

ADMINISTRATIVE COUNCIL MINUTES

September 15, 2021

The Administrative Council met on Wednesday, September 15, 2021 at 9:00 a.m. in the Athens State Ballroom. Present were Dr. Rick Barth; Ms. Toni Carter; Ms. Pam Clark, Recorder; Mr. Richard Collie; Mr. Jonathan Craft; Mr. Andrew Dollar; Dr. Mike Essary (Vaughn Proxy); Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeffrey Guenther; Ms. Belinda Krigel; Dr. Kim LaFevor; Ms. Sarah McAbee; Mr. Mike McCoy; Ms. Julia Pope; Mr. Benjamin Shepard, Mr. Derrek Smith; Dr. Jackie Smith; Dr. Stephen Spencer; Mr. Gary Valcana; Dr. Lee Vartanian; Dr. Philip Way; Dr. Catherine Wehlburg; and Dr. Lionel Wright. Dr. Joe Delap and Mr. Chris Latham were absent.

Dr. Way convened the meeting at 9:00 a.m. and welcomed everyone. He introduced the new members: Ms. Toni Carter, Library Director; Ms. Julia Pope, Staff Senate President; Mr. Benjamin Shepard, SGA President; and Mr. Gary Valcana, Interim Dean College of Business. There were no corrections to the July minutes and they were unanimously approved on a voice vote.

Dr. Way stated the focus of the meeting is to make Athens State University a more transfer-friendly institution. Dr. Way turned the meeting over to Dr. Wehlburg, who presented a PowerPoint slideshow on the topic (Attachment 1). The members were divided into four groups for discussions.

A. Group 1 – Barth, Craft, Dollar, Ferguson, Gooch, McCoy and J. Smith

1. Identify the top three strategies that are working in your area(s).
 - Scholarships.
 - Success Coaches.
 - Expanding graduate programs.
2. Describe areas that need to be changed/improved/enhanced.
 - Promoting 2 + 2.
 - More efficiency and flexibility of student's incoming credits to help them graduate quicker.
 - Retention and persistence.
3. Choose one of the areas for improvement/enhancement.
 - Promoting the 2 + 2 programs.
4. What strategies should be used to implement this improvement?
 - Audit existing 2 + 2 agreements - we need to determine what programs have the 2 + 2 and what programs need the 2 + 2 so we can develop them.
 - Develop marketing material based on the 2 + 2 (external).
 - Program webpages need to be student/career focused (internal).
 - Incorporate importance of 2 + 2 into recruiter training.
 - Suggestion made to have Calhoun teach on our campus.

5. How will we know we are successful? What data will we need?

- Increased enrollment.
- Suggestion made to accelerate the 2 + 2 program by offering college classes at the high school level to get a degree in three years (2 + 2 = 3).
- Individual program growth.

B. Group 2 – Guenther, LaFevor, Pope and Way

1. Identify the top three strategies that are working in your area(s).

- We have plenty of aggregate data.
- We have a group of highly engaged counselors in the Transfer Student Success Center.
- Cooperative relationships with staff and students.
- We offer scholarships.

2. Describe areas that need to be changed/improved/enhanced.

- Create pathways for all programs with key targeted community colleges.
- Create a more comprehensive list of key contacts in other colleges.
- We need to break down the data by transfer institution.
- Determine why transfer applicants decide to not attend Athens State.
- We need to emphasize existing programs and develop new programs that align more with the community college system.

3. Choose one of the areas for improvement/enhancement.

- Why do students choose to not attend Athens State?

4. What strategies should be used to implement this improvement?

- Review Clearinghouse data on a regular basis. Pull the data and look for trends and patterns.
- Use Archer to help with data analysis.
- Determine what we will do with the data.
- Follow-up – identify questions to answer, identify responsible parties, survey students.

5. How will we know we are successful? What data will we need?

- We will have more students.
- Increase in applications.
- Increase in requests from corporate partners.
- We need qualitative and quantitative data from corporate partners.
- Add a question to the GSES on how we can improve.
- Phone surveys to collect additional data.

C. Group 3 – Collie, Essary, McAbee, Shepard and D. Smith

1. Identify the top three strategies that are working in your area(s).
 - Joint recruiting.
 - Advising through the Student Success Center.
 - MOT block credit transfer.
2. Describe areas that need to be changed/improved/enhanced.
 - Better internal communication.
 - Expand block credit to more degrees.
 - Strengthen the relationships with community colleges on a program level.
3. Choose one of the areas for improvement/enhancement.
 - Strengthen the relationships with the community colleges.
4. What strategies should be used to implement this improvement?
 - More shared activities to include joint clubs and student organizations.
 - Joint faculty training.
 - Combined working groups.
 - Combined “meet and greets” by program.
 - Annual conference to share data hosted by Athens State.
5. How will we know we are successful? What data will we need?
 - Enrollment will increase.

D. Group 4 – Carter, Krigel, Spencer, Valcana, Vartanian and Wright

1. Identify the top three strategies that are working in your area(s).
 - 2 + 2.
 - Personnel on-site at community colleges.
 - Success coaches.
2. Describe areas that need to be changed/improved/enhanced.
 - Soften the landing regarding the technology requirements for adult learners.
 - Priming community college students for Athens State. One way to do this is by offering classes at the community colleges so the students are already familiar with Athens State.
 - Marketing our partnerships both externally and internally.
 - Help our community colleges sell our programs.
 - Co-teaching with community colleges – partner faculty and co-listing classes.

3. Choose one of the areas for improvement/enhancement.
 - Improve our partnerships.
4. What strategies should be used to implement this improvement?
 - Co-teaching with partner faculty.
 - Possibility to co-list courses?
 - Developing faculty relationships.
 - Community college faculty teach on our campus and Athens State faculty teach on community colleges' campuses.
 - Share our professional development opportunities with faculty from other community colleges.
 - Celebrate the strengths of the partnerships.
 - Honor the scholarships awarded at community colleges by extending them at Athens State.
 - Determine who is not attending Athens State and why.
5. How will we know we are successful? What data will we need?
 - Transfer rates: determine who they are, where they are coming from, yearly changes, and who is not attending and why.

Dr. Wehlburg stated the strategies will be compiled and we will decide what the next steps are to making Athens State a transfer-friendly school. She welcomed anyone who would like to be part of the writing group. The group will work on sharing our best practices of transfer. She thanked everyone for their participation. The meeting adjourned at 10:28 a.m.

Respectfully submitted by: Pamela Clark

Attachment 1: "Transfer-Friendly" PowerPoint Presentation

Transfer-Friendly Athens State University



Strategies for
Success



I work full time and have been taking classes off and on for a few years. I need a bachelor's degree to qualify for a promotion at work, but it's hard raising a family and spending so much time and money on school. I never thought it'd take this long to graduate. I am so ready to be done.

—Transfer Student



I've moved around a lot and have taken college classes off and on for years. I would love to finish my degree, but trying to get credit for the courses I took in different states has been challenging. You'd think a basic class is the same everywhere, but apparently, that's not always the case.

—Transfer Student



I started college after high school but dropped out in my junior year when my daughter was born. Now that all my kids are grown, I've decided to go back to school finally finish my degree. Luckily, I got credit for a lot of my old classes, but I'll admit that I'm nervous about being a student again.

—Transfer Student

Some Data

Today's students are more highly mobile – but many of higher education's systems assume a linear path.

Lose Credits

"Students lose an estimated 43% of their credits upon transfer to a new institution."

Upward Social Mobility

Post-secondary attainment gaps by economic status and race/ethnicity cost the US economy around \$956 billion annually

Not Everyone is the Same

More than 1/3 of students transfer – and "of those, 45% transfer more than once."

TODAY'S POSTSECONDARY EDUCATION EXPERIENCE

Lots of Learning, Lots of Pathways



34%

of students take college credit in high school

30M

workers without a 4-year degree have the skills for higher-wage work

49%

of BA graduates have community college credits

35%

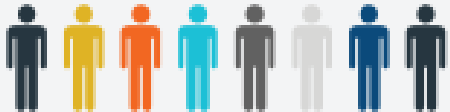
of students are enrolled in distance learning

35%

of students transfer from one institution to another

33%

of veterans hold a certificate but no additional education



ACCOMMODATING THE NEW NORMAL

Credits accumulate from a variety of places and spaces. But are they all counting?

HIGH BARRIERS TO SUCCESS

Every year, millions of students enroll in community colleges with the hope of completing a bachelor's degree at a 4-year school. Few of them ever make it—largely because there's no clear, consistent path to turn credits into degrees.

80%

of community college students want a bachelor's degree



31%

of community college students transfer to a 4-year institution



14%

of community college students earn a bachelor's degree within 6 years of entry to postsecondary

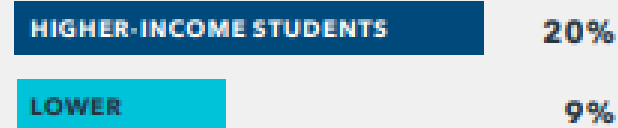


43%
of students' credits are not accepted upon transfer⁵

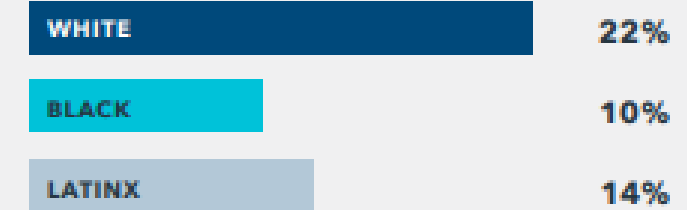
Source: [Beyond Articulation Agreements: Five Student-Centered Principles to Improve Transfer. A Tackling Transfer Report](#)

BROKEN TRANSFER IMPACTS LOWER- INCOME, BLACK, AND LATINX STUDENTS MOST

Six-Year Bachelor's Completion Rate for
Students Who Started at Community College
by Income, Fall 2012 cohort



Six-Year Completion Rate at a Four-Year
Institution for Students Who Started at Two-
Year Public Institutions by Race and Ethnicity,
Fall 2013 cohort



Source: [Beyond Articulation Agreements: Five Student-Centered Principles to Improve Transfer. A Tackling Transfer Report](#)

VISION

The Tackling Transfer Policy Advisory Board identified these elements of a vision for “a modern, student-centered transfer system and a culture of learner agency”

Appropriate Learning is Recognized and Used

All relevant learning is recognized and applied toward a major

Students are Supported

Students are bolstered at each step of their lifelong learning journey with supportive policies that recognize knowledge and skills acquired from many sources

Transfer Pathways

Transfer pathways and transitions are streamlined, starting in K-12 and continuing through entry into the workforce eliminated the “transfer maze”

How Athens State Can Promote this Vision



Key Lessons From the Literature

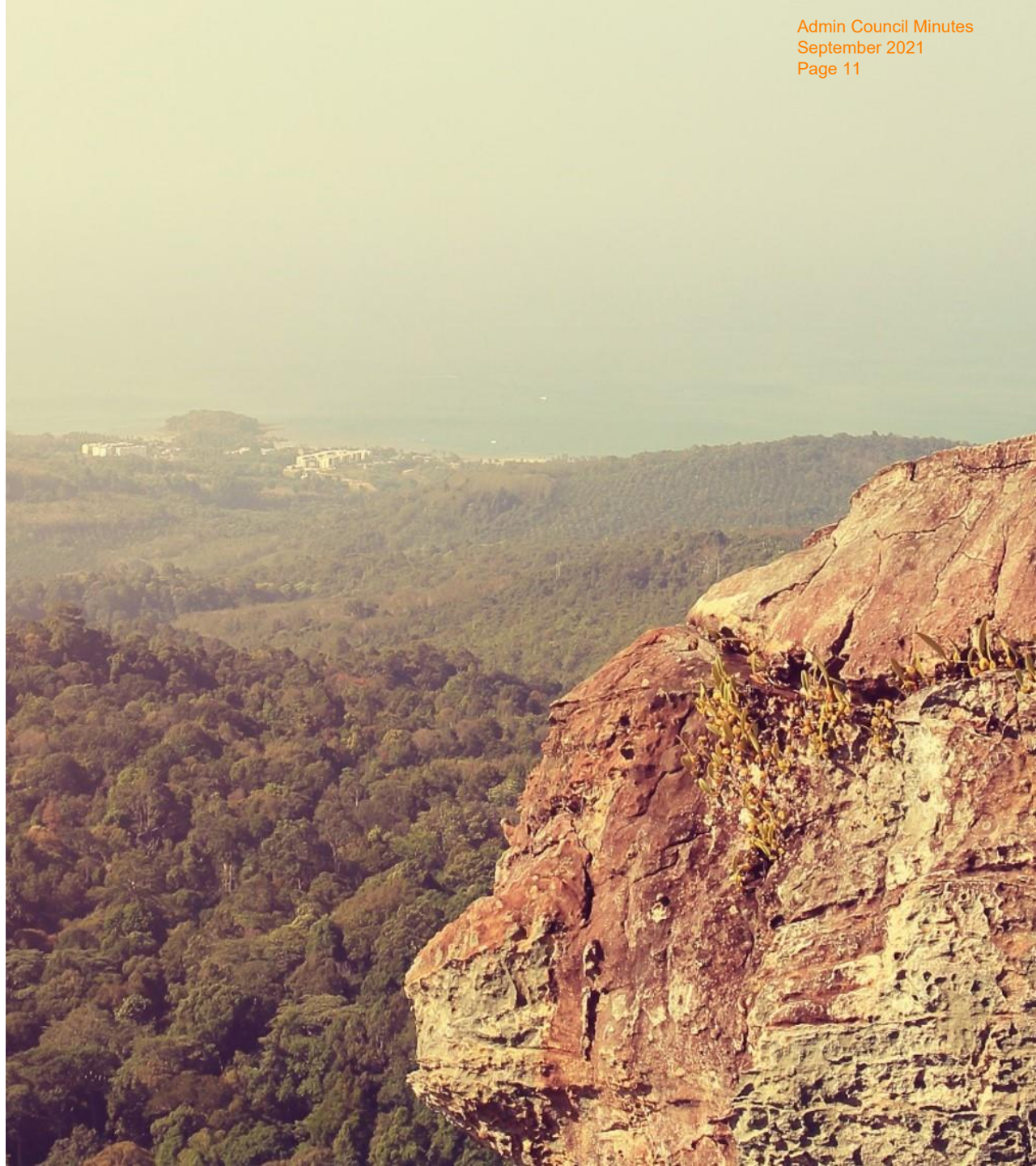
“Partnerships That Promote Success:
Lessons and Findings from the
Evaluation of the Jack Kent Cooke
Foundation’s Community College
Transfer Initiative”

1

High levels of institutional readiness and buy-in are associated with more effective and sustainable programs

Paving the Way

- Learner Centered
- Transparent Communication
- Points of Contact for students



2

Supporting Students Before and After Transfer

Support Systems

- Student Organizations/Clubs
 - Honors Programs
- Joint Classes/Activities Between Both Institutions
- Tutoring/Writing Center/Academic Services



3

Robust Partnerships with Community Colleges

SUPPORT

- Key Individuals on Both Campuses
- Program Advisory Committees for Transfer
- Clear Articulation Agreements

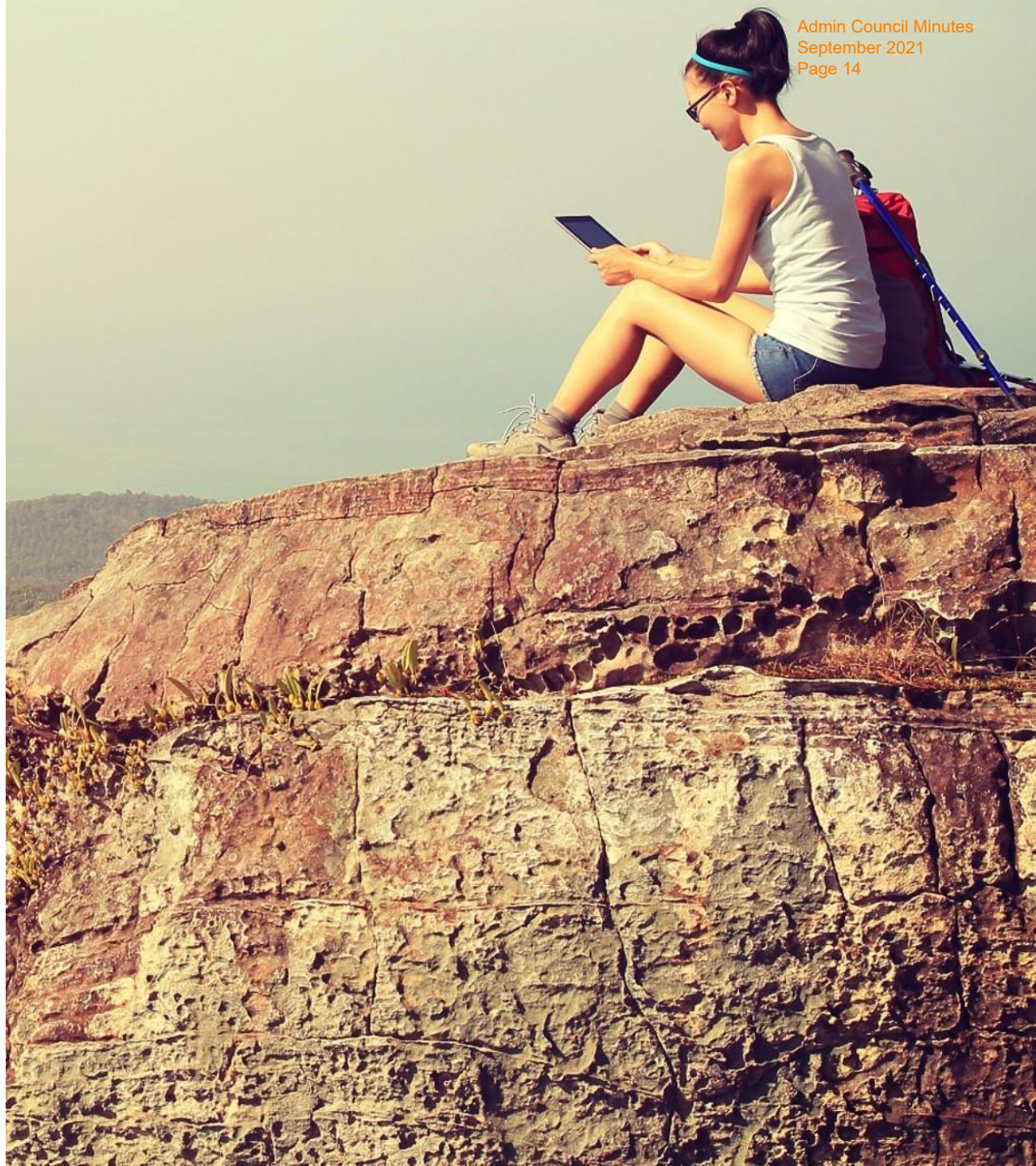


4

Involve Students in the Partnership

ENGAGE

- Student Mentors, Guides, Contacts
- Provide Feedback to the Institution
- Make Recommendations for Change



5

Continuous Assessment and Informed Use of Data

EVALUATE

- Identify data points
- Regularly use the data for formative assessment
- Know what student success will look like

Voice

Student Impact of Successful Transfer

Transfer students include “previously incarcerated students who had rediscovered themselves and their talents at community college and were now on a path toward graduate school; students whose families actively opposed their attendance at community college, let alone at a four-year institution; single mothers or fathers who wanted to provide a better life and a role model for their children and who in some cases would be graduating college as their children were graduating high school; students who had thought they might stop at an associate’s degree but were planning for graduate school; high school dropouts who started “just taking a community college course or two,” but found a professor who recognized their potential and were now doing well at an elite four-year institution; and students who had never before traveled outside of their state but were now studying abroad”



They say:

- “I had never dared dream this big.”
- “I didn’t expect to succeed at community college, let alone at a university.”
 - “This program saved me.”
- “It’s about more than getting a good grade – it’s about thinking bigger.”
- “It has expanded the things I thought I could do. I see that doors are not locked.”



I'm the first person in my family to go to college, so no one knew how to help me get ready. I missed all the big schools' application deadlines, so I had to start at a community college instead. It's actually better anyway because now I'm certain I want to transfer and keep going for that degree.

—Transfer Student



**Next Steps and
Strategies**

Small Group Task

- 1. Identify the top three strategies that are working in your area(s)**
- 2. Describe areas that need to be changed/improved/enhanced**

Small Group Task

- 3. Choose one of the areas for improvement/enhancement**
- 4. What strategies should be used to implement this improvement?**
- 5. How will we know we are successful? What data will we need?**

Athens State – It's How You Finish!

THANK YOU