

Strategic Planning Committee Meeting

July 15, 2020

The Strategic Planning Committee met on Wednesday, July 15th at 11:00 a.m. in the Athens State Ballroom. Present were Ms. DeAnne Boseck; Ms. Pam Clark, Recorder; Dr. Joe Delap; Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeff Guenther; Ms. Laura Beth Horn; Ms. Belinda Krigel; Mr. Chris Latham; Ms. Sarah McAbee; Mr. Mike McCoy; Ms. Suzanne Sims (Claxton proxy); Mr. Derrek Smith; Dr. Jackie Smith; Dr. Darlene Turner-White; and Dr. Philip Way. Mr. Jamie Adams, Mr. Ronnie Chronister, Dr. Diann Hammon, Mr. Rylan Pendleton (SGA President) and Ms. Debra Vaughn were absent.

Dr. Way called the meeting to order at 11:00 a.m. and welcomed everyone. Dr. Way asked for any amendments or a motion to approve the March minutes. Ms. McAbee made a motion to approve the minutes and Dr. Ferguson seconded. The minutes were approved on a voice vote.

The focus for the meeting was to set strategies, success measures, and responsibilities for institutional goals for the Horizon 2030 Strategic Plan. The members were divided into five groups according to the five goals.



Horizon 2030
Strategic Plan - Draft



Strategic Planning
Horizon 2030 - OIRA

Academic Affairs Group

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

Members: Dr. Joe Delap and Mr. Jeff Guenther

A. Definitions

- Goal 1: Add "Programs that are innovative as social drivers."
- Goal 5: Add "Private grantors."

B. Current and Potential Strategies

- Goal 1: Add "Employer interest surveys and Board of Visitors surveys" under current strategies.
- Goal 1: Add "Metamajors" under suggested strategies.
- Goal 4: Add "ROI increase wherever possible"

C. Success Measures

- Goal 1: "Change 'numbers at each level' to be 'enrollment at each level' and 'program array at each level'."
- Goal 1: Add as bullet points "Quality Matters certifications," "High-Impact Practices," and "Alumni employment data."
- Goal 2: Add "Faculty publications and awards"
- Goal 3: To "Retention rates," add "(university, by college, and by program)".
- Goal 4: "Employee satisfaction" should be "Employee satisfaction surveys."

Strategic Planning Committee Meeting

July 15, 2020

D. Responsibilities

No additional responsibilities noted.

E. Potential Metrics from OIRA

- Goal 1: Add "Program AAPs and AARs."

Student Learning Group

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

Members: Ms. Jackie Gooch and Dr. Jackie Smith

A. Definitions

- Goal 2: Expand to include more descriptive language in reference to the QEP, Experiential Learning.
- Goal 2: We need to think about how to measure quality of instruction. There are other ways to measure quality of instruction, but they have to be faculty driven.

B. Current and Potential Strategies

- Goal 2: Provide tools and resources to faculty so they are more comfortable with active learning.
- Goal 2: Partner with employers and government entities on work experiences to include internships, apprenticeships, cooperatives, and job shadowing.

C. Success Measures

- Goal 2: Add faculty accomplishments, publishing, national recognition that faculty receive for quality teaching.

D. Responsibilities

- Goal 2: Add Athens Teaching, Learning & Innovation Space (ATLIS).

E. Potential Metrics from OIRA

No additional metrics noted.

Strategic Planning Committee Meeting

July 15, 2020

Enrollment Management Group

Goal 3: Recruitment, retention and graduation of a growing high-quality, diverse and successful student body

Members: Ms. DeAnne Boseck, Ms. Belinda Krigel, Ms. Sarah McAbee, Mr. Derrek Smith and Dr. Darlene Turner-White

A. Definitions

- Goal 1: Add “Innovation.”
- Goal 3: Definitions are accurate. They are broad enough to encompass any changes that may need to be made.
- Goal 5: Add “Private grantors.”

B. Current and Potential Strategies

- Goal 1: Add “BOV.”
- Goal 3: Add “Recruiting at middle schools, dual enrollment; employer partnerships and participation in work force programs; and develop a supportive campus culture across all areas.”
- Goal 4: Add “ROI, where possible.”
- Goal 5: Add “Collaboratory, Carter Hall, CLL, public relation functions, partnerships with FNDs, and QEP experiential learning.”

C. Success Measures

- Goal 2: Add “Faculty accomplishments.”
- Goal 4: Add “Exit surveys.”
- Goal 3: We assume all of the measures will have drill-downs. For example, retention rates will not only be for the University but for colleges and programs too.

D. Responsibilities

- Goal 3: Add others to the “Responsibilities” page for item “3” similar to the other numbered items where the outcome involves more than one area such that multiple administrators share in the responsibility because items have crossover. The group sees retention and graduation directly linked to outcomes in the classroom and with program success within the college in addition to marketing efforts which all relate to enrollment numbers; therefore, adding the “Deans,” (program retention and graduation, college retention) “VPAA” (colleges’ retention and graduation) and “VP Advancement” (marketing efforts of new students/and programs) with the “VP ESS” and “SEM Committee” will help to provide harmony to work towards common goals.
- Goal 5: Add “VP ESS.”

Strategic Planning Committee Meeting

July 15, 2020

E. Potential Metrics from OIRA

No additional metrics noted.

Finance Group

Goal 4: Increased quantity, quality and diversity of resources allocated

Members: Mr. Mike McCoy, Ms. Suzanne Sims and Dr. Philip Way

A. Definitions

No additional definitions noted.

B. Current and Potential Strategies

- Goal 4: Add "Increase ROI."

C. Success Measures

- Goal 4: Add "Surveys to measure employee satisfaction."
- Goal 4: Add "Exit interviews to determine why employees are leaving."
- Goal 4: Add "Mechanisms to make sure we are using our plant facilities efficiently." Energy efficiency efforts need to be evaluated to measure effectiveness."

D. Responsibilities

No additional responsibilities noted.

E. Potential Metrics from OIRA

No additional metrics noted.

Community Group

Goal 5: Community engagement with external stakeholders resulting in reciprocal benefits

Members: Dr. Keith Ferguson Ms. Laura Beth Horn and Mr. Chris Latham

A. Definitions

- Goal 5: Add "Private Grantors"

Strategic Planning Committee Meeting

July 15, 2020

B. Current and Potential Strategies

- Goal 5: Many initiatives are already in place to support this goal, a majority of which fall under the “Anchor Institution” initiative.
- Goal 5: Examples could include Carter Hall serving as training and meeting space for the area’s industrial partners, strengthening partnerships with local schools by providing tutors and tying in the new QEP focus of experiential learning, and other community partnerships.
- Goal 5: Collaboratory will be useful in measuring engagement.
- Goal 5: Currently in the process of hiring a CLL Director and Director of External Relations & Alumni Affairs, both of which will be extremely important for this process.
- Goal 5: The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) provides grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. This grant application has increased engagement with local community colleges and renews partnerships in areas where grant funds could be available.

C. Success Measures

- Goal 5: Listed measures are all appropriate.
- Goal 5: Again, Collaboratory will be useful for this process.

D. Responsibilities

No additional responsibilities noted.

E. Potential Metrics from OIRA

No additional metrics noted.

Dr. Way stated the plan is to put the data on Blackboard (Bb) for further input from the campus community. The comments will be built into the strategic plan shell. The next meeting is planned for August. He thanked everyone for their attendance and comments.

The meeting adjourned at 11:55 a.m.

Respectfully submitted: Pamela D. Clark

Athens State University
Horizon 2030 Strategic Plan
Draft of Elements 7/15/2020

Goals and Definitions

Goal	Definitions
1. Relevant, viable, and high-quality academic programs for lifelong learning	<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. • 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.
2. Quality teaching and engaged learning in a modality that respects student preferences	<ul style="list-style-type: none"> • Quality teaching is as defined by Quality Matters, OLC and others, and 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).
3. Recruitment, retention and graduation of a growing high-quality, diverse and successful student body	<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.
4. Increased quantity, quality and diversity of resources allocated	<ul style="list-style-type: none"> • Resources include: <ul style="list-style-type: none"> • Monies from state appropriation, tuition, donations, and grants

<p>efficiently to support strategic goals</p>	<ul style="list-style-type: none"> • Human resources: employees in all categories • IT: hardware and software • Plant: buildings and grounds <p>• Efficient resource allocation refers to the use of data to inform investment decisions in each resource so as to maximize effectiveness.</p>
<p>5. Community engagement with external stakeholders resulting in reciprocal benefits</p>	<p>External stakeholders include but are not limited to:</p> <ul style="list-style-type: none"> • Alumni • Donors • Community members • Lawmakers <p>Engagement may involve:</p> <ul style="list-style-type: none"> • Economic development • Arts and culture • Community support • P-12 education <p>Reciprocal benefits include knowledge and resources.</p>

Strategies

Goal	Current and Potential Strategies
<p>1. Relevant, viable, and high-quality academic programs for lifelong learning</p>	<p>Current:</p> <ul style="list-style-type: none"> • Analyses of regional demand-supply gaps by occupation, and student interest surveys • 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 and Sciences degrees • Degrees in School Psychology and Clinical Social Work
<p>2. Quality teaching and engaged learning in a modality that respects student preferences</p>	<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 school.
<p>3. Recruitment, retention and graduation of a growing high-quality, diverse and successful student body</p>	<p>Current:</p> <p>Recruitment</p> <ul style="list-style-type: none"> • Align strategies with market segments. • Marketing: <ul style="list-style-type: none"> • 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 high schools and community colleges by staff and some faculty • Creation of pathways from community colleges • Maximization of general education credit transfer

	<ul style="list-style-type: none"> ● Specialized and personalized support for onboarding <p>Success</p> <ul style="list-style-type: none"> ● An orientation course concerning success skills ● Intrusive advising ● 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 educational 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
<p>4. Increased quantity and quality of resources allocated efficiently to support strategic goals</p>	<ul style="list-style-type: none"> ● Advocacy to increase state appropriation ● Tuition proposal to align increase with CPI ● Additional personnel to increase fundraising and grants ● Increase employees in growing areas, increase development opportunities, create career structures. ● Promote diversity, inclusion and equity in the workplace. ● Use COVID grants and A&T funds to improve eligible hardware and software.

	<ul style="list-style-type: none"> • Allocate money to plant to minimize deferred maintenance. • Use data in budget process to determine priorities. • Process review to increase efficiency
<p>5. Community engagement with external stakeholders resulting in reciprocal benefits</p>	<p>Current:</p> <ul style="list-style-type: none"> • Act as an educational partner in regional economic development efforts. • Offer college level workforce development programs. • Sponsor and host art and cultural events at the ACA and on campus. • Offer more service learning courses and volunteer opportunities. • Increase in partnerships with schools • Develop into an anchor institution. • Obtain the Carnegie Community Engagement Classification in 2025. <p>Suggestions:</p> <ul style="list-style-type: none"> • Community appreciation day • Open capstone presentations to public.

Success Measures

Goal	Success Measures
1. Relevant, viable, and high-quality academic programs for lifelong learning	<ul style="list-style-type: none"> • Numbers at each level • Relevance • Completions • Net revenues • Assessments • Program reviews • Accreditations • Rankings and ratings
2. Quality teaching and engaged learning in a modality that respects student preferences	<ul style="list-style-type: none"> • Teaching quality • QM certifications • Active learning courses • Courses with experiential learning
3. Recruitment, retention and graduation of a growing high-quality, diverse and successful student body	<ul style="list-style-type: none"> • Numbers of new students • Numbers of continuing students • GPA of incoming CC students • Retention rates • GPA of graduates • Number of graduates • % employed within 6 months • Average salary of graduates • % students who are female, of color, first gen, older etc. • Achievement gaps
4. Increased quantity and quality of resources allocated efficiently to support strategic goals	<ul style="list-style-type: none"> • \$ state appropriation • \$ tuition revenue • \$ donations • \$ grants • # faculty • % faculty female, of color etc. • # staff • % staff female, of color etc. • Productivity of faculty e.g. CHP/FT faculty • Productivity of staff e.g. FTE Students/FTE Staff

	<ul style="list-style-type: none"> • Employee satisfaction • IT measures? Help desk satisfaction? \$ spent? • Plant: NASF? • Institutional effectiveness measures?
<p>5. Community engagement with external stakeholders resulting in reciprocal benefits</p>	<ul style="list-style-type: none"> • # alumni contacts • # donor contacts • # partnerships in regional economic development efforts • # attendees in workforce development programs • # attendees at art and cultural events at the ACA and on campus • # community members involved on campus • # in service learning courses, volunteering • # partnerships with schools • Certification as an anchor institution • Obtain the Carnegie Community Engagement Classification in 2025

Responsibilities

Goal	Responsibility
1. Relevant, viable, and high-quality academic programs for lifelong learning	<ul style="list-style-type: none"> • VPAA • Deans • Strategic Program Array Committee • CLL
2. Quality teaching and engaged learning in a modality that respects student preferences	<ul style="list-style-type: none"> • VPAA • VP ESS • Deans • QEP Committee
3. Recruitment, retention and graduation of a growing high-quality, diverse and successful student body	<ul style="list-style-type: none"> • VP ESS • SEM Committee
4. Increased quantity and quality of resources allocated efficiently to support strategic goals	<ul style="list-style-type: none"> • VP Financial Affairs • VP Advancement • Foundation Board • Budget Committee
5. Community engagement with external stakeholders resulting in reciprocal benefits	<ul style="list-style-type: none"> • VP Advancement • Alumni Association

Strategic Planning Horizon 2030

Goal	Potential Metrics from OIRA
1. Relevant, viable, and high-quality academic programs for lifelong learning	<ul style="list-style-type: none"> • Quality Matters Certified Courses Inventory (Control Number 1625-0603). • Graduate Follow-Up Survey: Q5—continuing education (Control Number 1600-0410). • Graduate Programs Exit Survey: Q4—continuing education (Control Number 1680-0410). • ACHE biennial Employment Outcomes Report: Percentage of ATSU alumni employed full-time in Alabama—overall and by field of study; average salary of ATSU alumni—overall and by field of study. • Program launches for fields of study with consistently high employer demand in the Huntsville-Decatur MSA or State of Alabama. • Potential new inventory of courses that incorporate High-Impact Practices (work with Registrar’s Office and IT to identify/create Banner attributes?).
2. Quality teaching and engaged learning in a modality that respects student preferences	<ul style="list-style-type: none"> • Faculty Course Evaluations (FCEs, Control Number 1600-0400). • Graduating Senior Exit Survey: Q1 and Q2 – quality of teaching by faculty in major, outside of major (Control Number 1800-0400). • Graduating Senior Exit Survey: Q11—availability of courses and sections. • Graduate Programs Exit Survey: Q5a-5d—program faculty and curriculum. • Graduating Senior Exit Survey: Q12—Variety of course schedules (online, blended, etc.).
3. Recruitment, retention and graduation of a growing high-quality, diverse and successful student body	<ul style="list-style-type: none"> • Title III: Improve Y1 retention to 76.6% by year five of the grant period (Source: Fact Book and Data Warehouse). • Title III: Improve Y2 retention to 58.6% by year five of the grant period (Source: Fact Book and Data Warehouse). • Title III: Improve Y3 retention to 35.3% by year five of the grant period (Source: Fact Book and Data Warehouse). • Title III: Increase African-American student enrollment to 16% by year five of the grant period (Source: Fact Book and Data Warehouse). • Title III: Increase Hispanic student enrollment to 3.5% by year five of the grant period (Source: Fact Book and Data Warehouse). • ACHE biennial Employment Outcomes Report: Percentage of ATSU alumni employed full-time in Alabama; average salary of ATSU alumni, by field of study.

	<ul style="list-style-type: none"> • Graduate Follow-Up Survey: Q6-15—employment details. • Enrollment Management Statistics Report (Control Number 1805-0600, Note: Conversion goals currently exist only for undergraduate applications). • Alumni Affairs Membership & Event Inventory Log (Control Number 1910-0600). • Alumni Affairs Survey (1910-0312). • Student Achievement Reports (annual publication). • IPEDS Data Feedback Reports. • Proposed: Expansion of Prior Learning Assessment?
<p>4. Increased quantity and quality of resources allocated efficiently to support strategic goals</p>	<ul style="list-style-type: none"> • University Advancement Summary Report, which tracks unique donor numbers, annual contributions, endowed scholarships, legacy club members, and total value of grants received (Control Number 1900-0600). • Overall Help Desk Satisfaction Ratings (Control Number 1625-0332). • Process Analysis – Net Position Calculations (Control Number 1700-0643). • Operational Reserve Analysis (Control Number 1700-0646). • Add administrative and financial support goals to department and program Annual Assessment Plans (AAPs) and Annual Assessment Reports (AARs)?
<p>5. Community engagement with external stakeholders resulting in reciprocal benefits</p>	<ul style="list-style-type: none"> • Career Services Summary Data Report (Control Number 1820-0610). • Career Development Center Employer Survey (Control Number 1820-0311). • CLL Activities Summary Report (Control Number 1624-0603). • Potential new inventory: Faculty serving on boards? • Potential new resource: Faculty experts directory?