THE WINTHROP PLAN
Success Measures and Metrics

Goal 1

Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates.

Success measures and metrics	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019 Target	Fall 2019 Stretch Target	Fall 2019 Prelim.	Fall 2020 Target	Fall 2020 Stretch Target	Fall 2025 Target	Fall 2025 Stretch Target
A. Total headcount enrollment	6031	6109	6073	5813	6000	6100	**5864**	6000	6100	7000	7500
B. One-year retention rate – First-Time/Full-Time Freshmen	77%	73%	77%	75%	78%	80%	**70%**	75%	77%	82%	85%
C. Six-year graduation rate – First-Time/Full-Time Freshmen	56%	58%	57%	56%	61%	63%	**64%**	60%	61%	61%*	65%
D. Undergraduate student placement rate	90%	90%	90%	91%	90%	92%	**91%**	91%	93%	92%	95%
E. Percentage of all students who are AALANA, Asian, or International	39%	40%	40%	40%	41%	42%	**42%**	43%	44%	43%	45%

increased based on 2018 results

Goal 1 Definitions

A. Total Headcount Enrollment: Number of students enrolled, as reported in fall to the state.

B. First-Year Retention Rate: First-year retention rate is the percentage of the first-time, full-time freshman cohort returning for the fall semester of their second year. The Fall 2019 rate represents retention of the Fall 2018 cohort. First-year retention rate is an indicator of student success and students' continued desire to engage in the Winthrop experience.

C. Six-Year Graduation Rate: Six-year graduation rate is the percentage of the first-time, full-time freshman cohort earning a Winthrop bachelor's degree within six years of enrolling. The Fall 2019 rate represents graduation of the Fall 2013 cohort. Six-year graduation rate is an indicator of student success and achievement of a specific academic credential.

D. Undergraduate Student Placement Rate: Student placement rate is defined as engaging in employment, advanced education, and/or military service upon graduation. The rate is a weighted average based on data from the annual Graduating Senior Survey and biennial Alumni Survey. Student placement rate reflects graduates' adequate preparation for careers and advanced education.

E. Student Diversity: Percentage of enrolled students who self-identified as African American, Latin American, Native American, Native Hawaiian/Pacific Islander, Asian, two or more races, or international

Goal 2
Continually enhance the quality of the Winthrop experience for all students by promoting a culture of innovation with an emphasis on global and community engagement.

Success measures and metrics	NSSE 2014 Baseline		NSSE 2016 Actual		NSSE 2018				NSSE 2024	
	NSSE Avg	Winthrop Seniors	NSSE Avg	Winthrop Seniors	Target	Stretch Target	Actual NSSE Avg	Actual Winthrop Seniors	Target	Stretch Target
A. Percentage of undergraduate students who graduate with at least two high-impact practices	62%	79%	61%	70%	79%	80%	70%	**69%**	84%	89%
B. NSSE Diversity Indicator	72%	78%	71%	79%	80%	82%	70%	**78%**	83%	88%
C. NSSE Student-Faculty Interaction Engagement Indicator	34%	45%	33%	49%	50%	52%	34%	**46%**	52%	55%

	2015-16	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	Fall 2025 Target	Stretch Target
D. New and redesigned programs	Baseline	3	5	8	**9**	25	40

Goal 2 Definitions

A. NSSE High Impact Practices: The National Survey of Student Engagement (NSSE) allows students to self-report their participation in high impact practices. The NSSE High Impact Practices Indicator signifies the percentage of seniors reporting participation in at least two of the following: learning community, course that included a service-learning project, research project with a faculty member, internship/co-op/practicum, study abroad, and/or capstone course. The NSSE High Impact Practices Indicator reflects the types of activities that enrich the learning experience and help students develop employer-desired skills, including problem solving, teamwork, communication, personal and social responsibility, and critical thinking.

B. NSSE Diversity Indicator: The NSSE Diversity Indicator signifies the percentage of seniors reporting having discussions often or very often with students from a different race/ethnicity, economic background, religion, or political perspective than their own. The NSSE Diversity Indicator allows the institution to look beyond the number of diverse students enrolled to the impact of this diversity on the interactions and experiences of all students.

C. NSSE Student-Faculty Interaction Indicator: The National Survey of Student Engagement (NSSE) allows students to self-report the frequency of their interactions with faculty. The NSSE Student-Faculty Interaction Indicator denotes the percentage of seniors engaging *often* or *very often* with faculty to discuss academic performance; course topics, idea, or concepts outside of class; career plans; or to work on activities other than coursework (e.g., committees, student groups). The NSSE Student-Faculty Interaction Indicator reflects the personalized, student-centered nature of the Winthrop experience.

D. Redesigned Programs: Redesigned programs are defined as the number of new and redesigned academic programs, having received full approval by faculty governance and the appropriate regulatory bodies, as required, (i.e., South Carolina Commission on Higher Education, South Carolina Department of Education, Southern Association of Colleges and Schools Commission on Colleges). Redesigned programs ensure an intentional, sustained, future-looking assessment of the University's offerings to meet the demands of an ever-evolving educational market.

Goal 3 Attract and retain high quality and diverse faculty, staff, and administrators.

Success measures and metrics	Fall 2015 Baseline	Fall 2016 Actual	Fall 2017 Actual	Fall 2018 Actual	Fall 2019 Target	Fall 2019 Stretch Target	Fall 2019 Prelim.	Fall 2020 Target	Fall 2020 Stretch Target	Fall 2025 Target	Fall 2025 Stretch Target
A. Percentage of faculty/managerial staff who are AALANA, Asian, or International	14%	16%	18%	21%	18%	19%	**21%**	19%	20%	18.5%	20%
B. Percentage of full-time employees with salaries at or above the median	32%	37%	35%	29%	36%	40%	29%	36%	40%	50%	55%
C. Satisfaction of faculty, staff, and administrators based on one or more rating systems	51%	----	----	61%*	----	----	----	63%	65%	60%	65%

*based on survey administered spring 2018

Goal 3 Definitions

A. Employee Diversity: Employee diversity is determined by the percentage of full-time instructional faculty and managerial staff who identify as African American, Latin American, Native American, Native Hawaiian/Pacific Islander, Asian, two or more races, and/or international. This metric reflects data reported annually to the federal government (IPEDS) in the job categories of full-time *Instructional Staff and Management Occupations.* Employee diversity highlights Winthrop's commitment to successfully attracting, hiring, and retaining diverse employees.

B. Employee Compensation: Employee compensation is assessed through annual salary studies, using a comparison group of regional peer institutions. These studies are used to establish comparative median employee salaries based on job descriptions of staff and administrators and on discipline, rank, and tenure status of faculty. Employee compensation assures that the University appropriately values and supports the work of faculty and staff.

C. Employee Satisfaction: The Korn Ferry Employee Effectiveness Survey, conducted in spring 2018, assessed the level of employee engagement and employee enablement in performing their job. This metric identifies the percentage of faculty and staff *strongly agreeing* or *agreeing* that they are "satisfied with their work experience at Winthrop University." Employee engagement and enablement is crucial in attracting, supporting, and retaining high quality faculty and staff to advance the institutional mission. A survey will be administered every two years.

Goal 4
Provide facilities, technology, and programs that support Winthrop students and the overall Winthrop experience.

Success measures and metrics	Fall 2016 Baseline	Fall 2017 Actual	Fall 2018 Actual	Fall 2019 Target	Fall 2019 Stretch Target	Fall 2019 Actual	Fall 2020 Target	Fall 2020 Stretch Target	Fall 2025 Target	Fall 2025 Stretch Target
A. Number of classrooms upgraded with technology	----	28	39	38	43	**38**	39	43	60	62
B. Student satisfaction with support services	74%	80%	80%	82%	85%	**78%**	82%	85%	85%	90%
C. Number of online/hybrid degree programs	1	4	7	8	9	**8**	9	11	15	20

	FY15	FY16	FY17	FY18	FY19		FY20		FY25	
D. Expenditures on facilities	$11.1M	$11.6M	$13.5M	$12.7M	$13.75M	$14M	**$11.2**	$13.75M	$14M	$15M	$22M

Goal 4 Definitions
A. Classrooms with Upgraded Technology: Classrooms with upgraded technology is defined as the number of classrooms receiving enhancements in the academic year that in place by the beginning of the fall semester. This includes, but is not limited to, upgraded computers, projectors, collaboration tools, and Wi-Fi. While all of Winthrop's general classrooms are currently equipped with smart technology, the University aspires to maintain and upgrade these technologies to support effective teaching, learning, and collaboration.

B. Student Satisfaction with Support Services: The annual Graduating Senior Survey allows students to self-report their level of satisfaction with various student support services. This measurement indicates the percentage of *very satisfied* , *satisfied,* or *neutral* responses provided by graduating seniors to each of 21 specific campus services. Student satisfaction indicates the extent to which Winthrop is meeting the needs of students and supporting their educational experience.

C. Number of Online/Hybrid Programs: Defined as the total number of new academic programs delivered fully or partially online. To qualify, a program must have received approval from faculty governance and the appropriate regulatory bodies, as required (i.e., South Carolina Commission on Higher Education, South Carolina Department of Education, Southern Association of Colleges and Schools Commission on Colleges). Programs delivered fully or partially online are designed to provide various subpopulations of students with increased flexibility to meet their educational needs.

D. Facility Expenditures: Facility expenditures is defined as the total dollars used to provide service and maintenance related to campus grounds and facilities, as reported annually to the federal government (IPEDS). Financial investment in the institution's facilities and grounds represents Winthrop's commitment to preserving and maintaining the campus's physical beauty and enhancing the overall student experience.

Goal 5 Ensure financial stability and sustainability.

Success measures and metrics	Fall 2015 Baseline	Fall 2017 Actual	Fall 2018 Actual	Fall 2019 Target	Fall 2019 Stretch Target	Fall 2019 Actual	Fall 2020 Target	Fall 2020 Stretch Target	Fall 2025 Target	Fall 2025 Stretch Target
A. Total endowment assets	$43.1M	$51.4M	$55.6M	$58M	$60M	**$59M**	$62M	$65M	$80M	$90M
B. Unrestricted gift revenues	$433,362	$567,786	$270,147	$500k	$600k	**$714,437***	$500K	$600K	$700k	$1M
C. Alumni giving rates	8.6%	7%	3.2%	7%	8%	**5.1%**	7%	8%	13%	15%
D. Scholarship/grant dollars provided to students from University & Foundation	$16.4M	$20M	$21M	$21M	$22M	**$21M**	$21M	$22M	$20M	$22M
E. Institutional debt ratio	0.54	0.48	0.45	0.44	0.43	**0.41**	0.38	0.36	.40	.35

as of end of Winthrop Foundation FY18

Goal 5 Definitions

A. Total Endowment Assets: Total endowment assets represent the amount of gross investments for Winthrop and the Winthrop Foundation, as reported annually to the federal government (IPEDS). Invested by the Winthrop Foundation, donated financial assets yield a targeted return to fund scholarships, endowed professorships, faculty enrichment programs, and other educational services provided by the University. Total endowment assets are crucial to Winthrop's financial stability, with the health of the endowment monitored to ensure the highest long-term institutional quality.

B. Unrestricted Gift Revenues: Unrestricted gift revenues reflect unrestricted gifts and investment returns earned from general, unspecified gifts to the University during the calendar year. These gifts, used at the discretion of the Foundation board, are given to the University in the form of unrestricted scholarships and other institutional support. Unrestricted gift revenues contribute to the institution's financial stability and denote community support for Winthrop's mission and values.

C. Alumni Giving Rate: The alumni giving rate is calculated by dividing the number of alumni making a donation in the fiscal year by the number of alumni solicited for donations in the same fiscal year. Alumni giving demonstrates graduates' satisfaction with their educational experience, continued engagement with the University, and investment in Winthrop's values, as well as contributing to the institution's long-term financial growth and stability.

D. Scholarship/Grant Dollars Provided to Students from the University and the Foundation: Scholarships and grants represent total dollars disbursed to students from the University and the Foundation within the fiscal year. Scholarships and grants are essential to fulfill Winthrop's mission of providing access to higher education for students with financial need. This type of funding supports the recruitment of an achievement-oriented, culturally, and economically

E. Debt Ratio: Debt ratio is calculated by dividing debts by assets (current and capital). Debt ratio is managed to ensure the long-term financial sustainability of the institution.