

# JOINT ADMINISTRATIVE COUNCIL AND STRATEGIC PLANNING MINUTES

April 28, 2021

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The Administrative Council and Strategic Planning Committees met on Wednesday, April 28, 2021 at 9:00 a.m. in the Ballroom. Present were Mr. Jamie Adams; Dr. Rick Barth; Ms. Pam Clark, Recorder; Ms. Phyllis Claxton; Mr. Richard Collie; Dr. Joe Delap; Mr. Andrew Dollar; Ms. Jackie Gooch; Mr. Jeffrey Guenther; Ms. Laura Beth Horn; Dr. Jim Kerner; Ms. Belinda Krigel; Dr. Kim LaFavor; Mr. Mike McCoy; Mr. Derrek Smith; Dr. Jackie Smith; Dr. Stephen Spencer; Dr. Darlene Turner-White; Dr. Lee Vartanian; Ms. Debra Vaughn; Dr. Philip Way and Dr. Lionel Wright. Mr. Ronnie Chronister; Ms. Laken Cleveland, SGA President; Mr. Jonathan Craft; Dr. Keith Ferguson; Mr. Chris Latham; and Ms. Sarah McAbee were absent. Special guest from the QEP Leadership Team was Ms. Katia Maxwell.

Dr. Way convened the meeting at 9:00 a.m. and welcomed everyone. He asked for any corrections to the March Administrative Council minutes. There were no corrections to the minutes and they were approved on a voice vote. He asked for any corrections to the March Strategic Planning minutes. There were no corrections to the minutes and they were approved on a voice vote.

Dr. Way explained that the focus of the meeting was to reflect on the SACSCOC on-site visit and talk about what can be improved. Dr. Way turned the meeting over to Dr. Smith. She presented on the topic "SACSCOC Visit Debriefing Closing the Loop on Accreditation" (Attachment 1).

Members were divided into four groups to review and compare the Focused Report (Attachment 2) and the Strategic Plan metrics (Horizon 2030). Members were asked to determine what changes need to be made to the Strategic Plan to better align it with the Focused Report.

## **A. 4-Year Graduation Rate, 8-Year Graduation Rate, Fall-to-Spring Persistence and Fall-to-Fall Retention – Barth, Gooch, Guenther, Krigel, D. Smith, Vaughn and Way (Attachment 3)**

### **SACSCOC STUDENT ACHIEVEMENT GOAL: 4-Year Graduation Rate**

- Section 8.1 of the Focused Report was accurate.
  - Minimum acceptable threshold = 50%
  - Aspirational goal for 2024 = 52%
  - Aspirational goal for 2027 = 54%

### **SACSCOC STUDENT ACHIEVEMENT GOAL: 8-Year Graduation Rate.**

- Include the 8-year graduation rate in the Strategic Plan metrics (Horizon 2030). Currently the rates are being measured through student achievement data. Mr. Guenther and Dr. Smith will work on the metric and add it to goal #3 of the Strategic Plan.

### **SACSCOC STUDENT ACHEIVEMENT GOAL: Fall-to-Spring Persistence**

- The minimum threshold for fall-to-spring persistence is 81%. This aligns with the Title III grant and the Strategic Plan (Horizon 2030) to maintain a rate of within 2% of 83%.
- Add aspirational targets (required to report goals for three years) to the Strategic Plan metrics:
  - Fall 2021 – Spring 2022 Aspirational = 85%
  - Fall 2022 – Spring 2023 Aspirational = 85.5%
  - Fall 2023 – Spring 2024 Aspirational = 86%

### **SACSCOC STUDENT ACHEIVEMENT GOAL: Fall-to-Fall Retention.**

- Retention rates as they are listed in the Focused Report and Title III grant are accurate.

#### **B. Workforce Entrance Rates – Claxton, Horn, Kerner, Maxwell, McCoy and Wright (Attachment 4)**

- Add minimum threshold of 74.8% per Focused Report to the Strategic Plan metrics.
- Increase the aspirational target to 79.8% per Focused Report instead of 75% in the Strategic Plan metrics.
- Suggestion: Find a way to increase response rates for the Graduating Senior Exit Survey.
- Expand to include graduate information on surveys.

#### **C. Licensure & Certification Rates – Delap and Vartanian (Attachment 5)**

- Add a new sub-goal: Professional program candidates will achieve licensure/certification rates at or above the state/national average.
- Measure: Licensure pass rate; certifying exams (PRAXIS II and edTPA for COE).
- Professional program candidates achieve certification rates at/above state/national average.
- Add nursing program as a certifying program: RN to BSN in 2022.
- 100% COE candidates certified.

#### **D. Diversity of Student Body – Adams, Collie, Dollar, LaFevor, Spencer and Turner-White (Attachment 6)**

- Continue to collect data related to diversity measures, as called for in the strategic planning documents and metrics. Go beyond these measures of diversity to think about equity and inclusion as well.
- Define what diversity, equity, and inclusion mean at the institution and why they are important.
- Collect data related to admissions, retention, graduation rates, employment placement, and student success to compare performance between overall students, White students, African-American students, and Hispanic students to determine if

there is a performance and equity gap. This data can then inform initiatives to address issues and problems.

Dr. Smith thanked everyone for their participation and comments. The meeting adjourned at 10:40 a.m.

Respectfully submitted by: Pamela Clark

Attachment 1: SACSCOC Visit Debriefing Closing the Loop on Accreditation

Attachment 2: Pages 23, 25 & 27 of the Focused Report

Attachment 3: SACSCOC Student Achievement Goal: 4-Year Graduation Rates, 8-Year Graduation Rates, Fall-to-Spring Persistence and Fall-to-Fall Retention

Attachment 4: SACSCOC Student Achievement Goal: Workforce Entrance Rates

Attachment 5: SACSCOC Student Achievement Goal: Licensure & Certification Rates

Attachment 6: SACSCOC Student Achievement Goal: Diversity of Student Body



# **SACSCOC Visit Debriefing**

## **Closing the Loop on Accreditation**

# QEP PRESENTATION

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- In looking at the definition of EL, why did you select those types of EL?
- When you say community engagement, does this include service learning?
- There is no real data on increasing internships, expeditions, etc. What will be the efforts to broaden these categories?
- External audiences need to be on-board. What do you see as the challenge in getting external audiences on board?
- Ninety percent of your students identify as employed. Can they use their current employer for EL opportunities?
- In identifying the topic, were there any metrics/outcomes that were below expectation?

# **STUDENT ACHIEVEMENT**

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- Explain how the alternative approach works (our approach to transfer credit).
- What about students from other states?
- How did we determine student achievement outcomes for students?
- If a target outcome is not met, what do we do?
- Explain the IE process.

# **PROGRAM CONTENT AND POLICIES FOR AWARDING CREDIT**

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- **How popular is the Accelerated Enrollment program? How many students are participating?**
- **Is the Athens State baseline for all UG programs 124 semester hours?**
- **Is the baseline for all G programs 30 semester hours?**
- **How do we determine the process of awarding credit? Level of course and credit hours?**
- **How do we transfer from online to face-to-face?**

# **STUDENT SUPPORT SERVICES**

- **Talk about your students. Who are they and how do you excel at serving those students?**
- **Tell me exactly how you/your area connects with the QEP.**
- **There is data about how many students work after graduation and how many students work while in school. Just curious, do you have data to indicate if they moved in their career choice after they completed their degree?**
- ***OBSERVATION: Your love for your institution shows.***



# **ADMISSIONS POLICIES AND PRACTICES AND STUDENT COMPLAINTS**

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- How do we get students?
- How do we do orientation?
- Are Success Coaches the same as Academic Advisors?
- What is the typical path for a graduate student to connect through the website? How is it different for grad students?
- No student complaints in the official log. What's the nature of the student climate?
- Do you get a lot of student complaints?
- What are they mostly about?
- Does Athens State have a dining plan?
- What about parking?

## **FINANCIAL AND PHYSICAL RESOURCES**

- **How does the University determine budget needs for various departments?**
- **Have any degree programs been eliminated while bringing on new programs?**
- **Does the University use seed money to establish new programs?**
- **Does Athens State have a timed plan to determine if a new program is hitting the expected target?**
- **How does the University manage space planning?**

## **FINANCIAL AND PHYSICAL RESOURCES**

- Discuss the new position included in the QEP and the QEP budget.
- How are grants and other financial services allocated?
- Will the University be able to continue the programs sponsored through Title III when the grant expires?
- Talked about physical plant conditions and how the University maintains these facilities.
- Deferred maintenance is included in the normal budget.
- ***OBSERVATION: Impressed with the University's stable enrollment and stackable certificate programs.***

## **DISTANCE EDUCATION**

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- **Take us through the verification process to authenticate online students.**
- **Have there been any breaches?**
- **What is your role in supporting the DL programs? (ATLIS)**
- **Do DL students have any footprint on campus?**
- **How do you envision advancing the QEP with DL students?**

# INSTITUTIONAL PLANNING AND COOPERATIVE ACADEMIC ARRANGEMENTS

- How did the QEP topic discussion occur in strategic planning?
- Looking at the early phase of the QEP, what sort of institutional data did you have in those early discussions?
- What were some barriers identified by faculty?
- How do you incorporate EL into current online classes?
- Tell us about the cooperative arrangements with the Marine Environmental Consortium. Seems like this is a wonderful opportunity for EL.
- Is the EL Coordinator position internal?
- *OBSERVATION: Very impressed with the QEP. Very well written, easy to follow.*

# FACULTY

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- **Talk about your experiences with evaluations.**
- **How do you handle faculty overloads and ensure research, service and teaching components are met?**
- **What does an overload look like?**
- **How many positions are open in Cybersecurity?**
- **What does the faculty think about the QEP?**

## **QEP LEADERSHIP TEAM**

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- **Talk about the timeline for the EL Council discussed in the QEP.**
- **How will the institution acknowledge EL opportunities for students?**
- **You piloted some QEP assessments in Fall 2020. Where there any surprises?**
- **There is a lot of focus on creating opportunities on campus. What kind of efforts are being made to expand opportunities off-campus for students?**
- **Do your students participate in any competitions?**
- **How will faculty participation in the QEP impact their tenure/promotion?**

## **QEP LEADERSHIP TEAM**

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- **Saw that you solicited feedback from the Board of Trustees. What kind of experiences could they provide?**
- **Most of the activities are within the Academic Affairs, are you envisioning other areas being involved with EL?**
- **How is the Office of Advancement supporting the QEP?**
- **How is EL integrated into the curriculum review and approval process?**
- **Can you provide a timeline for the new Office of Experiential learning and the EL Council?**



## **MEETING WITH QEP FACULTY**

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- Each faculty participant was asked to introduce themselves and describe the role EL plays in their classrooms.
- Participants were asked if they planned to apply for the EL Fellowship?
- How will the fellowship impact your EL activities?
- What are some of the barriers faculty face with EL and what are you doing to overcome those barriers?

## **EXIT INTERVIEW**

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- **The Virtual Tour was beautifully done.**
- **Complimented the QEP Leadership Team on their transparency and commitment to EL.**
- **Recognized students for their eloquence in speaking about the QEP.**
- **Recognized Lynn Frank and Adam St. John for their flexibility and technical savvy.**
- **QEP Report was well-written. It was evident that the process was organic and that faculty were committed to taking EL to a whole new level.**
- **Commended the institution's focus on faculty development related to the QEP.**
- **Noted that all meeting participants were well-prepared for the questions and conversations with the Visiting Team.**

## **Specifically noted that there were NO questions or concerns regarding:**

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- The number of full-time faculty
- Qualifications of faculty
- Physical facilities
- Institutional finances
- Assessment processes
- Academic programs and general education
- Library
- Student debt (new standard)
- Board of Trustee self-evaluation (new standard)

## **QEP LEAD EVALUATOR COMMENTS**

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### **The QEP Project:**

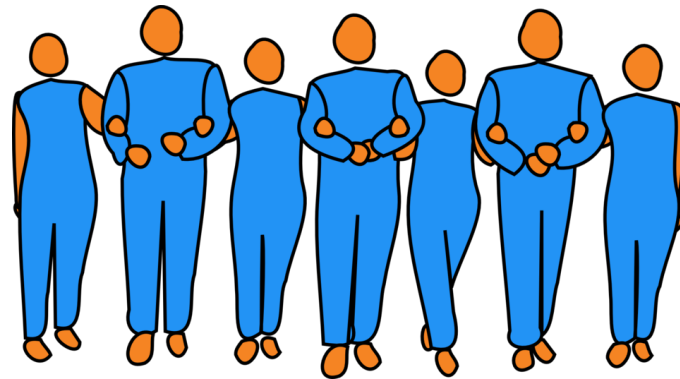
- **Supports the institution's mission;**
- **Intends to affect 90% of academic programs**
- **Includes a new Office of Experiential Learning**
- **Identifies 7 Student Learning Outcomes with both Direct/  
Indirect assessment metrics**
- **Included broad-based support in the topic identification**
- **Is supported through institutional capability with the EL Office,  
EL Council, a dedicated budget, faculty fellowships, and  
University advancement**

## **OEP SUGGESTIONS**

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- **Encourage and enhance authentic experiences for students.**
- **Disaggregate data for authentic experiences.**
- **Develop co-curricular transcript or equivalent for students.**
- **Incorporate EL into faculty evaluation and tenure/promotion processes.**
- **Increase opportunities for students to use current employers/positions for Co-Op/Internships.**
- **Seek a balance between course-embedded activities and external internships.**

THANK YOU!



## Section 8: Student Achievement

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- 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**

*(Student achievement)* [CR; Off-Site/On-Site Review]

[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]

### Non-Compliance

#### Off-Site Committee's Comments:

Goals and outcomes for student achievement appropriate to the institution that are documented and published online are included in the narrative and as evidence. Seven student achievement goals were identified: IPEDS Outcome Measure 8-Year Award Rate (KSCI), 4-Year Graduation Rates, Persistence and Retention, Diversity of the Student Body, Licensure and Certification Rates, Workforce Entrance Rates, and External Accountability Requirements.

Descriptions of these selected measures as well as how the data are shared, discussed, and used for improvement, are included. Reports of college disaggregation's of retention, persistence, and graduation rates are included as evidence. The narrative describes programs that have been put into place that the institution hopes will improve rates the institution has determined.

The institution's Key Student Completion Indicator was identified as the IPEDS Outcome Measure 8-Year Award Rate (KSCI). This indicator was selected due to the institution's non-traditional enrollment profile, which includes a good proportion of part-time and adult students. This information is being tracked and is included in the Student Achievement Report, which is distributed to administration and faculty and is published online. Some disaggregation's of 8-year award rates, as well as peer comparisons of 8-year award rates from IPEDS Data Feedback Reports, were included in the institutional narrative.

The review committee must make the assumption that this is the required SACSCOC completion rate, however that is not specifically mentioned. It would be helpful if the



Athens State University and Peer Institution 8-Year Award Rates: Part-Time Students

IPEDS Outcome Measures Eight-year Completion Rates (PT)				
Cohort entering year	ATSU Pell	Peer Pell	ATSU Non-Pell	Peer Non-Pell
2009-10	47	43	48	40
2010-11	53	33	52	41
2011-12	54	39	56	40
<b>Three-year weighted average:</b>	52.5	38	53	40

Full-time Students: Eight-year Award Rates		
	Students receiving Pell	Students not receiving Pell
<b>Minimum acceptable thresholds:</b>	45%	54%
2009-10 Cohort Actual Rate	59%	69%
2010-11 Cohort Actual Rate	59%	72%
2011-12 Cohort Actual Rate	65%	70%
Aspirational goals:	69%	74%

Part-time Students: Eight-year Award Rates		
	Students receiving Pell	Students not receiving Pell
<b>Minimum Acceptable Thresholds:</b>	36%	38%
2009-10 Cohort Actual Rate	47%	48%
2010-11 Cohort Actual Rate	53%	52%
2011-12 Cohort Actual Rate	54%	56%
Aspirational goals:	62%	60%

**Additional Measures of Student Achievement**

Below are additional measures that Athens State University uses to evaluate student achievement. The term “target” in the University’s assessment database corresponds to the SACSCOC term “threshold of acceptability.” Athens State University apologizes for any confusion that this terminology might have caused the Off-Site Committee. For added clarity, the University submits the following tables for each additional measure of student achievement that more clearly present the minimum acceptable threshold, actual observations, and long-term aspirational goals.

**4-Year Graduation Rates**

<b>Minimum acceptable threshold:</b>	50.0%
2016-17 actual:	54.0%
2017-18 actual:	52.2%
2018-19 actual:	50.0%
Aspirational goal for 2024:	52.0%
Aspirational goal for 2027:	54.0%



**Action Plans based on actual results for academic years 2016-17 through 2018-19:** In 2016-17 and 2017-18, the 100% licensure target was nearly met. A few students each year decided to change their major to a non-licensure major. In 2018-19, the licensure rate dropped considerably due to the new Alabama State Department of Education edTPA requirement. Effective Fall 2018, the edTPA assessment portfolio became a requirement for education candidates seeking teacher licensure. The portfolio is completed during the culminating Internship course and sent for national scoring. Once the scores return, candidates who do not meet the ALSDE cut score have two options: (1) scores returned within two points of the cut score may resubmit during the same Internship semester, (2) scores returned three or more points below the cut score must return the following semester to complete a full “retake/resubmission,” thus causing a drop in the completion rate for that semester.

To return its licensure rates to previous levels, the College of Education implemented a “Retake Policy” to ensure candidates receive the best possible outcome for completion of the portfolio and the program. Candidates will attend a program-specific support session to review their portfolio and to be provided acceptable guidance for a successful resubmission. Candidates who are not successful after a resubmission, may be coached into our non-certification Educational Studies program to ensure they leave Athens State University with a degree.

#### Workforce Entrance Rates

<b>Minimum acceptable threshold:</b>	<b>74.8%</b>
2015 Graduate Follow-Up Survey results:	83.4%
2017 Graduate Follow-Up Survey results:	82.8%
2019 Graduate Follow-Up Survey results:	83.3%
Aspirational goal:	79.8%

**Threshold:** Three-year weighted average, national employment rate for bachelor’s degree completers. **Goal:** 5% above the national average.

#### External Accountability Requirements

No additional information needed.

## SACSCOC STUDENT ACHIEVEMENT GOAL: 4-Year Graduation Rate

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Success means academic achievement and employment or advancement with closing gaps between sub-populations of degree seeking students.
<b>Division/Department</b>	VPESS
<b>Measure</b>	Four-year graduation rate
<b>Minimum Threshold</b>	50%
<b>Aspirational Target</b>	Fall 2024: 52.0% Fall 2027: 54.0%

***\*See Standard 8.1 for data***

## SACSCOC STUDENT ACHIEVEMENT GOAL: 8-Year Graduation Rate

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Success means academic achievement and employment or advancement with closing gaps between sub-populations of degree seeking students.
<b>Division/Department</b>	VPESS
<b>Measure</b>	Eight-Year graduation rate for underrepresented minority students
<b>Minimum Threshold</b>	Will not fall more than 2% below the 3-year weighted average of our IPEDS Peer Institutions
<b>Aspirational Target</b>	

*\*See Standard 8.1 for data*

### DATA ON 6-YEAR GRADUATION RATE

<b>Measure</b>	Six-year graduation rate for underrepresented minority students
<b>Minimum Threshold</b>	47.2% (Fall 2020 three-year weighted average)
<b>Aspirational Target</b>	Fall 2024: 47.0% Fall 2027: 50.0% (Average of the most recent two years)

## SACSCOC STUDENT ACHIEVEMENT GOAL: Fall-to-Spring Persistence

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Success means academic achievement and employment or advancement with closing gaps between sub-populations of degree seeking students.
<b>Division/Department</b>	VPESS
<b>Measure</b>	Fall-to-Spring Persistence
<b>Minimum Threshold</b>	
<b>Aspirational Target</b>	

*\*See Standard 8.1 for data*

## SACSCOC STUDENT ACHIEVEMENT GOAL: Fall-to-Fall Retention

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Success means academic achievement and employment or advancement with closing gaps between sub-populations of degree seeking students.
<b>Division/Department</b>	VPESS
<b>Measure</b>	Fall-to-Fall Retention
<b>Minimum Threshold</b>	Year 1: 71.6% Year 2: 55.6% Year 3: 32.3%
<b>Aspirational Target</b>	Fall 2024: 76.6% Fall 2024: 58.6% Fall 2024: 35.3%

***\*See Standard 8.1 for data***

## SACSCOC STUDENT ACHIEVEMENT GOAL: Workforce Entrance Rates

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Success means academic achievement and employment or advancement with closing gaps between sub-populations of degree seeking students.
<b>Division/Department</b>	
<b>Measure</b>	Undergraduate alumni one-year employment rate (EOR)
<b>Minimum Threshold</b>	
<b>Aspirational Target</b>	75%

***\*See Standard 8.1 for data***

## SACSCOC STUDENT ACHIEVEMENT GOAL: Licensure & Certification Rates

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Add new sub-goal???
<b>Division/Department</b>	VPAA
<b>Measure</b>	
<b>Minimum Threshold</b>	100% of eligible COE students receive licensure and certification
<b>Aspirational Target</b>	

***\*See Standard 8.1 for data***

## SACSCOC STUDENT ACHIEVEMENT GOAL: Diversity of Student Body

<b>Horizon 2030 Goal</b>	3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.
<b>Sub-goal</b>	Diversity encompasses all indicators of difference--race/ethnicity, gender, disability, age, sexual orientation, veteran status, etc.
<b>Division/Department</b>	VPESS
<b>Measure</b>	African-American and Hispanic Student Population
<b>Minimum Threshold</b>	African-American student population: 13.9%  Hispanic student population: 2.6%
<b>Aspirational Target</b>	Fall 2024: 16.0%  Fall 2024: 3.5%

***\*See Standard 8.1 for data***