

Strategic Planning Committee Minutes

January 13, 2021

The Strategic Planning Committee met on Wednesday, January 13th at 11:00 a.m. in the Athens State Ballroom. Present were Mr. Jamie Adams; Dr. Rick Barth; Ms. Pam Clark, Recorder; Ms. Phyllis Claxton; Dr. Joe Delap; Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeff Guenther; Dr. Diann Hammon; Dr. Jim Kerner (guest); Ms. Belinda Krigel; Dr. Kim LaFevor; Ms. Sarah McAbee; Mr. Mike McCoy; Mr. Derrek Smith; Dr. Jackie Smith; Dr. Stephen Spencer (guest); Dr. Darlene Turner-White; Dr. Lee Vartanian (guest); Dr. Philip Way; and Dr. Lionel Wright (guest). Mr. Ronnie Chronister; Ms. Laura Beth Horn; Mr. Chris Latham; and Ms. Debra Vaughn were absent.

Dr. Way called the meeting to order at 11:00 a.m. and welcomed everyone. He asked for any amendments to the November minutes. There were no amendments to the minutes and they were approved on a voice vote.

The purpose of the meeting was to formalize the metrics that will be used to measure achievement of our Horizon 2030 Strategic Plan Goals. The goals will be presented to the Board of Trustees Friday, January 15th. The members will discuss goals 1, 2, and sub-goal 4 of goal 3. The other goals will be discussed at a later date. Dr. Way asked Mr. Guenther, Dr. LaFevor and Dr. Smith to take charge of the meeting and turned the floor over to Dr. LaFevor. The group members were given a spreadsheet (handout) that identifies the Horizon 2030 goals. On the spreadsheet were some strategies that were developed by the Strategic Planning Committee and ways to assess the goals. The committee members were divided into three groups and asked to critique the spreadsheet.

Goal 1 - Relevant, viable, innovative, and high-quality academic programs for lifelong learning.

(Adams, Ferguson, Krigel, Turner-White, Vartanian and Wright)

- Needs assessment with local employers.
- Opportunities to gain feedback from our Board of Visitors and Alumni.
- Panel discussions with community leaders to gain ideas and determine if we are lacking in our curriculum.
- Innovation – define our programs in two ways. Programmatic innovation (unique programs) and curriculum innovation (unique teaching). Can we be innovative in our curriculum? Are we teaching and modeling creativity and innovative skills that we want our students to embody?
- Lifelong Learning – how can we define and assess lifelong learning? We want Athens State to continue its identity to include non-traditional students along with traditional students to increase skills.

Goal 2 - Quality teaching and engaged learning in a modality that respects student preferences.

(Barth, Claxton, Hammon, McCoy, D. Smith, J. Smith and Spencer)

- Under Strategies
 - “Partner with employers and government entities on work experiences” should be under expansion of experiential learning through the QEP (fourth bullet).
- Under Outcomes/Measures/Targets
 - “Number of QM Certified courses” is higher than 2 courses each semester (2nd bullet).

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- Add “encourage publications and presentations on teaching and learning” to faculty publications (fifth bullet).
- Add “Include active leaning assessment questions to the current course evaluation survey.”
- Add “Develop a system for peer faculty to visit and review other faculty classes (DL and face to face) to give feedback in a non-combative environment.”
- Add “Develop a frequency of workshops and symposiums for all faculty. Give presentations on what is working for them with teaching and leaching items to share with other faculty. Measure participation.”
- Add “Develop an in-house standard to the QM standard so that more classes will be at a higher standard to be ready to go through the QM process. Measure the percentage of active courses in a degree program that are at this in-house standard and set a goal (percent) to be reached.”
- Add “More intentional offerings of two year course rotations for all programs.”
- Add “Measure students’ need and demand to offer modalities that match student demand.”
- Add “The feasibility of partners to create a Pre-K lab for schools.”

Goal 3 (Fourth sub-goal of goal 3)– Recruitment, retention and graduation of a growing high-quality, diverse and successful student body.

(Delap, Gooch, Guenther, Kerner, McAbee and Way)

Metrics for student success:

- Persistence goals (degree-seeking students continuing from term to term) – suggest goal of moving from 82 to 87% over five years.
- Retention goals as listed on handout (from Title III).
- Graduation rates within 2% of 3 year weighted average of IPEDs peers (as listed on handout).
- Graduation rates of Caucasians and non-Caucasians - % point gap and absolute level of non-Caucasians – need historical data to be able to chart annual goals for future.
- Employment in Alabama (as specified on handout) – question as to whether this includes those in graduate school.
- Add percentage of graduates to be in grad school within one year of graduation.
- Average salary (as specified on handout sheet).

Dr. LaFevor stated the information collected will be used to firm-up the outcome measures for the goals. We will focus on the remaining goals at the next meeting. She thanked everyone for their time and participation.

The meeting adjourned at 11:53 a.m.

Respectfully submitted: Pamela D. Clark

Handout: Horizon 2030 Planning Worksheet

**Strategic Planning Committee
Horizon 2030 Planning Worksheet
January 13, 2021**

Goal	Definitions	Strategies	Outcomes/Measures/Targets	Comments & Recommendations
<p>1. Relevant, viable, innovative, and high-quality academic programs for lifelong learning</p>	<ul style="list-style-type: none"> • Learning opportunities at the baccalaureate, graduate, post-college continuing education levels. • Relevant to the needs of employers and the interests of our diverse student body. • Viable in that ACHE minimum completion numbers are met and positive net revenues are accrued. • Innovative in that few neighboring universities offer the programs. • 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. 	<p>CURRENT:</p> <ul style="list-style-type: none"> • Analyses of regional demand-supply gaps by occupation, and of student and employer needs and interests • Program development by faculty with practitioner input • Assessment and program review to ensure viability and quality. • Accreditation/reaffirmation, rankings and recognition sought where available. <p>SUGGESTED:</p> <ul style="list-style-type: none"> • Applied Arts & Sciences degrees • Degrees in School Psychology and Clinical Social Work • Meta-majors 	<ul style="list-style-type: none"> • % of programs included in the top 20 programs from ACHE (Program array: numbers at each level) • EMSI Occupations by Locations Report (Relevance) • 90% of degree programs will meet ACHE viability standards • EAB Financial Sustainability (Net revenues) • Annual Assessment Plans and Annual Assessment Reports will be completed and will directly link to Institutional Learning Goals • Develop published rotation for academic program review to ensure 20% of programs are reviewed each year. • Eligible programs will seek national accreditation as appropriate; new programs will include criteria in proposals 	

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<p>2. Quality teaching and engaged learning in a modality that respects student preferences.</p>	<ul style="list-style-type: none"> • Quality teaching is as defined by Quality Matters, OLC and others, respects differences in learning styles and cultural backgrounds. • Engaged learning involves active learning in the virtual or on-ground classroom, and experiential learning in or out of the classroom, such as defined by the QEP. • Modality refers to the time (schedule and degree of synchronicity) and place (on-ground location vs. online vs. blended). 	<ul style="list-style-type: none"> • Faculty development in all modalities, active learning, and culturally responsive teaching • Offering sections in different modalities. • Expand QM certified courses. • Expansion of experiential learning through the QEP. • Partner with employers and government entities on work experiences. • Create a lab pre-K school. 	<ul style="list-style-type: none"> • Faculty Course Evaluation instrument reviewed with Faculty Senate to refine better indicators of quality teaching • At least 2 courses each semester will become QM Certified • EL courses will be identified in Banner following 5 categories • Each degree program will include at least 1 Experiential Learning course • Faculty publications, accomplishments and accolades will be tracked by % of peer-reviewed publications and conference presentations completed each year 	

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<p>3. Recruitment, retention and graduation of a growing high-quality, diverse and successful student body.</p>	<ul style="list-style-type: none"> • Growth implies offsetting the forthcoming demographic cliff. • High-quality refers to the academic credentials of incoming and graduating students. • Diversity encompasses all indicators of difference – race/ethnicity, gender, disability, age, sexual orientation, veteran status, etc. • Success means academic achievement and employment or advancement with no gaps between sub-populations. 	<p>Current: RECRUITMENT</p> <ul style="list-style-type: none"> • Align strategies with market segments. • Marketing through multiple media, revision of web site, updated branding of Athens State • Keep comparatively low tuition, but explore tuition regimes e.g. guarantees, single rate vs. differential by discipline or modality. • Recruiting at middle and high schools, community colleges, and workplaces by staff and some faculty. • Creation of pathways from community colleges • Maximization of general education credit transfer • Specialized and personalized support for onboarding <p>SUCCESS</p> <ul style="list-style-type: none"> • A supportive campus culture • An orientation course concerning success skills • Intrusive advising 	<ul style="list-style-type: none"> • Numbers of new students • Persistence Goals • 5-Year Retention Goals: *Year 1 from 71.6% to 76.6% *Year 2 from 55.6% to 58.6% *Year 3 from 32.3% to 35.3% • Student diversity Goals: *Increase African American students from 13.9% to 16% *Increase Hispanic students from 2.6% to 3.5% • Graduation rates will be within 2% of 3-year weighted average of IPEDS Peers • Graduation rates for underserved minorities will increase *10% weight for degrees earned by UMS *10% weight for degrees earned by Adults (25+) • 75% of bachelor’s degree completers will be employed in Alabama one year after graduation (EOR) • Average 1-year and 5-year salary of in-state graduates will exceed regional peers by 10% (EOR) 	

		<ul style="list-style-type: none"> • Flexible scheduling of advising appointments • Guided pathways to graduation • General Studies mapping • Re-enrollment plans • GPA improvement plans • Mental health counseling and self-service app • Affordability initiatives: Promotion of open education resources, scholarship strategies (e.g., need-based and diversity scholarships) • Flexibility to help with life issues and constraints. • Active student organizations • Diversity and inclusion programs • Resource network groups for students • New career capstone course • Student peer mentors <p>SUGGESTED:</p> <ul style="list-style-type: none"> • Brand all locations • HS counselor meetings • Alumni mentors • Childcare • Housing 	<ul style="list-style-type: none"> • Achievement gaps between groups 	
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