

SPARKING INNOVATION, IGNITING GROWTH
ASMSA 2025 STRATEGIC PLAN
YEAR 1 (2020-21) PROGRESS

| TEACHING AND LEARNING | | |
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| <i>Cultivate a culture of dynamic teaching and learning that empowers young people to identify their passions for research, inquiry, and creative expression, develop the self-discipline necessary for success, as well as grow in their identity as emerging practitioners and professionals.</i> | | |
| Goal | Progress | Next Steps |
| Strategy 1.1: Continue to build on ASMSA's faculty-supported model for student research, inquiry, and creative expression while seeking out expanded partnerships that engage talented young people with leading scholars, professionals, and organizations. | Preliminary discussions focused on assessing the current Capstone model, which was implemented three years ago. Capstone experiences in visual arts as well as computer science petitioned to move to an integrated three-semester model beginning in Fall 2021. | Questions remain on if research should be a mandatory component of the ASMSA experience. Additionally, the Teaching and Learning Committee will explore the appropriate starting point for the Capstone experience (first vs. second semester). |
| Strategy 1.2: Fully embrace ASMSA's arts mission by expanding an institutional culture of visual and performing arts through encouraging student talents, abilities, and creativity. | A working group of faculty and administrators developed a new academic framework that allows students to place a greater emphasis in visual arts and design by taking two arts courses each semester. | The revised framework will be presented to the Board of Trustees this fall and heavily marketed as a new experience during the 2021-22 admission cycle. Students beginning this fall will take advantage of this new path. |
| Strategy 1.3: Foster inclusive and diverse learning environments through ASMSA's hiring practices, instructional strategies, and student support systems that remove systemic barriers to equity within our community of learning. | Professional development sessions were offered by external presenters on the topics of diversity, equity, and inclusion (DEI), digital learning best practices, and emotional intelligence. New job boards for organizations aligned with underrepresented populations were utilized for hiring. | The Office of Student Success as well as the Strategies team will look for ways to implement a consistent and intentional approach to student invention regarding academic needs, 504 plans, and other curricular challenges. |
| Strategy 1.4: Focus on faculty growth and continuous improvement by offering expanded professional development, asserting leadership in instructional strategies, identifying contact points to interact with fellow educators, and sharing our best practices with national audiences. | The Governing Council completed preliminary work on an advancement plan that will reward faculty both financially and in increased rank who commit to the components beyond the classroom. A key component of this pathway will be how faculty excel in both the classroom as well as their engagement in ASMSA's expanded outreach mission. | The draft advancement plan will now move to administrative review. The goal is to reach a consensus draft that can be presented to the UA System Vice President for Academic Affairs and General Counsel for final review. The earliest the plan could be implemented is academic year 2022-23. |
| Strategy 1.5: Provide valuable and engaging learning opportunities to students, educators, and districts across the state through a diverse portfolio of outreach, enrichment, digital learning, and educator development programs that involve all members of the ASMSA community. | Admissions implemented a revised MASH-Up (math, arts, sciences, humanities) Saturday enrichment program. The STEM Pathways initiative has hired a Mathematics Specialist to add AP Statistics to the existing portfolio of CS and biology educator development programs. | Next year will focus on program development and recruiting a pilot cohort for the Statistics Plus experience. Individual faculty members have expressed interest in developing pre-enrollment "pathways" courses that prepare students for the residential experience. Admissions will expand opportunities for field trips both to campus as well as using an outbound model. |

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| STUDENT DEVELOPMENT | | |
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| <i>Maximize the full potential of the on-campus experience by affirming the centrality of residential life in creating a living-learning community that connects students beyond the classroom, assists in developing them as a whole person, and prepares these future leaders for successful and fulfilling lives through building sustainable skills and mindsets.</i> | | |
| Goal | Progress | Next Steps |
| Strategy 2.1: Implement a Student Development Curriculum that focuses on social-emotional learning, leadership development, digital citizenship, healthy relationships, and other topics that recognize students' needs as maturing young adults and engaged members of a community. | The broad framework for the Student Development Curriculum has been drafted and is ready for a pilot phase in academic year 2021-22. | The pilot phase of the Student Development Curriculum will be implemented this fall with a focus on wellness, leadership, and healthy relationships. |
| Strategy 2.2: Ensure that diversity, equity, inclusion, and mutual respect for all characterize our campus culture and climate. | A series of conversations were held with recent alumni, particularly BIPOC students, about their ASMSA experience and the campus culture surrounding DEI topics. | The DEI Workgroup will resume their discussions to better understand student concerns and needs. The group has recommended a campus climate survey. One option may be Challenge-Success. |
| Strategy 2.3: Emphasize healthy habits as important components of physical well-being through campus programming and activities that support play, physical development, and balanced nutrition. | The campus fitness center was closed for the majority of the year due to campus COVID protocols. In lieu of facilities, Student Life Staff focused on a variety of outdoor programming to fill that gap. | Student Life Staff are conducting a feasibility study on participating in AAA athletics. Staff will work with the food service provider for sessions on nutritional programming and enhancing vegetarian and vegan options. |
| Strategy 2.4: Create an atmosphere conducive to healthy conversations about mental and emotional well-being by providing student-centered services and programs that address the natural challenges of both adolescence and the rigors of the ASMSA experience. | Staff continued to expand services and group programming in order to reach additional students. In light of the pandemic and campus restrictions, robust mental health services were essential. More than half of all students accessed mental health services this year, helping to decrease perceived stigmas. | ASMSA will use federal ESSER funds to add a Licensed Social Worker to the staff beginning August 1, 2021. Not only will this position expand capacity for mental health services it will also provide a greater point of contact and resource for 504 testing and support for families needing access to services. |
| Strategy 2.5: Invest in staffing models and resources that reinforce the professionalism of and essential role played by Student Life Staff who employ best practices in fostering an inclusive and engaging residential community. | ASMSA completed a transition to the new Residential Experience Coordinator model. These Master's degree positions ensure the core team of six individuals across each wing have depth of knowledge and professional experience in student support. | RECs will lead the way on the Student Development Curriculum. A priority for the coming year will be for RECs to foster stronger relationships with families while serving as a more direct conduit to students' experience in the residential program. |
| Strategy 2.6: Continue to involve students as full stakeholders in discussions on institutional policy and campus planning so that decision making is student-centered. | Campus leadership and the SGA Executive Board met on a monthly basis to discuss concerns, goals, and needs. | SGA has requested a pathway for students to better engage in discussions regarding academic planning, program development, and student research. |

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| ENROLLMENT GROWTH | | |
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| <i>Expand enrollment to serve more students statewide through targeted growth models that reflect our commitment to stewardship of the public investment in ASMSA.</i> | | |
| Goal | Progress | Next Steps |
| Strategy 3.1: Work with members of the Arkansas General Assembly, University of Arkansas System, and other ASMSA stakeholders to develop and implement a sustainable funding formula that enables the school to increase enrollment. | Local legislators recommended pursuing a manual RSA adjustment due to the unique nature of the 93 rd General Assembly's meeting amid the pandemic. New funding was not obtained through this means. | Campus leadership hopes to pursue legislation during the 94 th General Assembly in 2023 as part of the school's formal 30 th anniversary. |
| Strategy 3.2: Strengthen curricular options, methods of engagement, and unique experiences for students in the arts while developing recruitment and admissions procedures directed toward students with specific arts interests. | The revised visual arts and design framework developed this year represents a more cohesive and intentional set of experiences that challenges students interested in the arts while preparing them for college. Students excelled in arts competitions this year. | Admissions will focus on how best to position these additional opportunities within the arts to prospective students and families. |
| Strategy 3.3: Explore alternative enrollment models such as commuter options and online programs that recognize students' and families' individual needs, thereby increasing access to ASMSA's quality programs. | The Teaching and Learning Committee explored a proposal for Project 75, a digital learning cohort. The group chose not to pursue the plan for academic year 2021-22 due to lack of consensus on an academic model (i.e., AP vs. concurrent credit). | ASMSA will monitor new programs developed by NCSST peers as well as districts within Arkansas to see if interest in digital learning exists beyond the pandemic. |
| Strategy 3.4: Continue the sophomore early entrance pilot program to determine its overall effectiveness and potential for future expansion as a means of supporting students in need of academic acceleration and intellectual peers. | Student persistence and engagement in the Early Entrance program is strong, and interest from prospective students remains high. ASMSA has admitted its third cohort for the 2021-22 academic year. | Work will begin HELIX 2.0 an equity model for sophomores that focuses on preparation for students with opportunity gaps in addition to the existing acceleration model. This work is in partnership with the Jack Kent Cooke Foundation. |
| Strategy 3.5: Continue to ensure equity in access for geographically, economically, and racially diverse students who face opportunity gaps and do not share the same level of preparatory experiences and support as some of their peers. | Students both enrolled in the fall semester and admitted in the spring semester were consistent with institutional goals of 1/3 or more students enrolling from low-income backgrounds. Admissions reviewed peer institution efforts on shifting to test-optional or test-blind policies to promote equity in access. | The newest iteration of Project HELIX (Helping Elevate Low-Income Students to eXcellence) will be implemented in the 2022-23 academic year. |

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| ADVOCACY AND PARTNERSHIPS | | |
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| <i>Strengthen internal and external partnerships with local, state, and national stakeholders that create committed and vocal advocates for the essential leadership role that ASMSA plays within Arkansas education as well as economic and community development.</i> | | |
| Goal | Progress | Next Steps |
| Strategy 4.1: Develop a framework for alumni to share perspective and experience that supports students' personal and professional development in addition to institutional advancement. | The Association for Alumni and Friends of ASMSA (AAFA) continued their monthly steering committee meetings. The group held two Alumni Q&A digital sessions. | A transition in staffing will result in a new institutional liaison for the AAFA. The school must explore if this role will continue to be a nominal component of a job responsibility or if it could play a greater role in an FTE. |
| Strategy 4.2: Reinforce to legislators and other leaders the value of the state's commitment to talented young people so that the decision-makers understand their return on investment in ASMSA. | Families were encouraged to write their legislators during the legislative session noting the importance of ASMSA. Campus leadership hosted local legislators for a presentation on the 2025 Strategic Plan. | ASMSA should update its economic impact report that highlights the specific value of the school in both Hot Springs and the state. New data from the National Student Clearinghouse will provide better insights into college outcomes for ASMSA graduates. |
| Strategy 4.3: Utilize the ASMSA Parents Association and Parents Advisory Council to promote direct communication, gain insights on family needs, and represent ASMSA daily in communities across the state. | The PAC met monthly in addition to quarterly forums for all parents and guardians. Engagement remained high through bi-weekly Possip surveys. | ASMSA will seek ways to ensure parents play an active role in student recruitment for future admissions cycles. As pandemic restrictions lift, we will also seek ways for parents to participate in additional activities on campus. |
| Strategy 4.4: Expand ASMSA's position in the Hot Springs community as a hub for educational discussions, cultural enhancement, intellectual debate, and economic development. | While the pandemic limited opportunities for groups to meet on campus, digitizing the Arts and Sciences Café series has allowed the program to reach a wider audience. | ASMSA will explore a Cultural Enhancement Series that partners the school with a variety of community non-profits to offer joint programs on campus. |
| Strategy 4.5: Prioritize fundraising efforts to reflect the ASMSA Foundation's commitment to direct student support, faculty innovation, programmatic development, and facilities needs. | The ASMSA foundation made significant progress in expanding the number of endowed awards and summer fellowships. The foundation conducted an online Day of Giving in lieu of the annual spring luncheon. | With completion of the student housing expansion slated for August 2022, the Foundation will seek naming and other opportunities related to the project in the year ahead. |
| Strategy 4.6: Explore methods to reach varied audiences by using traditional and evolving media to provide a snapshot of daily life and learning on campus, celebrate achievement, and articulate a full narrative of the unique opportunities and experiences available exclusively at ASMSA. | A greater emphasis was placed in personalized communication with prospective students as well as newer forms of digital marketing. In addition to Facebook and Instagram targeted marketing, ASMSA utilized ads on Hulu, Spotify, and other platforms. | While there was hesitation to create fresh content this year due to the pandemic (and visual signifiers such as masks that would eventually become outdated), nominal projects indicate a greater emphasis on video content and even podcasting will be priorities for the year ahead. |

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| FACILITIES EXPANSION | | |
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| <i>Grow facilities and implement long-range strategies to meet the needs of expanded enrollment, academic experiences, student life, recreation, and community engagement.</i> | | |
| Goal | Progress | Next Steps |
| Strategy 5.1: Review and update the Campus Master Plan to redevelop a facilities growth pathway in accordance with institutional needs. | The Board of Trustees approved Harris Architects as the school's first on-call architect. Work began on cost estimates for the facilities needed to move beyond the hospital. | As projects come into focus, the school should complete a formal Campus Master Plan that not only completes the transition beyond the hospital but also sets the stage for projects through 2030. |
| Strategy 5.2: Initiate efforts to expand ASMSA's dedicated arts facilities in collaboration with community partners that lead to the full realization of the school's legislated arts mission. | Preliminary discussions began with a group of community arts advocates regarding the development of a Cultural Arts Center in the footprint of the hospital complex. The project is estimated at \$16-18 million and would require significant private philanthropy. | Campus leadership will continue to work with this group while exploring the viability of a capital campaign. |
| Strategy 5.3: Formalize steps that will lead to vacating the former hospital complex by creating a plan to transfer teacher offices, maintenance, and other programs to permanent locations using new or existing facilities. | ASMSA completed cost estimates on a new Administration Building that will move faculty from Pine Street to the current Academic/Admin Building. Cost estimates were also completed on a Maintenance Shop that would also include the wood shop. | With available funding in hand, both the Admin Building and Maintenance Shop projects will be brought to the Trustees for project approval in Fall 2021. The goal is now to complete the facilities and hospital exit in 2023. |
| Strategy 5.4: Expand and create student residences as well as shared and recreational spaces to fully support the emotional, social, physical, and academic needs of students. | The design phase of the Chapel and Convent renovation included mindfulness of these needs. The first floor of the building will serve as the new hub for campus mental health offices and programs. It includes a new Student Union, a community kitchen, and large conference meeting room for group sessions. | Renovations on the chapel and convent will begin later this summer. ASMSA will obtain cost opinions and preliminary designs on a 40-bed dormitory that also includes a 4,000 sq ft fitness center. |
| Strategy 5.5: Advocate for the creation of a Public Residential Schools Facilities Fund by the Arkansas General Assembly that brings ASMSA into parity with other public high schools. | No progress. | Campus leadership will discuss this goal with local legislators in hopes of proposing a bill for the 94 th General Assembly in 2023. |