Strategic Planning Committee
Ross Pendergraft Library, Room 325
September 14, 2015 at 1:30 p.m.

Present: Dr. Larry Large (by phone), Dr. Arnie Yasinski, Ms. Angela Bonds, Dr. Daniel Bullock, Ms. Sandy Cheffer, Mr. Kelly Davis, Ms. Jocelyn Flores, Ms. Aubrey Holt, Dr. Eric Lovely, Dr. Stephen Jones, Dr. Lucas Maxwell, Dr. Julie Mikles-Schluterman, Dr. Johnette Moody, Dr. Michael Rogers, Ms. Tammy Rye, Ms. Lesley Snider, Dr. Jason Warnick, Mr. Ken Wester and Ms. Jana Crouch

Absent: Dr. Jon Clements, Dr. John Freeman, Mr. Randy Horton, Mr. Tanner Howell, Mr. Yasu Onodera, Mr. Saul Pennington, and Ms. Julia Smith

Guests: Ms. Susie Nicholson

I.   Website and Email Usage

Dr. Warnick stated he would like to begin holding a "stakeholders report" to the beginning of each SPC meeting, to address the feedback received from the campus and community through the strategic planning website. He stated, to date, the website had received comments regarding improvements for grant and travel approvals, as well as a concern about transparency. He noted there were Working Groups looking into both matters.

He reported, since June 1, the website had received 7,232 total views by 2,870 unique visitors. Of those, 1,940 views had occurred since the faculty returned the week of August 17, with 1,139 unique visitors. The average time per visit was one minute and four seconds.

II.   Report from Working Group Chairs

Financial Structure and Operations

Dr. Jones stated the Financial Structure and Operations Working Group had focused on two issues in their initial meetings: budgeting and policies for acquiring technology and deferred building maintenance.

Enrollment and Marketing

Dr. Bullock reported he had informally polled students in classes and around campus regarding the varying perception of Tech's mascot, and noted the Enrollment and Marketing Working Group would be evaluating the brand and image of Tech.

Student Support (Curricular and Co-Curricular)

Dr. Mikles-Schluterman listed the individuals who would be addressing the Student Support Working Group, and noted she would also be bringing in a group of students who had been recommended by Student Services.

Academic Structure and Faculty

Dr. Moody reported the Academic Structure and Faculty Working Group had met with Russellville and Ozark administrators, and would be holding two meetings at the Ozark campus and two at the Career Center.

University as a Public Institution

Dr. Rogers stated the University as a Public Institution Working Group would be looking into the Tech identity and brand, as well as opportunities for community collaborations. He planned to invite three leading employers from areas business to ask if Tech was producing appealing graduates and what improvements could be made.

III.   Open Forums: Planning, Structure and Promotion

Dr. Large indicated the Working Groups should hold open forums with high level, general themes that are determined through collaboration among the five groups. He encouraged the Working Group chairs to frame the open forums and provide information on the front end to ensure participants are not coming in with a "blank slate" to the conversation. He stated a Working Group chair should serve as "host" for each open forum and record the ideas generated from the discussion to post on the website.

IV.   Retention: Implications for Working Groups

Dr. Warnick provided specific data on graduation and retention rates at Tech (attached). He noted one potential issue with raising admissions standards to impact graduation rates would be the adverse effect on minority students, based on the data. Dr. Yasinski reminded the members a seemingly minor increase in the graduate rate, such as 5%, was actually a significant achievement and could imply a major success in effort.

V.   Strategy for Student Success

Dr. Warnick indicated the data implied Tech was historically successful at retaining and graduating white females and males, but less so with minority groups. Dr. Yasinski noted this could be a strategic direction: Increasing retention and graduation rates through targeted efforts for minority groups would be a success, even if an overall university increase was not achieved.

The meeting adjourned at 3:00pm.

ATU Graduation Data

Strategic Planning Committee
September 14, 2015

Prepared by: Jason Warnick

Data Summary

- **The Good:**
  - ATU's graduation rate is tied for 2nd in the state (45%).
- **The Bad:**
  - ATU's graduation rate is 15% lower than the national average (~60%).
- **The Ugly:**
  - Non-traditional students aged 20-24 have a 20% graduation rate.
  - Minority graduation is 10-20% lower than overall ATU average.
    - African-American: 23.1%; Latino: 31.1; Asian: 30.8%
  - Remediated students have a 30% graduation rate.

Arkansas Graduation Rates

- U of A   62%
- ATU   45%
- UCA   45%
- ASU   39%
- HSU   36%
- SAU   31%
- UAM   28%
- UALR   27%
- UAPB   27%
- UAFS   26%

Data from ADHE AY2014

Peer Institutions
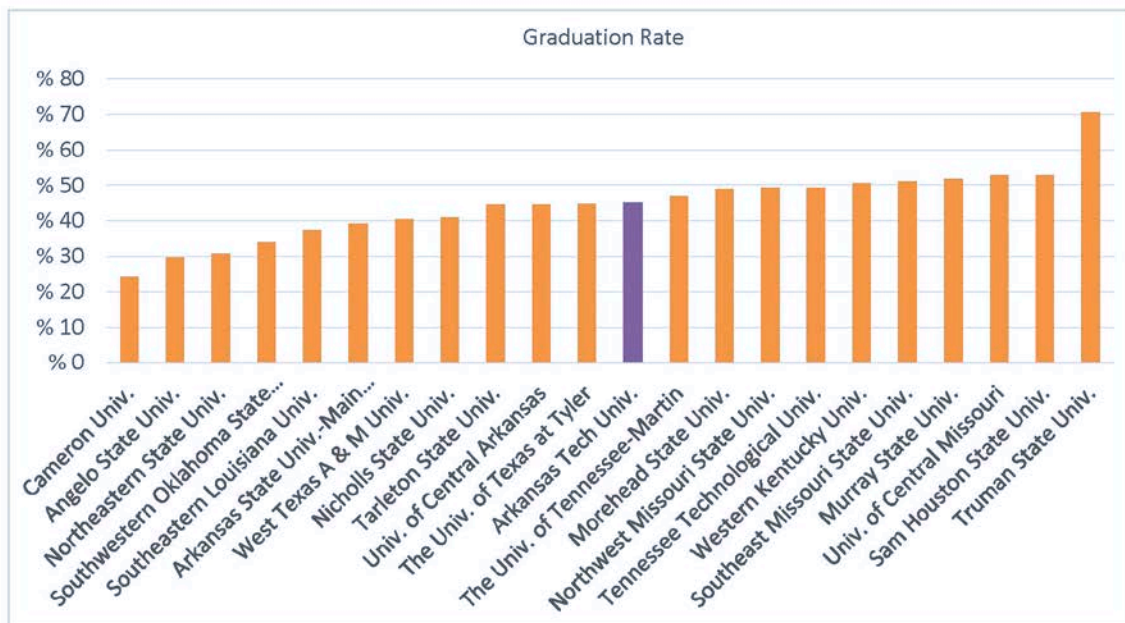
Data from ATU Institutional Research

Age

Age	Graduation Rate	Still Enrolled	Drop Out
<18	41.4	6.9	32
18-19	44.8	5.6	31.1
20-24	19.8	6.9	65.6
25-34	50.9	1.7	43.1
35-44	54.9	0	43.1
45-54	68.2	0	31.8
55+	80	0	20

Data from ADHE AY2014 (6 year rate)

Race

Race	Graduated	Still Enrolled	Dropped Out
White	45.5	5.1	32.7
Native American	34.5	3.4	41.4
Latino	31.1	9.8	49.2
Asian	30.8	7.7	46.2
Black	23.1	7.7	46.2

Data from ADHE AY2014 (6 year rate)

Gender

Gender	Graduated	Still Enrolled	Dropped Out
Female	47.7	5.3	30.1
Male	38.6	5.5	40.1

Data from ADHE AY2014 (6 year rate)

Remediation

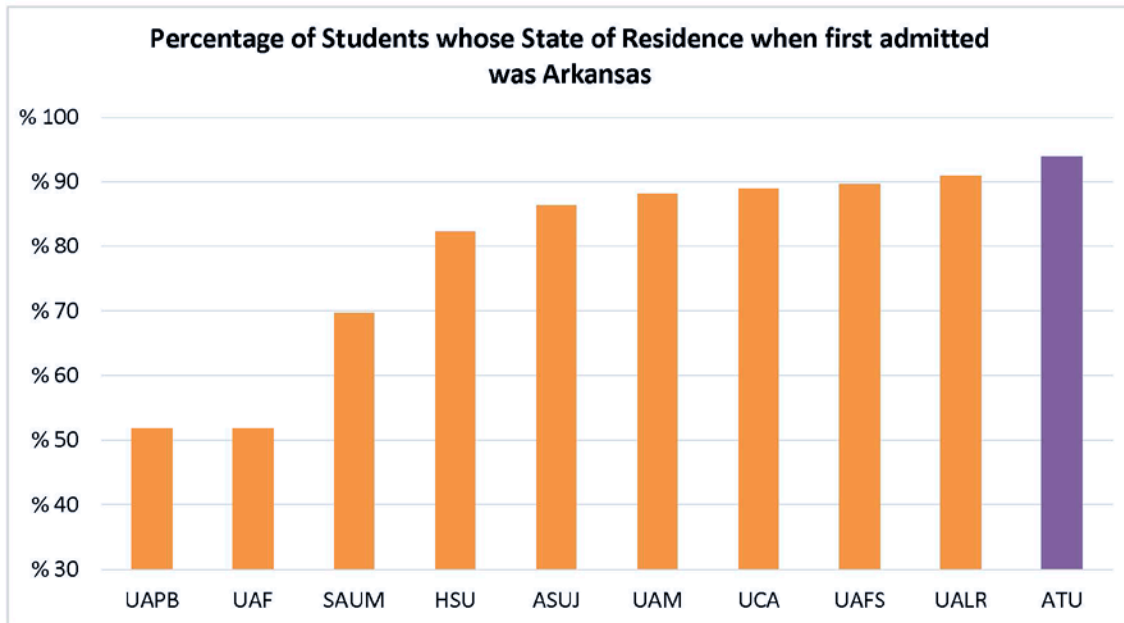| Remediation	Graduated	Still Enrolled	Dropped Out
Non-remediated	53.7	4.3	22.7
Remediated	30	6.8	50.7

Data from ADHE AY2014 (6 year rate)

THE POTENTIAL PROBLEM WITH INCREASING ADMISSION STANDARDS

ACT and Graduation Rate
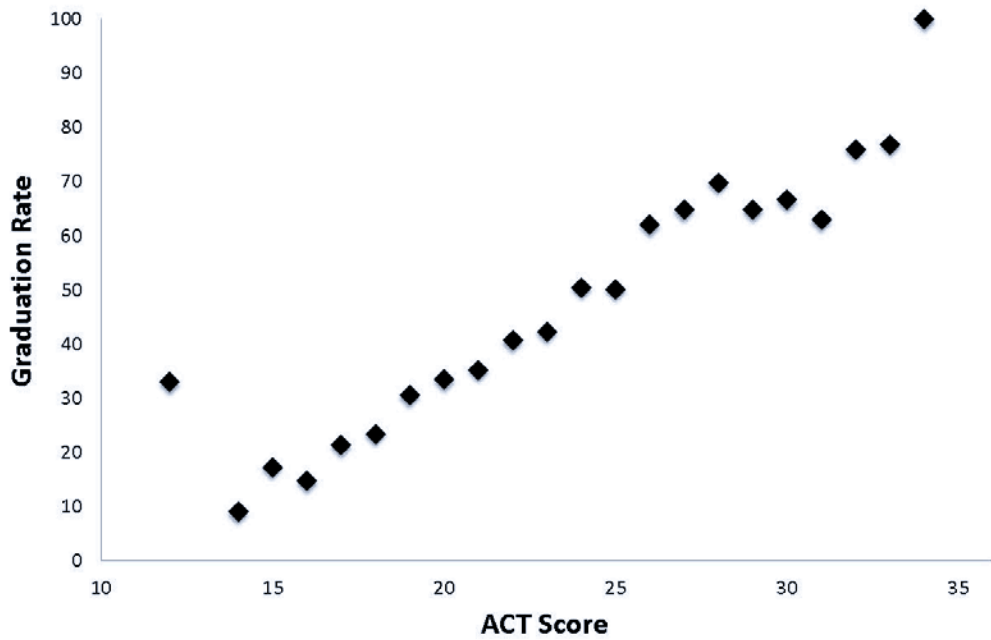
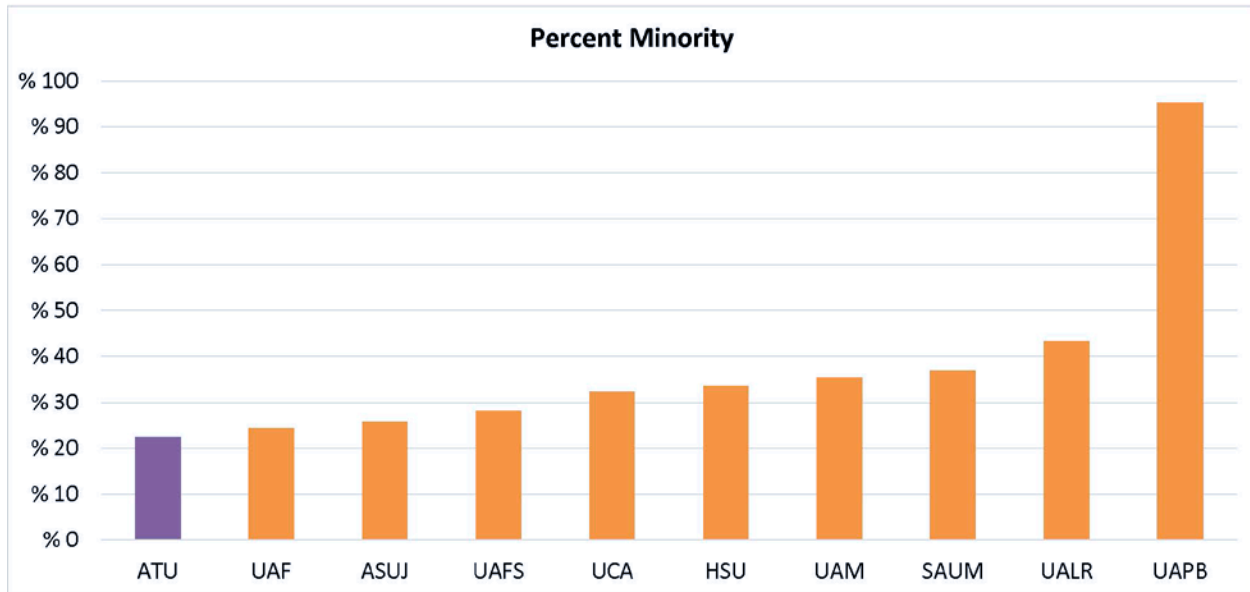Data from ATU Institutional Research

Who are our students?

Percentage of Students whose State of Residence when first admitted was Arkansas

Data from ATU Institutional Research

ACT College Readiness

English (18)		Mathematics (22)		Reading (21)		Science (24)	
State	National	State	National	State	National	State	National
63	64	35	43	41	44	32	37

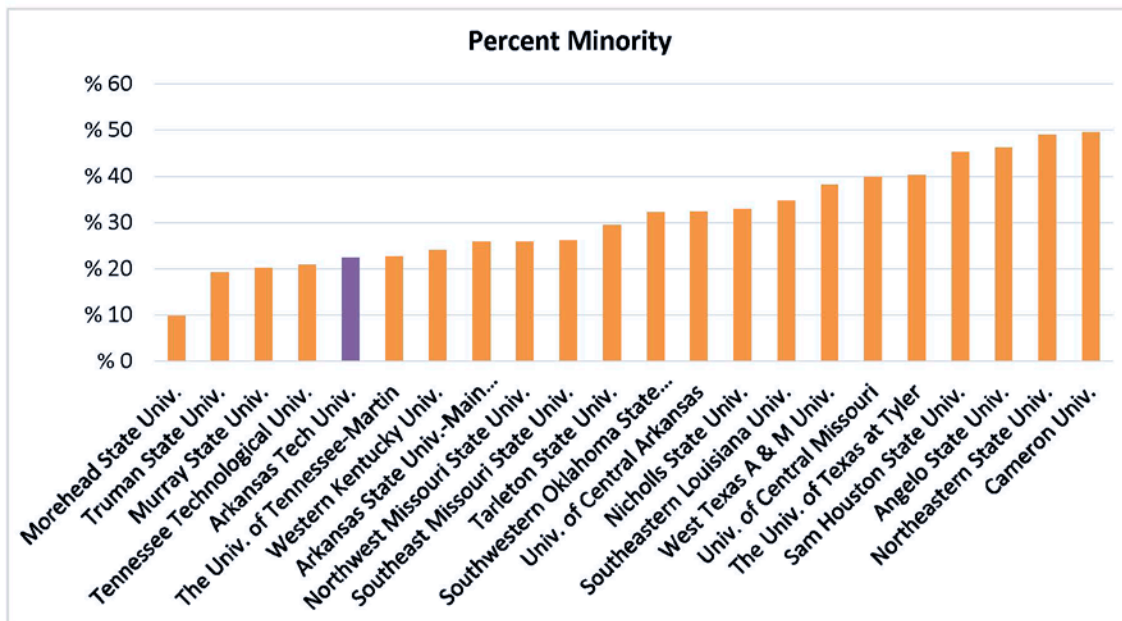Data from ACT State Profile Report – Graduating Class 2012

Arkansas Institutions

Data from ATU Institutional Research

Peer Institutions

Data from ATU Institutional Research

Race and ACT

	White	Black	Latino	Asian	Native American
English	21.4	16.0	17.7	20.4	19.1
Math	20.8	17.1	18.9	22.6	19.4
Reading	21.8	16.8	19.0	20.5	20.3
Science	21.0	17.0	18.8	21.2	19.7
Composite	21.4	16.9	18.7	21.3	19.7

Data from ACT State Profile Report – Graduating Class 2012

ACT Benchmarks

	White	Black	Latino
English (18)	74% (12,788)	37% (1,726)	49% (871)
Math (22)	44% (7,604)	12% (561)	27% (480)
Reading (21)	57% (9,851)	19% (889)	35% (622)
Science (24)	29% (5,012)	5% (234)	14% (249)
All Four Sections	24% (4,148)	3% (141)	11% (196)

Data from ACT State Profile Report – Graduating Class 2012

Questions

- Would increasing admission standards move us away from our historical mission?
- Can an emphasis on student success increase graduation rates?
- How do we increase minority admission/graduation/retention?