



Committee on Academic Quality

Provost's Report
October 24, 2019



Topics for Discussion:

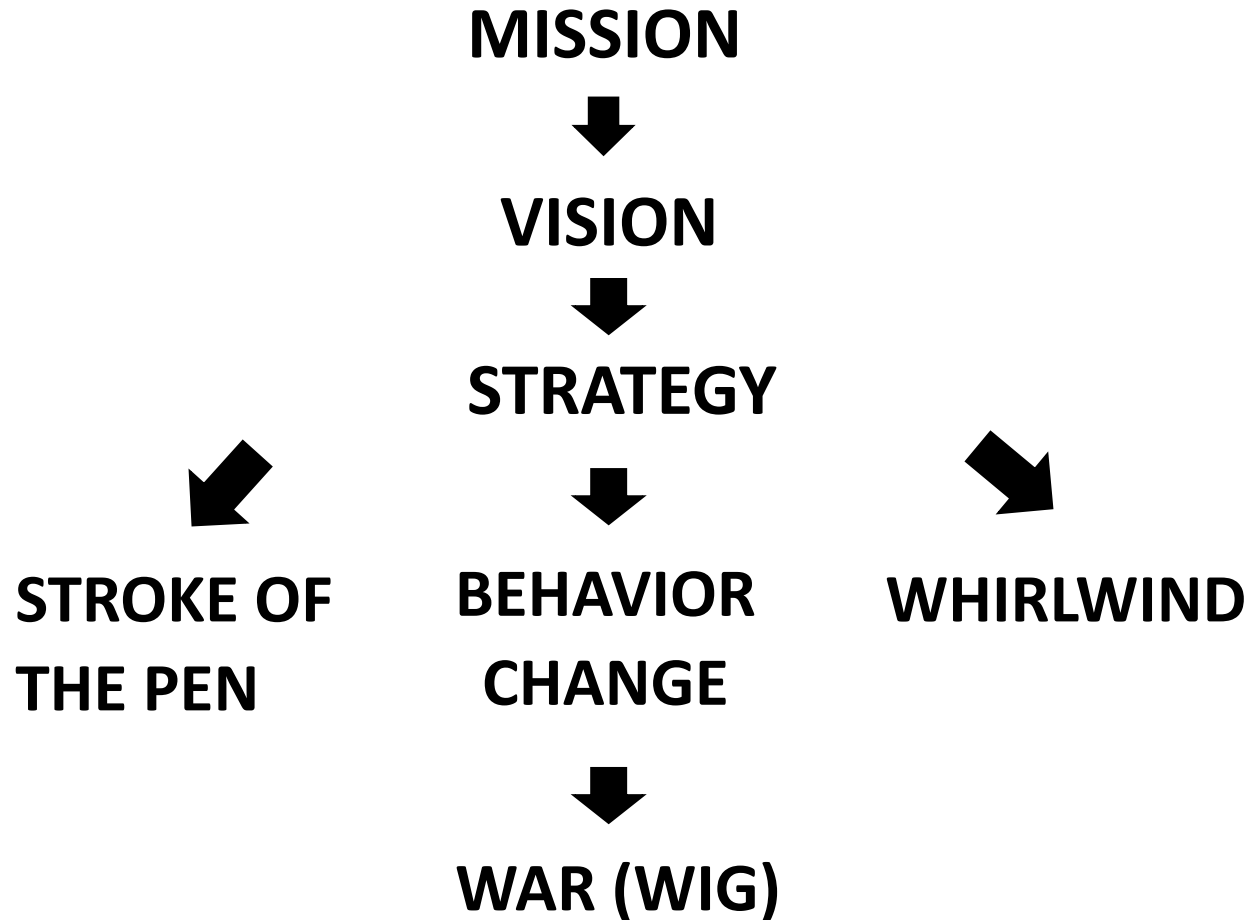
- Retention Efforts
- Program Development and Academic Master Planning Process
 - BPS Tuition Discount Proposal
- 2019-2020 staffing requests
- Academic Affairs data

FYI:

- Restructuring in Academic Affairs
 - Organizational Charts
- Academic Affairs Work Plan

Wildly Important Goal: Retention!

Using Four Disciplines of Execution model from Franklin Covey





2019-2020 WIG:

Increase Fall-to-Fall retention for all degree-seeking students from 80.9 to 82 percent by Fall 2020.

Degree-Seeking Students	Fall 2017	Fall 2018	Fall 2019
UG	4710	4545	4440
G	701	715	831
Total	5411	5260	5271
Less completers	4085	4014	4006*
Percent/# completed	25/1326	24/1246	24/1265*
Retained to next Fall	3338	3249	3285*
Percent retained	81.7	80.9	82
# Non-completers, not retained	747	765	721

*Projected completion/retention numbers based on 24-25% completion over past three years. 3285 = 82% of 4006



Increasing Student Retention:

contexts and challenges

- reduced scholarship aid as we reset our financial aid model
- larger number of students with greater and changing support needs
- strong completion rates

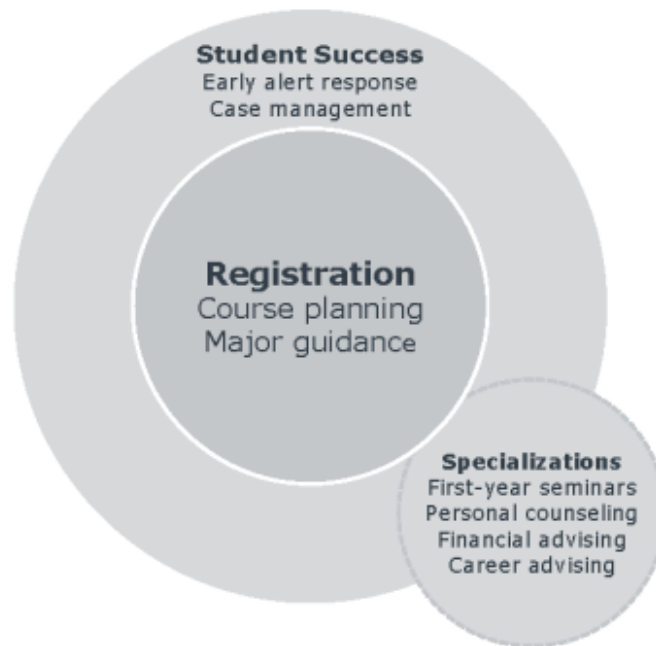
Shared Focus on Advising Improvements

The Shifting Role of the Advisor

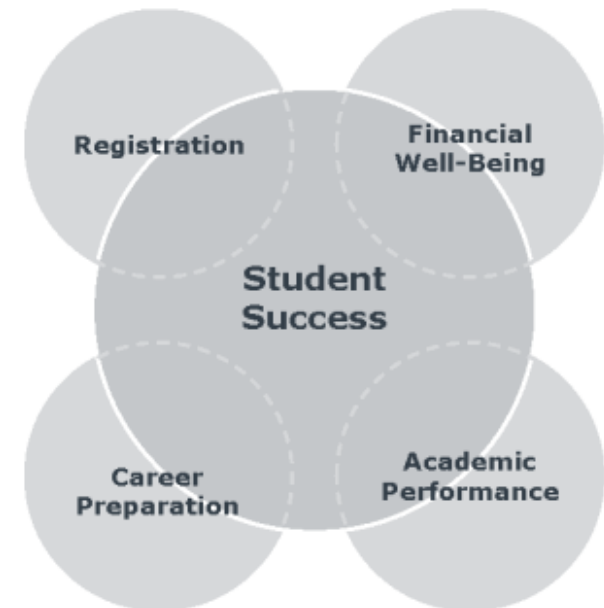


Moving Beyond Transactional Responsibilities to More Holistic Care

Traditional Advisors



Next-Generation Advisors



***Many names for this role**, including Success Advisors, Retention Specialists, Population Managers, and Success Coaches



2019-2020 Retention Efforts

Selected Initiatives

- CAS:
 - Curriculum maps, Registration Remedies
- CBA:
 - Retention bootcamp, experiential learning
- COE:
 - Retention committee, advising toolkit
- CVPA:
 - Advising one-on-ones, midterm follow up
- Graduate School/Extended Learning:
 - Summer persistence push, provisional advising



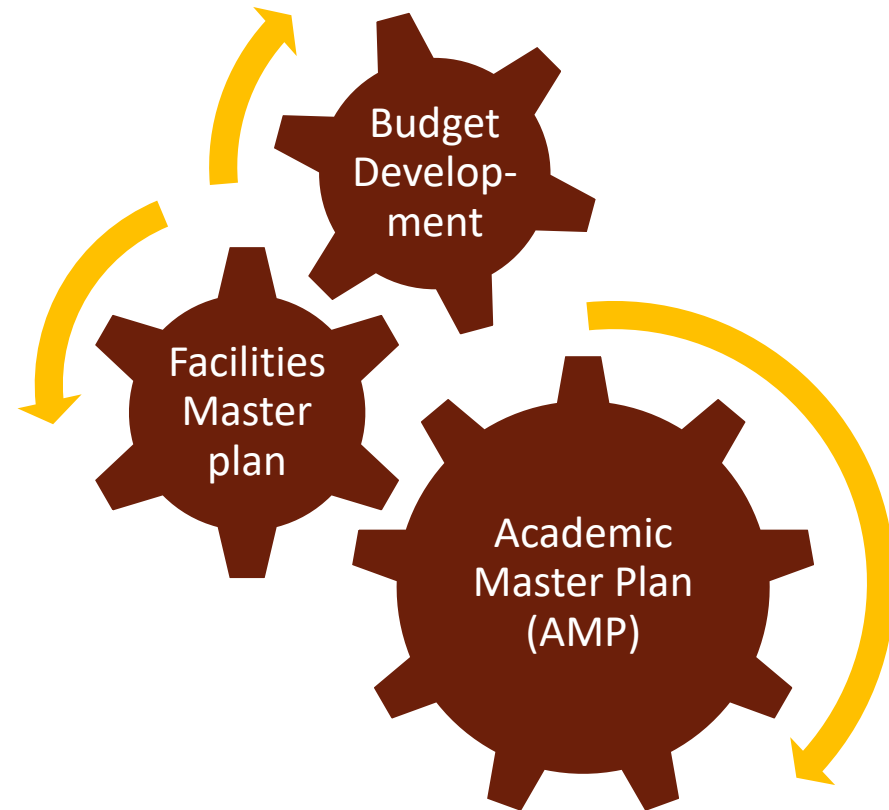
2019-2020 Retention Efforts

Selected Initiatives

- University College:
 - Advising center pilot, resiliency in ACAD
- Dacus:
 - Research HIPs, open access
- Records and Registration:
 - Course scheduling, AACRAO review
- AAAS:
 - Data support
- Center for Professional Excellence:
 - Customer service training, guest speakers

What is an Academic Master Plan?

An academic master plan is a central driver of integrated planning and decision-making that links mission, vision, and goals to people, services, and resources in a flexible process of evaluation, action, and improvement.





What Types of Questions are Asked in an Academic Master Plan (AMP)?

1. Where are we now, in terms of an academic mission & current practices? If we don't make any changes, where are we heading?
2. Where do we want to be in 5 -10 years? What will make us distinctive, competitive, and resilient in the face of coming demographic changes?
3. How can we get there?



Academic Master Planning at Winthrop:

- Build on 2016 Academic Mix Report
- Generate clear priorities for new program development that will advance the Winthrop Plan and identify any resulting program revisions and/or sunseting/elimination plans
- Provide program refresh needs analyses
- Develop and launch next phase of online programs



Academic Master Planning at Winthrop:

- Align professional development supports through Center for Professional Excellence
- Inform decisions on college name change proposals
- Produce 2020-2025 Academic Master Plan
- Consider the 10-year horizon as well: what steps can we take now to prepare for the programs we will need in 2030?

AMP Decision Inputs:

- Alignment with Winthrop Plan, mission, and vision, and college strategic goals
- Alignment with regional economic development goals/forecasts
- Full review through shared governance (BOT, administration, faculty, and staff)
- Faculty town halls (in colleges, interdisciplinary)
- Student surveys and admissions data
- EAB Market Analyses
- Cost/Benefit Analyses

Sample decision-making rubric:

Part B				
Category	Zero (0)	Low (1)	Medium (2)	High (3)
Mission Fit and/or WU Distinctiveness (fits current mission and/or sustains/creates a distinctive WU offering)		Poor to fair fit with both mission and potential to sustain/create a distinctive WU offering	Good fit with either mission or potential to sustain/create a distinctive WU offering (or both)	Great fit with either mission or potential to sustain/create a distinctive WU offering (or both)
Market Match (expressed interest by potential students <u>and</u> professional options for graduates)		Poor to fair student interest and poor to fair professional options for graduates	Either good student interest or good professional options for graduates exist, but at mixed strengths	Strong interest by potential students <u>and</u> strong professional options for graduates
Existing Capacity, Infrastructure (i.e. expertise, staffing levels, other services to support at WU)		Poor to fair support for this currently exists within WU resources	Good support on which we could build already exists within WU resources	WU has excellent capacity already in place to support this academic program mix change
Cost/Benefit (i.e. anticipated resources needed for program change to be more than offset by direct or indirect financial benefit)		Low value compared to cost	Medium value compared to cost	High value compared to cost
Data Informed Rationale		Little data suggests the need for this academic program mix change	Some data suggests the need for this academic program mix change	A lot of data suggests the need for this academic program mix change
Add by Column, Then Insert Total Score Here:				



BPS Discounted Tuition

- Provide rate that allows us to be competitive with other institutions offering adult completion programs: proposal of 25%
- Model for program development, which includes revenue/cost comparisons aligned with enrollment projections
- Program was noted for its foresight at our initial review of the 2021 Governor's Budget Proposal in Columbia on October 16



2019-2020 Faculty Searches

as reviewed by Compensation Committee and CPA

- 12 faculty retirements, 6 faculty resignations, 1 move to a new position (19)
- 13 positions (of 19) held vacant and/or filled with NTT instructor(s) for 1-2 years in savings (18-19, 19-20)
- 12 new faculty FTE requested through internal Academic Affairs staffing process (for total of 31 faculty searches requested)
- 6 faculty FTE held for 2020-2021 vacancy savings
- 16 faculty searches funded for Fall 2020 start (15 replacements and 1 new FTE in cybersecurity)



2019-2020 Staff Searches

as reviewed by Compensation Committee and CPA

- 5 staff resignations
- 2 staff positions held for 6-12 months for vacancy savings
- 1 new staff FTE requested
- 4 staff searches funded for FY 2019-2020 starts (3 staff replacements and 1 new FTE in Winthrop Office of Online Learning: Instructional Technologist)

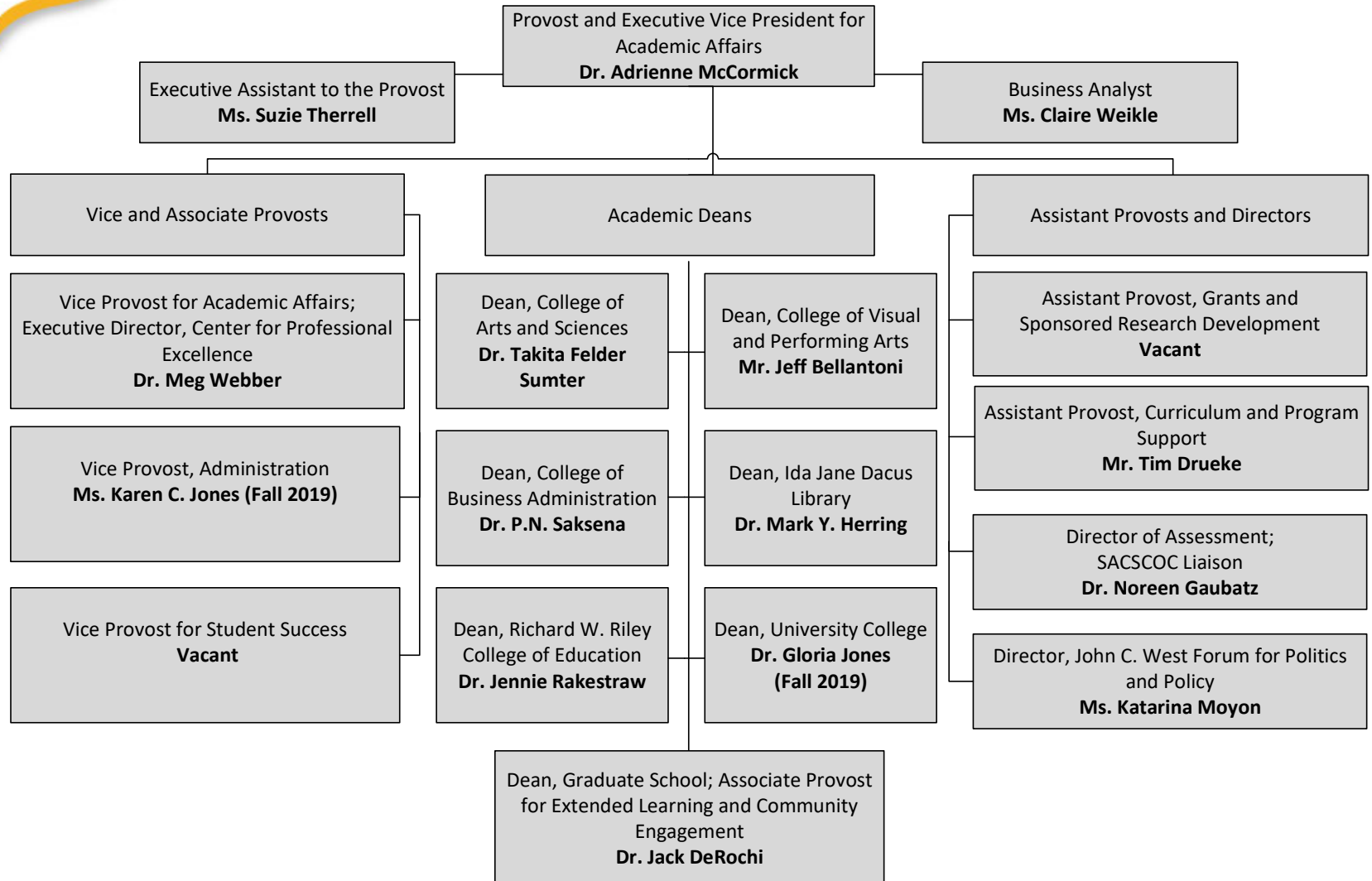


2019-2020 Administrator Searches **as reviewed by Compensation Committee and CPA**

- 3 retirements, 1 resignation, and 1 move to a new position (5)
- 1 Vice Provost position eliminated
- 1 Executive Director of Grants held vacant for 1 year
- 4 searches proposed for January or July 2020 starts:
 - Vice Provost for Student Success, Dean University College
 - Vice Provost for Institutional Research and Effectiveness
 - Dean, Dacus Library
 - Assistant Provost for Grants and Sponsored Research Development



*Provost and Executive Vice President
for Academic Affairs*



Data findings:

- Feedback/conversation on dashboard selection
- Suggestions for improvement?
- Looking ahead to February retreat and April Board meetings