Strategic Planning Committee Minutes
September 15, 2021

The Strategic Planning Committee met on Wednesday, September 15th at 11:00 a.m. in the Athens State Ballroom. Present were Dr. Rick Barth; Ms. Toni Carter; Ms. Pam Clark, Recorder; Dr. Mike Essary; Ms. Barbara Ferguson; Dr. Keith Ferguson; Ms. Jackie Gooch; Mr. Jeff Guenther; Ms. Belinda Krigel; Dr. Kim LaFevor; Ms. Sarah McAbee; Mr. Mike McCoy; Ms. Julia Pope; Mr. Jeff Powers; Mr. Benjamin Shepard; Mr. Derrek Smith; Dr. Jackie Smith; Dr. Stephen Spencer; Dr. Timothy Thornton; Mr. Gary Valcana; Dr. Lee Vartanian; Dr. Philip Way; Dr. Catherine Wehlburg; Ms. Gabrielle Whitney; Ms. Jennifer Wolfe; and Dr. Lionel Wright. Mr. Jamie Adams; Mr. Ronnie Chronister; Ms. Laura Beth Horn; Dr. Joe Delap; and Ms. Debra Vaughn were absent. Special guests were Mr. Mitchell Bazzel and Ms. Ashley Miller.

Dr. Way called the meeting to order at 11:00 a.m. and welcomed everyone. He introduced the new members: Ms. Toni Carter, Library Director; Dr. Mike Essary, COB Faculty; Ms. Barbara Ferguson, Staff Financial Affairs; Ms. Julia Pope, Staff Senate President; Mr. Benjamin Shepard, SGA President; Dr. Timothy Thornton, COE Faculty; Mr. Gary Valcana, COB Interim Dean; Ms. Gabrielle Whitney, Staff Academic Affairs; and Ms. Jennifer Wolfe, Library Faculty. There were no corrections to the July minutes and they were unanimously approved on a voice vote.

The focus of the meeting was to give an update on the goal to increase student success. Dr. Way turned the meeting over to Ms. McAbee and her team, who presented on Student Success Update: Goals, Strategies, Outcomes (Attachment). The members were divided into four groups for discussions.

Group 1 – Barth, Gooch, B. Ferguson, K. Ferguson, McCoy, J. Smith and Wehlburg

What strategies should the University prioritize to improve semester to semester persistence?

- Financial literacy.
- Early alert to show what students have not registered so we can assist them.
- Encourage faculty to have an attendance policy and notify advisors/success coaches so they can reach out to the students.
- Need to appoint joint retention leaders – should be someone on the enrollment side and a faculty member.
- The Student Success Committee should be a campus wide committee.
- Intervention when a student withdraws. Make the student aware of the implications (financial aid, course scheduling, etc.) and how it affects their progress by talking to a counselor before they are allowed to withdraw.
- Utilize the SEP function in Degree Works - match the Degree Works tool with the course schedule.

Group 2 – Guenther, Miller, Pope, Vartanian, and Way

What University procedures can be implemented to secure accurate information from students on lack of persistence?

- Utilize student surveys and ask in-depth questions.
- Follow-up after a student drops a class.

- Utilize communication between students and faculty and between student success coaches and faculty.
- Reimplement the exit interview with student success coaches before a student withdraws.
- Utilize career development.
- Make sure the students are aware of all of the financial options that are available.

Group 3 – Essary, LaFevor, Shepard, D. Smith and Whitney

How does the University ensure frequency, capacity, and delivery of courses that allow every student an efficient completion plan?

- Offer classes and labs in multiple options (times, weekends, compressed time frames).
- Develop a two-year standard plan so students will know the course rotations for each program. Use the same format for each college.
- Need to have a four-year and six-year plan for part-time students.
- Need to provide an alternative for classes that have been cancelled within the program rotation and communicate to students what their options are.
- Offer courses in multiple modalities to meet the needs of students.
- Connect with the students on a personal level.

Group 4 – Bazzel, Carter, Krigel, Powers, Spencer, Thornton, Wolfe and Wright

How can the University expand its support of students' financial situations beyond scholarships?

- Expand communication methods.
  - Integrate https://www.athens.edu/admissions/financial-aid/types-of-assistance/ into LMS and onboarding procedures conducted by the Enrollment team and the Colleges.
- Include community and local businesses/organizations as financial resources for students.
  - This can assist with needs beyond tuition and fees (housing, transportation, food, unexpected bills, etc.).
- Encourage more testimonials from students, faculty, and staff on the importance of completing the FAFSA or applying for scholarships.
- Possible campaign to receive testimonials from faculty and staff that are first-time college graduates.
- Expand the payment plan availability to include more enrollment options and deadlines.
- Seek third-party assistance for financial aid and scholarship outreach such as a live chat feature.

Dr. Barth thanked everyone for their time. The meeting adjourned at 12:00 p.m.

Respectfully submitted: Pamela D. Clark

Attachment: Student Success Update – Goals, Strategies, Outcomes

Student Success Update
Goals, Strategies, Outcomes

Strategic Plan *Horizon 2030*

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

   - The growth will offset the forthcoming demographic cliff in the latter half of the decade.
   - Quality will rise with the academic credentials of incoming and graduating students.
   - Student diversity, encompassing all indicators of difference such as race/ethnicity, gender, disability, age, sexual orientation, and veteran status, will reflect our recruitment sources.
   - Student success will be evident in academic achievement and employment or advancement with no gaps between sub-populations.

Metrics for Success

- New UG and GR students

- Transfer Student GPA

- Minority Student Population African American 14%, Hispanic 3.5%

- Fall to Fall Retention Y1-76.6% Y2- 58.6% Y3- 35.3%

- Fall to Spring Persistence 81-85%

- 4 Yr graduation rate 50-54%

- 8 Yr graduation rate (FT/PT Pell, FT/PT Non-Pell) 36-74%

- 6 Yr graduation rate minority students 47.2-50%

Current Stats

Active Students Not Enrolled Fall '21:

College	# of Students	Overall	% Degree-Seeking
COAS	225	22%	31%
COB	232	23%	32%
COE	261	26%	36%
Degree-Seeking Total	**718**		
No College	298	29%	
Total	1,016		

*Enrolled in one of the past terms of: Sum. '20, Fall '20, Spr. '21 Sum '21

Trends

Active Students Not Enrolled Fall '21:

(Source: Hand Checked Degree Works)

Trends		1		2		3		4	5
COAS	225	86 are not in "Good Standing"	38%	57 have holds	25%	35 are CS or IT		25 are IDP or Liberal Studies	27%
COB	232	96 not in "Good Standing"	41%	57 have holds	25%	69 are Management (with or w/o minor)		55 are Accounting (with or w/o minor)	53%
COE	261	105 need only internship	40%	6 need internship and 1 or 2 more classes		3 have incomplete internships from previous semesters			
No College	298	133 ABC Cert	45%	9 COB Cert		122 Non-Degree Seeking			

New Degree-Seeking Students Not Enrolled Next Terms

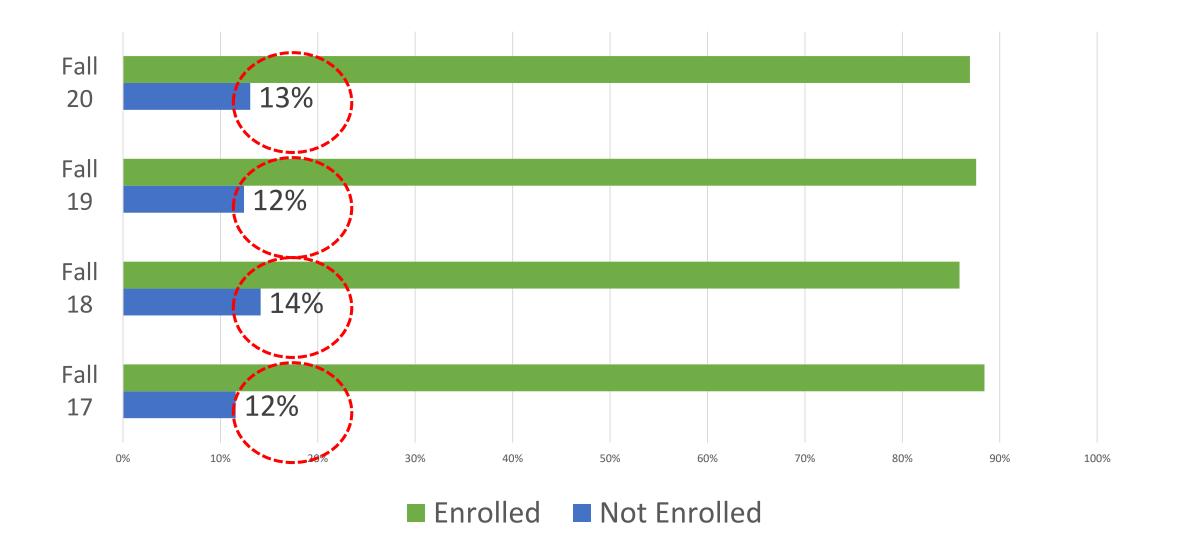|	Fall 1	Spring	Sum	Fall 2
Fall '17	622	97	335	178
		16%	54%	29%
Fall '18	637	114	339	171
		18%	53%	27%
Fall '19	620	101	303	133
		16%	49%	21%
Fall '20	528	82	273	145
		16%	52%	27%

For each start term, the following Spr., Sum. and Fall 2 are the next 3 terms:

- For example for Fall '18 New: Spr. '19, Sum. '19, Fall '19

*Does not exclude those who graduated over these 4 terms, typically less than 5/year

% of Entering Degree-Seeking Class Who Did Not Enroll After 1st Term in 1 of the Next 3 Terms

Clear Path To Success: Title III Grant
Pathway to Success

➤Know where you are and how to get there

*New Degree-Seeking:

Meet with a success coach prior to the start of the first term:

- Fall '20: 97.2% (n528)
- Spring '21: 99.4% (n318)
- Summer '21: 96% (n125)
  - ➤Late admit most common reason for not meeting with SC

Clear Path To Success

a) 25 Virtual New Student Onboarding Sessions Sum & Fall '21
- 191 Students

Clear Path To Success

b) Scholarship Awards (n211 students)
- Meetings with success coach
- Must be registered in right amount of hours

Support to Persist

a) 2,174 appts w/ 1,473 unique students from 4/1/21 to 9/9/21

Support to Persist

b) 9,287 Engagement sent and received from 4/1/21 to 9/9/21

- 5,823 emails
- 3,464 texts

Support to Persist *(continued)*

c) Interventions:
- Probation/Suspension
- Early Alert (progress report) in UNV 300
- Testing Subsets of Students with a Predictive Model of High Risk
  - ✓ To be effective need to have a checkpoint of expected grade as compared to others in class
  - ✓ 112 students drop or withdrew from at least one class in first 4 week of Fall '21
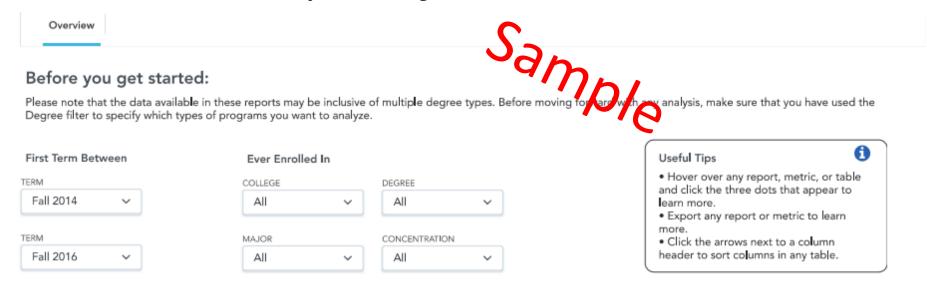
Support to Persist *(continued)*

d) GPA Action Plan:

- 49 students since Spring Spr. '21 (when tracking with Navigate began)
- Intervention analysis of this group, shows:
  - ✓ 8.5%: Average Credit Completion Percentage Increased
  - ✓ 14.6%: Improved Cumulative GPA

Support to Persist *(continued)*

e) 1st Term Persistence to 2nd Term

- First Term Spr. '21, registration Sum '21/Fall '21

  ➢ 13.4 percentage points greater in persistence for students that met with a Success Coach than for students who did not

    ✓ 5.8% Greater: Avg credit completion for students who met with an SSC than students who did not meet with an SSC during this campaign

Support to Persist *(continued)*

f) Fall 1 to Fall 2 Retention Tracking, Communicating & Scholarship Awarding

New EAB Analytic Dashboard Coming
Persistence by Major

Overview

Before you get started:

Please note that the data available in these reports may be inclusive of multiple degree types. Before moving forward with any analysis, make sure that you have used the Degree filter to specify which types of programs you want to analyze.

First Term Between

TERM
| Fall 2014 ∨ |

TERM
| Fall 2016 ∨ |

Ever Enrolled In

COLLEGE
| All ∨ |

MAJOR
| All ∨ |

DEGREE
| All ∨ |

CONCENTRATION
| All ∨ |

Useful Tips ⓘ

• Hover over any report, metric, or table and click the three dots that appear to learn more.
• Export any report or metric to learn more.
• Click the arrows next to a column header to sort columns in any table.

Institution Success Outcomes

If you have selected an enrollment period that includes recent terms, completion/graduation rates may be lower than expected because students who first enrolled during that time period may not have had time to graduate. Graduation rates could also appear low if many students in a program transferred to another institution without graduating from your institution.

76.7%
First Term Persistence

42.7%
Graduation in 4 Years

48.6%
Graduation in 6 Years

How Do Success Outcomes Vary Among Programs or Majors?

Success Trends by Program of Study

As you begin your analysis, it can be helpful to start by reviewing programs whose success outcomes may be significantly higher or lower than other pr

Major	First Term Persistence	Graduation in 4 Years	Graduation in 6 Years	Total Students
ELE - Elementary Education	89.9%	64.4%	70.9%	368
ACC - Accounting	86.4%	55.7%	64.3%	235
NDG - Non-Degree Seeking	27.8%		11.1%	234
1CER - ABC Certification	56.1%	0.9%	1.4%	212
MGT - Management (with minor)	86.7%	58.8%	67.3%	211
MGTG - Management	82.4%	48.7%	55.1%	187
ECK6 - Elem & Collab K-6	90.5%	63.3%	68.4%	158
LSM - Logistics & Supply Chain Mgmt	72.6%	38.4%	45.9%	146
ECE - Early Childhood Education	86.9%	42.1%	48.3%	145
HRM - Human Resource Management	81.9%	46.5%	55.9%	127
LIS - Liberal Studies	77.6%	37.4%	52.3%	107

Sample

Current Student Success-Focused Assistance

- **Excellence and Empowerment Scholarships** *(Persistence, Retention and Graduation Rate)*
  - Qualifying first-time transfer students:
  - Total Students Fall '21 *as compared to* Total Students Fall '17
    - 434 (211 new) Fall '21
    - 25 (12 new) Fall '17

  *85% Retention Rate of New Students: Both Fall '19 and Fall '20 classes who were on scholarship

- **Commitment to Learning Scholarship** *(Retention)*
  - Fall 1 Degree-Seeking who need financial assistance in their Fall 2

Current Student Success-Focused Assistance cont.

Endeavor Scholarship *(Persistence and Graduation Rate)*

- Students who have exhausted VA or FA eligibility nearing graduation

Emergency Student Assistance *(Persistence)*

- Students who have unforeseen financial hardships that directly impact their ability to stay enrolled in classes. (Foundation-Funded)

Stop-Out Scholarships *(Graduation Rate)*

- Original Athens State students returning to complete their degree after an extended period away

Admissions

- Recruit a high quality, diverse, and successful student body
  - Visit athens.edu/admissions/events for upcoming recruiting events

- Stop-Out Plan
  - Reengage students who have not completed their degree
  - Collaborating with Student Success Center, Financial Aid, and Office of the Registrar

Current Hurdles

- High number of students not persisting to subsequent semester
  - No consistent early progress metric
  - Significant loss of students during first two-weeks of semester
  - No set high engagement strategies for first two-weeks of semester
- Absence of data from students that do not persist
  - No intervention/meeting with students withdrawing from term
  - Lack of consistent surveying of non-returning students

Current Hurdles Continued

- Institutional barriers to students planning their degree path
  - Scheduling required courses when needed can be a challenge
  - Lack of syllabus access before classes start for student review and planning
  - Registration holds should be reserved for serious student issues
- Students often have financial concerns outside of cost of attendance
  - No analysis on how the University can support students financial path through their degree program beyond scholarships and emergency aid funding

Group Questions to Discuss

1. What strategies should the University prioritize to improve semester to semester persistence?

2. What University procedures can be implemented to secure accurate information from students on lack of persistence?

3. How does the University ensure frequency, capacity, and delivery of courses that allow every student an efficient completion plan?

4. How can the University expand its support of students financial situations beyond scholarships?

Group Reports
&
Wrap-Up