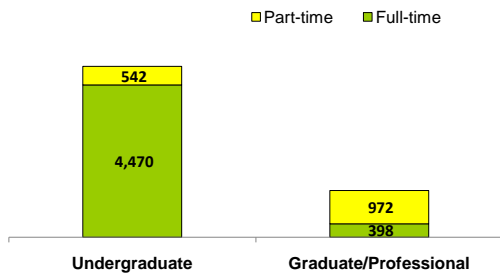


Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina. All eligible bachelor's, master's and specialist degrees in the liberal arts and sciences, education, business and the visual and performing arts are nationally accredited – part of the University's commitment to be among the very best institutions of its kind in the nation.

**Student Characteristics (Fall 2007)** [More](#)

**TOTAL NUMBER OF STUDENTS** 6,382

**Student Level and Enrollment Status**



**UNDERGRADUATE PROFILE**

**Total** 5,012

**Gender**

Women	3,450	69%
Men	1,562	31%

**Race/Ethnicity**

African American / Black	1,378	27%
American Indian / Alaskan Native	20	0%
Asian / Pacific Islander	77	2%
Hispanic	91	2%
International	99	2%
White	3,347	67%
Race/Ethnicity Unknown	0	0%

**Geographic Distribution (Degree-Seeking)**

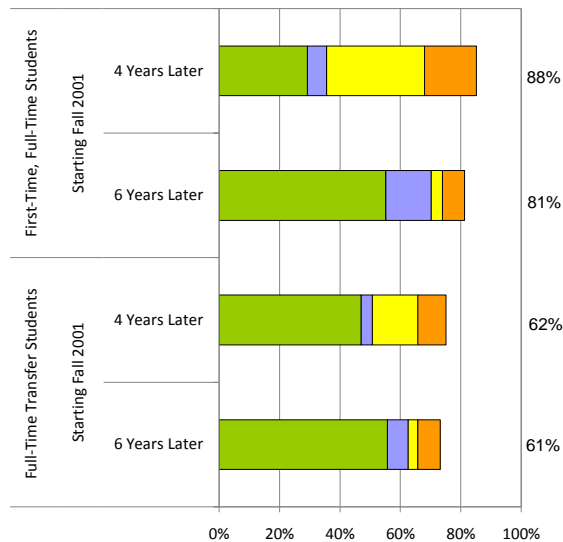
South Carolina	87%
Other US States & Territories	11%
Other Countries	2%

**Age (Degree-Seeking)**

Average Age	21.2
Percent of Undergraduates Age 25 or Older	9%

**Undergraduate Success and Progress Rate** [More](#)

■ Graduated from WU
 ■ Graduated from other Institution  
■ Still Enrolled at WU
 ■ Still Enrolled at other Institution



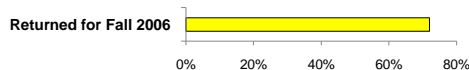
**A 85% four-year success and progress rate means that 85% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.**

Counts for the Fall 2001 entering class shown in the graph above.

- 942 First-Time, Full-Time Students
- 357 Full-Time Transfer Students

[CLICK HERE](#) for Detailed Success & Progress Rate Tables

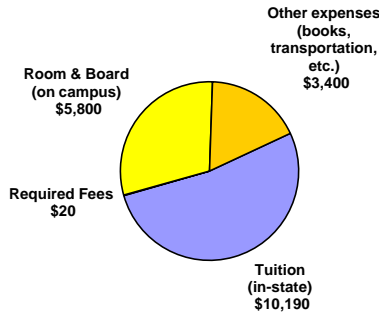
**Retention of Fall 2006 First-Time, Full-time Students**



**Costs of Attendance and Financial Aid**

[More](#)

**Typical Undergraduate Costs per Year Without Financial Aid (Full-Time, In-State Students)**



**Total: \$19,410**

[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)  
To get a cost estimate for students like you!

**Financial Aid Awarded to Undergraduates**

**Overall Financial Aid**

• 72% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

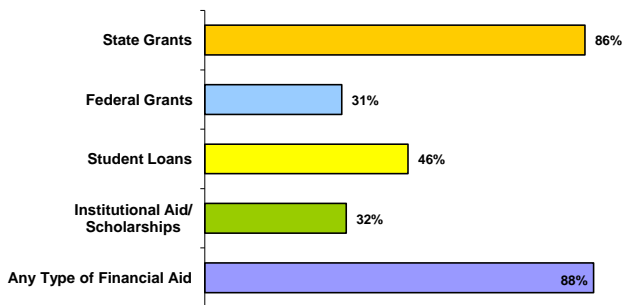
**Annual Need-Based Scholarships & Grants**

• 49% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$6,624.

**Annual Need-Based Loans**

• 48% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,918.

**Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid**

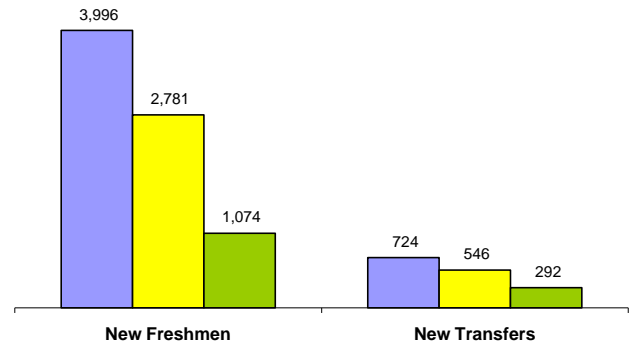


NOTE: Student may receive aid from more than one source.

**Undergraduate Admissions**

[More](#)

Applied Admitted Enrolled



**Academic Preparation of New Freshman**

**Test(s) Required for Admission: SAT or ACT**

**Middle 50% of Test Score Range**

	ACT	SAT
Composite	20-25	
Math	-	480-570
English	-	
Critical Reading		470-570

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	38%
Percent in top 50% of High School Graduating Class	86%
Average High School GPA (4-point scale)	3.59

**Degrees and Areas of Study**

**Degrees Awarded at WU in 2006-07**

Bachelor's	1,014
Master's	243
Professional (e.g., Law, Medicine)	7
<b>Total</b>	<b>1,264</b>

**Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07**

Business/Marketing	20%
Education	19%
Visual and Performing Arts	14%
Social Sciences	8%
Psychology	8%
All other degree areas	31%
<b>Total</b>	<b>100%</b>

[CLICK HERE](#) for a list of undergraduate and graduate programs

**The Community**

With over 150 clubs and organizations, a nationally recognized basketball program, and an active visual and performing arts community, Winthrop is an exciting place to go to school. Winthrop also has a wide variety of tutoring and mentoring programs to help students in and out of the classroom.



**Study at WU** [More](#)

**Classroom Environment**

Students per Faculty	14 to 1 to 1
Undergraduate classes with fewer than 30 students	74%
Undergraduate classes with fewer than 50 students	96%

**Full-Time Instructional Faculty**

Total Faculty	282
% Women	49%
% from Minority Groups	12%
% with Highest Degree in Field	82%

**Carnegie Classification of Institutional Characteristics**

**Basic Type**

Master's Colleges and Universities (larger programs)

**Size and Setting**

Medium four-year, primarily residential

**Enrollment Profile**

High undergraduate

**Undergraduate Profile**

Full-time four-year, selective, higher transfer-in

**Undergraduate Instructional Program**

Balanced arts & sciences/professions, some graduate coexistence

**Graduate Instructional Program**

Postbaccalaureate with arts & sciences (education dominant)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.

**Student Housing** [More](#)

89% of new freshmen live on campus  
42% of all undergraduates live on campus

**Campus Safety** [More](#)

The Winthrop University Campus Police promotes and preserves a safe and secure campus environment by delivering quality police and community safety service in a professional and sensitive manner. The department is committed to the professional growth of its police officers, support staff, and the continual development of its relationship with faculty, staff, students, and Residence Life.

[CLICK HERE](#) for Campus Crime Statistics report.

**Future Plans of Bachelor's Degree Recipients**

Data used to build graph are not yet available

## Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how WU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-07 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the NSSE survey.

### Group Learning Experiences

- 94% percent of seniors worked with classmates on assignments outside of class.
- 56% of seniors tutored or taught other students
- 28% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

### Active Learning Experiences

- 80% of seniors spent at least 6 hours per week preparing for class
- 5% of seniors worked on a research project with a faculty member
- 15% of seniors participated in an internship, practicum, or field experience
- 67% of seniors participated in community service or volunteer work
- 1% of seniors participated in study abroad
- 96% of seniors made at least one class presentation last year

### Institutional Commitment to Student Learning and Success

- 99% of seniors believe this institution provides support for student success
- 79% of seniors rated the quality of academic advising at this institution as good or excellent
- 80% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 93% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

### Student Satisfaction

- 83% of seniors would attend this institution if they started over again
- 90% of seniors rated their entire educational experience as good or excellent
- 84% of seniors reported that other students were friendly or supportive

### Student Interaction with Campus Faculty and Staff

- 45% of seniors believed that the campus staff were helpful, considerate, or flexible
- 74% of seniors believed that faculty are available, helpful, or sympathetic
- 95% of seniors reported that faculty members provided prompt feedback on their academic performance
- 63% of seniors discussed readings or ideas with faculty members outside of class

### Experiences with Diverse Groups of People and Ideas

- 63% of seniors reported that they often tried to understand someone else's point of view
- 95% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 58% of seniors often had serious conversations with students of a different race or ethnicity

**Student Learning Outcomes**

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

**Student Learning Assessment at WU**

Assessment takes place at several levels and places within the University and, together, tells the Winthrop story through data and other qualified, self-reflective processes. The following constitute the main components of Winthrop’s assessment tapestry:

- Institutional Effectiveness Report (for the Commission on Higher Education - CHE)
- Accountability Report (for State Budget and Control Board)
- The National Survey of Student Engagement (NSSE)
- Collegiate Learning Assessment (CLA – Lumina Foundation)
- Annual Audits (Fiscal and Facilities)
- Academic Program Outcomes and Service Unit Assessment Initiative

[CLICK HERE](#) for examples of student learning assessment and outcomes at WU

**Pilot Project to Measure Core Learning Outcomes**

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the Fall 2005 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student’s major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

[CLICK HERE](#) for information on test administration, the test sample, and the response rate.

**Learning Gains between Freshman Year and Senior Year**

**PerformanceTask**

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

**Analytic Writing Task**

The increase in learning on the performance task is well above what would be expected at an institution with students of similar academic abilities.

**Average Institutional Scores**

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	1095	1196
Analytic Writing Task	1044	1195

CLA Score Range: 400 to 1600

