AGENDA

• Welcome and Introductions
• Overview E-Scan/Gap Analysis
• Update on Vision/Mission/Core Values
• Summary of SWOT-C Responses
• Next Steps / Future Dates
• Questions
E-SCAN / GAP ANALYSIS OVERVIEW
GAP ANALYSIS

External Analysis

- Population Projections
  - Age
  - Income
  - Educational Attainment
  - Ethnicity
  - Migration Patterns

- Occupational/Labor Analysis
  - Employment Projections
  - Industry Outlook
  - Unemployment
  - Labor Force Skills

- High School Projections
- Trends
- Best Practices
- Competition
- Participation Rates

Internal Analysis

- Historic Enrollment Analysis
  - Age
  - Full-Time / Part Time
  - Gender
  - Ethnicity
  - FTE/Headcount Ratio
  - Placement Level

- Current Degrees/Certificates
  - Technical Degrees Granted
  - Transfer
  - Workforce Training

- Enrollment Management
  - Recruitment/Marketing

- Retention Rates/Grad Rates
- Faculty Ratios
- Distance Learning

Vision and Institutional Strategy
ASU ENROLLMENT BY GEOGRAPHY

Fall 2020 Enrollment
Top 3 States

N=3,230

3,230 48.3%

Enrollment by MS Counties

<table>
<thead>
<tr>
<th>County</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>336</td>
<td>10.4%</td>
</tr>
<tr>
<td>Hinds</td>
<td>243</td>
<td>7.5%</td>
</tr>
<tr>
<td>Claiborne</td>
<td>222</td>
<td>6.9%</td>
</tr>
<tr>
<td>Warren</td>
<td>214</td>
<td>6.6%</td>
</tr>
<tr>
<td>Jefferson</td>
<td>209</td>
<td>6.5%</td>
</tr>
<tr>
<td>Madison</td>
<td>85</td>
<td>2.6%</td>
</tr>
<tr>
<td>Harrison</td>
<td>82</td>
<td>2.5%</td>
</tr>
<tr>
<td>Washington</td>
<td>58</td>
<td>1.8%</td>
</tr>
<tr>
<td>Pike</td>
<td>56</td>
<td>1.7%</td>
</tr>
<tr>
<td>Wilkinson</td>
<td>54</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

109 (3.3%) come from 25 different countries.
• The U.S. and the state of Mississippi have changed with respect to population and demography over the last ten years

• Cultural, economical, and political trends are also changing quickly

• These changes impact higher education institutions

What will the next ten years look like?
NATIONAL HBCU ENROLLMENT TRENDS

Fall 2018 Enrollment
Total students: 291,767
Black: 223,163

- The number of HBCU students increased 47% between 1976 and 2010.

- Student enrollment decreased 11% between 2010 and 2018.
Mississippi total high school graduates are projected to peak in 2025 at 32,910 graduates.

Between the Class of 2018 and the Class of 2037, high school graduates are projected to average 29,630 per year.

By 2037, total high school graduates will have decreased by 4,940 students per year from the 2020 level.

Comparisons to peers can identify both strengths and areas for improvement.
### ASU AND PEER UNIVERSITY ENROLLMENTS

#### Unduplicated 12-Month Headcount and Total FTE Enrollment (2017-18), and Full- and Part-Time Fall Enrollment (Fall 2018)

<table>
<thead>
<tr>
<th>Category</th>
<th>Alcorn State University</th>
<th>Comparison Group Median (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated headcount - total</td>
<td>3,887</td>
<td>5,940</td>
</tr>
<tr>
<td>Unduplicated headcount - undergraduates</td>
<td>3,297</td>
<td>4,129</td>
</tr>
<tr>
<td>Total FTE enrollment</td>
<td>3,493</td>
<td>4,102</td>
</tr>
<tr>
<td>Full-time fall enrollment</td>
<td>3,009</td>
<td>3,285</td>
</tr>
<tr>
<td>Part-time fall enrollment</td>
<td>649</td>
<td>1,206</td>
</tr>
</tbody>
</table>

- **Alcorn State University**
- **Comparison Group Median (N=34)**
A growing number of the nation’s historically Black colleges and universities are making a push to attract non-African American students, in hopes of boosting enrollment and ensuring sustainability.

Non-African American students in 2018 made up some 24 percent of HBCUs’ student populations, compared with 15 percent in 1976.

HBCU’s have voiced concerns about the shifting demographics and their impact on HBCUs’ long and collective history:

- How will demographic shifts impact the campus culture?
- Will it change some traditions?
- What are the benefits of having a wide array of backgrounds and perspectives on campus?
- Are HBCUs changing with the times, or are they relinquishing an important black presence?
THE IMPORTANCE OF VISION AND MISSION

Declining enrollments and smaller endowments are rendering many black colleges vulnerable:

- The effects of the pandemic on higher education finances and business models have been challenging. It will take years for state finances and higher education funding ratios to recover.

- HBCU retention rates—keeping students in school year after year—are lower than majority institutions.

- The explosive appeal of online colleges like DeVry and the University of Phoenix has hit HBCUs hard as most HBCUs as many not implemented online classes or degree programs.

- Predominantly white institutions are offering minorities more scholarships. Many HBCUs say they cannot complete.

- Since 1986, five private HBCUs have lost accreditation by the Southern Association of Colleges and Schools Commission on Colleges. Within the last five years, SACS has put eight HBCUs on warning or probation.

Source: Enrollment declines threaten future of HBCUs, Disheartening Alumni. March 2020

“Now is the time for candor and self-assessment. Many people, even ardent HBCU supporters, including the author, find it difficult to face the hard truth: some HBCUs need to seriously explore options that include pruning or culling. And for others, it may be time for an exit strategy that could include merging or closing.”

Alvin Schexnider, Consultant and former Chancellor and College President
A SOLID VISION LEADS TO POSITIVE OUTCOMES

Multiple Research Reports Note the Benefits of Attending an HBCU

• HBCUs enroll far more low-income students than majority institutions (MI’s).
• More students experience upward mobility at HBCUs than at PWIs.
• Nearly 70% of students at HBCUs attain at least middle-class incomes.
• There is less downward mobility at HBCUs than at MI’s

Source: Moving Upward and Onward: Income Mobility at Historically Black Colleges and Universities, 2019

Black HBCU Graduates:

• Are stronger in purpose and financial well-being
• Obtained support and more experiential learning opportunities
• Believe that their colleges prepared them for life after graduation

Source: Gallup Research Study, October 2015

“Their overall success is providing black graduates with a better college experience than they would receive at non-HBCUs”
A mission statement states **HOW** you will get where you want to be. It defines **PURPOSE** of existence.

- Answers the question: “What do we do well and what makes us different?”

- A mission communicates about the present leading to the future.

- The prime function of the mission statement is internal and defines key components of the institution’s success.

A vision statement outlines **WHERE** you want to be.

- Answers the question: “Where do we see our institution going in the future?”

- A vision statement is usually 5 to 7 years in the future.

- Used to build consensus among college employees and shapes understanding of why they are working at the College.

**Vision Vs. Mission**

- A mission statement states **HOW** you will get where you want to be. It defines **PURPOSE** of existence.

- Answers the question: “What do we do well and what makes us different?”

- A mission communicates about the present leading to the future.

- The prime function of the mission statement is internal and defines key components of the institution’s success.
SECTION 2: Mission

2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. *(Institutional mission)* [CR]

1) What constitutes the published “mission” of the institution? Is it a single statement or a broader collection of statements?

2) Where is the statement published? Is the language of the mission consistent across publications?

3) How is the mission statement appropriate to an institution of higher education?

4) How does the mission address teaching and learning and, if appropriate, research and/or public service?

5) How does the mission statement describe the distinctiveness of the institution and its values?

6) How does the mission statement reflect the educational programs and levels of degrees offered by the institution?
ASU’S CURRENT VISION STATEMENT

Alcorn State University will become a premier comprehensive land-grant university that develops diverse students into globally-competitive leaders and applies scientific research, through collaborative partnerships, which benefit the surrounding communities, states, nation and world.

Three Critical Questions:

• Above all else, does the statement offer a vision of what the institution aspires to be in the future?

• Does it help people understand where the university is heading and how they can contribute to achieving the future?

• It is a concise statement (a few sentences) that focuses on the most important components of ASU’s significance or meaning?
Alcorn State University, a historically Black college and university, is a comprehensive land-grant institution that celebrates a rich heritage with a diverse student and faculty population. The University emphasizes intellectual development and lifelong learning through the integration of diverse pedagogies, applied and basic research, cultural and professional programs, public service and outreach, while providing access to globally competitive academic and research programs. Alcorn strives to prepare graduates to be well-rounded future leaders of high character who will be competitive in the global marketplace of the 21st century.

Four essential questions a mission statement must answer:

- What do we do?
- How do we do it?
- Whom do we do it for?
- What value are we bringing?
ASU | CORE VALUES

Student-Centered

Our students are our greatest assets. We value every student. We encourage leadership development by mentoring our students and enabling them to participate in our decision-making processes.

Academic Excellence

We uphold the highest, rigorous academic standards. We expect excellent scholarship, preparation, and performance from every student, faculty and staff member.

Shared Governance

The University provides an open and honest environment. Communications are thorough, truthful, and present all of the facts. We value transparency in decision-making and communications. We encourage every stakeholder to be aware of our opportunities, challenges, and resources. Policies are merit-based, fair, and broadly communicated.

Professionalism

Everyone accepts full responsibility for personal performance and actions, maintains high moral standards, and complies with effective performance appraisal processes. We expect honesty, objectivity, and fairness in all transactions among our stakeholders. We pride ourselves on our strong commitment to a rigorous work ethic.

Diversity

We value the global nature of our society. Everyone is respected. We promote diversity of thought and encourage the acceptance of cultural diversity. We believe that diversity stimulates a dynamic intellectual environment, creativity, and innovation. We believe that everyone has something to offer.
Outreach, Engagement, & Community Service

We are committed to improving communities, locally and globally. We encourage students, faculty, and staff to apply their knowledge to build stronger, healthier, economically viable communities.

Institutional Pride

We treasure our legacy, our commitment to excellence, our development of leaders, and our service to others. These attributes imbue us with great pride in Alcorn State University. We respect the assets and resources of our University and use them prudently. We provide our students, faculty, and staff with the necessary infrastructure and technology to succeed while maintaining a safe, secure, and nurturing environment.
NEXT STEPS: VISION, MISSION, AND CORE VALUES

- Advisory committee was assigned to review other institutional vision, mission and core values.
- Week of Feb. 8th a virtual meeting will be scheduled to facilitate review of institutional vision, mission and core values.
- Initial work will be done to start redevelopment of ASU vision, mission and core values.
- Will present initial drafts of vision, mission and core values during campus visit on February 16-17, 2021.
OVERVIEW OF SWOT-C EXERCISE RESPONSES
SWOT-C ANALYSIS

• **Strengths** are defined as skills, competencies, capabilities, competitive advantages, or resources for which the college can draw in selecting its future direction of action.

• **Weaknesses** are defined as the lack of skills, competencies, capabilities, or resources needed by the college to function effectively.

• **Opportunities** are situations in the environment (local, state and national) from which the college can benefit if certain actions are taken.

• **Threats** are situations in the environment which give rise to potentially harmful events and outcomes if action is not taken in the immediate future.

• **Challenges** refers to those pressures that exert a decisive influence on an institution's likelihood of future success.
OPEN FORUM ATTENDANCE

13 Students
29 Faculty
46 Staff
26 Advisory Committee Members
7 Deans
5 Department Chairs
SUMMARY OF SWOT-C RESPONSES:

- **Strengths**
  - History/Tradition
  - Land Grant identity/ Mission
  - We are a “family” /Family environment– home away from home
  - Loyalty
  - Nurturing/safe/caring learning Environment
  - Campus Climate
  - Family Support/Individual attention
  - Beautiful Environment/ lots of land
  - Opportunities for underserved students
  - Alcorn Brand
  - Dedicated Faculty
  - Welcoming campus
  - Low tuition cost compared to peers/Celebrate Successes
  - Student success/Learning/Outcomes
  - Fundraising
  - Quality leadership/Success mentality
  - Strong programs, especially Agriculture and sciences
  - Outreach to communities
  - Continuous Improvement
  - Small size and location of university
  - Strong Athletics/Football creates excitement

- **Opportunities**
  - Online programs
  - Doctoral programs
  - Community and corporate partnerships - internships
  - Bring more business opportunities to the area
  - More on-campus stores and food options
  - More housing opportunities
  - Rural location and lots of land
  - International outreach
  - Enhanced website
  - Accelerated degrees
  - Focused grant funding
  - Agritourism
  - More involvement with alums
  - Partnerships with other higher ed non-traditional providers
  - New programs that respond to job changes
  - Creative interdisciplinary programs
  - Collaboration with local high schools
  - Expand outreach outside of state
SUMMARY OF SWOT-C RESPONSES:

- **Weaknesses**
  - Technology / Wi-Fi Coverage
  - Enrollment / Retention
  - Faculty Retainment
  - Student Housing
  - Faculty Housing
  - Student Recruitment / Marketing
  - Facilities
  - Communication

- **Threats**
  - Finance / Budget / Funding
  - Resistance to Change
  - Isolated / Rural Location
  - Education / Complacency of Surrounding Area
  - Out-dated Facilities
SUMMARY OF SWOT-C RESPONSES: GREATEST CHALLENGES

- Need to make decisions on data not on feelings or personalities
- Lack of resources/funding
- Morale of faculty and staff
- Increase student enrollment
- Outdated facilities and Technology adv
- Stuck in the past – little new ideas
- Rural location
- Retaining qualified faculty and staff
- Student retention
- Expanding presence
- Online colleges
- Out of date course and program offerings
- Securing partnerships
- People who are afraid to dream
- Maintaining quality of teaching/instruction
INITIAL / EMERGING STRATEGIC THEMES:

- **Sustainability** - Create a solid foundation that enables the University to sustain itself in turbulent times.

- **Student Access, Opportunity** - provide under-resourced Mississippi students pathways to higher education and social mobility.

- **Student Success** - sustained quality and compassion, expanded world view, students prepared to enter and succeed in the workforce.

- **Community Engagement/Partnerships** - alumni, high schools, community colleges, business entities.

- **Transformation/Innovation** - “Value Tradition while Embracing Innovation”. Areas include technology, processes, systems, and infrastructure.
NEXT STEPS
MULTIPLE WAYS TO PARTICIPATE

1) Attend one of several open forums

2) Know your SPAC representatives and talk to them as well as your colleagues

3) Review the consultant’s presentation for each open forum on the College’s website

4) Complete open forum activities online at www.alcorn.edu/academics/strategic-plan

5) Check for progress updates and review the outcomes from the previous open forums online

www.alcorn.edu/academics/strategic-plan
Next Open Forums:
February 15-16, 2021