsored Programs and Research

In addition to providing enriching educational experiences, Winthrop provides an extensive array of academic support services and programs for students at all levels that enhance their experiences and academic development. The table below lists a few of the services and programs that Winthrop offers as well as a description of the service/program and expenditures for the past three fiscal years.

| Program/Service | FY10 | FY09 | FY08 |
|---|---|---|---|
| **LEAP** identifies, supports, and evaluates provisionally admitted students before and during their first year at Winthrop with the goal that the students become fully admitted by the end of their freshman year. | $6,681.14 | $7,122.28 | $6,634.90 |
| **TRiO (Grant and Matching University Funds)** is an academic support program designed to increase the academic performance, retention rates, and graduation rates of program members. To be accepted to the TRiO program, students must meet specific eligibility requirements. | $101,128.85 | $90,353.02 | $91,352.08 |
| **Writing Center** is open to all members of the Winthrop community, the Writing Center supports the University's mission for teaching and learning by providing free writing consultation services to help writers at all levels in all courses learn more about their writing. | $34,595.48 | $37,696.20 | $30,341.80 |
| **International Center** develops orientation sessions and cultural education programs and events to help international students integrate with and succeed in their new environment. Additionally, the IC programs help to familiarize domestic students with other cultures when they participate in programs abroad. | $57,907.07 | $31,547.63 | $41,447.11 |
| **ACAD 101 (Principles of the Learning Academy)** introduces first-year students to the concepts, resources, and skills necessary for successful higher learning and facilitates the student's adjustment to and engagement in the learning academy. | $23,302.75 | $2,041.98 | $7,486.64 |

**Source:** Office of the Associate Vice President for Finance and Business

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

Student retention encompasses the elements of both student success and student satisfaction. The following tables and graphs provide a comparison of Winthrop's retention rate to that of other South Carolina Institutions and analyzes the university's retention rate by race/ethnicity.

**7.2-1 Fall to Fall Retention Rates of First-Time, Full-Time, Degree-Seeking Freshmen (Fall 2009 Cohort)**

| | 2009 Cohort | 2008 Cohort | 2007 Cohort | 2006 Cohort | 2005 Cohort | 5-Year Average |
|---|---|---|---|---|---|---|
| **Clemson University** | 88.9% | 90.4% | 91.4% | 90.1% | 88.7% | **89.4%** |
| **USC Columbia** | 86.1% | 86.8% | 87.1% | 87.0% | 85.8% | **86.4%** |
| **College of Charleston** | 81.3% | 82.3% | 79.3% | 82.4% | 80.4% | **81.4%** |
| **The Citadel** | 79.7% | 82.7% | 83.3% | 81.0% | 81.7% | **81.4%** |
| **Winthrop University** | 69.1% | 67.3% | 71.5% | 71.6% | 74.5% | **73.1%** |
| **Coastal Carolina** | 64.5% | 65.9% | 71.4% | 71.1% | 67.4% | **69.3%** |
| **Francis Marion** | 67.5% | 67.9% | 66.7% | 68.1% | 67.4% | **67.8%** |
| **USC Aiken** | 73.1% | 69.1% | 69.2% | 68.5% | 66.5% | **67.5%** |
| **SC State University** | 62.7% | 67.0% | 64.2% | 65.4% | 64.5% | **65.0%** |
| **USC Upstate** | 69.1% | 64.5% | 65.2% | 63.5% | 65.5% | **64.5%** |
| **Lander University** | 67.8% | 70.0% | 67.9% | 59.3% | 62.2% | **60.8%** |
| **USC Beaufort** | 52.3% | 59.8% | 57.4% | 54.7% | 48.2% | **51.5%** |
| **Mean Retention Rate** | **74.8%** | **75.5%** | **76.0%** | **73.5%** | **73.1%** | **75.7%** |

**Source:** SC Commission on Higher Education, Enrollment Reports,
http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm

**7.2-3 Three Year Average of Full-Time, First-Time, Degree-Seeking Freshmen Retention Rates by Race/Ethnicity**
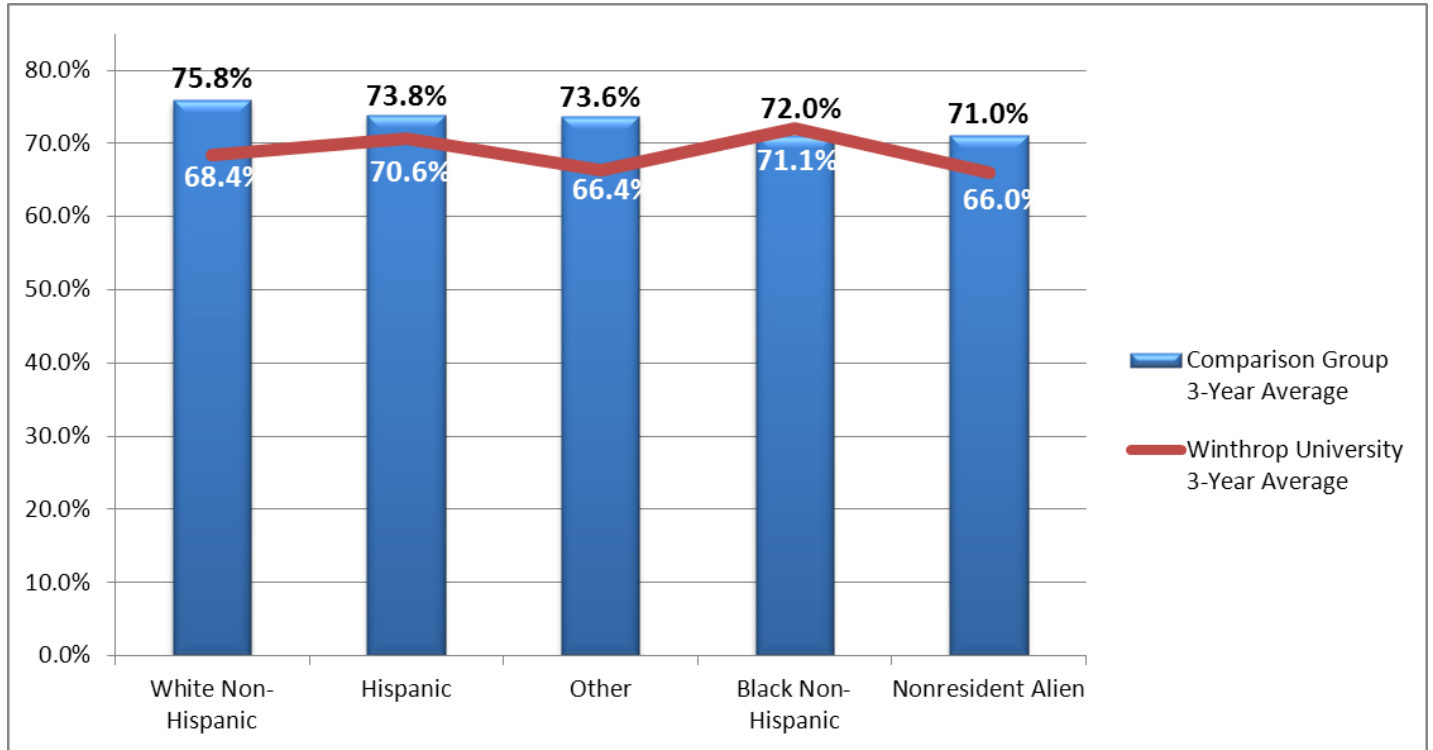
The comparison group for the previous table (7.2-3) is made up of all master's level institutions (as defined by the 2000 Carnegie classifications) that participate in the Consortium for Student Retention Data Exchange (CSRDE).
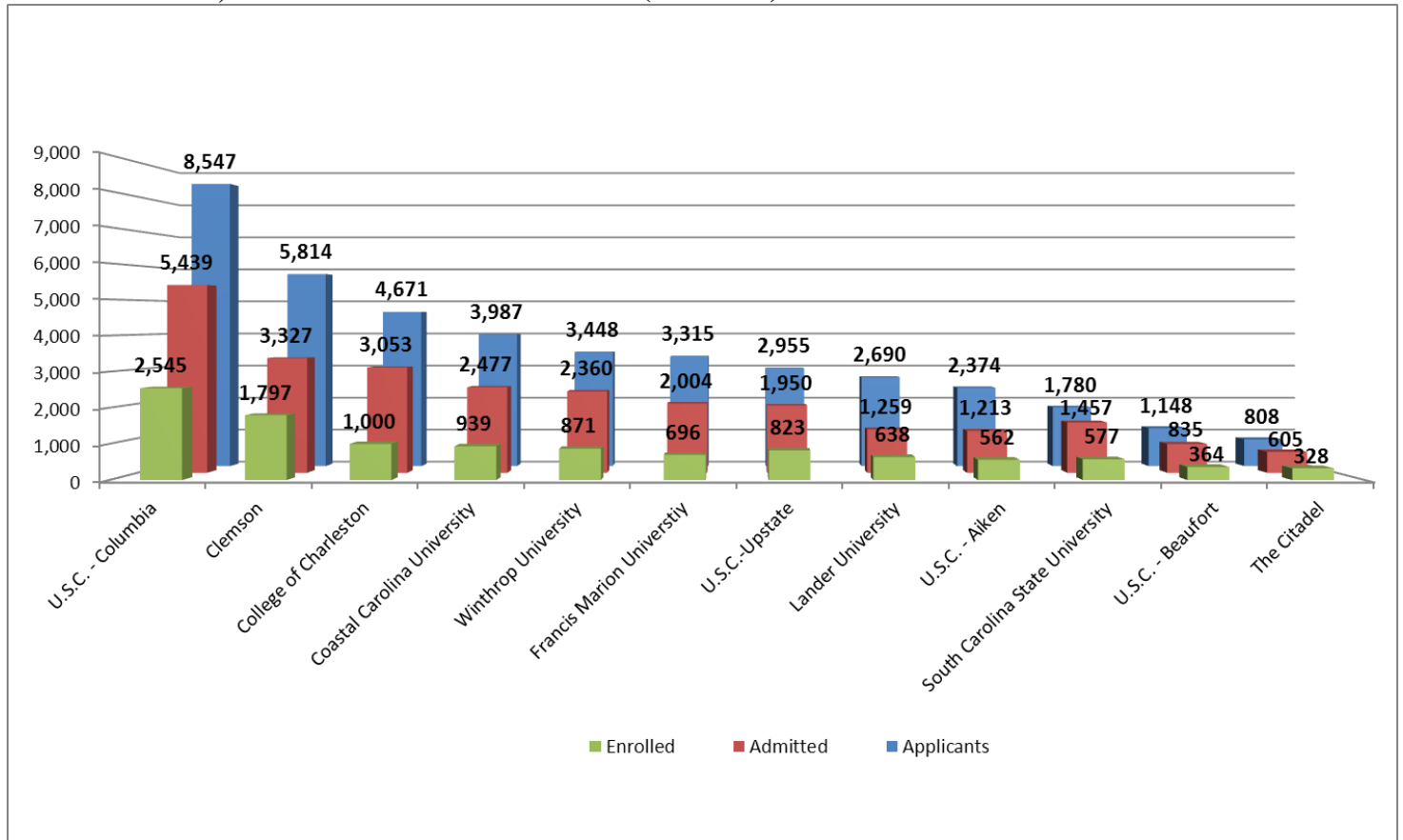
**Source:** 2008-09, 2009-10, and 2010-11 CSRDE Retention Report

Student satisfaction can also be seen in the number of applicants and enrollments the university has each year. The chart below provides comparison data for South Carolina's research institutions as well as the teaching colleges and universities.

**7.2-4 First-Time, In-State Freshmen Admissions (Fall 2010)**



**Source:** South Carolina Commission on Higher Education, Academic Year 2010-11 Enrollment Reports, First-Time Freshmen Admissions Data, http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment/2010-11.htm

During the 2010-11, Winthrop administered its Senior Survey to students who graduated in the summer of 2010, fall 2010, and spring 2011. This survey provides the university with demographic information, plans following graduation, participation in campus programs, as well as satisfaction with academics, student life, general education, student services and the university as a whole. Of the 936 undergraduate students who earned baccalaureate degrees in AY 2010-11, 421 responded to the senior survey for a 44.98% response rate. When asked if they would choose to attend Winthrop again and if they would choose the same major, 80.76% of students would choose to attend Winthrop again and 83.33% of students who select the same major. The tables below provide information on the average satisfaction level for students in a variety of areas.

## 7.2-4 Satisfaction with Academic Services and Programs
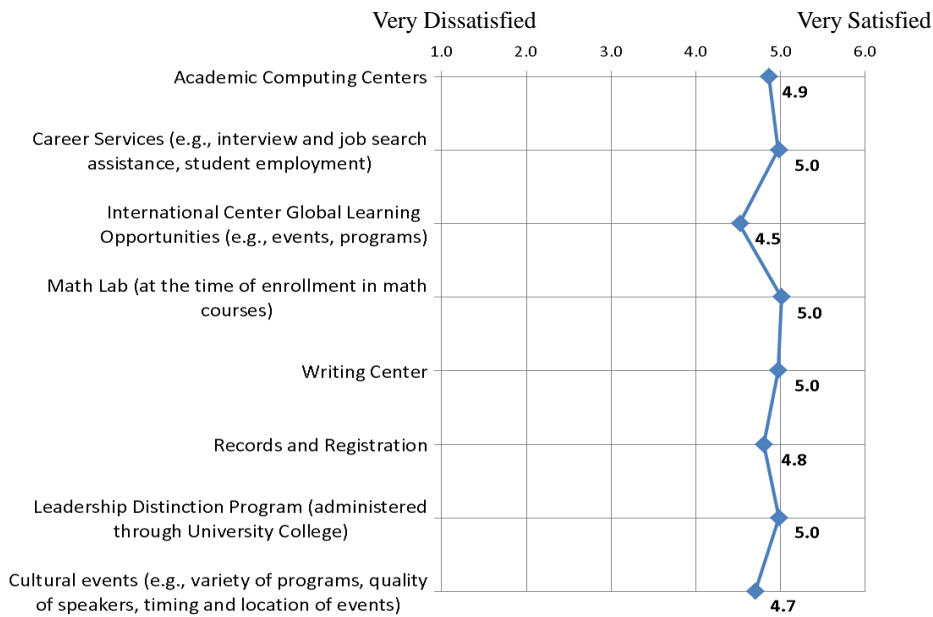


## 7.2-5 Satisfaction with Winthrop's Academic Offerings, Experiences and Resources
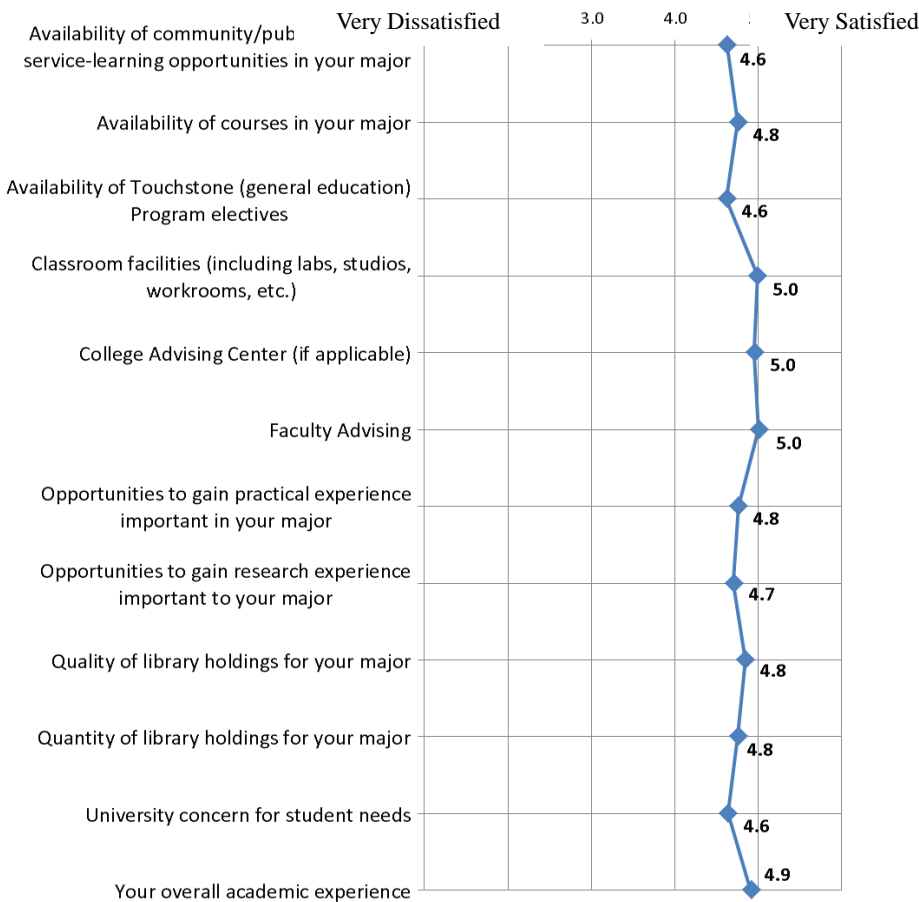
**7.2-6 Satisfaction with Student Life Services and Programs**
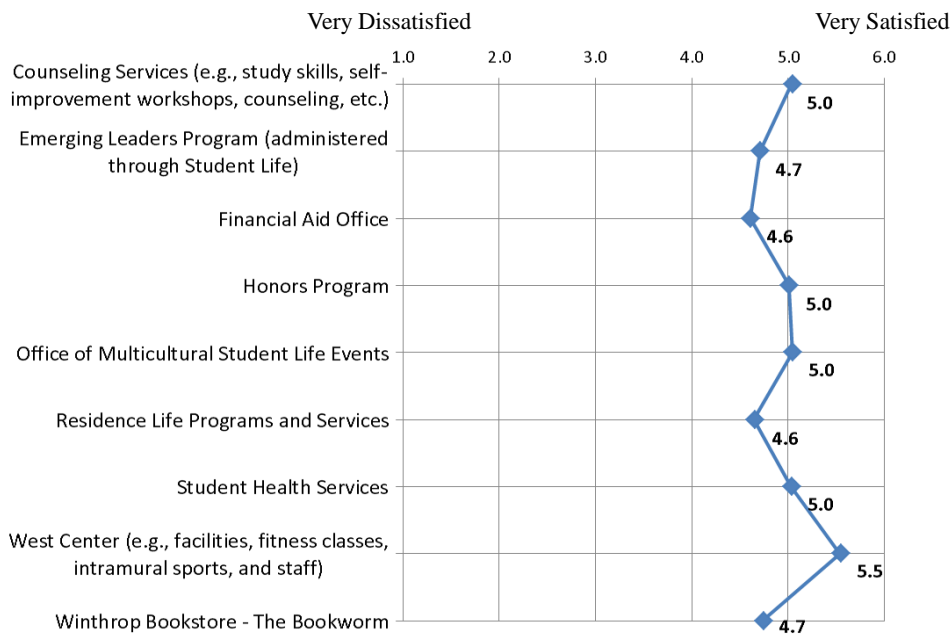


**Source (Graphs 7.2-4, 7.2-5, and 7.2-6):** AAAS, Office of Assessment

Winthrop administers NSSE every two years. The most recent publicized data are from 2009. On  NSSE indicators measuring supportive campus environment, Winthrop students reported higher rates (compared to the national NSSE cohort) on the following:

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

**7.2.7 Overall satisfaction on multiple indicators measured with NSSE**

| Level of Academic Challenge | First-Year | Senior |
|---|---|---|
| Winthrop | 54.7 | 56.4 |
| Carnegie Class | 53.7 | 57.0 |
| **Active and Collaborative Learning** | First-Year | Senior |
| Winthrop | 48.8 | 56.2 |
| Carnegie Class | 43.2 | 51.0 |
| **Student-Faculty Interaction** | First-Year | Senior |
| Winthrop | 36.0 | 50.2 |
| Carnegie Class | 35.2 | 41.7 |
| **Enriching Educational Experiences** | First-Year | Senior |
| Winthrop | 33.0 | 48.7 |
| Carnegie Class | 27.0 | 38.4 |
| **Supportive Campus Environment** | First-Year | Senior |
| Winthrop | 64.2 | 63.7 |
| Carnegie Class | 61.6 | 58.8 |

**Source:**  AAAS, Office of Assessment

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

## 7.3-1 State Appropriations per FTE

| | 2008-09 Appr. | Fall 2008 FTE | 2008 Appr/FTE | 2009-10 Appr. | Fall 2009 FTE | 2009 Appr/FTE | 2010-11 Appr. | Fall 2010 FTE | 2010 Appr/FTE |
|---|---|---|---|---|---|---|---|---|---|
| USC Columbia | $140,045,699 | 25,077 | $5,585 | $128,520,804 | 25,939 | $4,955 | $101,531,435 | 26934 | $3,770 |
| Clemson | $86,028,361 | 17,367 | $4,954 | $78,498,132 | 18,238 | $4,304 | $62,013,524 | 18421 | $3,366 |
| SC State | $18,065,137 | 4,358 | $4,145 | $16,471,285 | 3,766 | $4,374 | $13,012,315 | 3,998 | $3,255 |
| Francis Marion | $14,680,433 | 3,358 | $4,372 | $13,388,078 | 3,465 | $3,864 | $10,576,581 | 3,559 | $2,972 |
| Citadel | $12,347,148 | 3,107 | $3,974 | $11,256,224 | 3,202 | $3,515 | $8,892,417 | 3,271 | $2,719 |
| **Winthrop** | $17,838,919 | 5,363 | $3,326 | $16,262,774 | 5,355 | $3,037 | $12,847,592 | 5,231 | $2,456 |
| USC Aiken | $8,513,797 | 2,730 | $3,119 | $7,772,409 | 2,797 | $2,779 | $6,140,203 | 2,835 | $2,166 |
| Lander | $8,310,088 | 2,377 | $3,496 | $7,592,240 | 2,647 | $2,868 | $5,997,870 | 2,851 | $2,104 |
| College of Charleston | $26,054,537 | 9,806 | $2,657 | $23,752,507 | 10,191 | $2,331 | $18,764,481 | 10,205 | $1,839 |
| USC Upstate | $14,187,479 | 4,546 | $3,121 | $10,138,616 | 4,839 | $2,095 | $8,009,507 | 4,946 | $1,619 |
| Coastal | $12,675,241 | 7,609 | $1,666 | $11,555,329 | 7,865 | $1,469 | $9,128,710 | 8,302 | $1,100 |
| USC Beaufort | $2,012,013 | 1,193 | $1,687 | $1,834,243 | 1,444 | $1,270 | $1,449,052 | 1,518 | $955 |

*Excludes MUSC and USC School of Medicine
**Source:**  South Carolina Legislature Online, Budget Bills, http://www.scstatehouse.gov/html-pages/budget.htm

As a result of the economic recession in South Carolina and the rest of the nation in recent years, Winthrop has had to absorb major reductions in state appropriations.  Winthrop has responded to the significant decrease in state appropriation funding with campus-wide cost reduction plans in conjunction with increases in tuition and fees.  The need to increase tuition and fees has been felt by all public institutions across the state.  Table 7.3-1 compares Winthrop's percent increase in total price for in-state and out-of-state students as compared to that of other SC institutions.

## 7.3-1 Percent Increase of Published Tuition and Fees for In-State Students
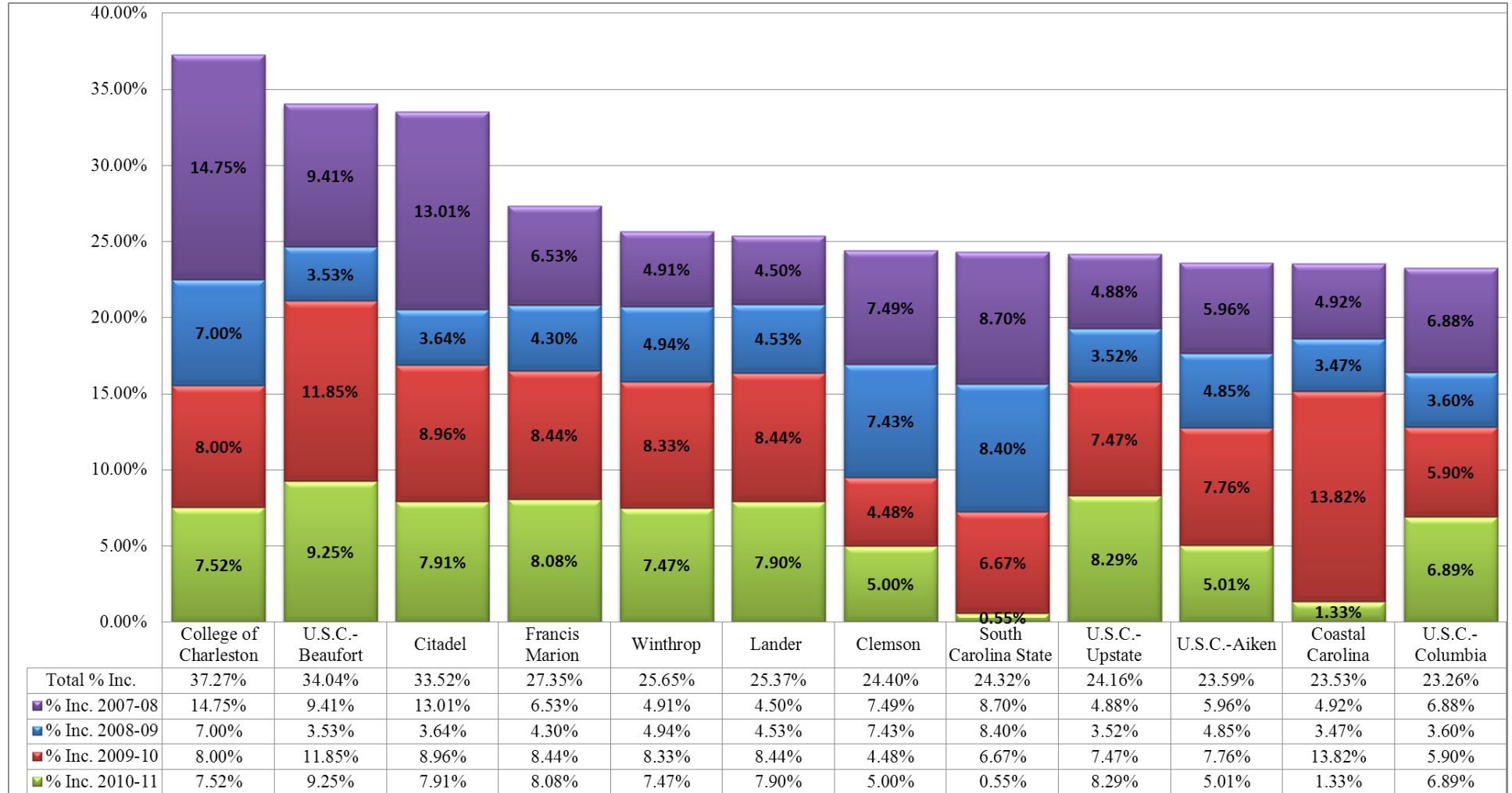
| | College of Charleston | U.S.C.-Beaufort | Citadel | Francis Marion | Winthrop | Lander | Clemson | South Carolina State | U.S.C.-Upstate | U.S.C.-Aiken | Coastal Carolina | U.S.C.-Columbia |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total % Inc. | 37.27% | 34.04% | 33.52% | 27.35% | 25.65% | 25.37% | 24.40% | 24.32% | 24.16% | 23.59% | 23.53% | 23.26% |
| % Inc. 2007-08 | 14.75% | 9.41% | 13.01% | 6.53% | 4.91% | 4.50% | 7.49% | 8.70% | 4.88% | 5.96% | 4.92% | 6.88% |
| % Inc. 2008-09 | 7.00% | 3.53% | 3.64% | 4.30% | 4.94% | 4.53% | 7.43% | 8.40% | 3.52% | 4.85% | 3.47% | 3.60% |
| % Inc. 2009-10 | 8.00% | 11.85% | 8.96% | 8.44% | 8.33% | 8.44% | 4.48% | 6.67% | 7.47% | 7.76% | 13.82% | 5.90% |
| % Inc. 2010-11 | 7.52% | 9.25% | 7.91% | 8.08% | 7.47% | 7.90% | 5.00% | 0.55% | 8.29% | 5.01% | 1.33% | 6.89% |

**Source:** IPEDS Data Center, Instition Comparison Tool, http://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx

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Financial aid is a critical component necessary for many students to be able to afford to attend the university. Ninety-six percent of Winthrop's full-time, first-time undergraduate students received federal, state, local, or institutional grant aid during the 2009-10 academic year. Figure 7.3-2 shows the average amount of federal, state, local, or institutional grant aid received by students at SC research instutitions and teaching colleges/universities during 2009-10.

7.3-2 Average Amount of Federal, State, or Local Institutional Grant Aid Received by Full-Time First-Time Undergraduates (2009-10)



**Source:** IPEDS Data Center, Instition Comparison Tool,
http://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx
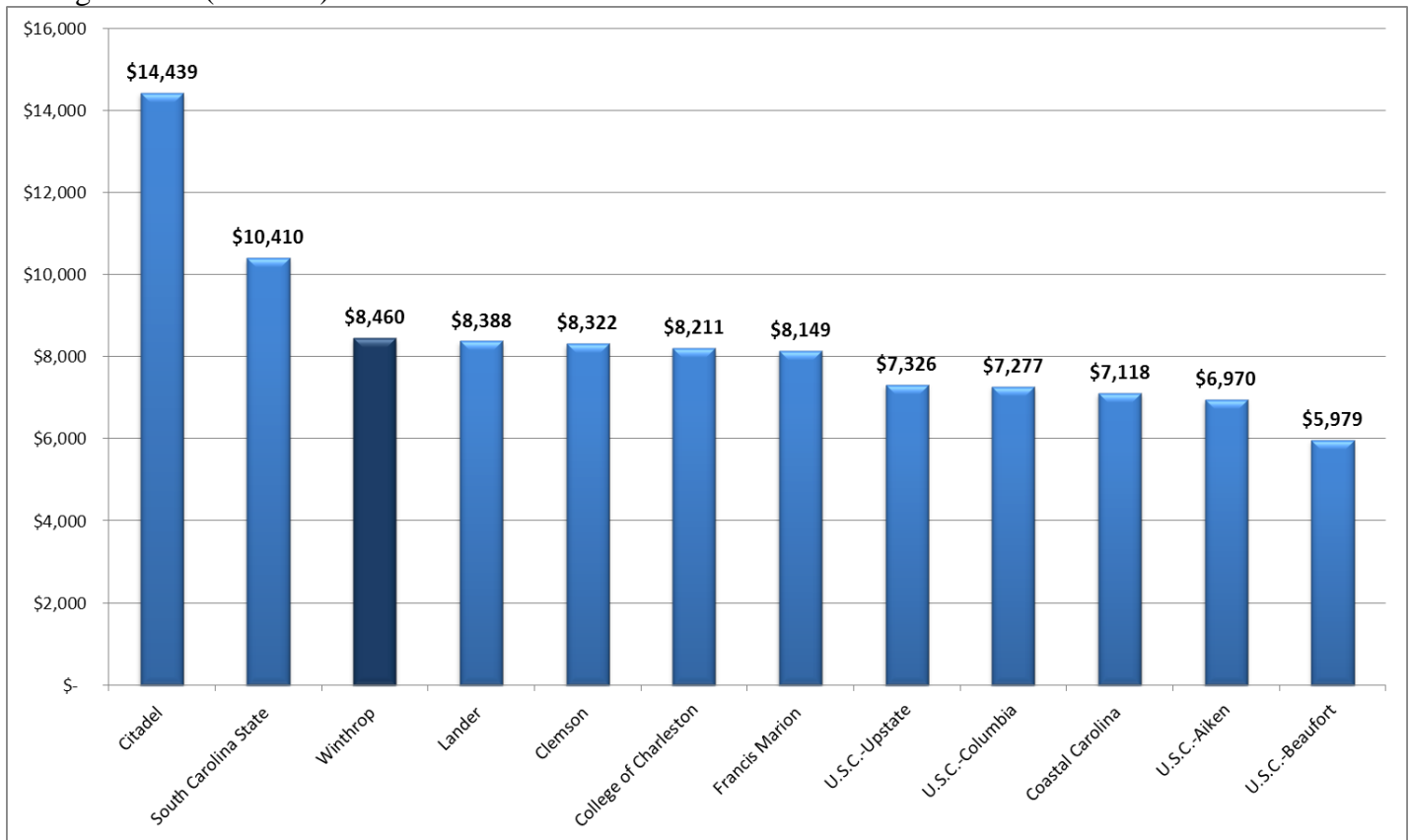
### 7.4 Performance levels and trends for key measures of workforce engagement, satisfaction, development of workforce, workforce retention, and workforce climate (including health, safety, security)

• All employees are evaluated annually as described in Category 5. Workforce performance review data are confidential and not available for trend or comparative analysis.

• Winthrop University meets all regulatory requirements for workforce climate including health, safety and security. Noteworthy initiatives in the past few years include: establishment of the Critical Incident Management System and Response Team, implementation of Alertus, and institution-wide communication related to public health initiatives, for example, management of H1N1 virus.

A key indicator for the engagement of Winthrop's workforce is the total number of external grants awarded to Winthrop University as well as the amount awarded. Winthrop University has applied for and received grants in a variety of divisions and colleges. The following grants are just a few of those received in the 2010-11 academic year.

- NetSCOPE, Teacher Quality Partnership Program, U.S. Department of Education, $7.3 million;
- NetLEAD, School Leadership Program, U.S. Department of Education, $3.7 million;
- TRiO, U.S. Department of Education, $1.19 million;
- WISE, Robert Noyce Teacher Scholarship Program, U.S. National Science Foundation, $1.19 million;
- McNair Post-Baccalaureate Program, U.S. Department of Education, $880,000;
- Underground steam pipelines, U.S. Department of Energy, $416,476;
- Regulation of Cardiac Myocyte Proliferation and Myocardial Regeneration in *Ciona Intestinalis*, National Institute of Health, $419,115; and
- FOCUS – Academic Success Center, University College, U.S. Department of Education, $350,000.

Table 7.4-1 Number and Amount of External Grants Received by Winthrop University

| External Grants | | | |
|---|---|---|---|
| Year | # of Grants Awarded | Total Amount Awarded | Percent Difference from Previous Year |
| **FY2011** | 37 | $12,135,898 | -27.08% |
| **FY2010** | 59 | $16,642,590 | 284.27% |
| **FY2009** | 36 | $ 4,330,981 | 73.38% |
| **FY2008** | 48 | $2,497,977 | -43.73% |
| **FY2007** | 55 | $4,439,359 | |

**Source:** Division of Academic Affairs, Office of Sponsored Programs and Research

Winthrop University's Teaching and Learning Center offers faculty and staff development opportunities throughout the year. The table below details the type and number of opportunities offered.

**7.4-2 Teaching and Learning Center Training Sessions (Engagement and Workforce Development)**

| Category | 2010-11 | 2009-10 | 2008-09 | 2007-08 |
|---|---|---|---|---|
| **Computer*** | 134 | 50 | 102 | 47 |
| **Faculty/Staff Development** | 28 | 28 | 41 | 34 |
| **Other** | 4 | 4 | 10 | 10 |
| **Total** | 166 | 82 | 153 | 91 |

*Computer training sessions included faculty including Banner, WebCT, Blackboard, and SMART technology. Faculty/Staff  development sessions addressed issues such as pedagogy and human resource issues.
**Source:** University College, Teaching and Learning Center

In addition, Winthrop's Research Council reviews proposals and awards funding in three areas: 1) individual faculty research, 2) faculty research with students as co-investigators, and 3) curriculum enhancement/instructional improvement. The table below details a five year trend on the number of proposals, awards, and the mean average amount of the awards given by the Research Council for faculty research and curriculum enhancement/instructional improvement.

**7.4-3 Winthrop Research Council Proposals and Awards**

| Item | Award Year | | | | | |
|---|---|---|---|---|---|---|
| | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 |
| **Faculty Research** | | | | | | |
| **Number of Proposals** | 8 | 8 | 12 | 11 | 19 | 15 |
| **Number of Awards** | 5 | 8 | 11 | 11 | 16 | 13 |

| Item | Award Year | | | | | |
|---|---|---|---|---|---|---|
| | **2011** | **2010** | **2009** | **2008** | **2007** | **2006** |
| **Mean Average Award** | $ 2,616 | $ 2,398 | $ 3,003 | $ 2,835 | $ 2,137 | $ 2,158 |
| **Curriculum Enhancement/Instructional Improvement** | | | | | | |
| **Number of Proposals** | 14 | 22 | 18 | 15 | 22 | 12 |
| **Number of Awards** | 12 | 20 | 16 | 13 | 14 | 12 |
| **Mean Average Award** | $ 3,008 | $ 2,204 | $ 2,644 | $ 3,218 | $ 2,508 | $ 3,101 |

**Source:** Division of Academic Affairs, Office of Sponsored Programs and Research

To assist in the recruitment and retention of quality faculty, Winthrop annually tracks the average faculty salary of full-time nine month faculty and compares these results to those of other South Carolina institutions. Table 7.4-3 presents the information for the fall of 2010.**7.4-3 Average Salaries of Full-Time Teaching Faculty South Carolina Research Institutions and Teaching Colleges and Universities**

| Institution | Professor | | Associate Prof. | | Assistant Prof. | | Instructor | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **N** | **Avg. Salary** | **N** | **Avg. Salary** | **N** | **Avg. Salary** | **N** | **Avg. Salary** | **N** | **Avg. Salary** |
| **Clemson** | 343 | $106,161 | 248 | $76,386 | 262 | $67,689 | 3 | $49,075 | 856 | $85,559 |
| **U.S.C. - Columbia** | 351 | $114,851 | 415 | $82,808 | 408 | $73,893 | 148 | $45,593 | 1322 | $84,398 |
| **The Citadel** | 53 | $84,253 | 51 | $67,879 | 64 | $56,117 | N/A | N/A | 170 | $68,333 |
| **Coastal Carolina** | 58 | $82,640 | 84 | $68,877 | 115 | $56,232 | 16 | $45,593 | 273 | $65,110 |
| **College of Charleston** | 127 | $81,074 | 151 | $63,927 | 171 | $59,190 | 61 | $47,795 | 510 | $64,679 |
| **Winthrop** | 71 | $75,170 | 98 | $65,383 | 87 | $54,557 | 30 | $43,751 | 286 | $62,250 |
| **Francis Marion** | 62 | $74,829 | 48 | $59,881 | 78 | $53,130 | 14 | $47,499 | 202 | $61,004 |
| **South Carolina State** | 45 | $73,647 | 49 | $62,805 | 90 | $57,603 | 32 | $44,437 | 216 | $60,175 |
| **U.S.C. - Beaufort** | 11 | $73,278 | 16 | $61,385 | 15 | $50,467 | 17 | $45,998 | 59 | $56,393 |
| **U.S.C. - Upstate** | 31 | $74,076 | 42 | $61,751 | 64 | $52,044 | 67 | $46,413 | 204 | $55,541 |
| **U.S.C. - Aiken** | 28 | $72,786 | 34 | $59,408 | 42 | $52,167 | 39 | $42,244 | 143 | $55,219 |
| **Lander** | 16 | $68,151 | 33 | $52,981 | 42 | $49,494 | 21 | $39,903 | 112 | $51,388 |

**Source:** South Carolina Commission on Higher Education, Fall 2010 Summary Salary Report, http://www.che.sc.gov/Finance/CHEMIS/Fall2010/Faculty/SUMM_FT_FACL_SAL.pdf#page=2

*7.5 Performance levels and trends, organizational effectiveness/operational efficiency, work system performance* *Organizational Performance Results (Key Result Areas include: Student Learning Results; Student and Stakeholder Focused Results; Budgetary, Financial, and Market Results; Workforce-Focused Results; Process Effectiveness Results, and Leadership and Social Responsibility Results).* ***Note:*** *Results Information (i.e. each chart, graph, table) reported for Category 7 should be referenced to the specific question number (Ex. Chart 7.1-1, Graph 7.1-2, Table 7.1-3). The first digit identifies the Category in which the questions are asked. The second digit identifies the specific question number. The third digit identifies the sequential position of the specific chart, graph or table included in your response to each question.*

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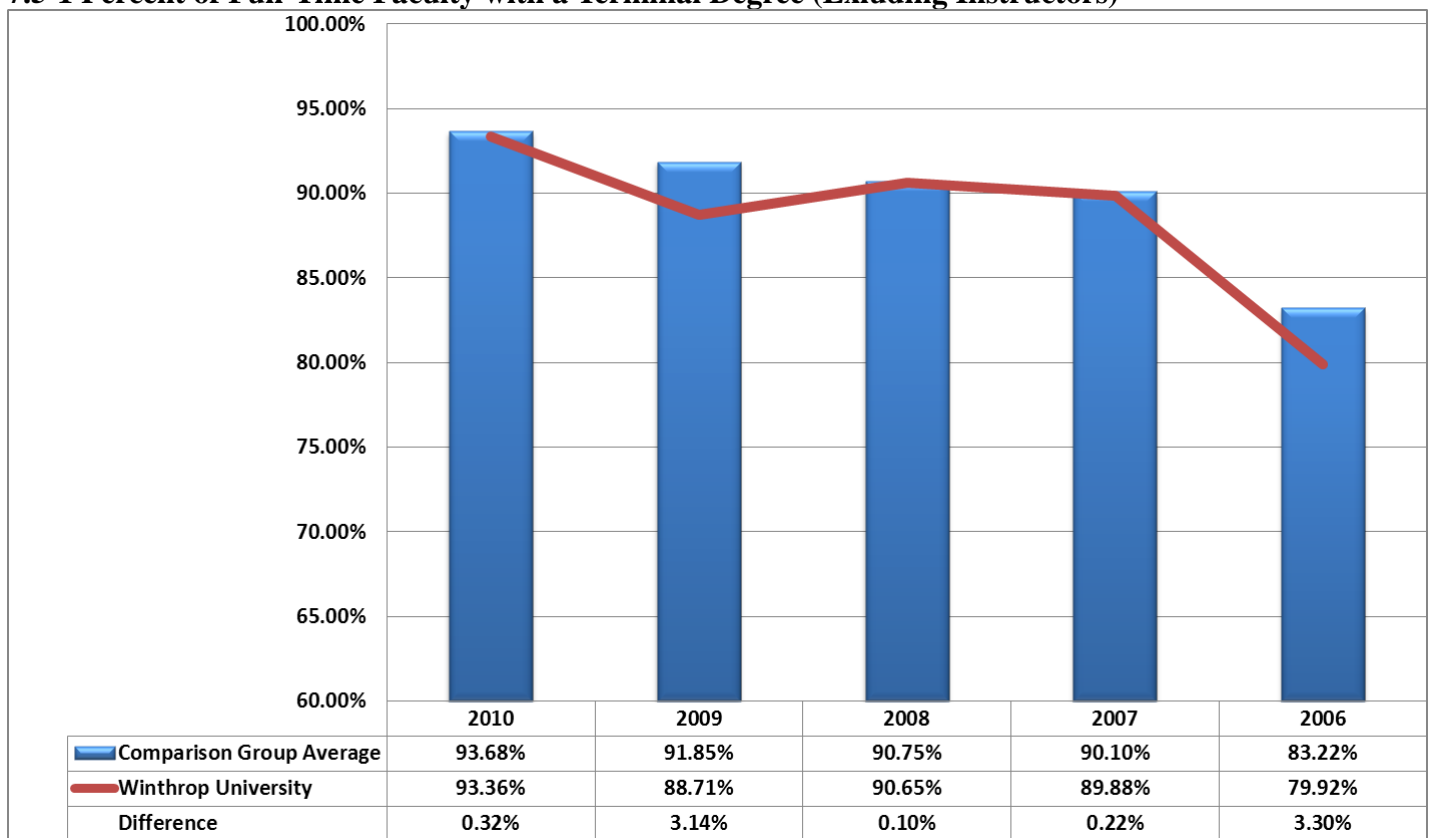
on the nature and character of Winthrop University (*The Winthrop Plan*, February 4, 2006) inform Winthrop's systematic planning and review processes. Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively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

One area in which Winthrop has seen improvements in its work force is in the percent of full-time faculty who have a terminal degree (as determined by the SACS definition of terminal degree). Winthrop has seen an increase in that percentage rate in four out of the last five years. The graph below provides detailed information on Winthrop and a comparison to other South Carolina Institutions.

**7.5-1 Percent of Full-Time Faculty with a Terminal Degree (Exluding Instructors)**



| | 2010 | 2009 | 2008 | 2007 | 2006 |
|---|---|---|---|---|---|
| Comparison Group Average | 93.68% | 91.85% | 90.75% | 90.10% | 83.22% |
| Winthrop University | 93.36% | 88.71% | 90.65% | 89.88% | 79.92% |
| Difference | 0.32% | 3.14% | 0.10% | 0.22% | 3.30% |

The comparison group is made up of South Carolina's research institutions and comprehensive teaching colleges and universities.
**Source:** South Carolina Commission on Higher Education, Current & Historical Faculty Data, http://www.che.sc.gov/New_Web/Rep&Pubs/Faculty.htm

Technology is major contributing factor to the instructional and operational effectiveness of the institution. Winthrop has 177 classrooms with SMART Technology and over 40 open access and operational labs. Winthrop is constantly working to maintain and improve its technological infrastructure. Table 7.5-1 details Winthrop's computer software, hardware, and systems upgrade expenditures for the past three fiscal years.

**7.5-1 Technology Improvement and Maintenance Expenditures**

|  | FY10 | FY09 | FY08 |
|---|---|---|---|
| **IT Equipment Less Than $5000** | 567,657.66 | 1,481,099.09 | 1,574,443.29 |
| **Technology Supplies And Software** | 237,694.19 | 136,691.21 | 171,791.13 |
| **Maintenance** | 718,524.04 | 27,419.52 | 50,038.33 |
| **IT Equipment Over $5000** | 251,054.96 | 803,511.12 | 362,026.08 |
| **Total** | 1,774,930.85 | 2,448,720.94 | 2,158,298.83 |

**Source:** Division of Finance and Business, Office of the Associate Vice President for Finance and Business

*7.6 Performance levels for key measures related to leadership and social responsibility*
Winthrop's mission-based focus related to leadership and social responsibility is documented in its mission, the Vision of Distinction (VOD), and the Winthrop Plan, and accomplished through its visionary planning process objectives to be and be recognized as a leader in community/public service, and to integrate community/public service into Winthrop educational experiences. Detailed in the Winthrop Plan, the University's community/public service objectives emerge from its strategic values: University Community and Partnerships and Collaborations. Examples of Winthrop's achievements related to leadership and social responsibility are enumerated below.

- A U.S. Department of Education grant will be used for a "school leadership program" to recruit, train and mentor principals and assistant principals. Faculty members with Winthrop's Richard W. Riley College of Education and the College of Business Administration will work with districts located in Chester, Cherokee, Dillon, Fairfield, Marion, Marlboro, and Union counties (News-Events 8-5-10).

- Winthrop is a member of the SC INBRE partnership (IDeA Networks of Biomedical Research Excellence), which enables Winthrop biology and chemistry students and faculty to participate in collaborative research that has a direct impact on the health and well-being of individuals.

- The Rocha Project, an international service initiative between Winthrop University and the Rocha community in Nicaragua, exemplifies the spirit of community-public service and Winthrop's University-Community partnership.

- The Winthrop University Small Business Development Center serves the region and state as an affordable consulting service for beginning and existing businesses.

- Noted in the Association to Advance Collegiate Schools of Business (AACSB) On-Site Team Visit Report March 2010 (p.4.), "since 2004, 61 classes have done field-based learning projects serving more than 163 clients" through Project Partner Program of Outreach and Field-based Learning initiatives.

- The Winthrop Transition to College (WTC) program initiated in fall 2010 is an inclusive program to provide postsecondary opportunities for high school students ages 18-21 from Rock Hill and Fort Mill, SC school districts who have mild to moderate intellectual disabilities. This innovative community service program is funded by the College Transition Connection (CTC) with financial support from the state of South Carolina.

- Winthrop University Gallery (WUG) "promotes academic excellence and human understanding through visual art and design." Artists and Civic Engagement (ACE), administered through WUG, facilitates community-based initiatives such as the 2010-11 Terpsichore student dance organization.

- The Arts in Basic Curriculum ABC Project is a statewide collaborative initiative directed by the South Carolina Arts Commission, the South Carolina Department of Education, and Winthrop University's College of Visual and Performing Arts to ensure that every child in South Carolina has access to a quality comprehensive arts education.

- The ABC Outreach program provides leadership to teachers and administrators in schools and districts that currently are not involved in the ABC Project network for the development and implementation of quality arts education programs (music, visual art, theatre, dance, and creative writing) and curricula based on the South Carolina Visual and Performing Arts Curriculum Standards.

- Among the learning objectives for students who complete the Leadership Distinction program is that participants will "operate within an ethical values system that recognizes the connections among leadership, social responsibility, and the needs of the community."

- Winthrop's Health and Counseling Services partner with community organizations to use Department of Justice federal monies to create community response initiatives (e.g., coordinating victim-services, training programs) for female victims and survivors of violence (*News-Events 1-7-11*).

- The College of Business Administration recognized five alumni and business leaders on April 21 at the Pinnacle Awards for their contributions to the university and the community ( *News-Events 4-22-11*).

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

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

- Selected as one of 18 schools out of 128 applicants, Winthrop University was awarded a $25,000 grant to participate in a leadership project promoting the education of our students for personal and social responsibility.

- On the 2009 National Survey of Student Engagement, Winthrop freshmen participated at a significantly higher level in a community-based project (e.g. service learning) as a part of a regular course than all freshmen participating in NSSE (89% participation versus 38%).

# Winthrop University 2010-11 State Accountability Report

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

| Program | Degree | Accrediting/Specialization Organization | Accredited Status | Year Last Visit | Next Self-Study |
|---|---|---|---|---|---|
| Business Administration | B,M | Association to Advance Collegiate Schools of Business (AACSB) | Full | 2010 | 2016 |
| Computer Science | B | Accreditation Board for Engineering & Technology (ABET) | Full | 2010 | 2016 |
| Business Administration (Personal Fin Planning) | B | Certified Financial Planner Board of Standards (CFP) | Full | N/A | 2012 |
| Education | B,M | National Council for Accreditation of Teacher Education (NCATE) | Full | 2008 | 2009 |
| School Psychology | MS, SSP | National Association of School Psychologist (NASP) | Full | N/A | 2011 |
| Counseling | M | Council for Accreditation of Counseling and Related Educational Programs (CACREP) | Full | 2008 | 2016 |
| Athletic Training | B | Commission on Accreditation of Athletic Training Education (CAATE) | Full | 2009 | 2020 |
| Exercise Science | B | Commission on Accreditation of Allied Health Education Programs (CAAHEP) | Initial App 2007 | N/A | 2011 |
| Macfeat Laboratory School | | National Association of the Education of Young Children (NAEYC) | Full | 2010 | 2015 |
| Sport Management | B | Commission on Sport Management Accreditation (COSMA) | Full | 2004 | 2011 |
| Mass Communication | B | Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) | Full | 2008 | 2013 |
| Dietetics | B | Commission on Accreditation for Dietetics Education (CADE) | Full | 2009 | 2014 |
| Chemistry | B | American Chemical Society (ACS) | Full | N/A | 2009 |
| Social Work | B,M | Council on Social Work Education (CSWE) | Full | 2009 | 2012 |
| Music | B,M | National Association of Schools of Music (NASM) | Full | 2003 | 2013 |
| Music Performance | B,M | National Association of Schools of Music (NASM) | Full | 2003 | 2013 |
| Music Education | B,M | National Association of Schools of Music (NASM) | Full | 2003 | 2013 |
| Interior Design | B | Council for Interior Design (CIDA) | Full | 2009 | 2012 |
| Dance | B | National Association of Schools of Dance (NASD) | Full | 2008 | 2019 |
| Dance – Teacher Cert | B | National Association of Schools of Dance (NASD) | Full | 2008 | 2019 |
| Theatre | B | National Association of Schools of Theatre (NAST) | Full | 2004 | 2014 |
| Theatre – Performance | B | National Association of Schools of Theatre (NAST) | Full | 2004 | 2014 |
| Theatre – Design/Technical | B | National Association of Schools of Theatre (NAST) | Full | 2004 | 2014 |
| Theatre – Teacher Cert | B | National Association of Schools of Theatre (NAST) | Full | 2004 | 2014 |
| Art | B | National Association of Schools of Art & Design (NASAD) | Full | 2002 | 2012 |
| Art History | B | National Association of Schools of Art & Design (NASAD) | Full | 2002 | 2012 |
| Art Education | B,M | National Association of Schools of Art & Design (NASAD) | Full | 2002 | 2012 |
| Fine Arts | B,M | National Association of Schools of Art & Design (NASAD) | Full | 2002 | 2012 |
| Art – Teaching | M | National Association of Schools of Art & Design (NASAD) | Full | 2002 | 2012 |