

Strategic Planning Committee Minutes

July 14, 2022

The Strategic Planning Committee met on Thursday, July 14th at 11:00 a.m. in the Athens State Ballroom. Present were Ms. Mary Aquila (Wolfe proxy); Dr. Rick Barth; Ms. Toni Carter; Ms. Pam Clark, Recorder; Dr. Mike Essary; Mr. Jeff Guenther; Ms. Belinda Krigel; Dr. Kim LaFevor; Ms. Sara McAbee; Dr. Ronnie Merritt (Delap proxy); Mr. Jeff Powers; Mr. Derrek Smith; Dr. Philip Way; Dr. Catherine Wehlburg, and Dr. Lionel Wright. Mr. Jamie Adams, Mr. Ronnie Chronister, Dr. Joe Delap, Ms. Barbara Ferguson, Dr. Keith Ferguson, Dr. Jameha Gardner, Ms. Jackie Gooch, Ms. Laura Beth Horn, Ms. Beth Jenkins, Mr. Chris Latham, Mr. Mike McCoy, Mr. Benjamin Shepard, Dr. Timothy Thornton, Mr. Gary Valcana, Dr. Lee Vartanian, and Ms. Gabrielle Whitney McGraw were absent.

Dr. Way called the meeting to order at 11:00 a.m. and welcomed everyone. There were no corrections to the June minutes and they were unanimously approved on a voice vote.

Dr. Way stated the focus of the meeting is on the strategic planning metrics and turned the meeting over to Mr. Guenther. Mr. Guenther welcomed everyone and presented on “The First Year of Horizon 2030 Reviewing and Revising Metrics Using a Design Thinking Approach” (Attachment 1). The group was divided into five groups for discussions on the metrics (Attachment 2). Due to time restraints, one or two metrics per goal were reported out.

Goal 1 Academic Programs – Guenther and Way

Sub-goal 1.1:

Measure: Advisory board feedback - remove the measure after vetting it with the deans. The metric is broad so a suggestion was made to look at board members who advise specific programs.
Measure: EMSI Analyst or Skillabi data - revise the measure to better establish what we will do for existing programs. Suggestion made to look at employment numbers in the region, the national market with the help of Archer, and a revamp of the program review policy for existing programs.

Goal 2 Teaching, Learning, Modalities – Aquila, Carter and Krigel

Sub-goal 2.1:

Measure: Quality teaching – suggestion made to have faculty and academic leadership revise how we measure quality teaching beyond Quality Matters certification.

Goal 3 Student Diversity and Success – Barth and McAbee

Sub-goal 3.1:

Measure: Enrollment – suggestion made for the measure to remain the same, but expect an unsatisfactory report card for the next two years until we see the impact from Archer.

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Goal 4 Resources and ROI – Essary, Powers, Smith and Wright

Sub-goal 4.7 and 4.8:

Measure: Flex work and resources – suggestion made to revise the measure to include more resources for students (i.e. technical support after hours, weekends, and holidays).

Goal 5 Anchor Institution – LaFevor, Merritt and Wehlburg

Sub-goals 5.2 and 5.3:

Measure: Quality of life – suggestion made to revise measure so it is more targeted and does not overlap the other sub-goals.

Measure: Community and non-profit sector – suggestion made to revise the measure to include and reflect on other matters that we are working on (i.e., QEP). Include a deeper dive into assessment and support qualitative measures too.

Mr. Guenther thanked everyone and encouraged more discussions. Dr. Way also encouraged the committee members to have discussions with their respective vice presidents and co-workers on how to improve the metrics. The meeting adjourned at 12:04 a.m.

Respectfully submitted: Pamela D. Clark

Attachment 1: “The First Year of Horizon 2030 Reviewing and Revising Metrics Using a Design Thinking Approach” Presentation

Attachment 2: Goals, Sub-Goals and Metrics

The First Year of Horizon 2030

Reviewing and Revising Metrics
Using a Design Thinking Approach





Horizon 2030: A Quick Recap

- In January 2021, a new strategic plan was adopted. This plan was named Horizon 2030.
- This new strategic plan was very robust
 - 5 primary goals
 - 27 sub-goals
 - 71 metrics
 - Strategic plan measures were identified in every VP division
- In May 2022, the first Horizon 2030 Strategic Plan Report Card was presented to the Board of Trustees.



May 2022 Report Card Summary

- The May 2022 Strategic Plan Report Card presented many bragging points
 - We used labor market data to align new programs with employer needs
 - We created many new programs
 - Four bachelor's degree programs
 - Three master's degree programs
 - Nine certificate programs
 - We exceeded our goal for QM-certified courses
 - We surpassed our goal for EL opportunities
 - We beat our fundraising and grant goals
 - Our enrollment numbers outperformed national trends



May 2022 Report Card Summary

- HOWEVER, it became clear that there remains room for improvement despite our successes.
- Some goals were not met
 - Enrollment growth
 - Enhancement plans for all AARs
 - Tuition and fee revenue
- Some data could not be collected
 - Job satisfaction
 - Network activity
 - CCR and CC visitors on our campus/to our events



THIS IS A SHAME-FREE ZONE!

- If you are a VP or a Director, and used one of your metrics as an example, there is no need to feel embarrassed or ashamed.
- We set lofty goals. We met some in our first half-year; we didn't achieve others.
- What is important is what we do next!

“Assessment is about failure. Fail often. Fail fast. Fail *forward*.”
(Marilee Bresciani Ludvik)



The Goal for Today's Meeting

- First, we will review metrics that were not met or not reported during the 2020-2021 Academic Year or Fiscal Year.
- Second, we will begin to decide what should be done with these metrics. Should they:
 - Remain?
 - Be revised?
 - Be replaced?
 - Be removed?
- We will attempt to do this review using a modified Design Thinking framework.



A Crash-Course in Design Thinking

“You can think of strategy as being about problem choosing (or even making) and design thinking as about being problem framing and solving.” (Liedtka, Ogilvie, Brozenske 2019)

Strategy		Strategy		
Setting Strategic Boundaries		Scaling New Solutions		
What is?		What if?	What does?	What works?
1. Identify an opportunity	3. Do your research	8. Brainstorm ideas	11. Surface key assumptions	11. Get feedback from stakeholders
2. Scope your project	6. Identify insights	9. Develop concepts	12. Make prototypes	14. Run your learning launches
5. Draft your design brief	7. Establish design criteria	10. Create some rapid pitches		15. What's next?
4. Make your plan				



Our Modified Design Thinking Framework

- **What is?**

- What are our constraints? In what environment are we operating? Think of the Horizon 2030 framework and our resource limitations. Also consider the opportunities and systems that are available to collect and analyze information.

- **What if?**

- Brainstorm and be creative! Are there better ways to measure our progress toward the Horizon 2030 goals? What are these improved methods? How can we improve the process? What additional data are needed to make informed decisions?

- **What wows?**

- What information would most persuasively convey our success stories? How can we best articulate our value as an institution and how we strive to continuously improve?

- **What works?**

- Solicit feedback! Which internal stakeholders should vet your proposed changes? When will you meet with these stakeholders to create and communicate a plan? The next assessment cycle begins August 15th; revisions should be reported to OIRA no later than October 15th.



Collaborative review

Report back at 11:45

What additional information or meetings might be needed?

1. Athens State University will offer relevant, viable, innovative, and high-quality academic programs for lifelong learning including degrees and credit- and non-credit-bearing certificate and badge programs at the baccalaureate, graduate, and post-college continuing education levels.

Sub-goal 1.1: Programs will be relevant to the needs of employers and the interests of our diverse student body.

Measure: Advisory board feedback
2020-2021 Results: Not formally reported

Initial target: TBD

Measure: Emsi Analyst or Skillabi data
2020-2021 results: New program proposals were reviewed to ensure that the completion to available job ratio was 4:1 or better. A schedule for reviewing taught-vs.-sought skills in existing programs needs to be created for the future.

Initial target: TBD

Sub-goal 1.2: Programs will be viable in that ACHE minimum completion numbers are met and positive net revenues are accrued.

Measure: ACHE Program Vitality seven-year averages
2020-2021 results: Ten established bachelor's degree programs did not meet ACHE viability requirements. One established master's degree program did not meet ACHE viability requirements.

Initial target: TBD

Measure: Annual credit hour production trends
2020-2021 Results: -2.0%

Initial target: TBD

Sub-goal 1.3: Programs will be innovative in that few neighboring universities offer the programs or they are uniquely designed.

Measure: Competitive landscape analysis using Emsi or IPEDS data
2020-2021 results: New program proposals were reviewed to ensure that the completion to available job ratio was 4:1 or better and that there was no duplication of programs. A process for reviewing existing programs is yet to be created.

Initial target: TBD

2. Athens State University will provide quality teaching and engaged learning in modalities that respect student preferences regarding time (schedule and degree of synchronicity) and place (on-ground location at the ACA or on the Athens campus vs. online vs. blended).

Sub-goal 2.1: Programs will be high-quality in that internal assessment and program reviews show student learning outcomes are being achieved, and external bodies accredit and/or rank programs where available.

Measure: Number of programs that are ranked

2020-2021 results: Three programs in the College of Business were ranked by new organizations. However, a more standardized system of documenting program ratings should be created that captures successes in all three colleges.

Initial target: TBD

Measure: Two-year course rotation

2020-2021 results: Not reported

Initial target: TBD

3. Athens State University will recruit, retain, and graduate a growing high-quality, diverse and successful student body.

Sub-goal 3.1: Growth implies offsetting the forthcoming demographic cliff.

Measure: Graduate-level new student enrollment
Fall 2020 results: 71

Initial target: 130

Sub-goal 3.2: High-quality refers to the academic credentials of incoming and graduating students.

Measure: Entering student transfer GPA
2020-2021 results: 28.9% of AY 2021 entering students had a transfer GPA below 2.80.

Initial target: Less than 24% of entering students will have a transfer GPA below 2.80.

Sub-goal 3.3: Diversity encompasses all indicators of difference--race/ethnicity, gender, disability, age, sexual orientation, veteran status, etc.

Measure: African-American student population
2020-2021 results: 13.1% undergraduate students; 14.5% all students

Initial target: 13.9%

Sub-goal 3.4: Success means academic achievement and employment or advancement with closing gaps between sub-populations of degree seeking students.

Measure: Fall-to-Fall retention (Y2)
2020-2021 results: 55.5% (Three-year weighted average: 54.3%)

Initial target 55.6%

Measure: Four-year graduation rate
Fall 2017 - AY 2021 results (ATSU): 43.9%
AY 2013 – AY 2016 results (IPEDS): 49.1%

Initial target: 50.0%

4. Athens State University will increase the quantity, quality and diversity of resources and allocate them efficiently on the basis of ROI to support the effective execution of goal-driven strategies.

Sub-goal 4.1: Funding will increase from state appropriations, tuition revenues, donations, and grants so as to fuel the strategic plan.

Measure: Annual increase in state appropriations
2020-2021 Results: Unknown

Initial target: At least 100% compared to the increase that our in-state peer institutions receive.

Sub-goal 4.2: Increase tuition and fee revenue through the addition of new programs and third-party partnerships and the implementation of new badges and certificates.

Measure: Annual tuition and fee revenue (total)
2020-2021 Results: 5.4% decrease

Initial target: 3% annual increase

Sub-goal 4.7: Develop flex work periods to address holiday and weekend work requirements.

Measurement tool: Survey (TBD)
2020-2021 Results: TBD—no survey developed yet. The "flex work periods" policy is under review. Can survey now for a baseline, if needed.

Initial target: 85% of employees will report improved job satisfaction after first year of skill gap professional development and planned flex work periods.

Sub-goal 4.8: Develop resources to build/implement/maintain and support a robust technology infrastructure and associated services.

Measurement tool: Academic resources related work orders
2020-2021 Results: 67% of requests responded to within a 2-hour service window during business hours - this metric informs managers as to workloads vs workers. This is not an achievable minimum because the type of requests/problems are varied and many uncontrollable as to how long it takes to respond.

Initial target: 85% of academic user requests will receive a response within a 2-hour service window

Sub-goal 4.8 (cont'd): Develop resources to build/implement/maintain and support a robust technology infrastructure and associated services.

Measurement tool: Desktop related work orders

2020-2021 Results: 40% of desktop requests responded to within a 2-hour service window during business hours. This is not an achievable minimum because the type of requests/problems are varied and many uncontrollable as to how long it takes to respond.

Initial target: 85% of desktop hardware failures will be mitigated within a 2-hour service window

Sub-goal 4.9: Improve network security

Initial measurement tool removed

Sub-goal 4.11: Use business process analysis (BPA) to ensure efficient/effective business and academic management processes.

Request has been submitted to move this sub-goal to the ERP implementation team.

5. Athens State University will engage with its outside communities as an "anchor institution" resulting in reciprocal benefits.

Sub-goal 5.1: Economic development will occur through university-sponsored education and participation in community efforts such as to establish an incubator and to attract additional businesses.

Measure: LaunchBox economic data (CCR events)
2020-2021 results: Not reported
Initial target: TBD

Measure: LaunchBox economic data (CCR partnerships)
2020-2021 results: Not reported
Initial target: TBD

Measure: CLL workforce and business development programs
2020-2021 results: 20
Initial target: TBD

Sub-goal 5.2: The quality of life, including arts and culture, health, and the environment, will be enhanced through increased programming especially at the ACA, and outreach by internal stakeholders.

Measure: ACA events inventory
2020-2021 results: 30
Initial target: 100 events per year (with an approximate attendance of 7,000)

Measure: ACA partnerships inventory
2020-2021 results: 9
Initial target: 25

Sub-goal 5.3: Communities, especially the non-profit sector, will be supported through volunteerism, service learning, and capacity-building.

Measure: Carnegie engaged-campus activities, both learning- and public-service focused
2020-2021 results: 13 community activities were logged in Collaboratory
Initial target: 25 activities per year

Sub-goal 5.4: P-12 education will be enhanced especially through the College of Education developing Professional Development Schools (PDS) partnerships, and student mentoring.

Measure: P-12 mentoring log
2020-2021 results: Not reported
Initial target: 50 P-12 students mentored by ATSU students

Sub-goal 5.4 (cont'd): P-12 education will be enhanced especially through the College of Education developing Professional Development Schools (PDS) partnerships, and student mentoring.

Measure: P-12 campus visitors log

2020-2021 results: Not reported

Initial target: 150 P-12 students who attend campus events

Sub-goal 5.5: Community colleges will be served through the creation of pathways to facilitate the seamless transfer of students.

Measure: College pathway partnerships inventory (Number of pathway partnerships)

2020-2021 results: Not reported

Initial target: One new CC pathway partnership per year

Measure: College pathway partnerships inventory (Number of students admitted through pathways)

2020-2021 results: Not reported

Initial target: TBD

Measure: College pathway partnerships inventory (Number of students attending pathway institutions—pipeline metric)

2020-2021 results: Not reported

Initial target: TBD

Roster of Drake State students engaged in ATSU activities

2020-2021 results: Not reported

Initial target: TBD