

AGENCY NAME:	Winthrop University		
AGENCY CODE:	H47	SECTION:	21



**Fiscal Year 2013-14  
Accountability Report**

**SUBMISSION FORM**

**AGENCY MISSION**

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. Winthrop's longtime commitment to be among the very best institutions of its kind in the nation continually guides the mission of the university.

Building on its 19th century origins as a distinctive women's college, the Winthrop University of the 21st century is achieving national stature as a competitive and distinctive, co-educational, public, residential comprehensive, values oriented institution. The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop's continuing development and shape Winthrop's continuing success.

Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body between 6,500 and 7,000 students. The University 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 prides itself on being an institution of choice for groups traditionally under-represented on many college campuses.

Winthrop is located in a traditional setting of exceptional beauty, and provides a contemporary, collaborative, and supportive environment that fosters engaged student learning and development. Winthrop has a diverse and able faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with best practices. As a result, Winthrop graduates are eminently well prepared to enter the most competitive

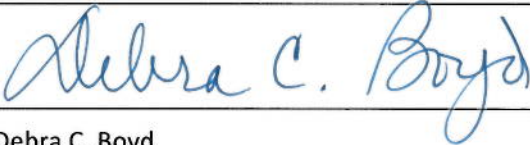
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	graduate or professional schools as well as to be leaders in their chosen professions and in their communities.
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Please identify your agency’s preferred contacts for this year’s accountability report.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
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I have reviewed and approved the enclosed FY 2013-14 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	
(TYPE/PRINT NAME):	Debra C. Boyd

BOARD/CMSN CHAIR (SIGN/DATE):	
(TYPE/PRINT NAME):	Kathy Bigham

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**AGENCY’S DISCUSSION AND ANALYSIS**

The goals, strategies, and objectives outlined in Winthrop University's Strategic Planning Template were developed and adopted in 2013-14, following a comprehensive, multi-method assessment involving qualitative and quantitative methods that included analysis of key performance indicators, review of internal factors and externalities influencing Winthrop, input/feedback from internal and external stakeholders, and town hall and visioning meetings. Winthrop's aspiration *to define excellence by offering quality and access in a singular institution* promotes individual achievement and the greater good, recognizing that higher education serves three primary, interrelated purposes:

- To fuel our nation’s and our state’s economic engine through workforce development and inspiring entrepreneurs;
- To prepare people for democratic citizenship and social responsibility through exposure to the liberal arts, diverse people and experiences, and challenges that develop higher levels of intellectual, ethical, and moral reasoning;
- To promote professional success and social mobility by recognizing the fundamental connection between *quality* of education and *equality* of opportunity.

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, program assessment, personnel performance appraisal, and ongoing program and curricular reviews. Key participants include senior and mid-level leadership in academic units, administrative units, and student support services. The annual planning cycle is synchronized with South Carolina’s Fiscal Year, July 1 through June 30.

The key internal and external factors affecting Winthrop were re-evaluated to reflect results from the University’s comprehensive 2013-14 assessment initiative, and these strategic challenges are framed as “How best to:”

1. Address affordability stemming from shrinking state fiscal support, rising college costs, and increasing student debt;
2. Ensure that all Winthrop students have opportunities to achieve essential learning outcomes produced by high impact practices like collaborative research and creative activity, study abroad, service-learning, and internships;
3. Serve national, state, and regional workforce development needs, demonstrate student proficiencies with employer-desired skills that transcend disciplines, and use technology to broaden access and increase the percentage of adults with high quality college degrees;
4. Serve the expanding student archetype that includes residential students, adult students, veterans, and working professionals who need graduate degrees and certificates to advance or change careers;
5. Demonstrate student success relative to retention, graduation rates, and capacities as informed, engaged, and globally responsible citizens;
6. Meet reporting obligations of federal and state regulatory agencies and regional and specialized programmatic accreditation standards.

Winthrop’s State Accountability Report, one element of its comprehensive and continuous assessment, planning, and improvement process, is a summary of performance and achievements over time, providing transparency and evidence of compliance with SACSCOC standards, federal and state regulations, and

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Winthrop’s contributions to achieving South Carolina’s goals for higher education. Examples of Winthrop’s efforts, results, and selected achievements in 2013-14 span all divisions and are contextualized by the four goals described in the Strategic Planning Template.

**Goal 1: Promote access and degree attainment for an increasing number of students.**

- The **Office of Admissions** continues to provide prospective students with personalized service, where students are encouraged to get to know an admissions counselor, schedule campus visits, attend programs, view Winthrop’s institution profiles, or chat online. Admissions personnel work with faculty, providing opportunities for prospective students and parents to meet Winthrop’s faculty and staff.
- The **Winthrop Bridge Program** welcomed its first group of students in fall 2013. It is an academic transfer program that allows freshmen 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. <sup>i</sup> Plans to expand the program to include other two-year institutions are in progress.
- **Winthrop’s Resource Center for Adult Students (RCAS)** 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 resources to support enrollment and retention of underrepresented student groups and improve their opportunities to participate in high impact learning opportunities like undergraduate research, service-learning, and global learning experiences.
- Residence Life (Division of Student Life) and University College (Division of Academic Affairs) collaborate to feature academic theme floors, called [Academic Success Communities](#), where 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.
- The development, expansion, and automation of Winthrop’s **early intervention system** to support academic success exemplifies how, over time, Winthrop assessed the needs of academically at-risk students, used its organizational knowledge and new technologies to conceptualize and improve interventions to address needs, and delivered academic support students need to be successful.
- Winthrop redesigned [Principles of the Learning Academy](#) (ACAD 101), 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 community.
- Jessie DuBard '58 and her husband established the **Jessie DuBard endowed scholarship** to support education majors who come from homes where one or both parents are deceased. The DuBards’ generous gift was to promote Winthrop as an institution uniquely positioned to offer quality and access, and support the SC goal to be one of the most educated states.
- The American Council on Education (ACE) selected Winthrop to participate in the national **Change and Innovation Lab** (CIL) funded by a \$400,000.00 Lumina Foundation grant to help colleges and universities implement significant, sustainable initiatives *to increase the number of first-generation and nontraditional students earning college degrees.*<sup>ii</sup>

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**Goal 2: Continually enhance the quality of the Winthrop experience for all students.**

- Winthrop received a number of recognitions in 2013-14, including being named one of the Best in the Southeast by **The Princeton Review**, one of the Top Ten Regional Public Universities in the South by **U.S. News & World Report**, one of **Barron’s Best Buys** in College Education, one of **Washington Monthly’s** Best Bang for the Buck Colleges, and Winthrop was among 32 postsecondary institutions—and the only SC institution—recognized for its efforts to improve college completion rates and prepare students for successful careers in the national report ***Beating the Odds***, developed with support from the Bill & Melinda Gates Foundation.
- College of Business Administration’s Student Professional Development Conference, **Employment-Seeking in a Digital Age**, (March 4, 2014), attracted 250 participants to six workshops featuring nine speakers from corporate America and Winthrop’s MBA program.<sup>iii</sup>
- More than 40 students worked with 15 faculty members during summer 2013 as part of Winthrop **summer undergraduate research experiences program**, funded by grants from the National Institutes of Health (NIH) and the National Science Foundation (NSF).<sup>iv</sup>
- Recognizing the need for healthcare professionals to have a bridge between their professional degrees and management aspects of clinical industries, College of Business Administration announced its new **Healthcare Management Academic Certification**.<sup>v</sup>
- Winthrop’s newly established **Global Ambassador Scholarship** allows recipients to grow their leadership skills and provide opportunities to study abroad and engage with global issues.
- Winthrop used its \$40,000 grant from the Council of Graduate Schools to develop a **financial literacy program** for students, with content created by College of Business faculty and webpage developed by students in the Visual Design program.
- 33 Winthrop students **studied abroad** during fall 2013, a 27% increase over fall 2012.<sup>vi</sup>
- The National Institutes of Health recently awarded a \$360,000 grant to Winthrop biology faculty member **Dr. Eric Birgbauer** to continue his studies on optic nerve growth and regeneration. Undergraduate students will help in the investigation to learn analytical skills and an understanding of the scientific process.<sup>vii</sup>
- **Dr. Laura Ullrich**, Economics, completed a Fulbright (May 2014) at the University of Pristina in Kosovo.<sup>viii</sup>
- The S.C. Area Health Education Consortium (AHEC) presented **Dr. Dwight Dimaculangan**, Biology, its 2014 Gateway Award for his promotion of the Bench to Bedside (B2B) initiative and commitment to successful matriculation of undergraduate students into health professions programs.
- **Dr. Marshall Jones**, Education, traveled to Kyiv, Ukraine in October 2013 to lead workshops for university administrators from Eastern Europe. Jones attended at the request of the International Research and Exchanges Board (IREX), the non-profit organization that works with the U.S. State Department on education initiatives.



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- **Dr. Seymour Simmons**, Fine Arts, received the 2013 Higher Education “Educator of the Year Award” at the SC Arts Educators Association (SCAEA) conference.
- Fine Arts professor **Phil Moody** was named “Educator of the Year” by the Society of Photographic Educators.
- Expanding **Blackboard Learn** applications continue to improve operational efficiencies for online course delivery and enhance opportunities to conduct student learning outcomes assessment initiatives.

**Goal 3: Enhance the work environment for faculty and staff.**

- As a result of town-hall style meetings in fall 2013, senior leaders identified a need to improve staff communications and opportunities for shared governance and in spring 2014 established [Staff Conference](#), a staff assembly and a staff council.
- Winthrop participated in the [Great Colleges To Work For](#) Survey in spring 2014. Findings from the 2014 national study, administered by [ModernThink](#) in partnership with the Chronicle for Higher Education, are due in fall 2014 and will enable Winthrop to evaluate its workplace quality and climate with experiences reported by employees of other higher education institutions.
- Results from a multi-year comprehensive assessment performed by Winthrop’s **Faculty Roles and Rewards Committee** led to recommendations for improvements, which are now being prioritized and integrated into Winthrop’s governance structure as well as tenure, promotion, retention, and post-tenure review processes.
- Phased in migration to **standardize faculty documentation** using a secured, internally-developed Primary Instructor Credentialing System ([PICS](#)) and [Activity Insight](#) (proprietary application developed by Digital Measures) continues in 2013-14 as a result of assessment findings (during Winthrop’s 2011 decennial SACSCOC reaffirmation self-study) identifying the need for improved and more standardized documentation of faculty qualifications, credentials, and accomplishments.
- Automation of Winthrop’s **job application process** demonstrates improved process design and delivery in Human Resources that integrates organization knowledge, cost controls, efficiency and effectiveness factors.

**Goal 4: Forge new and solidify existing government, organizational, and business partnerships that create mutual benefit.**

- Winthrop is a member of the Rock Hill **Knowledge Park** community private/public partnership to attract jobs and new businesses.<sup>ix</sup>
- 26 students from 14 S.C. colleges and universities visited Winthrop in May 2014 as part of the second annual [NEW Leadership Summer Institute](#). One of the purposes of the institute is to encourage women to consider careers in public service.
- **Family Trust Federal Credit Union** commissioned 5 Winthrop students to create art for its new headquarters on White Street in downtown Rock Hill.

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- During the April 2014 Faculty, Staff, and Retirees awards ceremony, senior leaders presented 58 **Community Service Awards** to faculty and staff for service to the University and the community, demonstrating the broad range of community service contributions employees make to SC and beyond.<sup>x</sup>
- Winthrop's achievements of the [Carnegie Elective Classification on Community Engagement](#) (awarded in 2009), inclusion on the **President's Higher Education Community Service Honor Roll** every year (2013, 2012, 2010-11, 2009 Honor Roll with Distinction) since 2008 (inaugural year), and selection for the Association of American Colleges & Universities (AAC&U) **Core Commitments leadership consortium** demonstrate Winthrop is accomplishing its community/public service objectives.
- Winthrop University's Inn at Winthrop became the first lodging property in York County, and the first collegiate property in South Carolina, to become a member of the **SC Green Hospitality Alliance**, a program of the SC Restaurant and Lodging Association and the SC DHEC Office of Solid Waste Reduction and Recycling designed to help hotels, motels, restaurants and other hospitality facilities go green.<sup>xi</sup>
- The National Network for Educational Renewal (NNER) presented Winthrop's University-School Partnership Network with the **2013 Richard W. Clark Partner School Award** for its vision and progress in partner school work advancing quality schools for all learners.<sup>xii</sup>
- Winthrop's **Dare to Rise Initiative** raised more than \$1.1 million in seven weeks to galvanize initiatives designed to ensure the highest caliber of instruction and support for students and allow Winthrop to promote a program of "inclusive excellence" through need-based financial aid.

Winthrop's 2013-14 achievements demonstrate the University's current efforts and results associated with its own goals, as well as its ongoing contributions to South Carolina's four education goals, as articulated in the 2009 report, *Leveraging Higher Education for a Stronger SC*. The four goals include *making SC one of the most educated states, increasing research and innovation in SC, making SC a Leader in Workforce Training and Educational Services, and realizing SC's Potential – Resources and Effectiveness*.<sup>xiii</sup>

<sup>i</sup>	<a href="http://www.Winthrop.edu/news-events/article.aspx?id=31604">http://www.Winthrop.edu/news-events/article.aspx?id=31604</a>
<sup>ii</sup>	<a href="http://www.Winthrop.edu/news-events/article.aspx?id=34012">http://www.Winthrop.edu/news-events/article.aspx?id=34012</a>
<sup>iii</sup>	<a href="http://www.Winthrop.edu/cba/studentservices/default.aspx?id=10288">http://www.Winthrop.edu/cba/studentservices/default.aspx?id=10288</a>
<sup>iv</sup>	<a href="http://www.Winthrop.edu/news-events/article.aspx?id=30866">http://www.Winthrop.edu/news-events/article.aspx?id=30866</a>
<sup>v</sup>	<a href="https://www.Winthrop.edu/uploadedFiles/cba/news/ThurmondReviewSummer2013.pdf">https://www.Winthrop.edu/uploadedFiles/cba/news/ThurmondReviewSummer2013.pdf</a> ,p. 3
<sup>vi</sup>	<a href="http://www.Winthrop.edu/uploadedFiles/facultyconference/Report2013-1011BOT.pdf">http://www.Winthrop.edu/uploadedFiles/facultyconference/Report2013-1011BOT.pdf</a> , p. 1
<sup>vii</sup>	<a href="http://www.Winthrop.edu/news-events/article.aspx?id=35515">http://www.Winthrop.edu/news-events/article.aspx?id=35515</a>
<sup>viii</sup>	<a href="https://www.Winthrop.edu/news-events/article.aspx?id=31753">https://www.Winthrop.edu/news-events/article.aspx?id=31753</a>
<sup>ix</sup>	<a href="http://www.knowledgeparkrockhill.com/about/public-leadership/">http://www.knowledgeparkrockhill.com/about/public-leadership/</a>
<sup>x</sup>	<a href="http://www.Winthrop.edu/news-events/article.aspx?id=34532">http://www.Winthrop.edu/news-events/article.aspx?id=34532</a>
<sup>xi</sup>	<a href="https://www.Winthrop.edu/news-events/article.aspx?id=32575">https://www.Winthrop.edu/news-events/article.aspx?id=32575</a>
<sup>xii</sup>	<a href="http://www.Winthrop.edu/uploadedFiles/coe/news/newsletters/LatestNewsletter.pdf">http://www.Winthrop.edu/uploadedFiles/coe/news/newsletters/LatestNewsletter.pdf</a> , p. 4
<sup>xiii</sup>	<a href="http://www.che.sc.gov/CHE_Docs/InfoCntr/HESC_Files/che_2169_Leverage_Report_web.pdf">http://www.che.sc.gov/CHE_Docs/InfoCntr/HESC_Files/che_2169_Leverage_Report_web.pdf</a>



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Strategic Planning Template

Type	Goal	Item #	Strat	Object	Description
G	1				Promote access and degree attainment.
S		1.1			Increase enrollment while reflecting the University's mission.
O		1.1.1			Focus the University's comprehensive recruitment and retention plans on reaching an enrollment target of 7,000 students by fall 2019.
O		1.1.2			Continue to accept all qualified South Carolina applicants in support of the state's goal to make SC one of the most educated states.
O		1.1.3			Diversify the domestic minority undergraduate student population to reflect changing population trends in the state and Southeast by fall 2019.
O		1.1.4			By fall 2016, expand the articulation and transfer Bridge Program with York Tech to include other select technical colleges in the region.
S		1.2			Increase student retention.
O		1.2.1			Target an increased freshman-sophomore student retention rate range of 75-78% by fall 2019.
O		1.2.2			Monitor and target an undergraduate course completion rate (Success Rate) of at least 90%.
S		1.3			Improve and accelerate degree attainment.
O		1.3.1			Target a student four-year graduation rate of 40% by fall 2019.
O		1.3.2			Target a student five-year graduation rate of 55% by fall 2019.
O		1.3.3			Target a student six-year graduation rate of 60% by fall 2019.
S		1.4			Mitigate financial barriers to higher education.
O		1.4.1			Increase enrollment while maintaining 60% of undergraduate students' documented financial needs met.
O		1.4.2			Continue to serve a high number of Pell eligible students in order to support higher education access and attainment for South Carolinians.
G	2				Continually enhance the quality of the Winthrop experience for all students.
S		2.1			Improve access to high impact educational practices associated with learning.
O		2.1.1			Maintain a mission-appropriate institutional student/faculty ratio.
O		2.1.2			Define, identify, and increase the number of undergraduates who graduate with a formal hands-on learning experience.
O		2.1.3			Increase from 7% to 10% the percentage of all undergraduates who graduate with a study abroad experience by fall 2019.
O		2.1.4			Identify international exchange institutions and write a development plan that results in growing the number and quality of study abroad opportunities for Winthrop students.
S		2.2			Deliver a mission-driven, market-smart, and cost-effective program mix at all levels.
O		2.2.1			Conduct comprehensive program reviews of academic programs, student life services, and administrative units in order to continuously adapt to changes in the market, academic research, student support needs, and technology.
O		2.2.2			Expand online offerings, infrastructure, and resources to support mission.
O		2.2.3			Maintain unqualified regional accreditation from SACS COC.
O		2.2.4			Support implementation and assessment of Winthrop's Quality Enhancement Plan.



S	2.3	Provide state-of-the-art facilities and infrastructure with appropriate technology to enhance academic and co-curricular learning and career preparation.
O	2.3.1	Expand campus Wi-Fi coverage to enhance residential learning and to improve campus-wide access to online resources.
O	2.3.2	Implement an instructional equipment replacement plan for curricular, co-curricular, and extra-curricular programs.
S	3	Recruit and retain highly qualified and productive faculty and staff by providing competitive compensation and a supportive work environment.
S	3.1	Foster a workplace culture characterized by communication, collaborative decision making, and civility.
O	3.1.1	In FY 2014-15, evaluate and update as necessary the Training Guide for Faculty, developed to strategically match students with appropriate campus resources.
O	3.1.2	Support the newly formed Staff Assembly by assisting in development of bylaws, fostering staff participation, facilitating communication with senior leadership, and providing information as needed regarding Winthrop and state processes and procedures.
S	3.2	Take deliberate action to improve compensation competitiveness.
O	3.2.1	Establish a process to address salary concerns over a three year period to be realized by June 30, 2018.
O	3.2.2	Identify sources of funding to improve salaries.
S	3.3	Invest in the professional development of faculty and staff.
O	3.3.1	Fund and encourage effective professional development opportunities to optimize job growth, remain compliant with federal and state regulations, and follow industry best practices.
O	3.3.2	Revise the performance appraisal process for staff and administrators to include specific evaluation criteria that more directly relates to individual job duties and provides for employee participation.
S	4	Forge new and solidify existing government, organizational, and business partnerships that create mutual benefit.
S	4.1	Identify and secure resources and support that enable our students to realize their potential and allow them to make a difference in the communities in which they live.
O	4.1.1	Establish an annual forecast for financial support from university foundations by February 1 for the following fiscal year.
O	4.1.2	Implement annual joint meetings to deepen the communication between the Board of Trustees and the Foundation's Board of Directors.
S	4.2	Collaborate with local and regional economic development agencies to address Winthrop's strategic priorities and fuel our state's and our nation's economic engine through workforce development and by inspiring entrepreneurs.
O	4.2.1	Continue to partner with Rock Hill Knowledge Park initiative to support Winthrop priorities.
O	4.2.2	Increase Winthrop's presence through participation with networks such as the Small Business Development Center, Rock Hill Economic Development Corporation, Catawba Council of Government, York County Economic Development, Catawba Educational Learning Center, the SC Chamber of Commerce, and others to inform the development of workforce training and programming for entrepreneurs.

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability		Reporting Freq.	Performance Measurement Template Associated Objective(s)	
						Internal enrollment reports and census date; Current = Fall 2012	Commission on Higher Education Management Information System (CHEMIS) enrollment file		Calculation Method	
1	Total Headcount Enrollment	6170	6130	7000 by Fall 2019	Last = Fall 2012 census date; Current = Fall 2013	Internal enrollment reports and census date	Commission on Higher Education Management Information System (CHEMIS) enrollment file	semester	Number of undergraduate and graduate students enrolled	1.1.1
2	Percentage of UG students who are in-state	88.5%	89.7%	Maintain at least 80%	Last = Fall 2012 census date; Current = Fall 2013	CHEMIS enrollment file		semester	Percentage of enrolled students whose geographic origin at the time of admission is South Carolina	1.1.2
3	Percentage of UG students who are Hispanic	2.8%	3.0%	7.5% by Fall 2019	Last = Fall 2012 census date; Current = Fall 2013	Internal enrollment reports and census date	Commission on Higher Education Management Information System (CHEMIS) enrollment file	semester	Count of students who reported their ethnicity as Hispanic	1.1.3
4	One-year retention rate of first-time, full-time freshmen	73.2%	72%	Target a range of 75-78% by Fall 2019	Fall 2012 census date to Fall 2013 census date	Internal retention reports and Commission on Higher Education Management Information System (CHEMIS) enrollment file		annual	Current Value = Percentage of the Fall 2012 cohort of first-time, full-time freshmen who returned in the Fall 2013 term	1.2.1
5	Overall Undergraduate Retention Rate	82.3%	80.4%	Maintain/improve	Last = Fall 2012 census date; Current = Fall 2013	Internal retention reports and Commission on Higher Education Management Information System (CHEMIS) enrollment file		annual	Current Value = Percentage of students enrolled in Fall 2012 who returned in Fall 2013	1.1.1, 1.2
6	Undergraduate course success rate	90.2%	90%	Maintain at least 90%	Last = Fall 2013; Current = Spring 2014	Internal end of semester course enrollment reports		semester	Percentage of passing final grades earned by undergraduates enrolled in 100-500 level courses.	1.2.2
7	Four-year graduation rate of first-time, full-time freshmen	34.5%	36%	40% by Fall 2019	Reported in spring each year cohort that entered 5 years before	Consortium for Student Retention Data Exchange (CSRDE) report		annual	Current Value = Percentage of 2009 Fall cohort who had graduated by Summer 2013	1.3.1
8	Five-year graduation rate of first-time, full-time freshmen	51.9%	50%	55% by Fall 2019	Reported in spring each year cohort that entered 6 years before	Consortium for Student Retention Data Exchange (CSRDE) report		annual	Current Value = Percentage of 2008 Fall cohort who had graduated by Summer 2013	1.3.2
9	Six-year graduation rate of first-time, full-time freshmen	53.2%	55.1%	60% by Fall 2019	Reported in spring each year cohort that entered 7 years before	Consortium for Student Retention Data Exchange (CSRDE) report		annual	Current Value = Percentage of 2007 Fall cohort who had graduated by Summer 2013	1.3.3
10	Percent of UG students' documented financial need met	61%	60%	Maintain at least 60%	Last = Fall 2012 census date; Current = Fall 2013	Common Data Set		annual	On average, the percentage of need that was met of students who were awarded any need-based aid	1.4.1
11	Percentage of students who are Pell eligible	39%	40%	Maintain/improve	Last = Fall 2012 census date; Current = Fall 2013	Integrated Postsecondary Education Data System (IPEDS) census date		annual	Percentage of degree-seeking undergraduate students who are eligible to receive a Pell grant.	1.4.2

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Item	Performance Measure	Last Value	Current Value	Target Value	Time Applicable	Data Source and Availability	Reporting Freq.	Performance Measurement Template	
								Calculation Method	Associated Object(s)
12	Student/faculty ratio	14 to 1	15 to 1	Maintain	Last = Fall 2012 census date; Current = Fall 2013 census date	Common Data Set	annual	Fall ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instructional faculty (full-time plus 1/3 part-time)	2.1.1
13	Percent of UG students who graduate with a study abroad experience.	7%	7%	10% by Fall 2019	Last = Fall 2012 census date; Current = Fall 2013 census date	International Center reports	annual	Percentage of undergraduates who graduated in prior December, May, and August and had Study Abroad indicator in Student Information System (SIS).	2.1.3
14	Percentage of UG Credit Hour Production delivered by FT faculty	62.6%	63.5%	Maintain/improve	Last = Fall 2012 census date; Current = Fall 2013 census date	CHEMIS course files	annual	For courses below the 600-level, percentage of total credit hour production taught by full-time instructional faculty.	2.1
15	Percentage of FT faculty with terminal degree	62%	60%	Maintain/improve	Last = Fall 2012 census date; Current = Fall 2013 census date	CHEMIS faculty file	annual	Percentage of full-time instructional faculty holding terminal degrees in their discipline.	2.1, 3.3
16	Average Salaries of FT Faculty	Among the 12 SC public comprehensive, Winthrop ranked 6th in average faculty salary, overall and in each of the four faculty ranks		Among the 12 SC public comprehensive, Winthrop ranks 7th in average faculty salary, overall and in each of the four faculty ranks	Establish a process to address salary concerns over a three year period to be realized by 2018.	Last = Fall 2012 census date; Current = Fall 2013 CHEMIS	annual	CHE publishes this data annually, based on faculty salary data submitted by each institution each fall.	3.2.1

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Program/Title	Purpose	FY 2012-13 Expenditures			FY 2013-14 Expenditures			Associated Object(s)		
		General	Other	Federal	General	Other	Federal			
		TOTAL			TOTAL					
I. Education and General	Includes instruction, research, public service, academic support, student services, scholarships and fellowships, operation and maintenance of plant, Student Direct Lending, CERBA, and Teaching Fellows.	\$ 10,415,863	\$ 68,060,229	\$ 9,527,263	\$ 88,003,355	\$ 10,750,120	\$ 67,133,632	\$ 9,517,131	\$ 87,440,883	Goal 1, 2, 3, 4
II. Auxiliary Enterprise	Includes student housing, health center, cafeteria, bookstore and vending.	\$	\$ 11,702,353	\$	\$ 11,702,353	\$	\$ 11,697,180	\$	\$ 11,697,180	Goal 2
III. Employee Benefits		\$ 2,690,166	\$ 12,746,282	\$ 1,199,997	\$ 26,636,445	\$ 2,895,973	\$ 13,345,452	\$ 1,323,035	\$ 17,564,460	Goal 3