

Accountability Report Transmittal Form

Agency Name:	Winthrop University
Date of Submission:	September 15, 2013
Agency Director:	Dr. Jayne Marie Comstock
Agency Contact Person:	Karen C. Jones
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Winthrop University 2012-13 State Accountability Report



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Executive Summary 2012-2013

Mission

Winthrop's [mission](#) is to be among the best comprehensive teaching universities in the U.S.A. Winthrop University (WU) recruits South Carolina's most able students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and the state. Winthrop's six enduring strategic values are enumerated in its annual [Vision of Distinction \(VOD\) brochure](#), further explained in the [2006 Winthrop Plan](#), and facilitate achievement of Winthrop's institutional mission.

Winthrop is a [competitive-admission, residential university](#) offering quality undergraduate and graduate programs, applied research, and public service, with emphasis on service to South Carolina. Winthrop's intentional focus on community/public service was recognized when it was awarded the elective [Carnegie Classification on Community Engagement](#) (Curricular Engagement and Outreach and Partnerships) in 2009. Winthrop integrated community/public service into its undergraduate university level competencies ([ULCs](#)). Specifically, ULC Two (personal and social responsibility) states that *Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.*

Major Achievements 2012-13

WU's major achievements and contributions span [all divisions](#) and are presented in the context of its strategic values (*Winthrop community, student body, academic life, facilities and environs, technology and support services, and community-university partnerships and collaborations*) and [four goals articulated in South Carolina's 2009 report](#), "Leveraging Higher Education for a Stronger South Carolina": *make SC one of the most educated states; increase research and innovation in SC; make SC a Leader in Workforce Training and Educational Services; and realize SC's Potential – Resources and Effectiveness*.

Winthrop Community civic engagement, community-public offerings, the arts, athletics, p. 5 We cherish the gifts of all people, and value individuals for the creations, achievements, and contributions with which they enrich our campus.

- Winthrop students witnessed [President Barack Obama's acceptance speech on September 6th during the Democratic National Convention held in Charlotte, NC](#); met the manager of political coverage for CNN—Steve Brusk; talked with a top political journalist from The Atlanta Journal-Constitution, Aaron Gould Sheinin; and questioned one of the top Democratic leaders in the U.S. House of Representatives, Jim Clyburn.
- [Winthrop hosted 2012 campaign stops for Republican and Democratic candidates](#) seeking to represent SC's Fifth Congressional District.
- Winthrop's Richard W. Riley College of Education, the Center for Career and Civic Engagement, and the Palmetto State Teachers' Association collaborated to host [South Carolina's former Superintendent of Education, Jim Rex, who met with WU students, and the public, to stress the importance of voting.](#)
- SC business owners obtained guidance on their tax responsibilities during a [free workshop sponsored by Winthrop's Small Business Development Center](#). During the October 2012 workshop, the Internal Revenue Service (IRS), the SC Department of Revenue (SC DOR) and the SC Employment Security Commission (ESC) offered guidance on record-keeping, business entity types, Schedules C & SE and employment taxes.
- [Winthrop hosted Shakespeare Carolina, a culturally diverse organization that promotes color and gender blind casting](#) and seeks to promote the universality of the classical canon to audiences that may not otherwise be exposed to the works of the world's greatest playwright.
- Susie Hinton, [former Rock Hill councilmember for Ward 1](#), was keynote speaker for Winthrop's Kwanzaa Celebration in November 2012. Hinton spoke on *Kujichagulia*, which means self-determination.

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- Winthrop sponsored a [benefit concert to continue the Rocha, Nicaragua, international service learning initiative](#). In January 2013, Dr. Ginger Williams (History) led another student team to Rocha, Nicaragua. During spring 2013, Dr. Williams and Dr. Wendy Campbell (Social Work) taught a course on the history and environment of Nicaragua.
- [WU's Social and Behavioral Research Laboratory provided students with opportunities to gain social science research skills](#) associated with community needs assessment and political polling in 2012-13, serving South Carolina, the nation and the Winthrop community.
- ["International Evening Under the Stars"](#) was co-sponsored by WU's [Athletics Department](#) and the [Global Learning Initiative](#) to promote global learning.

Academic Life *Guided by a strong commitment to outstanding teaching informed and enhanced by research and service opportunities for faculty and students, Winthrop University places learning at the forefront of all we do (p.7).*

- The [George W. Bush Institute named Winthrop University as one of nine new sites](#) for the [Alliance to Reform Education Leadership \(AREL\)](#) (Richard W. Riley College of Education), a network of innovative principal preparation programs in the U.S.A. changing the way school leaders are recruited, selected, educated, evaluated and empowered.
- Winthrop placed [ninth in the US News and World Report rankings among fellow Southern public institutions that grant bachelor and master's degrees, and tied for 25th among public and private universities](#).
- WU's College of Business Administration (CBA) [used findings from a comprehensive review to redesign its MBA program](#) to focus on globalization, communication, sustainability, analytics and technology.

Student Body (*diverse, achievement-oriented, socially responsible*) *research, community service and leadership, preparation for graduate studies, student veterans (p.8).*

- **Winthrop students contributed 64,125 hours of public/community service, valued at \$ 1,102,950.00**, to South Carolina, the region and beyond in 2012-13. The economic value of WU students' public/community service was calculated using the [2012 estimated hourly value of volunteer time](#) in South Carolina, \$17.20. Data were reported by Winthrop's Center for Career and Civic Engagement (CCCE) and included programming delivered through CCCE, Greek Life, Athletics, and some academic areas.
- Twenty-three [Winthrop McNair scholars presented their research](#) at **Winthrop's annual research symposium**.
- **Winthrop chemistry major Destinee Johnson** was selected to participate in the DOW-Massachusetts Institute of Technology [DOW-MIT ACCESS program](#) learning about graduate school opportunities in science. The DOW-MIT ACCESS program is designed to increase the diversity of qualified applicants to Ph.D. programs in chemistry, chemical engineering and materials science throughout the United States. **An Anderson, S.C., resident, Johnson** is a WU McNair Scholar and an honors student who **conducts research in protein regulation mechanisms of intracellular copper concentrations** with [Assistant Professor of Chemistry Nick Grosseohme](#).
- **Winthrop was the only university to represent South Carolina** at the inaugural [Ivy Plus STEM Symposium and Workshops for Diverse Scholars](#), hosted by the University of Pennsylvania in Philadelphia, Penn., Oct. 4-6. Three **Winthrop McNair Scholars** were nationally selected to attend the symposium for students interested in learning more about graduate study in science, technology, engineering and math at some of the nation's leading research universities. The **McNair Scholars program** is part of the prestigious federal [Ronald E. McNair Post-Baccalaureate Degree Program](#) named for the late astronaut Ronald McNair, a SC native who went on to explore the cosmos as a scientist and NASA astronaut. The **McNair Scholars program prepares first generation, low-income, and underrepresented undergraduates to be successful in Ph.D. programs** by providing research and other opportunities as well as financial support throughout the graduate admissions process.
- **WU math majors, Johnakin Martin and Hannah Swan**, were chosen to attend the Field of Dreams Conference in Phoenix, AZ, sponsored by the [National Alliance for Doctoral Studies in Mathematical Sciences](#). [The conference connects promising mathematics students from across the U.S.A. with graduate schools and leading employers](#)

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[in quantitative fields](#). The goal of the alliance is to ensure that anyone who wants to pursue a doctoral degree in the mathematics sciences is given the tools and encouragement to succeed.

- Three Winthrop University students [presented their undergraduate research results](#) to Dr. Bassam Shakhshiri, a chemistry professor at University of Wisconsin-Madison and the current president of the American Chemical Society, during the 10th anniversary of the [Charlotte Area Science Network](#).
- In 2012, [Winthrop's 100 current student veterans](#) joined a nationwide grass-roots effort to honor U.S.A. service people on Veteran's Day, organizing simultaneous readings of the names of service men and women from North and South Carolina who [made the ultimate sacrifice in Iraq, Afghanistan and associated theaters of operations](#).
- The [Lee-Bird Graduate English Travel Fund](#) was established in October 2012 to support graduate student presentations of their scholarly work. In 2011-2012, graduate students from WU's Department of English gave papers at the International James Joyce Symposium in Dublin, Ireland; the International Conference on New Directions in the Humanities in Granada, Spain; the Western Literature Association in Missoula, Montana; the Mid-American Medieval Association in Manhattan, KS; the Sigma Tau Delta International English Honor Society Conference in New Orleans; and the Hawaii International Conference on the Humanities in Honolulu.

Facilities and Environs as *stewards of our environment*, [we preserve its natural features and habitats to facilitate learning and enhance the beauty of the campus](#) (p.9)

- Sustainability Coordinator Chris Johnson '99 [used findings from an assessment of campus recycling rates to seek and secure extramural funds, \\$12,500 in two grants which focus on education recycling and recycling infrastructure on campus](#). A major goal of the grants is to increase WU's recycling rates by 20% or more during the next year. Grants were awarded by the S.C. Department of Health and Environmental Control.
- [Qualitative assessment results from academic units were used to update, prioritize, and manage resource allocations](#) (p. 15) to preserve and protect Winthrop's nationally recognized historic spaces, facilitating environs improvements, and enabling them to be adapted for contemporary uses.

Technology and Support Services *advancing the work of our community members*, [we integrate appropriate technology into instruction, research, student life, and service](#) p. 10

- Findings from a review of existing analytic software capabilities led to a decision to purchase Blackboard Analytics. The RFP process was completed and Blackboard Analytics was acquired in December 2012. Training and system implementation are in progress.
- As a result of 2012 changes to SACS COC reporting requirements documenting program faculty qualifications, Winthrop adopted and is implementing Digital Measures reporting solution, *Activity Insight*, to improve standardization of data associated with academic and experiential credentials and faculty achievements associated with scholarship and service.
- Winthrop Campus Police implemented a new and free safety application for smart phones called "[WUWATCH](#)". The app allows those who download it a new way to report crimes and emergencies to police, and enhances safety communication among family and friends.

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Partnerships and Collaborations *as an intellectual and cultural center, a leader in civic engagement and an engine for economic development, [Winthrop serves and is accountable to the people of South Carolina](#), p. 11*

- The [Winthrop Bridge Program](#) is an academic transfer agreement allowing freshman students to attend York Technical College for two years to earn an associate's degree or University Studies certificate before transferring to Winthrop to complete a four-year degree.
- Winthrop is a partner in the spring 2013 Tufts University inaugural National Study of Learning, Voting and Engagement ([NSLVE](#)) initiative. Winthrop results will inform new and existing learning opportunities to promote civic engagement, be benchmarked against the national cohort, and be used as one measure of ULC # Two (personal and social responsibility).
- Winthrop hosts South Carolina's Campus Compact ([SCCC](#)) headquarters. The SCCC mission is to **provide, promote, evaluate, and sustain civic-engagement, service-learning, and community-service initiatives that provide SC college students with the skills needed to be active, engaged citizens in their local communities, the state, the nation, and the world.**
- WU's Institute of Management enriches regional economic development and quality of life by helping local businesses and non-profit organizations become more effective. [In 2012-13, WU's Institute of Management offered a 56-hour Non-profit management certificate program.](#)
- WU students joined students from Clinton College and York Technical College; [236 volunteers provided 472 hours of service to 32 projects](#) for Martin Luther King's remembrance in January 2013.
- Winthrop art education majors worked with SC elementary and middle school students in York and Lancaster counties, teaching lessons based on symbolism, imagery and varied art media to create works of art that are finished yet retain the ability to evolve. Schools involved were Crowders Creek Elementary, Oakridge Middle School, Gold Hill Elementary, Indian Land Middle School, Richmond Drive Elementary, Saluda Trail Middle School and Sullivan Middle School. [The "and Away We Grow" exhibition culminated a semester-long partnership.](#)
- [Joyce Plyler '80, '10 established the Historical Preservation Fund](#) for historical preservation and sponsorship of activities that encourage an interest in historical study and preservation.

Key Strategic Goals (WU's Strategic Values)

[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, guiding Winthrop's planning, evaluation and improvement processes. [The Winthrop Plan](#) further describes the nature and character of Winthrop's strategic goals, and 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.

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Use of Accountability Report

The State Accountability Report is one element of WU's [annual institutional planning and assessment cycle](#), which fosters a systemic and integrated process of continuous quality improvement. VOD reporting and assessment and improvement updates documented in annual reports and Winthrop's online assessment and improvement reporting application (OARS 2.0) inform analysis and improvements documented in Winthrop's annual state accountability report.

2.0 Organizational Profile 2012-2013 Winthrop University State Accountability Report

2.1 Educational programs, offerings & services, & primary delivery methods.

Winthrop delivers academic programs in a traditional on-campus, face-to-face venue supplemented by technology involving Blackboard. Undergraduate programs provide experiential opportunities using a variety of strategies including off- and on-campus internships, independent study, field and laboratory research, and student/faculty scholarship-research collaborations. All graduate programs include advanced study in the chosen discipline/field and incorporate appropriate discipline-based scholarship/research.

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 Music
8. Master of Music Education
9. Master of Science
10. Master of Social Work
11. Master in School Psychology
12. Specialist in School Psychology

2.2 Key student segments, stakeholder groups, and market segments (and their expectations)

1. Students, (high school, transfer, adult, and international) ([88% of WU's undergraduate students are from SC](#)) and parents
2. Alumni
3. K-12 public schools
4. Business and industry
5. Campus, local, state and regional communities
6. Board of Trustees
7. Regional and Technical Colleges

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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, courses, and services that will prepare graduates to function as contributing members of society, think critically, and communicate effectively. Stakeholders expect educational experiences to be provided by adequate full time faculty and staff who are appropriately credentialed and who attend to student retention, progress and graduation.

2.3 Operating Locations

Winthrop's 425-acre campus 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. In 2009, SC CHE approved Winthrop's request to offer a program modification (offering an on-campus program at an off-campus location). Charlotte (NC) Mecklenburg School (CMS) system administrators asked WU to offer its [Master of Education in Educational Leadership program at South Mecklenburg High School](#) (in south Charlotte, N.C., ~ 22 miles north of Winthrop's Rock Hill campus) to prepare qualified candidates for positions as principals or assistant principals. CMS took this action as a result of its succession-assessment finding that > 54% of CMS principals were nearing retirement age.

2.4 Number of Workforce

2.4-1 Table of Employees by Assigned Positions

Primary Function	Full Time	Part Time	Total
Primarily instruction	286	239	525
Primarily Research	2	0	2
Primarily Public Service	3	0	3
Executive, Administrative, Managerial			0
Library and Instructional Support Occupations	35	9	44
Librarians, Curators, and Archivists	13	0	13
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	13	0	13
Library Technicians	0	0	0
Other Teachers and Instructional Support Staff	22	9	31
Management Occupations	66	2	68
Business and Financial Operations Occupations	35	6	41
Computer, Engineering, and Science Occupations	34	9	43
Community Service, Legal, Arts, and Media Occupations	158	10	168
Healthcare Practitioners and Technical Occupations	27	2	29
Service Occupations	86	16	102
Sales and Related Occupations	0	0	0
Office and Administrative Support Occupations	133	20	153
Natural Resources, Construction, and Maintenance Occupations	30	0	30
Production, Transportation, and Material Moving Occupations	17	2	19
IPEDS Total (2012)	960	324	1284

Source: IPEDS 2012 Winthrop, Reported Data, Human Resources Survey, Summary – Number of Staff by Employment Status and Occupational Category

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2.5 Regulatory Environment

Winthrop is a public university, [classified as a Comprehensive Masters \(large\) institution by the Carnegie Foundation for the Advancement of Teaching](#), subject to SC regulatory authorities including, but not limited to, the SC Budget and Control Board (SC [BCB](#)), and the SC Commission on Higher Education (SC [CHE](#)). WU is regionally accredited (most recently [reaffirmed in December 2011](#)) by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). 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](#)). Federal oversight (for institutions participating in federal student financial aid) is through the Integrated Post-Secondary Education Data System ([IPEDS](#)), and includes 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 WU 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 SC and the State Superintendent of Education (or designees) who serve in *ex officio* capacities. Ten other members are 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 SC 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 WU's scholarship and learning initiatives. In 2012-13, examples of **local, state and national key partners** include the [Rock Hill Economic Development Corporation](#), [NetSCOPE](#), [NIH-funded SC INBRE](#), and the USDE. **Global key partners** include Nantong University, [ZhongGuanCun Third Elementary School in Beijing](#) and [Shangahi Far East School in Shanghai](#).

2.8 Key Competitors

Winthrop's key competitors are post-secondary institutions of higher education, primarily those located in the southeast region of the USA.

2.9 Principle Factors Influencing Competitive Success

- Specialized program accreditations, approvals, and certifications
- Research Experiences for Undergraduates (REUs) in natural and social sciences, arts, and humanities
- High impact learning opportunities to develop intellectual and practical skills associated with complex problem-solving, making judgments about the value and relevance of information, arguments or methods, intercultural competence, working in teams, internships, and other pre-professional experiences
- Campus environment encouraging interaction among students from diverse economic, social, and ethnic backgrounds

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- Fostering student development of personal skills and attitudes associated with civic responsibility, leadership, ethical reasoning and action, and public service

2.10 Performance Improvement Systems

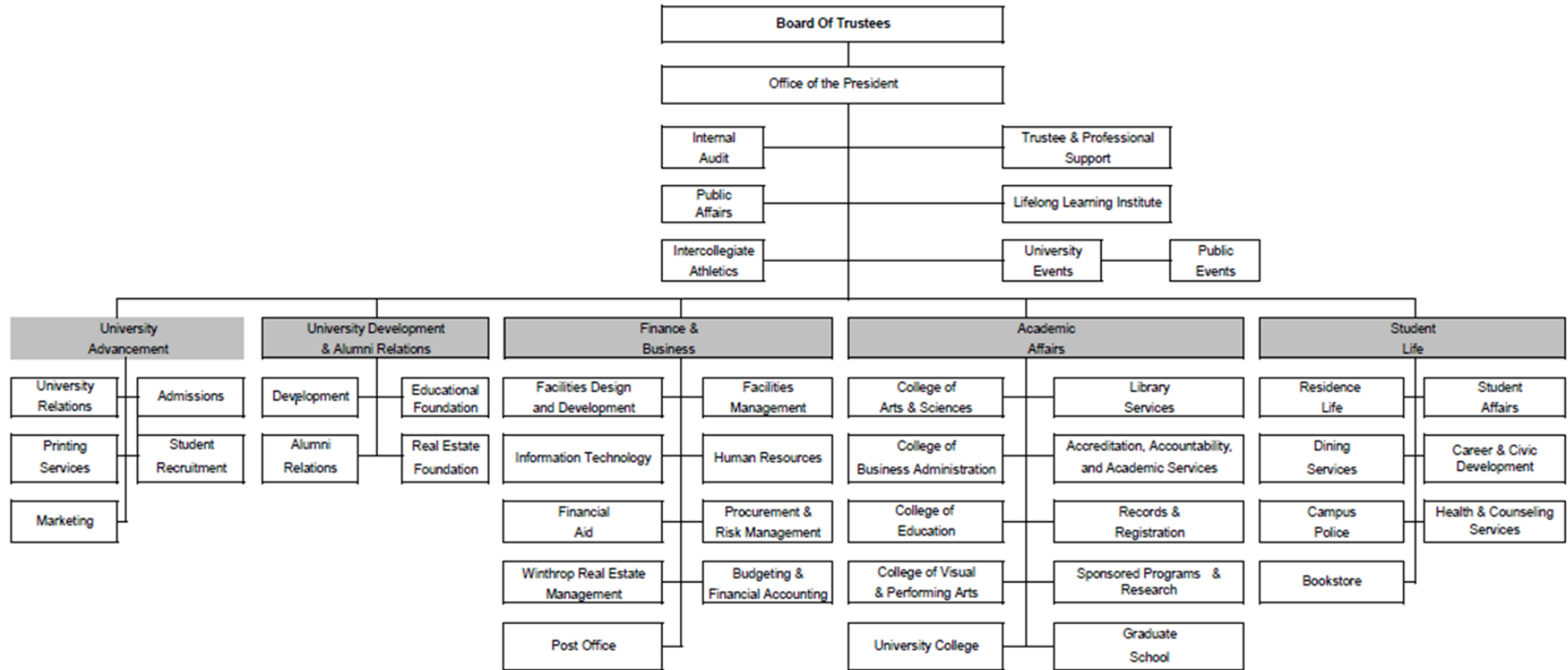
- Annual South Carolina State Accountability Report
- Decennial and fifth year interim SACS COC Regional Accreditation Compliance Reports, and Quality Enhancement Impact Report
- [Comprehensive Academic Program Reviews](#) for all degree programs
- Annual Online Assessment Plan and Improvement Reporting system ([OARS 2.0](#))
- Primary Instructor Credentialing System ([PICS](#))
- Annual Employee Performance Review Process

2.11 Organizational Structure

Winthrop University's organizational chart for AY 2012-13 can be seen on the following page.

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WINTHROP UNIVERSITY ORGANIZATIONAL CHART 2012-13



Last Updated July 2012

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2.12 Appropriations/Expenditures Chart

**Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations**

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 53,319,968	\$ 10,045,732	\$ 56,539,553	\$ 10,415,863	\$ 57,500,000	\$ 10,765,863
Other Operating	\$ 45,155,196		\$ 43,166,155		\$ 44,250,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 14,636,536	\$ 2,410,414	\$ 16,636,445	\$ 2,690,166	\$ 17,250,000	\$ 2,690,166
Non-recurring						
Total	\$113,111,700	\$ 12,456,146	\$ 116,342,153	\$ 13,106,029	\$119,000,000	\$ 13,456,029

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds	\$ 1,174,145	\$ 1,874,987
Bonds		

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2.13 Major Program Areas Chart

Major Program Areas						
Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 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:	6,473,375.00	State:	6,811,100.00	
		Federal:	623,415.00	Federal:	595,031.00	
		Other:	29,515,342.00	Other:	28,881,662.00	
		Total:	36,612,132.00	Total:	36,287,793.00	
		% of Total Budget:	32%	% of Total Budget:	31%	
I. Academic Support	Support the university's instructional programs including the library, academic computing and instructional technology support.	State:	1,302,400.00	State:	1,370,350.00	
		Federal:		Federal:	24,265.00	
		Other:	5,498,621.00	Other:	5,996,805.00	
		Total:	6,801,021.00	Total:	7,391,420.00	
		% of Total Budget:	6%	% of Total Budget:	6%	
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	State:	937,400.00	State:	986,300.00	
		Federal:	298,061.00	Federal:	318,628.00	
		Other:	11,676,922.00	Other:	12,508,167.00	
		Total:	12,912,383.00	Total:	13,813,095.00	
		% of Total Budget:	11%	% of Total Budget:	12%	
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	State:	1,880,600.00	State:	1,978,700.00	
		Federal:		Federal:		
		Other:	6,730,800.00	Other:	7,237,871.00	
		Total:	8,611,400.00	Total:	9,216,571.00	
		% of Total Budget:	8%	% of Total Budget:	8%	
I. Operation and Maintenance of Plant	Operate and maintain the university's facilities and grounds including grounds and building maintenance and renovations, housekeeping, police services and utility operations.	State:	1,862,371.00	State:	2,159,579.00	
		Federal:		Federal:		
		Other:	13,915,953.00	Other:	10,712,732.00	
		Total:	15,778,324.00	Total:	12,872,311.00	
		% of Total Budget:	14%	% of Total Budget:	11%	

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Major Program Areas						
Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 Budget Expenditures		Key Cross References for Financial Results*
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	State: Federal: Other: 10,107,359.00 Total: 10,107,359.00 % of Total Budget: 9%	State: Federal: Other: 11,702,353.00 Total: 11,702,353.00 % of Total Budget: 10%			

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

Remainder of Expenditures:	State: Federal: 5,706,484.00 Other: 16,582,597.00 Total: 22,289,081.00 % of Total Budget: 20%	State: Federal: 9,789,336.00 Other: 15,269,274.00 Total: 25,058,610.00 % of Total Budget: 22%
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* 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.

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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 integrates evaluation and resource allocation and is guided by the institutional [Mission](#), [Vision of Distinction \(VOD\)](#), and [The Winthrop Plan](#) which describes the nature and character of Winthrop's strategic values. The process is illustrated in the University's [Planning Process Flow Chart](#). From each of the Strategic Values articulated in the VOD, a more specific rolling set of Strategic Directions (long range goals and objectives) emerge, intermediate steps that take 3-5 years to accomplish in fulfillment of an aspect of that particular Strategic Value. From the VOD's multi-year strategic directions, Winthrop identifies annual initiatives, elements of work that generally can be accomplished within a 12-month time frame.

Executive officers use feedback from ongoing communication with their unit deans and/or program directors, the Office of the President, and the Board of Trustees to craft annual initiatives for each strategic value. Updates on the status of annual initiatives are posted on the President's web site twice a year, providing transparency and documenting accomplishments and achievements. During spring-summer retreats, using feedback from unit personnel, the President and Executive Officers update strategic directions and develop new annual initiatives for the next year.

The commitment of senior leadership to organizational values is evident in their actions and involvement with academic, extra-curricular, and community-university activities that further the institutional mission and vision.

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 institution by managing present demands while enabling Winthrop's future. These tandem purposes are inherent in initiatives developed through Winthrop's dynamic VOD planning process — initiatives that over years have resulted in national recognition and a growing level of national prominence for Winthrop. Establishing the [5 Rs of Readiness Winthrop](#) illustrates the ability of senior leaders to accommodate fiscal realities of higher education, evolving higher education expectations of students, parents and communities, and the intercultural competencies required in a global society and economy.

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?

Winthrop's "Teaching and Learning Center" ([TLC](#)) delivers intra-institutional workforce learning for all university personnel. TLC personnel collaborate with internal units campus-wide to assess developmental needs of the university community, and use findings to facilitate workforce learning. [Faculty Sabbaticals](#), extramural (public and private) monies, GLI's [intra-institutional grant](#) opportunities, [intramural Research Council monies](#), and Professional Development funding for scholarly presentations and travel also support workforce learning.

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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 VOD annual objectives. Senior leaders (Executive Officers) take an active role in a reward and recognition process to reinforce high performance by nominating their employees for annual Presidential Citations, awarded during the April Faculty, Staff and Retirees Award Ceremony.

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 as evidenced by BOT resolutions ([2012](#), [2011](#), [2010](#), and [2009](#)). 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.

In 2012-13, Winthrop University successfully completed a national search for a new president following Dr. DiGiorgio's announcement of his planned retirement on June 30, 2013, after 24 years as Winthrop's 9th president. [Dr. Jayne Marie Comstock](#) began her tenure as Winthrop's 10th president on July 1, 2013.

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?

WU uses qualitative and quantitative metrics to identify and anticipate potential impacts of its programs, offerings, services, and operations. Executive Officers meet regularly to evaluate progress toward annual objectives contained in the VOD, and consider the impact of externalities on WU's programs, offerings, services, and operations. Winthrop's Office of Accreditation, Accountability and Academic Services (AAAS) reports institutional effectiveness data (e.g., key compliance-related processes, goals, and measures) to external regulatory stakeholders like the federal government (e.g., IPEDS reports), SC's Commission on Higher Education (SC-CHE) (e.g., CHEMIS reports and state accountability reports), and the SACS COC reports (e.g., decennial compliance reports, substantive change reports, fifth-year interim reports, and quality enhancement plan impact reports).

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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.

Guided by senior leadership, Winthrop's mission-based focus on community/public service is 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 its educational experiences. Winthrop's achievements of the prestigious Carnegie Foundation for the Advancement of Teaching Elective Classification for Community Service, and the President's Higher Education Community Service Honor Roll and Honor Roll with Distinction, along with its selection for the AAC&U Core Commitments leadership consortium, demonstrate that Winthrop University is accomplishing its community/public service objectives.

Executive Officers foster and promote community/public service within the University community as evidenced by annual **Presidential Community Service Awards** announced during the spring Faculty, Staff, and Retirees ceremony. In April 2013, senior leaders presented [41 Presidential service award recipients](#) to attendees of the 2013 Faculty, Staff, and Retirees Ceremony. Winthrop community service awards from 2005 through 2011 were published in Winthrop's *F.Y.I. News Bulletin*: 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). Beginning with [2012, service award recipients](#) were reported in WU's news - events publication. Winthrop community service awards 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 multi-year initiatives include:

- **Readiness Winthrop** to meet evolving students' expectations from higher education in the face of a state budget that makes permanent all appropriation reductions to date, and
- **College Town Action Plan (CTAP)**, a [new web presence was launched in 2012](#) to publicize collaborative initiatives between Winthrop University and the Rock Hill community.

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 *VOD*, in place for more than 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). Academic, administrative, and educational support units make semi-annual progress reports on assessment plans, and assessment-based accomplishments and improvements.

a. your organization's 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

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6. Investing in the Future

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

Winthrop uses [three principle guides 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 Winthrop's strategic value, *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. Banner conversion and Content Management System (CMS) conversion are multi-year technology upgrades that continuously improve efficiencies and effectiveness of operations.

d. workforce capabilities and needs;

Workforce capabilities and needs are addressed in the strategic value, *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.*

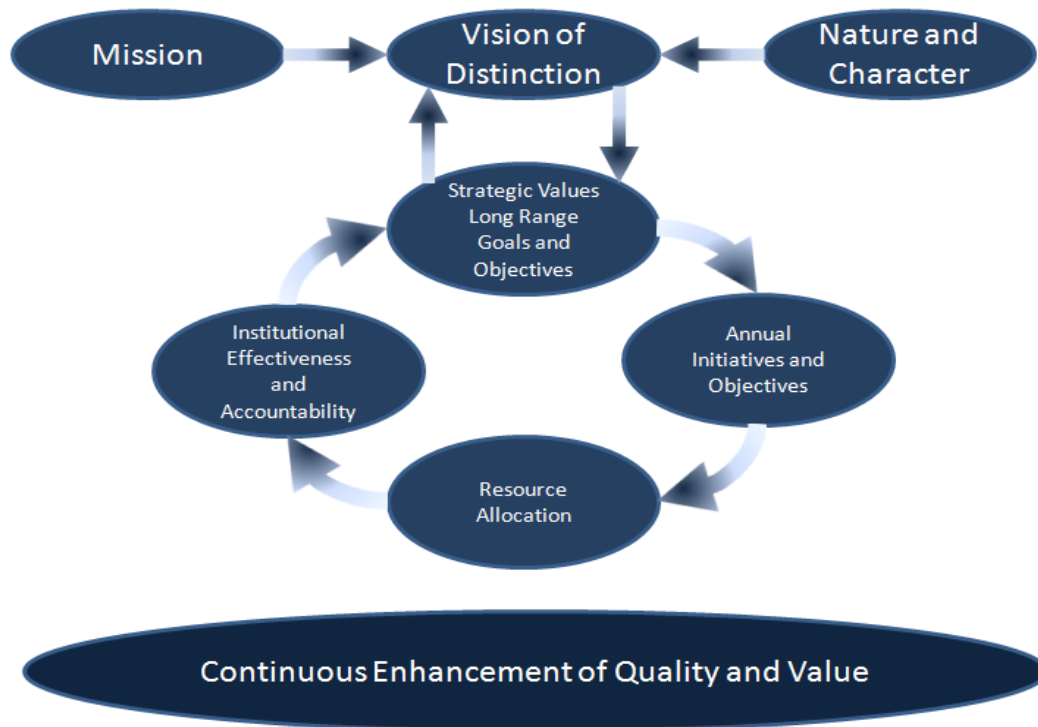
e. long-term organizational sustainability and organizational continuity in emergencies;

WU's Critical Incident Management Team and transparent [multi-level emergency response plans](#) address needs for emergency information and action. Plans to address recovery and institutional management protocol in the event of a variety of emergencies are established. Just-in-time (JIT) [training resources for emergencies](#) are published as are directives for [evacuation and in-place sheltering](#).

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 section 2.1.a. on the 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 2012 - 2013



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 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 ending academic year are discussed and analyzed in preparation for the upcoming academic year's annual and multi-year initiatives.
- The VOD guides management priorities and resource allocation and enables Winthrop personnel from all divisions to focus on shared goals.
- Results from 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.

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- Unit personnel confer with division leaders on action plan progress and use findings to plan 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 May-June executive officers retreats when action plan development (addressing key 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?

- 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*** 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.
- 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?

Academic, administrative, and educational support units track action plan progress with qualitative and quantitative strategies documented in annual reports and [WU's Online Assessment Plan and Improvement Reporting System](#).

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.

WU's 2012-2013 VOD:

<http://www.winthrop.edu/uploadedFiles/WUcommon/pdf/VisionofDistinction.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. These efforts are coordinated through staff dedicated to student recruitment and admissions along with university relations, publications, and printing services.

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 comprehensive, public, state university. The combination of a contemporary curriculum offered at a historic campus in the Charlotte metropolitan area attracts students who know that Winthrop alumni have a track record as leaders in their professions and in their communities.

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?

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Winthrop uses a multi-method approach (see bulleted examples below) to obtain feedback from internal and external stakeholders. Assessment methods like the [Personal and Social Responsibility Inventory](#), [NSSE](#), and graduating senior and alumni surveys include opportunities for constructed responses enabling respondents to better communicate their expectations and experiences. Survey results are shared with internal stakeholders who discuss and evaluate feedback themes, and alignment of issues with WU's VOD, budget priorities and constraints.

- 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, [AAC&U employer survey reports](#), feedback via 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 from current, former, and future students is disseminated internally and used to improve programs. For example, the Admissions Office used orientation feedback from future students to modify its selection of topics covered during summer orientation sessions. Feedback from current students is used to improve cultural events offerings (topics, timing, location, and frequency of events). Student feedback was instrumental in the selection and conceptualization of WU's quality enhancement plan, the [Global Learning Initiative](#). Feedback from current and former students is also used to improve the sequencing and curricular content of program coursework and the selection of program electives to accommodate individual and professional learning needs.

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

Winthrop uses feedback from NSSE, the graduating senior survey, and the institutional alumni survey to determine student satisfaction/dissatisfaction. NSSE enables WU to compare its student satisfaction with student satisfaction reported at other NSSE-participating institutions.

Intra-institutional unit- and service-level satisfaction surveys (e.g., TLC surveys following professional development offerings, Global Learning Initiative cultural events surveys, library customer satisfaction surveys, and IT customer satisfaction surveys) provide feedback leading to improvements in hours of operation, customer response time, program-delivery modalities, tracking types of service requests, tracking student/stakeholder interests in topics for future programming.

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?

- WU established a Resource Center for Adult Students ([RCAS](#)) and continues to work with [student veterans](#) to better understand and accommodate their learning needs. The [Academic Success Center](#), [LEAP initiative](#), and [McNair Scholars program](#) are examples of resources and strategies to attract and retain students, enhance student performance, and meet or exceed their expectations.
- WU developed [Principles of the Learning Academy](#) (ACAD 101) as an essential course for all first-time freshmen. ACAD 101 introduces students to the concepts, principles, and skills necessary for successful higher learning and facilitates students' adjustment to and engagement in the learning academy for first-time first-year students.

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- Office of Admissions provides prospective students with personalized service. Personnel encourage students to get to know an admissions counselor, schedule campus visits, attend programs, view WU's institution profiles, or chat online. Admissions personnel work with faculty, providing opportunities for prospective students and parents to meet WU's caring faculty and friendly staff.
- Personalized attention remains a focus once students matriculate. Orientation sessions are held for both students and parents, and a Family Weekend is held on campus each fall.
- The Department of Residence Life (Division of Student Life) and University College (Division of Academic Affairs) collaborate to feature academic theme floors, called [Academic Success Communities](#), as part of the experience offered within the Academic Success Communities. On academic theme floors, students are housed together in a residential setting with others possessing similar academic and personal interests. Residence life staff, faculty members, other academic partners, and residents themselves present specific programs, designed around a floor's theme.

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

Winthrop respects the rights of students/stakeholders and seeks to maintain the highest standards of fairness and integrity in its interactions. WU protects the rights and privileges of all involved, addressing 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 COC Federal Requirement (FR) 4.5. SACS COC Board of Trustees and SACS COC off- and on-site reviewers evaluated WU's student complaint management policies and procedures and found WU to be in compliance with FR 4.5 (SACS reaffirmation December 2011).

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?

Instructional faculty, responsible for designing, assessing, and improving student learning, establish student learning outcomes and assessment methods for each academic program. Winthrop's mission and strategic values, SACS COC standards, and [AAC&U Core Commitments](#) inform which operations, processes, and systems WU measures to determine student learning.

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?

Winthrop uses a best-practices multi-method strategy involving direct measures of learners' knowledge and skills, and indirect assessment of respondents' attitudes and perspectives. Nationally developed assessment metrics enable WU to benchmark against comparison groups. Internally developed surveys enable Winthrop to customize assessment to accommodate reporting needs for internal and external stakeholders.

Data selection, acquisition, and analysis for administrative, academic, and student support service units are informed by federal and state regulations, regional, and in some cases specialized program accreditation to facilitate evidence-based decision-making and program innovations. AAAS personnel collaborate 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?

A combination of resources and initiatives from national, regional, and state agencies and organizations enables Winthrop to keep measures current with educational service needs and directions. During 2012, WU accepted invitations to [pilot the penultimate NSSE 2.0](#), and join a new CSRDE-ACT multi-year study on college readiness and college success. In spring 2013, WU participated in the national Tufts University study

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on learning, voting and engagement, [\(NSLVE\)](#). Winthrop was an early adopter (2007) of the Voluntary System of Accountability (VSA)-College Portraits (CP). As a continuing member of VSA-CP, Winthrop commits to annually updating its college portrait with current data related to its educational programming and services. Winthrop personnel attend and present at national conferences such as the [SACS COC annual meeting](#) and [Institute on Quality Enhancement and Accreditation](#), [AIR Forum](#), the [CSRDE Symposium on Student Retention](#), and [AAC&U meetings on academic renewal, essential learning outcomes, liberal education, and valid assessment of learning in undergraduate education](#). As an [invited member of the AAC&U Core Commitments Leadership Consortium](#), WU administered the 2007 Personal and Social Responsibility Inventory ([PSRI](#)) and its [updated iteration](#) in 2013.

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 selects and uses key comparative data from the Consortium for Student Retention Data Exchange ([CSRDE](#)), [Carnegie Classification](#), [Integrated Post-secondary education data system \(IPEDS\)](#), [College Navigator](#), [Southern Regional Education Board \(SREB\)](#), SC [Commission on Higher Education Management Information System \(CHEMIS\)](#), the [VSA-College Portraits](#), the NSSE, the PSRI, and the ETS Proficiency Profile to benchmark Winthrop performance against comparison groups, to meet its reporting obligations as a public institution supported in part by state and federal monies, to provide evidence of compliance with regional and specialized accreditation standards, and to support evidence-based decisions to improve Winthrop programs and student learning. Winthrop also reports data to the National Student Clearinghouse in part to meet its Title IV reporting obligations.

The [VSA-CP](#) web site provides a standardized reporting template for data elements (key indicators) identified from student/family focus groups, feedback from the higher education community, and research on higher education. Winthrop uses the [VSA CP net price calculator](#) to meet its Title IV College Affordability Estimator obligation.

The CSRDE produces [annual retention study reports](#) based upon data from participating institutions, enabling [timely, comprehensive, comparative benchmarking](#) on retention and graduation. IPEDS and College Navigator provide comparative data, customizable reports, and longitudinal measures associated with admissions, retention, completions, ethnicity and gender, and financial need, used to support decision making and meet reporting obligations associated with [Title IV financial aid institutional eligibility](#). IPEDS data also provide evidence of Winthrop's compliance with reporting obligations associated with faculty (e.g., tenure status, number of full time instructional faculty by rank and gender, salary data).

The NSSE and PSRI provide comparative data associated with achievement of Winthrop's undergraduate university level competencies ([ULCs](#)), enriching educational experiences, [global learning](#), and student satisfaction. NSSE also provides comparative data by Carnegie Classification (Winthrop is comprehensive masters classification). [Carnegie's Community Engagement classification](#) provides an external metric associated with achievement of WU's institutional mission, [ULC #2](#) (personal and social responsibility), and SACS COC Comprehensive Standard (CS) 3.3.1.5 (Community/Public Service).

WU's [AAAS](#) is responsible for managing data used to meet reporting obligations and support evidence-based planning, decision-making, and accountability processes for academic, administrative, and student support services.

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

AAAS designs and maintains data management systems, and trains internal stakeholders responsible for using WU academic data. Public information is communicated through WU's Internet web pages e.g., the [Common Data Set](#), the [Data warehouse](#), [student profiles](#) (for new freshmen, new transfers, undergraduates and graduates), and [NSSE](#). Restricted access web sites (e.g., [OARS 2.0](#), [Grade distribution and Faculty load](#))

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ensure data are available to appropriate stakeholders. Publicly available data for WU include: [IPEDS](#), [College Navigator](#), the [WU SC State Accountability Report](#), the SC annual [A Closer Look at Public Higher Education in SC](#), [College Scorecard](#), [SC TRAC](#), [College Portraits](#), College Board's [Big Future](#), and [Parchment](#).

Campus-wide, WU continues its multi-year migration to a uniform web-based content management system (CMS) to improve public information access. [Computing and Information Technology](#) (Division of Finance and Business) provides technological infrastructure to support teaching, research and service, and technological support for academic and administrative operations. WU also continues on schedule with its multi-year migration to integrated BANNER web applications (restricted access sites), involving multiple databases, applications, and stakeholders. WU's [Office of University Relations](#) (Division of University Advancement and Enrollment Management) manages WU Publications ([Annual Reports](#), [Winthrop Magazine](#), and [Winthrop Updates](#)).

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

AAAS has responsibility for monitoring and managing data integrity, timeliness, accuracy, security, and availability. AAAS ensures compliance with FERPA in its management of data and monitors data access to minimize the potential for data sprawl. AAAS is responsible for 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?

Executive Officers, Academic Deans, and Unit Directors receive reports from their respective unit personnel and use these findings to analyze organizational performance. During their May-June retreats, Executive Officers discuss and use organizational performance review findings to update annual and multi-year strategic initiatives in the *VOD brochure*, and inform budget prioritization for the new academic year.

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?

Winthrop uses a multi-method approach to manage knowledge assets. WU maintains a [web-based policy repository](#) for institutional-level policies; program policies and procedures are conveyed to internal and external stakeholders via undergraduate and graduate online catalogs. Units maintain policies and procedures specific to their areas and link unit policies to university policies where applicable. New employees participate in orientation meetings to become acquainted with campus resources, opportunities, and expectations. Best practices are identified through membership in and participation with national organizations like the Association for Institutional Research (AIR) and its regional and state counterpart organizations (SAIR and SCAIR).

Knowledge assets are shared using a variety of strategies encompassing electronic and print media as well as face-to-face meetings. For example, WU's [TLC](#) facilitates institution-wide sharing of workforce knowledge. [Cultural events](#) facilitate sharing of knowledge assets. Electronic communications (e.g., email and the e-publication *The Winthrop Update*, enable campus units who sponsor speakers and events to share knowledge and best practices with internal and external stakeholders.

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Category 5 – Workforce Focus

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?

Winthrop is organized as [major divisions](#) 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. The [SC Employee Performance Management System](#) informs staff organization and management, and includes dimensions such as professional development and teamwork. Faculty organization, management and performance are under the direction of the Chief Academic Officer and Dean of Faculty, the [Vice President for Academic Affairs](#).

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

- Academic Leadership Retreats involving > 100 faculty, staff, and administrators
- Orientations for new faculty and staff
- Quarterly Executive Officers retreats
- Faculty Committee on University Priorities 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?

SC resources, including the SC Office of Human Resources [Workforce Plan Overview](#), and the SC Employee Performance Management System ([EPMS](#)), inform workforce performance. Winthrop's annual [performance review for administrators and staff](#) incorporates 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*. Faculty performance review for tenure-track faculty members is based upon peer-review and agreed-upon standards for [Tenure, Promotion](#) and [post-tenure review](#). Faculty performance standards support high performance work in the areas of scholarship, teaching, and service, contributing to the achievement of Winthrop's strategic initiatives (action plans). Adjunct faculty members undergo abbreviated annual reviews. Each adjunct faculty member is required to complete the University's standard adjunct annual report form, linked to each college's web page, and submit it to the department chair. The department chair uses the report to make future employment determinations, and the final results are reviewed with the faculty member regardless of the employment decision. If the faculty member will be rehired, the chair makes the recommendation to the dean, who recommends to the Vice President for Academic Affairs who, if she concurs, recommends rehire to the President for approval.

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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 is managed and accomplished in several ways. Staff succession planning and career-progression are guided by the State of [SC Compensation and Classification system](#). [Section III](#) of Winthrop's staff performance appraisal form provides a format to document professional development needs, plans and opportunities. Annual faculty performance reviews include opportunities to discuss career aspirations.

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?

The university supports attendance at campus leadership workshops as well as off-campus professional development opportunities. Faculty and staff exhibiting interest in and 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?

Guidelines from professional organizations and accrediting bodies are used to assess staffing levels and patterns. Results from qualitative work analysis enable WU to identify knowledge, skill, and disposition needs for targeted positions, and to inform training and workforce capability needs emerging from new or changing technologies or program delivery.

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

All positions are posted on the Human Resources webpage with minimum requirements for training and experience. 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. Qualified candidates are selected for interview, and finalists brought to campus. WU provides orientation and ongoing professional development programs and services that encourage and facilitate professional and personal development for all Winthrop employees. 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 initiatives address your key organizational needs? How do you encourage on-the-job use of new knowledge and skills?

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 through WU's [TLC](#). 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](#), p. 79). 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 master's 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.

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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. Employees undergo annual performance reviews which include a mechanism for suggestions on professional 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?

WU uses satisfaction surveys conducted in a variety of venues (e.g., online customer feedback and paper-pencil surveys at the conclusion of a service/program) to obtain feedback on workforce well-being, satisfaction, and motivation across academic, student support, and administrative units. These data are used to inform decisions related to workforce improvements. Staffing patterns and needs are reviewed regularly for support and administrative areas. A multi-year (2009-2011) campus-wide assessment performed by WU's Faculty Roles and Rewards Committee resulted in a report with [findings and recommendations](#) for improvements, which are now being examined and prioritized for integration into WU's initiatives. Faculty tenure, promotion, retention, and post-tenure review studies are conducted; and results shared with academic leadership and executive officers. Recent assessment findings identified a need to improve data storage and management efficiency for faculty, leading to a decision to standardize faculty documentation by adopting new technology applications for college units. AAAS developed a Primary Instructor Credentialing System ([PICS](#)) as a secured credentialing application providing required documentation of faculty qualifications. Proprietary software, [Activity Insight \(developed by Digital Measures\)](#), was adopted following presentations from multiple vendors and round-table review and discussions among internal stakeholders and is being implemented (2012-2014), enabling faculty members to manage their own dossiers in a confidential, standardized, and secured online application.

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

Workforce satisfaction assessment findings inform institutional actions, initiatives and priorities. The [SC Employee Performance Management System](#) guides assessment of state employee satisfaction, and management of grievances. Annual performance reviews provide opportunities to assess workforce satisfaction and identify opportunities for improvement. Faculty governance guides assessment of faculty satisfaction as well as identification and prioritization of improvement opportunities. For example, the [Faculty Committee on Roles and Rewards](#) was established in 2009 as the result of a recommendation from the Faculty Governance Review Committee. In 2010, a new Faculty Committee on University Priorities assumed responsibilities of the old Admissions and Budget Priorities Committees while the responsibilities of the former Faculty Concerns Committee were split between the Committee on University Priorities and the Committee on University Life.

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

- [Campus Police](#)
- [Civil Disturbance](#)
- [Critical Incident Management and Emergency Preparedness](#)
- [Environmental Health and Safety](#)
- [Fire and Safety](#)
- [Institutional Animal Care and Use Committee](#)
- [Institutional Bio-Safety Committee](#)
- [Institutional Review Board](#)

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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's core competencies are providing 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. Small student to faculty ratios promote student-faculty interaction, associated with effective learning. Winthrop emphasizes a liberal education experience as described in the [AAC&U Essential Learning Outcomes](#), preparing graduates to function in and contribute to a global economy wherein critical thinking, communication, problem-solving, ethical behavior, personal and social responsibility, and appreciation for diversity are valued. Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its mission.

6.2. What are your key work processes?

Winthrop's key work processes 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 WU
- Cultural events
- Student Support Services delivered across the academy such as TRiO, Leadership Distinction, Academic Success Communities, McNair Scholars, Close Scholars, Teaching Fellows, Learning Excellent Academic Practices, 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 conceptualization of the university's [Vision of Distinction; The Winthrop Plan](#), which more fully articulates Winthrop's nature and character; and, more 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?

Following qualitative and quantitative assessment by appropriate internal stakeholders, recommendations for improvements in process design and delivery are reviewed in the context of WU's mission, strategic values, and resources (labor, space and fiscal). Anticipated improvement strategies are submitted to internal leadership and, as needed, external regulators (e.g., SC CHE, SACS COC) for review, approval, and authorization. Examples of 2012-13 improvements:

- Campus-wide implementation of *Activity Insight* to standardize documentation of faculty academic and experiential credentials, and document teaching, scholarly and service accomplishments
- Implementation of WU's internally-developed *Primary Instructor Credentialing System (PICS)*
- Adoption of Blackboard Analytics to improve efficiencies of data management and facilitate predictive modeling
- Multi-year BANNER conversion to continue improving operational efficiencies
- New technology applications (both internally-developed and proprietary) to improve operational efficiencies while ensuring [FERPA](#) compliance.

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

Personnel in administrative, student support services and academic programs use both direct and indirect methods of assessment 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 plan and improvement reporting system ([OARS 2.0](#)). 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 reported to or generated from the SC Commission on Higher Education Management Information System ([CHEMIS](#)), the Integrated Postsecondary Education Data System ([IPEDS](#)), the Voluntary System of Accountability (VSA) [College Portraits](#), the [NSSE](#), and the Personal and Social Responsibility Inventory ([PSRI](#)), allow for bench marking on a variety of indicators. The following charts represent some of the data WU 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, D- or S and graduate students must have obtained a grade of A, A-, B+, B, B-, or S. Winthrop Professional Development Coursework (WPDC) was not included in the calculation of successful course completion trends for graduate students.

Table 7.1-1 Winthrop University Successful Undergraduate Course Completion Trends

	Course Levels		
	100-200	300-400	500
2008F	93.8%	97.4%	97.0%
2009S	92.8%	95.9%	97.3%
2009F	94.0%	97.0%	98.4%
2010S	92.8%	96.8%	97.3%
2010F	94.3%	97.8%	98.1%
2011S	94.4%	97.5%	98.1%

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Course Levels			
	100-200	300-400	500
2011F	94.8%	97.1%	97.7%
2012S	94.6%	97.2%	98.1%
2012F	94.6%	97.4%	97.9%
2013S	94.4%	97.3%	97.8%

Table 7.1-2 Winthrop University Successful Graduate Course Completion Trends

Course Levels		
	500	600
2008F	95.3%	95.4%
2009S	96.3%	96.6%
2009F	95.6%	95.2%
2010S	89.6%	96.7%
2010F	94.6%	97.0%
2011S	94.9%	97.4%
2011F	97.3%	97.0%
2012S	92.5%	97.5%
2012F	93.9%	95.6%
2013S	94.4%	95.8%

Source (Tables 7.1-1 and 7.1-2): Department of Accreditation, Accountability, and Academic Services

Winthrop University routinely tracks and reports on its six year graduation rates. Table 7.1-3 compares Winthrop's six year graduation rates to SC and the Southern Regional Educational Board institutions. Figure 7.1-4 compares graduation rates by race/ethnicity.

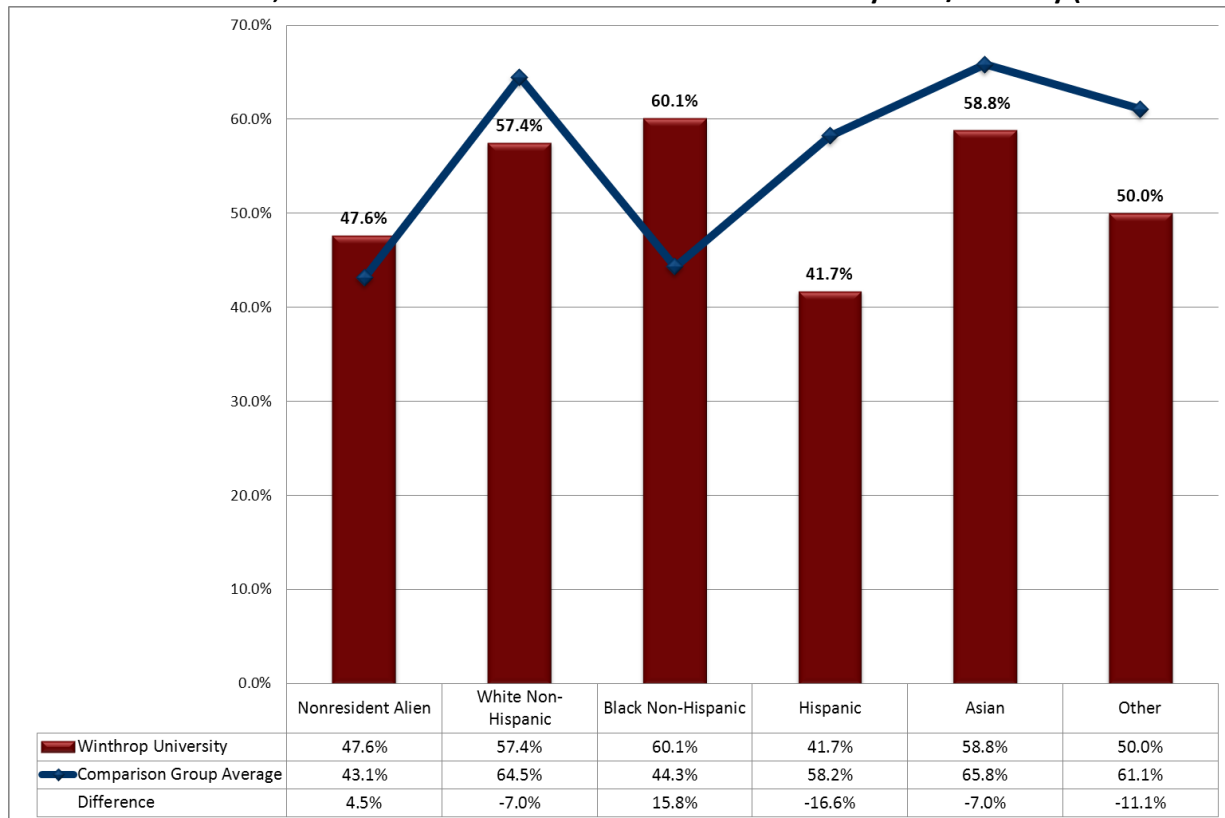
Table 7.1-3 Winthrop University Six Year Graduation Rate

Starting Semester	Winthrop University Number First-Time Degree Seeking Undergraduates	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	51.7	59.43
2002F	1086	61.2	52.58	60.33
2003F	1070	63.4	51.71	60.34
2004F	999	54.5	53.15	59.36
2005F	1015	57.7	53.37	60.47

Sources: Department of Accreditation, Accountability, and Academic Services and Southern Regional Education Board, [State Data Exchange](#)

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Chart 7.1-4 First-Time, Full-Time Freshmen Six Year Graduation Rates by Race/Ethnicity (Fall 2005 Cohort)



The comparison group in Figure 7.1-4 is made up of South Carolina’s research institutions and comprehensive teaching colleges and universities. The category “Other” includes Native Hawaiian or Other Pacific Islanders, American Indian or Alaska Natives, and students who chose not to respond.

Source: IPEDS Data Center, Individual Comparison Tool

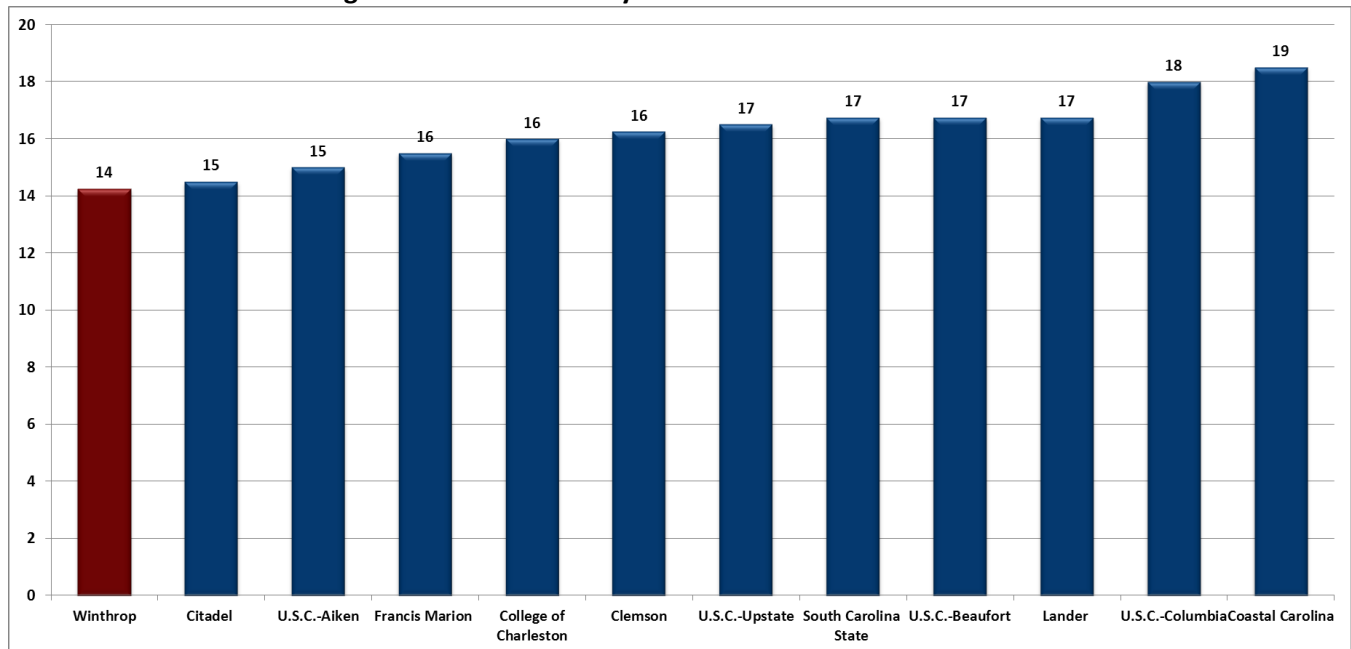
Winthrop’s small student to faculty ratio supports its mission to provide personalized education programs. Figure 7.1-5 is a multi-year comparison of WU’s student to faculty ratio relative to other SC institutions. Winthrop’s student to faculty ratio has remained either 14 to 1 or 15 to 1 since 2005; reflecting the university’s central priority, instruction. Winthrop uses elements of the NSSE 1.0 benchmark, **student interactions with faculty**, to examine the value of small student to faculty ratios. Elements of the NSSE benchmark, **student interactions with faculty**, include:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Worked on a research project with a faculty member outside of course or program requirements

NSSE11 results provide evidence that [Winthrop’s first year and senior student respondents report higher rates of student interactions with faculty](#) compared to the national NSSE cohort.

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Chart 7.1-5 Four Year Average of Student to Faculty Ratio



Source: IPEDS Data Center, Institution Comparison Tool

Winthrop promotes student learning by increasing the number of enriching educational experiences available to students. Two methods used to enhance enriching educational experiences are providing travel grants for students to attend professional conferences and funding for faculty research completed with students. The following table shows a multi-year trend in the number and the total grant amount awarded for student travel. The total amount of travel grants given has increased by 7% since FY 2008.

Table 7.1-6 Student Travel Grants

Student Travel Grants			
Year	# of Students Receiving Awards	Total Amount Awarded	Percent Difference of Amount Awarded from Previous Year
FY2013	99	\$21,880	62.12%
FY2012	55	\$13,496	-45.80%
FY2011	129	\$24,901	65.24%
FY2010	91	\$15,070	-3.37%
FY2009	71	\$15,595	24.08%
FY2008	73	\$12,568	4.71%

Source: Division of Academic Affairs, [Office of Undergraduate Research](#) and the [Graduate School](#)

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

Table 7.1-7 Faculty Research with Student

Faculty Research with Student	Award Year				
	2013	2012	2011	2010	2009
Number of Proposals	18	18	19	19	17
Number of Awards	13	13	15	17	17
Weighted Average Award	\$3,587	\$3,587	\$3,661	\$3,471	\$2,947

Source: Division of Academic Affairs, [Office of Sponsored Programs and Research](#)

In addition to providing enriching educational experiences, Winthrop provides an extensive array of student support services and programs to enrich their educational experiences and enhance academic development. Table 7.1-8 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.

Table 7.1-8 Student Support Service and Program Expenditures

Program/Service	FY13	FY12	FY11	FY10	FY09
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.	\$159,854	\$113,604	\$118,953	\$110,658	\$123,179
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.	\$291,590	\$293,038	\$293,541	\$319,620	\$284,148
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.	\$56,990	\$60,926	\$60,039	\$59,695	\$65,294
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.	\$260,477	\$280,384	\$309,461	\$229,120	\$270,044

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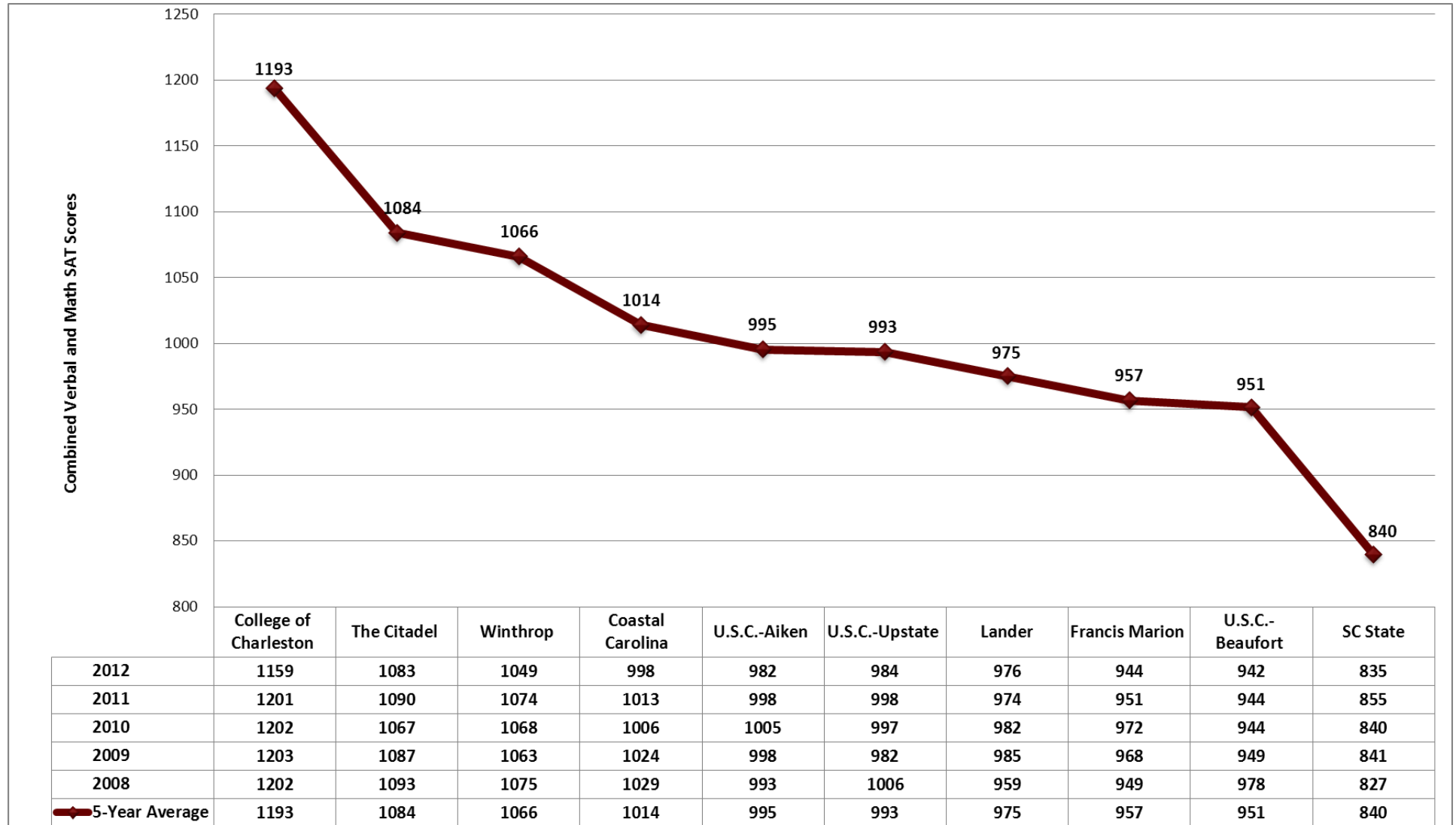
Program/Service	FY13	FY12	FY11	FY10	FY09
ACAD 101 (Principles of the Learning Academy) introduces first-year students to the concepts, resources, and skills necessary for successful higher learning and facilitates the student's adjustment to and engagement in the learning academy.	\$82,821	\$71,172	\$64,528	\$94,711	\$102,403
Academic Success Center* supports the academic pursuits and life-long learning of undergraduate students, as they persist to graduation and beyond. The Academic Success Center serves students through a variety of personalized and structured experiences and resources that help students succeed academically	\$197,547	\$197,554	-	-	-
Resource Center for Adult Students provides support services, programming, and advocacy for post-traditional, veteran, and transfer student populations. The Resource Center collaborates with campus offices to attend to the unique needs of post-traditional, veteran, and transfer students and coordinates university efforts on their behalf.	\$50,867	\$212	\$9,999	\$50,583	\$55,222
HMXP 102 Human Experience emphasizes student engagement with life-changing ideas by reading, analyzing, discussing, synthesizing, and writing about challenging readings in five thematic units.	\$164,099	\$199,852	\$209,038	\$302,163	\$290,962

*The Academic Success Center was founded in fall 2011 and originally funded by a grant. When grant funding was not renewed Winthrop University continued the funding (Fall 2012). In the 2011-12 State Accountability Report, this table did not include salary data of faculty/staff that support these areas. Salary data have now been included. **Source:** Office of the Associate Vice President for Finance and Business

One key aspect of Winthrop's mission statement is to recruit "South Carolina's most able students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and the state." The average combined math and verbal SAT scores for first-time freshmen indicates our success with that aspect of our mission. Figure 7.1-9 presents information on the average combined SAT scores of Winthrop's first-time freshmen.

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Chart 7.1-9 Five Year Average of First-Time Freshmen Combined Verbal and Math SAT Scores



Source: South Carolina Commission on Higher Education, Current and Historical SAT Data, http://www.che.sc.gov/New_Web/Rep&Pubs/SAT.htm

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

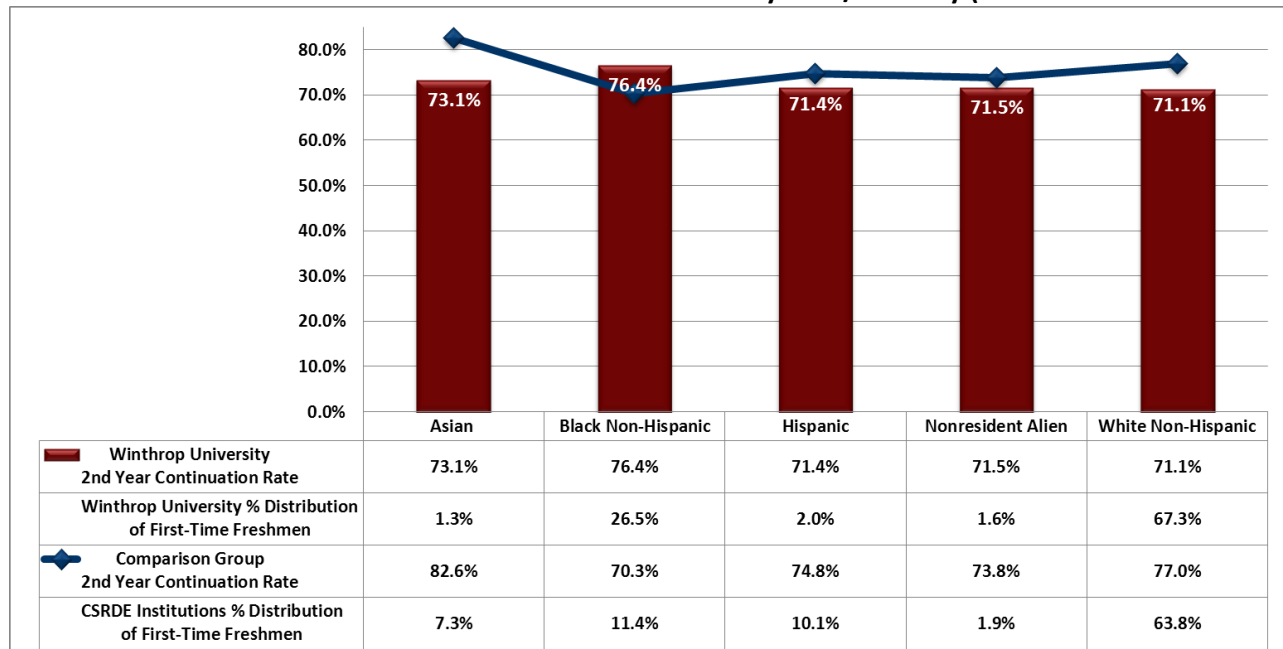
Student retention encompasses elements of student success and student satisfaction. Table 7.2-1 provides a comparison of Winthrop's retention rate to that of other South Carolina Institutions while Figure 7.2-3 illustrates Winthrop's retention rate by race/ethnicity relative to our comparison group.

Table 7.2-1 Fall to Fall Retention Rates of First-Time, Full-Time, Degree-Seeking

	2011 Cohort	2010 Cohort	2009 Cohort	2008 Cohort	2007 Cohort	5-Year Average
Clemson University	91.3%	90.3%	88.9%	90.4%	91.4%	90.46%
USC Columbia	87.2%	86.7%	86.1%	86.8%	87.1%	86.78%
The Citadel	83.4%	81.3%	79.7%	82.7%	83.3%	82.08%
College of Charleston	81.4%	83.4%	81.3%	82.3%	79.3%	81.54%
Winthrop University	72.8%	72.1%	69.1%	67.3%	71.5%	70.56%
USC Aiken	67.5%	70.4%	73.1%	69.1%	69.2%	69.86%
Francis Marion	65.2%	66.8%	67.5%	67.9%	66.7%	66.82%
USC Upstate	66.3%	67.4%	69.1%	64.5%	65.2%	66.50%
Lander University	60.8%	64.4%	67.8%	70.0%	67.9%	66.18%
Coastal Carolina	59.9%	62.8%	64.5%	65.9%	71.4%	64.90%
SC State University	61.3%	65.1%	62.7%	67.0%	64.2%	64.06%
USC Beaufort	50.1%	53.8%	52.3%	59.8%	57.4%	54.68%
Mean Retention Rate	77.4%	78.1%	74.8%	75.5%	76.0%	76.36%

Source: SC Commission on Higher Education, [Enrollment Reports](#)

Chart 7.2-3 First-Time Freshmen Continuation Rates to 2nd Year by Race/Ethnicity (Fall 2002-Fall 2011 Cohorts)



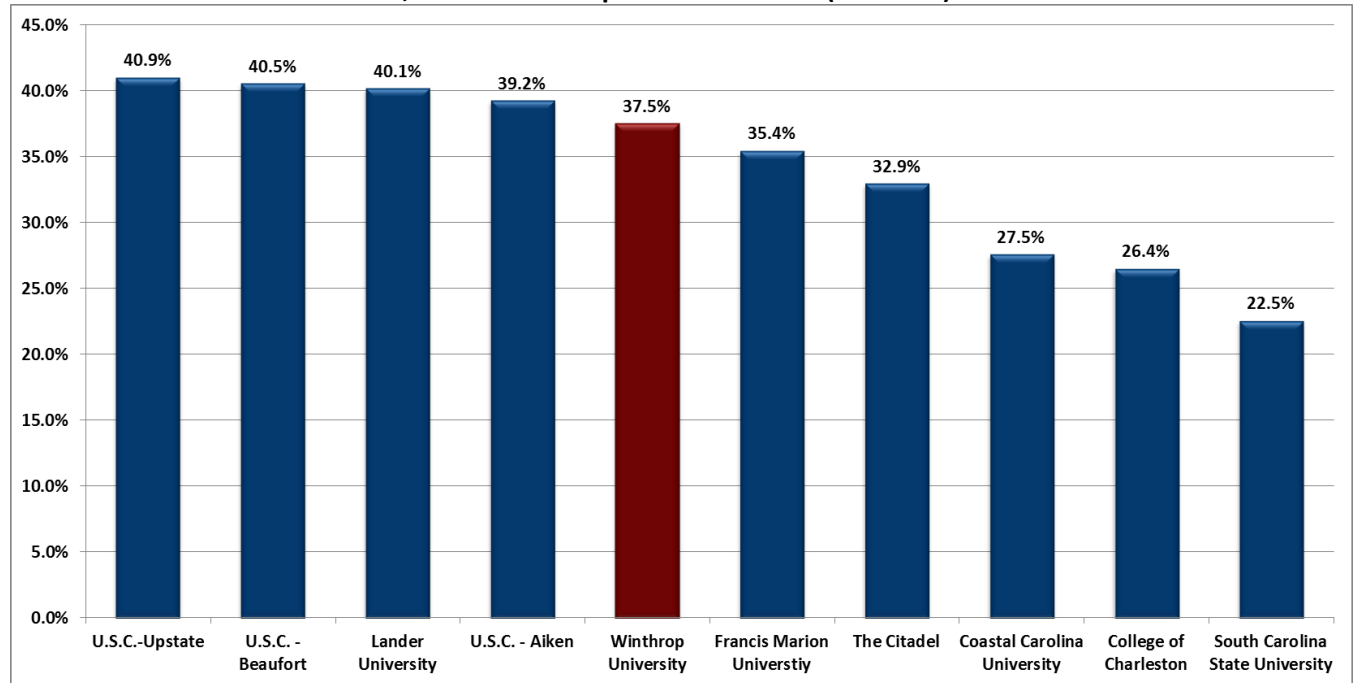
The comparison group for Table 7.2-3 is made up of all master's level institutions (as defined by the 2000 Carnegie classifications) that participate in the Consortium for Student Retention Data Exchange (CSRDE). Because of the small population sizes, Native Hawaiian or Pacific Islander, American Indian or Alaskan Native, and students who chose not to report race/ethnicity were excluded from the analysis.

Source: June 2013 CSRDE Retention Report and AAAS

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The chart below is a comparison of first time, in-state first year students who were accepted and subsequently enrolled in South Carolina's four-year public comprehensive colleges and universities.

Chart 7.2-4 Percent of First Time, Freshmen Accepted and Enrolled (Fall 2012)

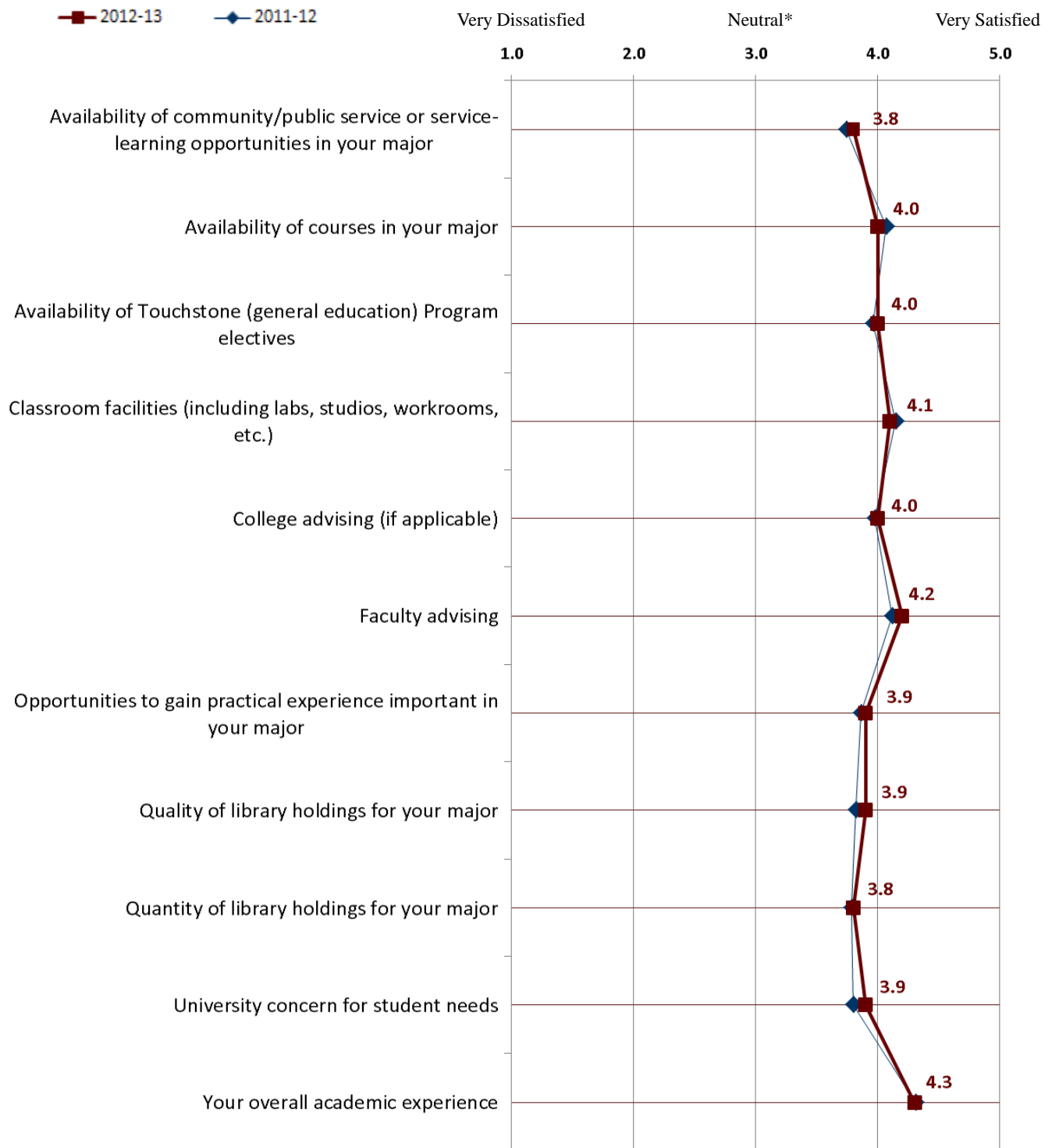


Source: South Carolina Commission on Higher Education, Academic Year 2012-13 Enrollment Reports, First-Time Freshmen Admissions Data, http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment/2012-13.htm

During AY 2012-13, Winthrop administered its Senior Survey to students who graduated in the summer of 2012, fall 2012, and spring 2013. 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 1,071 undergraduate students who received email invitations to complete the online senior survey in AY 2012-13, 680 responded to the senior survey for a 63.5% response rate. When asked if they would choose to attend Winthrop again and if they would choose the same major, 82.8% of respondents would choose to attend Winthrop again and 80.6% of respondents would select the same major. The figures below provide information on the average satisfaction level for students in a variety of areas.

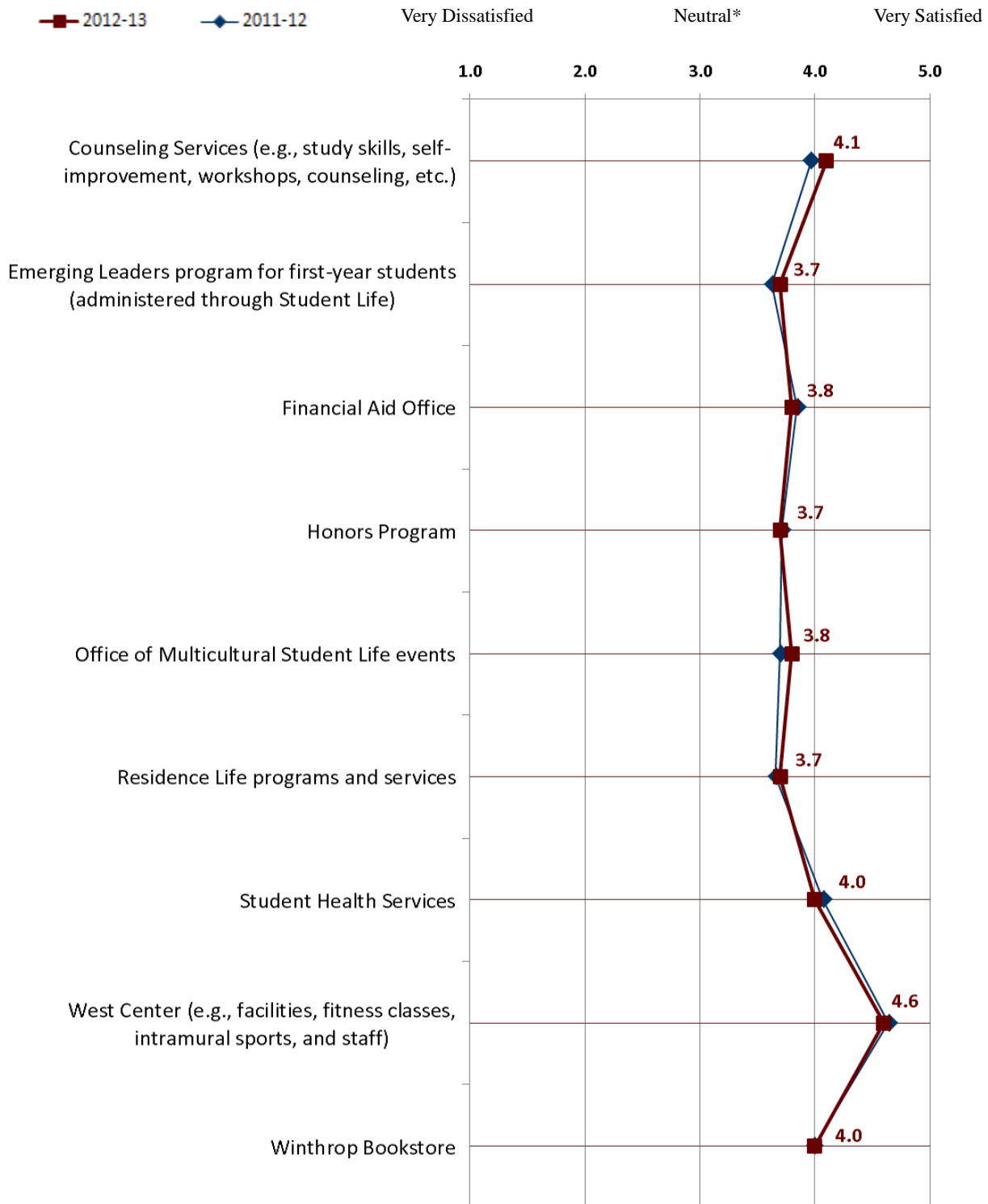
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Chart 7.2-5 Satisfaction with Academic Services and Programs



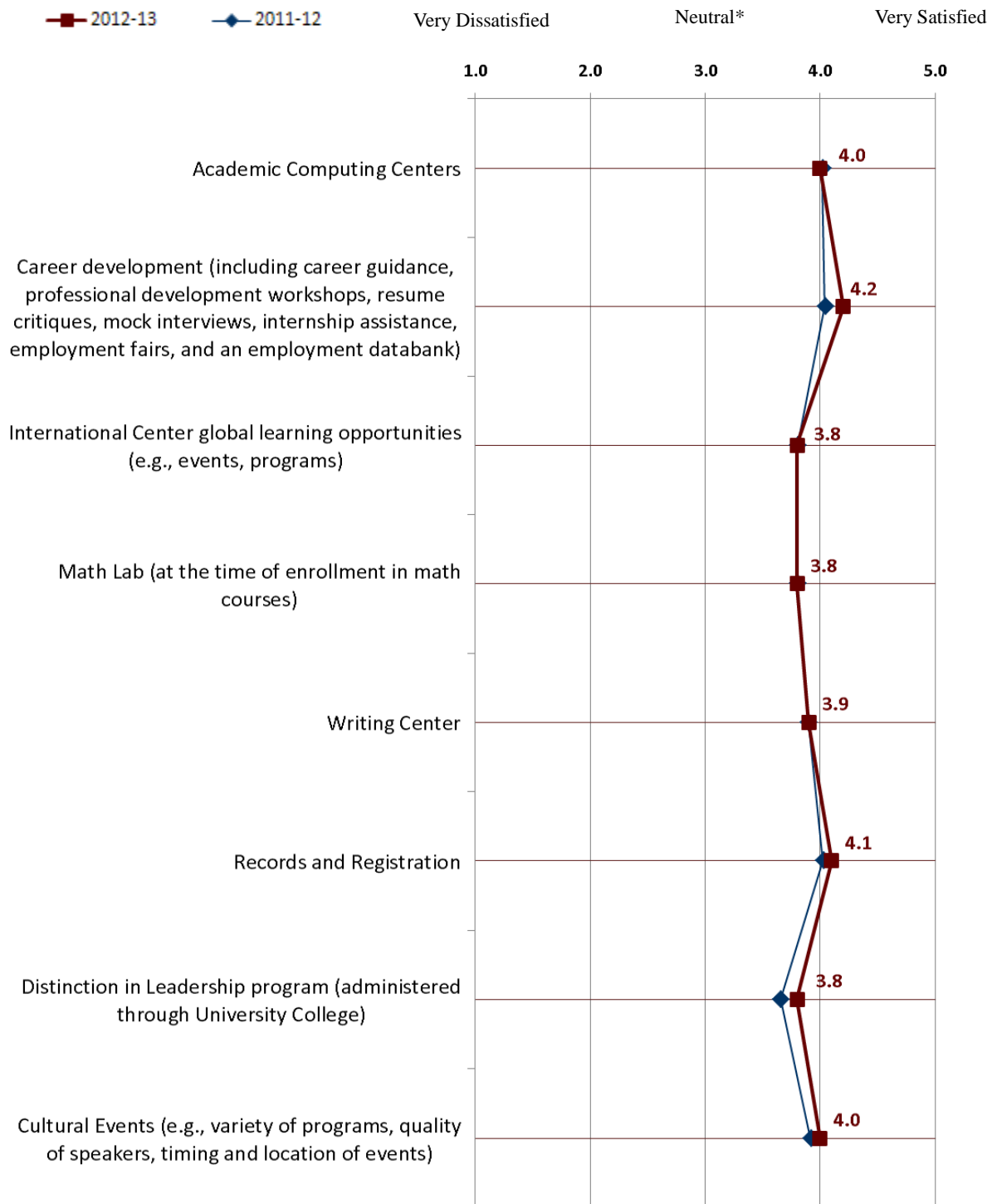
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Chart 7.2-6 Satisfaction with Winthrop's Academic Offerings, Experiences and Resources



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Chart 7.2-7 Satisfaction with Student Life Services and Programs



Source (Charts 7.2-5, 7.2-6, and 7.2-7): AAAS, 2012-13 Graduating Senior Survey Results

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Winthrop administers NSSE biennially. NSSE 2011 data are publicized. WU is registered to administer NSSE 2.0 in spring 2014. Winthrop NSSE11 student respondents reported higher rates (compared to the national NSSE cohort) on the following [NSSE](#) indicators measuring “Supportive Campus Environment”:

- 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

Table 7.2.8 Overall satisfaction on multiple indicators measured with NSSE

Level of Academic Challenge	First-Year	Senior
Winthrop	56.0	58.9
Carnegie Class	53.4	57.5
Active and Collaborative Learning	First-Year	Senior
Winthrop	48.7	57.4
Carnegie Class	43.0	52.0
Student-Faculty Interaction	First-Year	Senior
Winthrop	37.9	50.5
Carnegie Class	34.3	41.5
Enriching Educational Experiences	First-Year	Senior
Winthrop	33.0	44.5
Carnegie Class	26.5	38.3
Supportive Campus Environment	First-Year	Senior
Winthrop	66.9	65.2
Carnegie Class	62.9	59.5

Source: AAAS, Office of Assessment, [NSSE 2011](#)

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.

Table 7.3-1 State Appropriations (Appr) per FTE

	2012-13 Appr	Fall 2012 FTE	2012 Appr/ FTE	2011-12 Appr	Fall 2011 FTE	2011 Appr/ FTE	2010-11 Appr	Fall 2010 FTE	2010 Appr/ FTE
USC Columbia	\$99,324,550	28,595	\$3,473	\$94,957,290	27,881	\$3,406	\$101,531,435	26934	\$3,770
SC State	\$11,378,373	3,467	\$3,282	\$11,184,786	4,008	\$2,791	\$13,012,315	3,998	\$3,255
Francis Marion	\$10,837,363	3,549	\$3,053	\$10,167,897	3,629	\$2,802	\$10,576,581	3,559	\$2,972
Clemson	\$59,746,916	19,800	\$3,017	\$58,900,258	18,980	\$3,103	\$62,013,524	18421	\$3,366
Citadel	\$8,494,888	3,407	\$2,493	\$8,362,933	3,262	\$2,564	\$8,892,417	3,271	\$2,719
Winthrop	\$12,456,146	5,367	\$2,321	\$12,231,202	5,222	\$2,342	\$12,847,592	5,231	\$2,456

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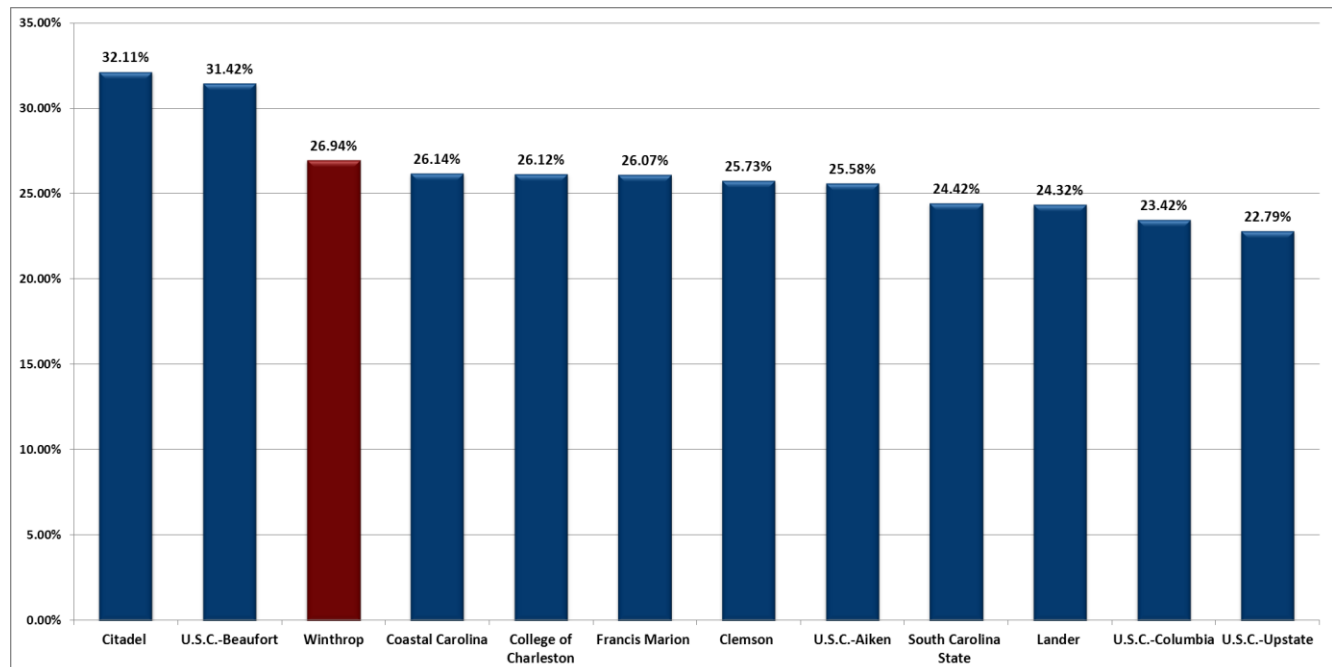
	2012-13 Appr	Fall 2012 FTE	2012 Appr/ FTE	2011-12 Appr	Fall 2011 FTE	2011 Appr/ FTE	2010-11 Appr	Fall 2010 FTE	2010 Appr/ FTE
USC Aiken	\$5,924,243	2,749	\$2,155	\$5,834,966	2,787	\$2,094	\$6,140,203	2,835	\$2,166
Lander	\$5,856,128	2,817	\$2,079	\$5,763,274	2,849	\$2,023	\$5,997,870	2,851	\$2,104
College of Charleston	\$18,111,904	10,558	\$1,715	\$17,834,379	10,548	\$1,691	\$18,764,481	10,205	\$1,839
USC Upstate	\$7,799,843	4,882	\$1,598	\$7,688,756	4,884	\$1,574	\$8,009,507	4,946	\$1,619
Coastal Carolina	\$8,591,599	8,859	\$970	\$8,478,680	8,720	\$972	\$9,128,710	8,302	\$1,100
USC Beaufort	\$1,360,802	1,547	\$879	\$1,344,714	1,593	\$844	\$1,449,052	1,518	\$955

*Excludes MUSC and USC School of Medicine

Source: South Carolina Commission on Higher Education, [Course Data](#) and South Carolina Legislature Online, [Budget Bills](#)

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. Figure 7.3-2 compares Winthrop's percent increase in total price (published tuition and fees) for in-state and out-of-state students as compared to other SC institutions.

Chart 7.3-2 Five Year Total Percent Increase of Published Tuition and Fees for In-State Students



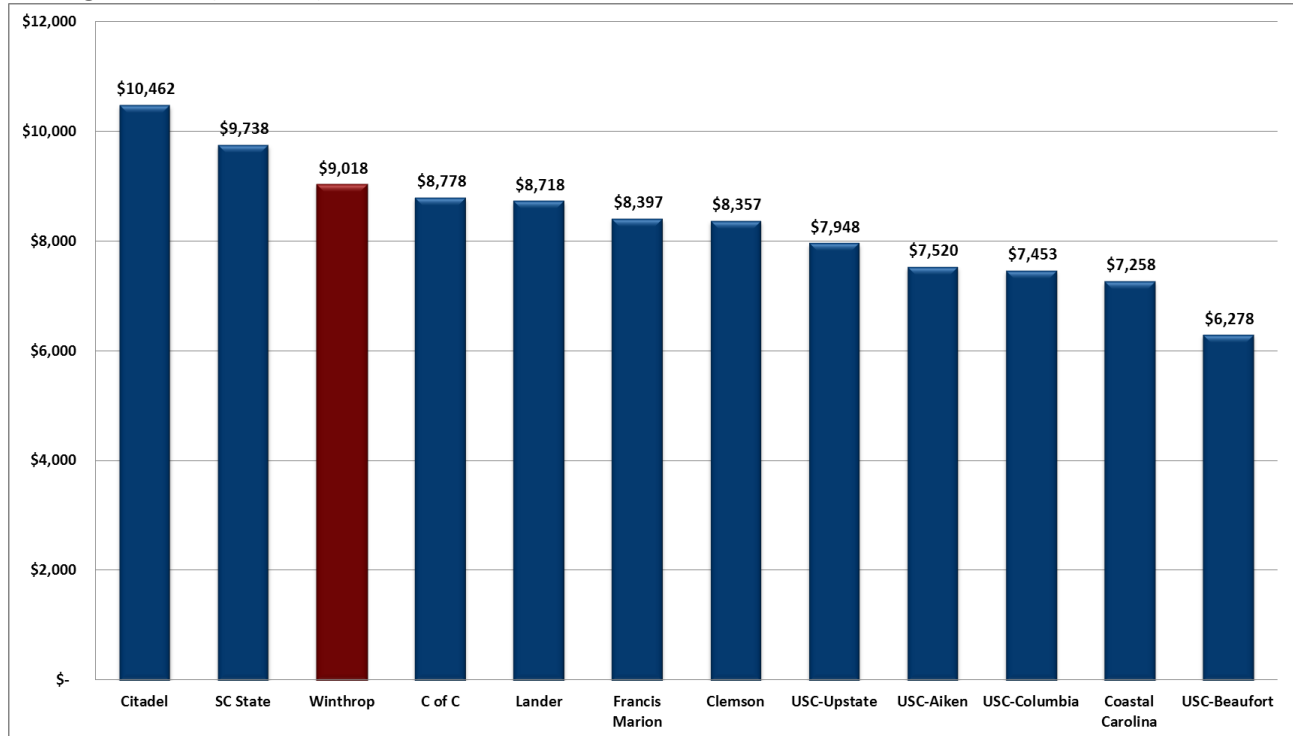
Source: IPEDS Data Center, Institution Comparison Tool

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,

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state, local, or institutional grant aid received by students at SC research institutions and comprehensive colleges/universities during 2009-10.

Chart 7.3-3 Average Amount of Federal, State, or Local Institutional Grant Aid Received by Full-Time First-Time Undergraduates (2010-11)



Source: IPEDS Data Center, Institution Comparison Tool, data current as of 8/30/2013

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. WU 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.

Intra- and extramural grants are key indicators of Winthrop's workforce engagement. The following are examples of 2012-13 new and multi-year grants.

- [WU's 2010-2015 SC-INBRE initiatives](#) include staffing and implementing a *science diversity initiative* to recruit, educate, and train greater numbers of students from underrepresented and disadvantaged groups for biomedical graduate research programs, and expand biomedical research capacity by adding five target faculty-led research projects. [WU student matriculation into biomedical science PhD programs](#) is one metric demonstrating faculty engagement with students and research.
- [Winthrop awarded recycling grant from South Carolina DHEC](#)
- Winthrop was [awarded the Lutz grant to support digitizing Palmetto State media for South Carolina](#)
- Winthrop's Richard W. Riley College of Education administered [NetLEAD mini-grants to SC partner schools to support data-based inquiry projects to improve student achievement](#).

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- WU's Global Learning Initiative Engagement Committee and Curriculum Committee disseminated [intramural grant monies for programs & events and professional development held during the 2012-2013](#) academic year.
- Winthrop's [chemistry program was competitively selected in April 2013 to host an American Chemical Society Project SEED program](#) in what is the university's first ever such award.
- Winthrop's [TRiO grant for the McNair Scholars program](#) continues to prepare first generation, low-income, and underrepresented undergraduates to be successful in PhD programs by providing research and other opportunities as well as financial support throughout the graduate admissions process.

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 of Amount Awarded from Previous Year
FY2013	46	\$11,224,868	16.84%
FY2012	28	\$9,607,261	-20.84%
FY2011	37	\$12,135,898	-27.08%
FY2010	59	\$16,642,590	284.27%
FY2009	36	\$4,330,981	73.38%

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.

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

Category	2012-13	2011-12	2010-11	2009-10	2008-09
Computer*	182	42	134	50	102
Faculty/Staff Development	22	35	28	28	41
Other	50	20	4	4	10
Total	254	97	166	82	153

*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 weighted average amount of the awards given by the Research Council for faculty research and curriculum enhancement/instructional improvement.

Table 7.4-3 Winthrop Research Council Proposals and Awards

Item	Award Year					
	2013	2012	2011	2010	2009	2008
Faculty Research						
Number of Proposals	12	11	8	8	12	11
Number of Awards	9	9	5	8	11	11
Weighted Average Award	\$2,408	\$2,408	\$2,616	\$2,398	\$3,003	\$2,835

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Item	Award Year					
	2013	2012	2011	2010	2009	2008
Curriculum Enhancement & Instructional Improvement						
Number of Proposals	10	11	14	22	18	15
Number of Awards	10	10	12	20	16	13
Weighted Average Award	\$3,196	\$3,196	\$3,008	\$2,204	\$2,644	\$3,218

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 7.4-4 presents the information for the fall of 2011.

Table 7.4-4 Average Salaries of Full-Time Teaching Faculty: SC Research Institutions and Teaching Colleges/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 University	336	\$123,634	266	\$88,541	226	\$78,290	2	\$55,336	830	\$99,876
U.S.C. - Columbia	327	\$123,655	442	\$87,003	404	\$77,481	163	\$51,373	1336	\$88,748
The Citadel	55	\$88,775	61	\$71,870	50	\$61,205	16	52388	182	\$72,336
Coastal Carolina University	66	\$86,945	95	\$70,405	119	\$59,999	12	\$47,472	292	\$68,960
College of Charleston	138	\$86,375	159	\$68,775	166	\$60,115	56	\$51,375	519	\$68,807
Winthrop University	78	\$79,072	106	\$65,428	69	\$57,177	30	\$45,770	283	\$65,093
Francis Marion University	58	\$80,744	57	\$63,357	72	\$56,005	18	\$49,612	205	\$64,487
South Carolina State Univ.	46	\$73,886	65	\$65,192	63	\$57,562	33	\$48,184	207	\$62,091
U.S.C. - Beaufort	9	\$76,472	12	\$60,949	22	\$54,962	17	\$46,518	60	\$56,993
U.S.C. - Aiken	24	\$78,046	29	\$58,143	38	\$54,208	40	\$44,687	131	\$56,540
U.S.C. - Upstate	22	\$75,751	50	\$62,143	59	\$53,359	69	\$48,026	200	\$56,178
Lander University	15	\$70,699	38	\$54,054	56	\$51,727	36	\$41,962	145	\$51,875

Source: South Carolina Commission on Higher Education, [Fall 2012 Faculty Data](#)

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).

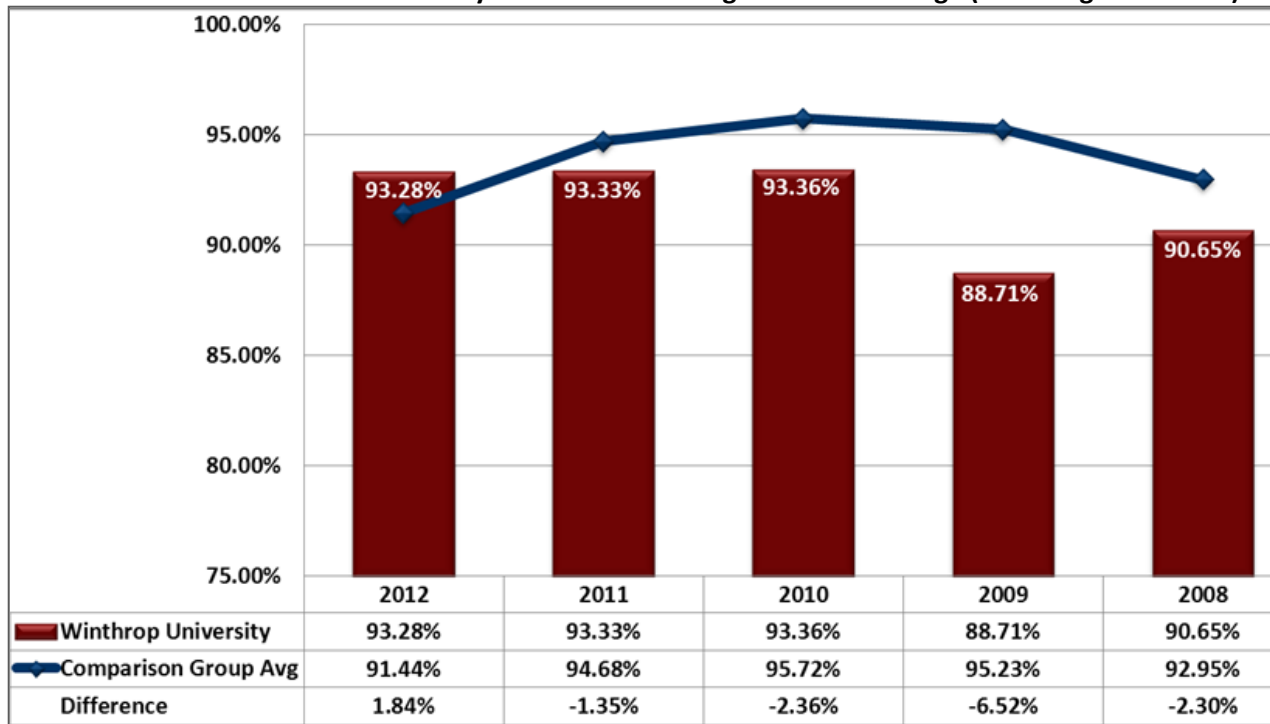
Winthrop University engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes. The University incorporates a systematic review of institutional mission, goals, and outcomes that includes strategic planning, annual reports, institution-wide annual budget review 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

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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 improvement in the past five years is the percent of full-time faculty members having terminal degrees (as defined by the SACS COC). Winthrop's percent of full-time faculty members is shown in Figure 7.5-1.

Chart 7.5-1 Percent of Full-Time Faculty with a Terminal Degree 5-Year Average (Excluding Instructors)



The comparison group is comprised of South Carolina's research institutions and comprehensive colleges and universities. The analysis and chart exclude faculty at the instructor level.

Source: South Carolina Commission on Higher Education, [Current & Historical Faculty Data](#),

Technology is a 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.

Table 7.5-2 Technology Improvement and Maintenance Expenditures

	FY13	FY12	FY11	FY10	FY09
IT Equipment Less Than \$5000	\$632,610.76	\$450,588.34	\$759,296.46	\$567,657.66	\$1,481,099.09
Technology Supplies And Software	\$93,611.32	\$166,787.85	\$264,073.90	\$237,694.19	\$136,691.21
Maintenance	\$697,442.87	\$728,116.34	\$673,231.29	\$718,524.04	\$27,419.52
IT Equipment Over \$5000	\$165,345.40	\$5,086.89	\$59,506.91	\$251,054.96	\$803,511.12

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	FY13	FY12	FY11	FY10	FY09
Capital Comm and IT Equipment	-	-	\$20,036.15	-	-
Capital Software	\$215,798.03	-	\$10,427.15	-	-
Total	\$1,804,808.38	\$1,350,579.42	\$1,786,571.86	\$1,774,930.85	\$2,448,720.94

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

7.6 What are your performance levels for your key measures related to leadership and social responsibility: a. accomplishment of your organizational strategy and action plans; b. stakeholder trust in your senior leaders and the governance of your organization; c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance; d. organizational citizenship in support of your key communities?

Winthrop uses several metrics to document performance levels for key measures associated with accomplishment of our strategic values; stakeholder trust in our senior leaders and organizational governance; fiscal accountability; regulatory, safety, accreditation, and legal compliance; and organizational citizenship supporting WU's key communities. **Continuing eligibility for federal Title IV financial aid** for Winthrop students, **continuing accreditation through the Southern Association of Colleges and Schools Commission on Colleges** (most recent decennial reaffirmation was December 2011), and **compliance with state regulations** associated with the operation of a public university in SC demonstrate Winthrop meets or exceeds performance level expectation of external agencies charged with institutional review and oversight.

Winthrop's academic programs are measured by national standards of quality. The list of degree programs with specialized program accreditation, approval or certification is [posted publicly](#). Academic programs without specialized accreditation or approval also submit internal self-study documents for periodic academic program review ([APR](#)). Documents of all academic program reviews (from both accredited/approved and non-accredited/non-approved academic programs) reside in the Office of Accreditation, Accountability, and Academic Services.

The [Office of the Internal Audit](#) uses a [variety of strategies](#) to provide executive management with information about the adequacy and effectiveness of the university's system of internal administrative and accounting controls, and the quality of operating performance when compared with established standards.

Examples of Winthrop's achievements related to leadership and social responsibility are enumerated below and in the [Executive Summary](#).

- Winthrop is one of 23 schools selected to participate in the American Association of Colleges and Universities (AAC&U) [Leadership Consortium](#), promoting the education of our students for personal and social responsibility.
- The [Emerging Leaders Program](#) educates and empowers first year students for positional leadership roles at WU. The program offers incoming freshmen opportunities to explore their leadership potential and abilities through education of leadership theories and practices, as well as personal leadership exploration.
- WU's [Distinction in Leadership](#) program enriches the college experience by developing and enhancing leadership skills for highly talented and motivated students. Students completing the Distinction in Leadership design and create leadership development portfolios demonstrating their capacities to

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operate within an ethical values system that recognizes the inter-connections of leadership, social responsibility, and community needs.

- 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.
- [WU's Small Business Development Center](#) serves the region and state as an affordable consulting service for beginning and existing businesses.
- Since 2009, Winthrop continues to hold [Carnegie Foundation for the Advancement of Teaching Classification for Community Engagement](#) .
- [Winthrop's NSSE web site](#) is one of 26 school sites [featured nationally](#) for integrating NSSE results with other institutional data presented in an accessible format for multiple audiences. [In spring 2012, Winthrop was invited to pilot the penultimate NSSE 2.0](#); in 2013, AAAS personnel participated in national focus groups to discuss design and data elements for NSSE 2.0 reports. NSSE provides WU with student feedback on their experiences associated with leadership and social responsibility.
- The [mission of the Arts in Basic Curriculum \(ABC\) Project is to provide leadership](#) to achieve quality, comprehensive arts education for all students in South Carolina.



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