AGENDA

• CALL TO ORDER  
  Mr. Mark S. Lawrence, Chair

• APPROVAL OF AGENDA  
  Mr. Mark S. Lawrence, Chair

• APPROVAL OF MINUTES  
  November 10, 2016  
  Mr. Mark S. Lawrence, Chair

• STUDENT GOVERNMENT ASSOCIATION REPORT  
  Ms. Jacinda Jones, Student Government Association President  
  o Student Government Update

• STUDENT AFFAIRS REPORT  
  Dr. Irvin Clark, Interim Vice President for Student Affairs

• PRESENTATIONS  
  Ms. Susan Trageser, Interim Dean of Students  
  o Student Conduct Process  
  Ms. Brianna Guest, VA21 Student Representative  
  o Spotlight on VA21

• OTHER BUSINESS  
  Mr. Mark S. Lawrence, Chair

• ADJOURNMENT  
  Mr. Mark S. Lawrence, Chair

** All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

COMMITTEE MEMBERS
Mr. Mark S. Lawrence, Chair  
Dr. Susan Whealler Johnston, Vice Chair  
Dr. Jay Brown  
Dr. Debra McMahon  
Mr. Steve A. Robinson  
Mr. Kevon Dupree, Student Representative (non-voting advisory member)
COMMITTEE MEMBERS PRESENT
Mr. Mark Lawrence, Chair
Dr. Susan Whealler Johnston, Vice Chair
Dr. Jay A. Brown
Dr. Debra MacMahon
Mr. Kevon DuPree, Student Representative

COMMITTEE MEMBERS ABSENT
Mr. Steve A. Robinson

BOARD MEMBERS PRESENT
Mr. Christopher Wade, Rector
Mr. Robert A. Archer
Ms. Krisha Chachra
Ms. Callie M. Dalton
Dr. Rachel D. Fowlkes
Ms. Mary Ann Hovis
Ms. Georgia Anne Snyder-Falkingham

OTHERS PRESENT:
President Brian O. Hemphill
Dr. Irvin Clark, Interim Vice President for Student Affairs
Mr. Joe Carpenter, Vice President for University Relations 7 Chief Communications Officer
Ms. Ashley Shumaker, Chief of Staff, Office of the President
Mr. Ken Bonk, Associate Vice President for Student Life
Ms. Susan Trageser, Interim Dean of Students
Ms. Jacinda Jones, Student Body President
Ms. Stephanie Jennelle, Associate Vice President for Finance & University Controller
Mr. Allan Wilson, Assistant Attorney General, Commonwealth of Virginia
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Radford University Faculty and Staff

CALL TO ORDER
Mr. Mark Lawrence, Chair, formally called the meeting to order at 10:38 in the Board Room in Martin Hall.

APPROVAL OF AGENDA
Mr. Mark Lawrence asked for a motion to approve the November 10, 2016 meeting agenda, as published. Dr. Jay Brown so moved, and Dr. Susan Whealler Johnston seconded the motion. The motion carried unanimously.

APPROVAL OF MINUTES
Mr. Lawrence asked for a motion to approve the minutes of the September 15, 2016 meeting of the Student Affairs Committee, as published. Dr. Susan Whealler Johnston so moved, and Dr. Brown seconded the motion and the motion carried unanimously. Minutes are available online at: https://www.radford.edu/content/bov/home/meetings/minutes.html

REPORT FROM THE PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION
Ms. Jacinda Jones, President of the Student Government Association (SGA), presented the progress to date of SGA’s Strategic Plan for the 2016-2017 academic year. Her presentation outlined initiatives completed thus far by the SGA and included: a voter registration drive, a campus safety walk with the University and City Police, several sexual assault awareness events and community service projects. In an effort to assist with recruitment efforts, SGA representatives have visited local elementary and middle schools and spoke with students about attending Radford University (Grad2Rad program). A copy of Ms. Jones’s report is attached hereto as Attachment A and is made a part hereof.

STUDENT AFFAIRS REPORT
Dr. Irvin Clark, Interim Vice President for Student Affairs, gave a presentation on the newly formed Council on Student Engagement and Success. This Council will advise campus leadership in design, implementation and assessment of strategies and programs that improve student academic success, retention and graduation. The presentation outlined the 12 action teams within the Council and the short and long term goals identified to improve retention and graduation rates. A copy of this report is attached hereto as Attachment B and is made a part hereof.

Dr. Irvin Clark also provided the Student Affairs divisional report. He shared an overview of new retention focused programs that were introduced this fall. “Highlander Chats” is a pilot program that allows students and faculty/staff to share a complimentary meal together in the dining hall, and the “You Matter” Campaign involves faculty and staff visiting each residence hall room to welcome students and inform them of campus resources. The Substance Abuse and Violence Education Support (SAVES) office has started a Collegiate Recovery Community to provide support, education and networking opportunities to students seeking to build a recovery
system. He also updated the committee on the numerous diversity and inclusion and community service initiatives. The most successful Fall 2016 service initiative was the “Radford Gives Back” food drive held during Inauguration week and collected over 14,000 food items for the local Backpack program. A copy of the report is attached hereto as Attachment C and is made a part hereof.

**TITLE IX PRESENTATION**
Ms. Brooke Chang, Title IX Coordinator and Director of Diversity and Equity, gave a presentation on the purpose and role of the Diversity and Equity office. She updated the committee on reporting mandates, trainings for employees and students and cases handled each year. She discussed the sanctions for those found guilty and the resources available to victims. A copy of the report is attached hereto as Attachment D and is made a part hereof.

**ADJOURNMENT**
Mr. Lawrence asked for a motion to adjourn. Dr. Jay Brown so moved, and Dr. Debra MacMahon seconded the motion. The motion carried unanimously. With no further business to come before the Committee, Mr. Lawrence adjourned the meeting at 12:19.

Respectfully submitted,

Jenni Tunstall
Secretary to the Committee
2016-2017
Student Government Association Strategic Plan Follow Up

RADFORD UNIVERSITY

November 2016
Events

- Men’s Soccer Tailgating Event
- Charter Bus for UNC Chapel Away Game
  - Sunday December 4, 2016
- SGA Career Fair
  - Spring 2017, 2016
- Get on the Bus with SGA Graduate School Tour
  - Tentative November 12, 2016
- Exam Study Hall
  - Grilled Cheese Night (Library)
  - Left Over Exam Kits (Library)
  - Bonnie Combo Room
Campus Safety

• Campus Safety Patrol
  • Halloween Weekend

• Fall Semester Campus Safety Walk
  • Wednesday, October 26, 2016
Civic Engagement

- Voter Registration
  - Residence halls, classrooms, club meeting
- Voter Drive during Homecoming Weekend
- Registered 533 students
Sexual Assault Awareness

• Consent Campaign - “No More”
• Prevent 5 in a Row (Bingo Game)
  • Goodie Bags
Community Outreach

• Commit to Graduate (Belle Heth Elementary School)
  • Thursday, October 20, 2016
  • Bus Greeting, announcements, speak to 6th graders

• Pizza with Student Council Association
  • Friday, October 28, 2016
Diversity Awareness

- Views Series

**Views**
Life Through a Different Lens

Wednesday, October 5
7 p.m. in the Bonnie Auditorium

**VIEWS: A Global Perspective on Discrimination**

Diverse Student Panel

Thursday, October 20th
at 7 PM

Location:
Bonnie 249/250
Community Service

- Adopt a Spot
  - October 1, 2016
- Trunk or Treat
  - October 29, 2016
- Tunnel of Oppression
  - November 9, 2016
School Unity

- UNITY FEST
  - Saturday, April 22, 2017
    - 1-5pm on Moffett Lawn
Council on Student Engagement & Success

RADFORD UNIVERSITY

November 10, 2016

Student Success and Retention
New Freshman Graduation & Retention Rates

Source: Fall Headcount File
Six-Year Graduation Rates by Cohort (1998-2009)

- Graduated from Radford
- Graduated Elsewhere
- Did Not Graduate
Total Graduates by Cohort (1998-2009)

- Graduated from Radford
- Graduated Elsewhere
- Did Not Graduate

Student Success and Retention

RADFORD UNIVERSITY
Goals

• Short Term—What can we do this semester? Today? Right now?

• Midterm—What can we do soon? It may take some planning and a few resources.

• Long Range—What can we do that needs planning? Resources? These goals have the potential of having greater, long-term effects.
Council On Student Engagement & Success
Action Area Flowchart

Note: Each Action Area has responsibility for Assessment/Effectiveness
Division of Student Affairs
Board of Visitors Report

RADFORD UNIVERSITY

Student Affairs

November 2016
Highlander Chats

• Pilot program that allows students and faculty/staff to share a complimentary meal together at the Dalton Dining Hall.

• Get students and faculty/staff out of the classroom, studio, laboratory or office to foster discussion in a welcoming environment over a shared meal.

• Tickets for the Highlander Chats meal program are available during the first full week of the month.

• Born out of discussion between faculty members and representatives of the Offices of the Dean of Students and University Services who are committed to better serving our students in a manner that fosters inclusive excellence across campus.

• Able to bring the Highlander Chats pilot program in partnership with RU Dining Services-Chartwells.
Highlander Chats

- Data as of October 13, 2016

Highlander Chats - Usage by Classification

- FRESHMAN: 5
- SOPHOMORE: 4
- JUNIOR: 0
- SENIOR: 7
- GRADUATE: 4

Highlander Chats - Ticket Data

- Distributed: 32, 12%
- Returned for Meal: 20, 7%
- Tickets Remaining: 218, 81%
You Matter Campaign

• Campaign spanned a total of four hours over two days; from 4 – 6 p.m. each day.
• Forty-one individuals volunteered to participate on one or both of the days of the campaign.
• Volunteers were staff from the Division of Student Affairs, academic departments, advising centers and faculty.
• Classification and rank of volunteers spanned from all levels of the university. Thirty-three volunteers participated on Tuesday and twenty-five assisted the campaign on Wednesday.
Building a Recovery Community

Substance Abuse and Violence Education Support (SAVES) office seeks to build a Collegiate Recovery Program to support students recovering from addiction to alcohol and/or drugs while working to achieve their academic goals. The overall goal of the program is to provide support, education and networking opportunities to students seeking to build a recovery support system. The SAVES office is striving to create a safer campus that celebrates recovery and saves lives.

- Approximately three students currently participating;
- Submitted proposal for Peter G. Dodge Grant ($10,000);
- Currently facilitating weekly SMART Recovery meetings; and
- Collaborating with Recovery Community at Virginia Tech.
Diversity and Inclusion

Latino Heritage Month Celebration

• Increase in Latino undergraduate students population on campus, by 27 percent, total number is 590 for Fall 2016.

• Campus offered more than 16 events dedicated to the celebration and awareness of Latino culture, life and history.
Diversity and Inclusion

LGBTQ+

• Safe Zone Training
• More than 83 people have been trained as allies to the LGBTQ+ community on campus
• Active LGBTQ+ organization providing community and acting as a support group for students
• Student LGBTQ+ group panel
• 5th Annual Drag Show
• 4th Annual Ally Week
Service Initiative - Fear 2 Freedom

- 500 students, staff, faculty and community members assembled 350 F2F kits
- 125 students, staff, faculty and community members walked to the Women’s Resource Center in town to deliver the F2F kits
Service Initiative - Radford Gives Back

- Non-perishable food items were collected during Inauguration week to support the local Backpack program.
- 14,200 food items were collected, and 300 backpacks will be made for distribution.
- 300 students, staff, faculty and community members participated.
198 Student Organizations
720 Unique Volunteers
836 Total Volunteers
2,469 Total Hours
As of Oct. 13, 2016
Title IX Compliance Overview
Radford University Board of Visitors

RADFORD UNIVERSITY
Office of Diversity and Equity

Brooke Chang, J.D.
Director and Title IX Officer
What is Title IX?


- “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”
Violence Against Women Reauthorization Act

Violence Against Women Reauthorization Act of 2013, 42 U.S.C. §§3701, et. seq., and regulations

• In addition to sexual harassment and sex discrimination violations:
  ➢ Sexual assault
  ➢ Dating violence
  ➢ Domestic violence
  ➢ Stalking

• Appoint Title IX Coordinator/Officer by higher education institutions receiving federal funding

• Establishing policy prohibiting these violations

• Require training for incoming and new employees and students

• Establish office for receiving mandated and victim reports, providing interim protective measures for victims, fair and impartial investigations, and making findings and recommended sanctions
DISCRIMINATION, HARASSMENT, SEXUAL MISCONDUCT AND RETALIATION POLICY

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law.

Initially adopted by the BOV on November 21, 2014, and amended by the BOV on September 18, 2015.
RADFORD UNIVERSITY’S POLICY

The purpose of this policy is to establish clearly and unequivocally that Radford University prohibits discrimination, harassment, sexual misconduct, and retaliation by individuals subject to its control or supervision and to set forth procedures by which such allegations shall be filed, investigated and adjudicated.

The RU policy and procedures are available online on the Office of Diversity and Equity webpage under the “What is Title IX” icon.
Types of Cases Covered

- Sexual assault/violence
- Dating violence
- Domestic violence
- Stalking
- Sexual exploitation
- Sexual harassment
- Discrimination and harassment
- Retaliation
SEXUAL MISCONDUCT INCLUDES:

• Sexual assault/violence
• Dating violence
• Domestic violence
• Sexual exploitation
• Stalking
WHO DOES THIS POLICY APPLY TO?

- On-campus conduct involving students, employees, faculty, staff, visitors to campus, and contractors working on campus
- Off-campus conduct involving students, visiting students, employees, faculty and staff participating in Radford University-sponsored activities
- Off-campus conduct that has continuing effects that create a hostile environment on campus
MANDATORY REPORTING BY EMPLOYEES

- Mandatory employee reporting: All employees, other than the confidential employees, who receive information regarding a complaint or report of discrimination, sexual harassment, sexual misconduct, or retaliation must report any relevant information about the alleged incident to the Title IX Coordinator without delay after addressing the needs of the victim.

- No Radford University employee shall undertake any independent efforts to determine whether or not the report or complaint has merit or can be substantiated before reporting it to the Title IX Coordinator.
Title IX In-Person Training with Instructors

- Teaching and Research Faculty
- Adjunct Faculty
- Administrative/Professional Faculty
- Classified staff
- Wage Staff
- Student employees
- Students
What is covered in RU mandatory Title IX training?

- Policy and definitions with examples
- Trauma informed approach
- By stander intervention
- Reporting procedures
- Title IX processes and procedures
- Sanctions and transcript notations for accused students
- Amnesty for victims/survivors
Online Title IX
Mandatory Training for Campus

- Online Title IX training for all faculty, staff, and student employees through vendor, LawRoom called Campus Clarity/Sexual Assault/Violence Prevention and Reporting
- Continuing online training for incoming and new students through vendor, Everfi called Haven on Sexual Assault/Violence Prevention
  - Flexibility
  - Interactive/stimulating
  - User friendly
  - Able to customize modules
  - Able to run reports by university
Mandatory RU Title IX Training

RU Students trained in 2015-16 academic year:
• 2137 completed online training
• 2047 freshmen and 788 transfer students
• 2835 total numbers of RU students
• 75% of the RU students trained

RU Faculty, Staff, and Student Employees trained in 2016
• 2069 completed online training
• 328 completed instructor led in-person training
• 2397 employees trained
• 3284 total numbers of RU employees
• 73% of the RU employees trained
NON-CONFIDENTIAL REPORTING

Brooke Chang, Title IX Coordinator, Office of Diversity and Equity, Tyler Place 2\textsuperscript{nd} Floor (next to Subway), online reporting, or (540) 831-5307
Title IX

Online reporting for sexual assault/violence, dating violence, domestic violence, stalking, sexual exploitation, and sexual harassment.

- **Online Title IX Reporting for Victims/Survivors:**
  - Non-confidential online report for students, faculty, and staff. The information provided will not be disseminated to the public unless required by the law.

- **Online Mandatory Title IX Incident Reporting by Employees:**
  - Non-confidential incident report for employees, including student employees. All Radford University employees in receipt of a complaint or report must report it without delay. The information will not be disseminated to the public unless required by law.
Creation of Title IX Review Committee

Creation of committee to review sexual assault cases under Code of Virginia §23-9.2:15 effective July 1, 2015

- Title IX Coordinator/Officer
- Member of Student Affairs
- Member of Law Enforcement
- Added: Human Resources Member
- Consultant: Member of Student Counseling Services
Title IX Review Committee

Determination by Committee:

• Sexual violence that constitutes felony sexual assault - Report to Commonwealth Attorney without disclosure of victim identity

• Threat to health and safety of student or other individuals - Report to law enforcement agency and Commonwealth Attorney
CONFIDENTIAL CAMPUS REPORTING

- The Substance Abuse and Violence Education Support Services (SAVES)
- Student Counseling Services
- Student Health Center
RESOURCES AND OPTIONS AVAILABLE FOR VICTIMS

- Advocacy and support for victims/survivors through SAVES
  Therapeutic counseling through Student Counseling Services, the Women’s Resource Center, and Center for Assessment & Psychological Services (CAPS)
- Medical services through the Student Health Center and NRV Medical Center
- No Contact Orders
- Changes to living and academic settings
- Safe rooms available in resident halls
- Academic resources and support
- Protection against retaliation
INVESTIGATIONS OF SEXUAL ASSAULT/MISCONDUCT AND SEXUAL HARASSMENT

- Title IX Coordinator and the Deputy Title IX Coordinator are investigators who do not represent the victim/survivor or the accused, and conduct fair and impartial investigations.

- The Office of Diversity and Equity conducts investigations into allegations of sexual assault/violence, sexual harassment, domestic violence, dating violence, sexual exploitation, stalking, and discrimination.

- Victims/survivors may opt out of investigation with a written release.

- The complaining party and responding party both are interviewed, and may bring an advisor who is not a witness or involved in the incident.

- Witnesses for both parties also may be interviewed.

- Consider documentary evidence provided (i.e., texts, emails, instant messages).

- Issue Reports of Investigation with findings of fact and recommended sanctions to both parties.

- Appeal through the Discrimination Appeals Committee available for both parties.

- For more details, please see the Office of Diversity and Equity website under “What is Title IX” icon.
SANCTIONS

• Sanctions may include penalties up to and including **dismissal for students** and **termination for employees**.

• In addition to sanctions that may be imposed on an individual found in violation of this policy, Radford University will take steps to prevent recurrence of any sexual misconduct, including sexual assault and sexual violence, and to remedy discriminatory effects on the complainant and others, if appropriate.
Student Transcript Notations

Virginia Code §23-9.2:18 effective July 1, 2015

- Any student who is determined to have committed, a violation of this policy involving sexual violence, and the sanction includes suspension or dismissal, will have a prominent notation placed on the student’s academic transcript.

- Any student under investigation for such a violation who then withdraws from the University, or does not enroll in a subsequent fall or spring term, prior to the investigation being concluded, will have a prominent notation placed on the student’s academic transcript.

- After serving this suspension and if no further violations under this policy or Standards of Student Conduct, this transcription notation will be removed.
STUDENT AMNESTY

In order to facilitate reporting, Radford University will, with the following limited exceptions, provide amnesty to a student who reports an incident in violation of this policy, directed toward that student or another student, for minor disciplinary infractions, such as underage drinking, at the time of the incident.
Notice to RU Students

- General notice to RU students in September of each academic year of transcript notation involving sexual violence in violation of Discrimination, Harassment, Sexual Misconduct & Retaliation (Title IX) Policy by the Office of Student Standards and Conduct.

- Specific notice to RU students through written “Notification to Respondent” during initial interview with Title IX Coordinator or Deputy Title IX Coordinator.

- Final notice to RU students in an email when placing notation on transcript by the Office of Student Standards and Conduct or Office of Diversity and Equity.
Implementation of Stall News

- Displayed in bathroom stalls on campus
- Information on what is sexual assault/violence, dating & domestic violence, and Stalking
- Where to get help!
- Where to report a Title IX Incident or file a complaint
- Available campus and off-campus resources
- How to support a survivor
Additional Title IX Efforts

• Provide Title IX Resources and Information to campus: Redesigned the Office of Diversity and Equity webpage for ease of online reporting and access to Title IX policy and procedures, resources, and information.

• Campus awareness: Stall News on Sexual Assault, Dating and Domestic Violence and stalking information. How to get help, report an incident, and available resources

• Participate in prevention programs: Presented and cosponsored “Step Up! Bystander Intervention” during sexual assault awareness month. Cosponsoring “Speaking of Sex” Theater Production during the first six weeks of the semester, and participating in dating/domestic awareness month programs.

• Conducted student and student employees sexual assault training: Student Athletes, Greek Life, ROTC, University 100 Peer Instructors, Graduate Assistant/teaching Assistants, Resident Assistant and Directors, Quest Assistants, and Governor’s School Counselors on Sexual Assault and Interpersonal Violence.

• Improving Sexual Assault Responses: Convened meetings to coordinate sexual assault response efforts with campus and community stakeholder to include, Office of Dean of Students, SAVES Office, RU Police Department, Student Counseling Center, Office of the Commonwealth Attorney, Radford City Police Department, Women’s Resource Center, and NRV Medical Center Forensics staff. The Title IX Officer also is a member of the Radford City Sexual Assault Response Team (SART).
Office of Diversity and Equity

**Brooke Chang, J.D.**
Title IX Coordinator & Director

**Geoffrey Gabriel**
Deputy Title IX Coordinator

314B Tyler Place 2nd Floor
(540) 831-5307
www.radford.edu/ode
QUESTIONS ?
Campus Safety

• Spring Semester Campus Safety Walk
  o Date TBA
Sexual Assault Awareness

• Tim Mosseau
  o Personal experiences
  o April 11th at 7pm in Preston Hall
Events

• **T-shirt Drive**
  - Men’s Basketball Game
    Thursday, February 23rd
    7:00 p.m.

• **UNITY FEST**
  - Morning Community Service
  - Saturday, April 22\textsuperscript{nd}
    1:00 - 5:00 p.m.
    Moffett Lawn
Retention

- Study Halls during Exam Week
  - Preparing for spring semester
- Student Appreciation Day and What Do You Want Wednesday
  - Assess student needs
- You Matter Campaign
- Ring Ceremony
  - Building traditions and connections to campus
Legislation

- Radford University Dining Services REDUCE, Reuse, Recycle Resolution of 2016
Legislation Continued

• Gender-Neutral Restroom Signage Resolution of 2016
Legislation Continued

- Residence Life Modernization Act of 2016
Advocacy Day

January 31st - February 1st

Student Government Association
Advocacy Day Continued

• Meet with local delegates and senators
  o Financial aid, state funding for academic buildings, Reason for Radford, etc.

• Senator DeSteph
  o Acknowledged the University
    -Discussed affordability and financial aid
Questions?
Fall to Spring Retention
# Retention Rates

## Fall-to-Spring Retention (New Freshmen)

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
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</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>1,986</td>
<td>1,748</td>
<td>0</td>
<td>118</td>
<td>30</td>
<td>90</td>
<td>88.0%</td>
<td>0.0%</td>
<td>88.0%</td>
<td>5.9%</td>
<td>1.5%</td>
<td>4.5%</td>
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<tr>
<td>Fall 2014</td>
<td>2,015</td>
<td>1,778</td>
<td>0</td>
<td>121</td>
<td>32</td>
<td>84</td>
<td>88.2%</td>
<td>0.0%</td>
<td>88.2%</td>
<td>6.0%</td>
<td>1.6%</td>
<td>4.2%</td>
</tr>
<tr>
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<td>1,962</td>
<td>1,689</td>
<td>0</td>
<td>123</td>
<td>33</td>
<td>117</td>
<td>86.1%</td>
<td>0.0%</td>
<td>86.1%</td>
<td>6.3%</td>
<td>1.7%</td>
<td>6.0%</td>
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<tr>
<td>Fall 2016*</td>
<td>1,751</td>
<td>1,549</td>
<td>0</td>
<td>96</td>
<td>24</td>
<td>82</td>
<td><strong>88.5%</strong></td>
<td>0.0%</td>
<td>88.5%</td>
<td><strong>5.5%</strong></td>
<td>1.4%</td>
<td>4.7%</td>
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## Fall-to-Spring Retention (New Transfer)

<table>
<thead>
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<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>770</td>
<td>706</td>
<td>0</td>
<td>26</td>
<td>5</td>
<td>33</td>
<td>91.7%</td>
<td>0.0%</td>
<td>91.7%</td>
<td>3.4%</td>
<td>0.6%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>698</td>
<td>605</td>
<td>0</td>
<td>34</td>
<td>14</td>
<td>45</td>
<td>86.7%</td>
<td>0.0%</td>
<td>86.7%</td>
<td>4.9%</td>
<td>2.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>723</td>
<td>657</td>
<td>0</td>
<td>24</td>
<td>6</td>
<td>36</td>
<td>90.9%</td>
<td>0.0%</td>
<td>90.9%</td>
<td>3.3%</td>
<td>0.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Fall 2016*</td>
<td>719</td>
<td>658</td>
<td>0</td>
<td>20</td>
<td>7</td>
<td>34</td>
<td><strong>91.5%</strong></td>
<td>0.0%</td>
<td>91.5%</td>
<td><strong>2.8%</strong></td>
<td>1.0%</td>
<td>4.7%</td>
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</table>

## Fall-to-Spring Retention (Other Freshmen)

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>255</td>
<td>224</td>
<td>0</td>
<td>3</td>
<td>21</td>
<td>7</td>
<td>87.8%</td>
<td>0.0%</td>
<td>87.8%</td>
<td>1.2%</td>
<td>8.2%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>258</td>
<td>193</td>
<td>0</td>
<td>46</td>
<td>12</td>
<td>7</td>
<td>74.8%</td>
<td>0.0%</td>
<td>74.8%</td>
<td>17.8%</td>
<td>4.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>285</td>
<td>226</td>
<td>0</td>
<td>30</td>
<td>15</td>
<td>14</td>
<td>79.3%</td>
<td>0.0%</td>
<td>79.3%</td>
<td>10.5%</td>
<td>5.3%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Fall 2016*</td>
<td>256</td>
<td>212</td>
<td>0</td>
<td>23</td>
<td>13</td>
<td>8</td>
<td><strong>82.8%</strong></td>
<td>0.0%</td>
<td>82.8%</td>
<td><strong>9.0%</strong></td>
<td>5.1%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

*Fall 2016 to Spring 2017 retention data as of 2-1-2017

SQ: Suspension  PB: Probation  GS: Good Standing  R+G: Retention + Graduation
# Retention Rates

## Fall-to-Spring Retention (Sophomore)

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>1,785</td>
<td>1,710</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>57</td>
<td>95.8%</td>
<td>0.0%</td>
<td>95.8%</td>
<td>0.2%</td>
<td>0.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1,703</td>
<td>1,591</td>
<td>0</td>
<td>42</td>
<td>17</td>
<td>53</td>
<td>93.4%</td>
<td>0.0%</td>
<td>93.4%</td>
<td>2.5%</td>
<td>1.0%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1,685</td>
<td>1,567</td>
<td>0</td>
<td>49</td>
<td>17</td>
<td>52</td>
<td>93.0%</td>
<td>0.0%</td>
<td>93.0%</td>
<td>2.9%</td>
<td>1.0%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Fall 2016*</td>
<td>1,621</td>
<td>1,490</td>
<td>0</td>
<td>49</td>
<td>20</td>
<td>62</td>
<td>91.9%</td>
<td>0.0%</td>
<td>91.9%</td>
<td>3.0%</td>
<td>1.2%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

## Fall-to-Spring Retention (Junior)

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>1,759</td>
<td>1,696</td>
<td>1</td>
<td>4</td>
<td>17</td>
<td>41</td>
<td>96.4%</td>
<td>0.1%</td>
<td>96.5%</td>
<td>0.2%</td>
<td>1.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1,816</td>
<td>1,758</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>46</td>
<td>96.8%</td>
<td>0.0%</td>
<td>96.8%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1,759</td>
<td>1,687</td>
<td>0</td>
<td>13</td>
<td>9</td>
<td>50</td>
<td>95.9%</td>
<td>0.0%</td>
<td>95.9%</td>
<td>0.7%</td>
<td>0.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Fall 2016*</td>
<td>1,809</td>
<td>1,730</td>
<td>0</td>
<td>22</td>
<td>16</td>
<td>41</td>
<td>95.6%</td>
<td>0.0%</td>
<td>95.6%</td>
<td>1.2%</td>
<td>0.9%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

*Fall 2016 to Spring 2017 retention data as of 2-1-2017

SQ: Suspension  PB: Probation  GS: Good Standing  R+G: Retention + Graduation
## Retention Rates

### Fall-to-Spring Retention (Senior)

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>2,311</td>
<td>1,911</td>
<td>297</td>
<td>3</td>
<td>7</td>
<td>93</td>
<td>82.7%</td>
<td>12.9%</td>
<td>95.5%</td>
<td>0.1%</td>
<td>0.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2,353</td>
<td>1,960</td>
<td>285</td>
<td>5</td>
<td>6</td>
<td>97</td>
<td>83.3%</td>
<td>12.1%</td>
<td>95.4%</td>
<td>0.2%</td>
<td>0.3%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2,425</td>
<td>1,943</td>
<td>352</td>
<td>8</td>
<td>14</td>
<td>108</td>
<td>80.1%</td>
<td>14.5%</td>
<td>94.6%</td>
<td>0.3%</td>
<td>0.6%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Fall 2016*</td>
<td>2,270</td>
<td>1,818</td>
<td>322</td>
<td>8</td>
<td>9</td>
<td>113</td>
<td>80.1%</td>
<td>14.2%</td>
<td>94.3%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

### Fall-to-Spring Retention (Total)

<table>
<thead>
<tr>
<th>Term</th>
<th>Cohort</th>
<th>Retain</th>
<th>Grad</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
<th>Retain</th>
<th>Grad</th>
<th>R+G</th>
<th>SQ</th>
<th>PB</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>8,913</td>
<td>8,012</td>
<td>298</td>
<td>158</td>
<td>95</td>
<td>350</td>
<td>89.9%</td>
<td>3.3%</td>
<td>93.2%</td>
<td>1.8%</td>
<td>1.1%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>8,885</td>
<td>7,906</td>
<td>285</td>
<td>253</td>
<td>88</td>
<td>353</td>
<td>89.0%</td>
<td>3.2%</td>
<td>92.2%</td>
<td>2.8%</td>
<td>1.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>8,880</td>
<td>7,795</td>
<td>352</td>
<td>247</td>
<td>94</td>
<td>392</td>
<td>87.8%</td>
<td>4.0%</td>
<td>91.7%</td>
<td>2.8%</td>
<td>1.1%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Fall 2016*</td>
<td>8,453</td>
<td>7,470</td>
<td>323</td>
<td>218</td>
<td>86</td>
<td>356</td>
<td>88.4%</td>
<td>3.8%</td>
<td>92.2%</td>
<td>2.6%</td>
<td>1.0%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

*Fall 2016 to Spring 2017 retention data as of 2-1-2017

SQ: Suspension   PB: Probation   GS: Good Standing   R+G: Retention + Graduation
# Grading ‘D’ ‘F’ ‘W’ Rates

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 2014</th>
<th></th>
<th></th>
<th>%DFW</th>
<th>Fall 2015</th>
<th></th>
<th></th>
<th>%DFW</th>
<th>Fall 2016</th>
<th></th>
<th></th>
<th>%DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>D</td>
<td>F</td>
<td>W</td>
<td></td>
<td>#</td>
<td>D</td>
<td>F</td>
<td>W</td>
<td></td>
<td>#</td>
<td>D</td>
</tr>
<tr>
<td>New Freshman</td>
<td>11,469</td>
<td>859</td>
<td>849</td>
<td>612</td>
<td>20%</td>
<td>11,119</td>
<td>902</td>
<td>801</td>
<td>712</td>
<td>22%</td>
<td>10,059</td>
<td>705</td>
</tr>
<tr>
<td>New Transfer</td>
<td>3,199</td>
<td>238</td>
<td>200</td>
<td>193</td>
<td>20%</td>
<td>3,330</td>
<td>186</td>
<td>174</td>
<td>190</td>
<td>17%</td>
<td>3,323</td>
<td>188</td>
</tr>
<tr>
<td>Freshman</td>
<td>1,210</td>
<td>140</td>
<td>197</td>
<td>136</td>
<td>39%</td>
<td>1,337</td>
<td>160</td>
<td>172</td>
<td>148</td>
<td>36%</td>
<td>1,207</td>
<td>129</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8,179</td>
<td>622</td>
<td>451</td>
<td>473</td>
<td>19%</td>
<td>8,135</td>
<td>594</td>
<td>450</td>
<td>385</td>
<td>18%</td>
<td>7,912</td>
<td>495</td>
</tr>
<tr>
<td>Junior</td>
<td>8,881</td>
<td>529</td>
<td>403</td>
<td>378</td>
<td>15%</td>
<td>8,366</td>
<td>483</td>
<td>383</td>
<td>345</td>
<td>14%</td>
<td>8,723</td>
<td>474</td>
</tr>
<tr>
<td>Senior</td>
<td>10,457</td>
<td>390</td>
<td>272</td>
<td>255</td>
<td>9%</td>
<td>10,757</td>
<td>446</td>
<td>260</td>
<td>220</td>
<td>9%</td>
<td>10,090</td>
<td>363</td>
</tr>
<tr>
<td>Unclassified</td>
<td>112</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3%</td>
<td>155</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td>10%</td>
<td>76</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>43,507</td>
<td>2,778</td>
<td>2,373</td>
<td>2,049</td>
<td>17%</td>
<td>43,199</td>
<td>2,774</td>
<td>2,241</td>
<td>2,012</td>
<td>16%</td>
<td>41,390</td>
<td>2,354</td>
</tr>
</tbody>
</table>

## Student Success and Retention

RADFORD UNIVERSITY
Stopped-Out Students

- These are students who are eligible to continue their education at Radford and have not attended another institution.
- Action Plan
  - During their first full semester away from Radford, students will receive a letter inviting them to reenroll, explaining the readmission process, and providing personal contact.
  - Every semester a letter will be sent to students encouraging their return.
  - Any responses to the emails or letters will be tracked and periodic checks will be done to see if any of these students re-enroll at Radford.
  - When students reenroll, the Office of Student Success and Retention will reach out to offer support and resources.

<table>
<thead>
<tr>
<th>Term</th>
<th>Stopped-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>445</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>441</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>486</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>411</td>
</tr>
</tbody>
</table>
## Semester Withdrawals

<table>
<thead>
<tr>
<th>Level</th>
<th>Before Census</th>
<th>After Census</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>New Freshman</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>New Transfer</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Freshman</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Junior</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Senior</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>49</td>
</tr>
</tbody>
</table>
### Semester Withdrawals

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After Census Withdrawal</td>
<td>Returned for Spring 2017</td>
</tr>
<tr>
<td>New Freshman</td>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>New Transfer</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Freshman</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>Junior</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Senior</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>25</td>
</tr>
</tbody>
</table>

- Letters sent to students who withdrew Fall 2016
  - Invited to reenroll for Spring 2017
  - Explained readmission process
  - Provided personal contact

- Student Success and Retention will offer support and resources to 25 students who returned for Spring 2017.

- New Withdrawal/Cancellation Exit Interview procedures in place for Spring 2017 ensuring continued communication with students who withdraw.
Cancellation/Withdrawal Exit Interview

• New for the Spring 2017 semester
• On-line Process
  • Student will meet with the Office of Student Success and Retention
  • Before the form is started
    o Questions will be asked to see if the student should stay enrolled,
    o Resources will be discussed, and
    o All options will be addressed.
  • Students who completely withdraw from Radford
    o An automated email will be sent to their Radford and preferred email.
    o Two weeks after the university withdrawal deadline, students will receive a
      follow-up email and a physical letter.
    o During their first full semester away from Radford, students will receive a
      letter.
    o An annual letter will be sent to students who have stopped-out.
• Any responses to the emails or letters will be tracked and periodic checks will be
  done to see if any of these students reenroll at Radford.
Starfish

- Introduced in August 2016
- Academic advising, early alert, and retention tool
- Benefits include:
  - A central location to view student information and add meeting notes
  - Students can schedule appointments with advisors and others
  - Advisors can effectively communicate with students.
  - Invested parties can communicate with each other to help students.
  - Early warning flags for students in academic or social distress
  - Kudos praise students for a job well done
## Starfish Usage

### Plans to increase usage:

- New website with training materials, “how to” guides, and FAQs.
- Regular e-newsletter featuring training opportunities, updates, tips, and new features.
- Survey faculty and advisors to assess usage and gather feedback.
- Targeted training to colleges and departments:
  - 20 trainings offered in Fall 2016
  - 165 faculty, advisors, and other users attended in-person training sessions

### January Number of full-time and part-time faculty in each college

<table>
<thead>
<tr>
<th>Academic College</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs, Assistant Provost</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Business &amp; Economics-E&amp;G</td>
<td>47</td>
<td>12</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>68</td>
<td>54</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>65</td>
<td>47</td>
</tr>
<tr>
<td>Human Behavior Sciences-E&amp;G</td>
<td>128</td>
<td>67</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>94</td>
<td>26</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>50</td>
<td>32</td>
</tr>
</tbody>
</table>

### January Starfish usage percentage by academic college

<table>
<thead>
<tr>
<th>Academic College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs, Assistant Provost</td>
<td>86.67%</td>
</tr>
<tr>
<td>Business &amp; Economics-E&amp;G</td>
<td>83.87%</td>
</tr>
<tr>
<td>Education &amp; Human Development</td>
<td>71.43%</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>44.00%</td>
</tr>
<tr>
<td>Human Behavior Sciences-E&amp;G</td>
<td>82.78%</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>82.03%</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>68.89%</td>
</tr>
</tbody>
</table>
Fall 2016 Tracking Item Summary Raised/Cleared by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Raised</th>
<th>Cleared</th>
<th>% Cleared</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC FLAGS</td>
<td>4332</td>
<td>1785</td>
<td>41</td>
</tr>
<tr>
<td>SOCIAL FLAGS</td>
<td>150</td>
<td>111</td>
<td>74</td>
</tr>
<tr>
<td>REFERRAL</td>
<td>86</td>
<td>56</td>
<td>65</td>
</tr>
<tr>
<td>KUDO</td>
<td>7617</td>
<td>53</td>
<td>1</td>
</tr>
<tr>
<td>TO DO</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

N=5726

Top Five Most Raised Tracking Items

- Keep Up the Good Work: N=1174
- Outstanding Academic Performance: N=1286
- In Danger of Failing: N=1637
- Attendance Concern: N=1875
- Missing/Late Assignments: N=1875
Starfish Challenges

• No formal, approved protocol in place.
• 3,198 academic flags were raised in a two-week time period.
  • Busiest time of the semester for academic advisors (midterm grades; registration advising).
  • Difficulty managing the volume of flags with other responsibilities.
• Some Flag Managers were not adequately trained to handle the volume or specific types of flags.
• Confusion about who was dealing with what.
• Meaningful interactions and multiple contacts are time-consuming.
• Inadequate number of staff members trained to manage flags.
• Flag Raisers often did not clear the flag once the issue was addressed.
Starfish Recommendations

• New protocol and work flow is more proactive and concrete.
  • Introduced in the first few weeks of Spring 2017.
  • Developed with input and approval from the Starfish Governance Committee, stakeholders, and university administrators.
  • Specifies expectations for contact and maps out who will contact specific populations.
• Divided work load so Advising Centers are not handling every flag for every major within their college.
• Flag Managers attend an in-depth and detailed training.
• Better communication and updates with tips, feedback, and assistance.
• Message templates updated and customized to Radford University.
• Trainings and instructional materials include more information about how to raise flags, when to raise flags, and what happens after a flag is raised.
You Matter Campaign

• 41 individuals volunteered on one or both of the days of the campaign.

• Pairs of faculty/staff were assigned to a residence hall/floor to cover a two hour period on each day of the two-day campaign (September 13th and 14th).

• Pairs were provided a draft script for consistency.

• The pairs knocked on every resident’s door, spending 2-3 minutes with the students.

• The pairs left a resource sheet with each student explaining the available university resources and opportunities.
You Matter Campaign

You Matter Campaign Results

- 1664, 58%
- 769, 26%
- 454, 16%

n = 2887 rooms

- No Report
- No Answer
- Answered Door
Next Semester Registration

- Door-to-door campaign (11/22/16): Students in the Residence Halls who were not registered full time.

- Calling Campaign (11/30/16): Students who were not registered.

- Calling Campaign (12/20/16): Students who we were unable to make contact with in the original door to door and calling campaigns.

- Calling Campaign (1/3/17): Students who stated in the original door to door and calling campaign they were returning in the Spring, but had not registered yet.

- Calling Campaign (1/12/17): Students who we had not made contact with in the 12/20/16 campaign.
Next Semester Registration

- **11/22/2016**: 383 (Attempted), 131 (Registered)
- **11/30/2016**: 517 (Attempted), 96 (Registered)
- **12/20/2016**: 128 (Attempted), 38 (Registered)
- **1/3/2017**: 122 (Attempted), 17 (Registered)
- **1/12/2017**: 65 (Attempted), 32 (Registered)

Legend:
- Blue: Attempted Contact
- Red: Registered
Next Semester Registration

Reasons for Not Registering
Calling Campaign 11/30/2016

- 43% Advising/academic
- 11% No motivation to register
- 11% Registered
- 11% Hold
- 8% No information
- 3% Internship/study abroad
- 3% Financial
- 1% Family/personal

Student Success and Retention
RADFORD UNIVERSITY
Holds Campaign

• 1,066 students could not register for classes due to a hold on their record
  • 547 residential students
  • 519 off-campus students
• Types of holds
  • Conduct
  • Health records
  • Parking
  • Student accounts
• Ways to decrease the number of holds
  •Earlier deadline to place holds on student accounts
  • Increase the dollar amount for financial holds
  • Create a process to mitigate holds
Highlander GUIDES

Purpose: GUIDEs will be an active role in the students’ success networks by serving as additional touch points, sounding boards, sources of support and information, and role models.

- First generation students were contacted via email and phone
  - The target was 50 students; 42 students participated
  - Throughout the semester, students were paired and added to the GUIDE list if they expressed interest in the program.

- GUIDE Mentors
  - 76 faculty/staff members sign-up to be GUIDES
  - 42 faculty/staff members were paired

- Meetings: 16 out of 42 pairs met
  - 10 pairs met 1-2 times
  - 6 pairs met 3 or more times

- Support for students
  - Approximately one-third of the pairs met during the semester.
  - At mid-term, students below a 2.0 G.P.A. were contacted.
Final Grades
- 2.26 was the average G.P.A.
- 2 are suspended
- 13 are on probation
- 25 are in good academic standing
- 3 are on the Dean’s List
Highlander Chats

Purpose:
• Highlander Chats provides students the opportunity to connect with their professors, mentors, and advisors outside the confines of a classroom, lab, studio, or office hours.
• Studies show engaging students through better faculty/staff-student interaction bolsters retention and academic success for a diverse set of students.

How it works?
• During the first full week of every month, students can invite a faculty or staff member of their choice to dine with them for free at Dalton Dining Hall.
• Students or their guests get a meal ticket from the Hurlbert Student Center information desk.
• 106 students participated in the program in Fall 2016.
• A brief follow-up survey and focus group invitation to share feedback will be sent to participants.
Mentoring Academically Successful Highlanders

MASH

• Conditionally-admitted students are required to participate in the program.

• Fall 2016 cohort had a lower profile, especially in regards to G.P.A.

• Prior to census date, there were 78 students enrolled in the MASH program.

• 76 students finished the semester (2 withdrew from the university)
  • 9 students were academically suspended
  • 16 were place academic probation
  • 51 received above a 2.0 G.P.A.

• Fall 2016 cohort has an 83.0% retention rate from Fall to Spring.
### Mentoring Academically Successful Highlanders

#### MASH

<table>
<thead>
<tr>
<th>G.P.A. Range</th>
<th>Fall 15 # of Students</th>
<th>Fall 16 # of Students</th>
<th>Fall 15 % of Students</th>
<th>Fall 16 % of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1.0 (suspended)</td>
<td>1</td>
<td>9</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>1.0 to 1.49</td>
<td>2</td>
<td>5</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>1.5 to 1.74</td>
<td>3</td>
<td>6</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>1.75 to 1.99</td>
<td>0</td>
<td>5</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>2.0 to 2.99</td>
<td>17</td>
<td>31</td>
<td>55%</td>
<td>41%</td>
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<tr>
<td>3.0 and above</td>
<td>9</td>
<td>20</td>
<td>29%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Average G.P.A.: Fall 15 - 2.86, Fall 16 - 2.58
Average SAT: Fall 15 - 801, Fall 16 - 854
Average ACT: Fall 15 - 16, Fall 16 - 16
Living Learning Communities

Living Learning Communities connect students sharing a similar interest through classes and the residence hall. Students often share a common class and out of class experiences around the topic. It takes about 18 months to develop a plan for the various communities.

- ARO Accelerated Research Opportunities (Undergraduate Research) - Floyd Hall
- Biology Connections (first year Biology majors) - Stuart Hall
- Community of Artists* Students in Visual and Performing Arts - Trinkle Hall
- ECO* Sustainability Focus - Stuart Hall
- Honors Academy (students in Honors) - Floyd Hall
- RU Makers* (Innovation, Problem Solving, and interest in Maker’s Initiative) - Perry Hall

*indicates the first year of the program
## Living Learning Communities

<table>
<thead>
<tr>
<th>Term</th>
<th>Average G.P.A. in LLC</th>
<th>Average G.P.A. Not in LLC</th>
<th>Difference</th>
<th>Average G.P.A. of All NF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>2.95</td>
<td>2.66</td>
<td>0.30</td>
<td>2.66</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>2.69</td>
<td>2.68</td>
<td>0.01</td>
<td>2.68</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3.21</td>
<td>2.71</td>
<td>0.50</td>
<td>2.76</td>
</tr>
</tbody>
</table>
Retention Office Challenges

Many ideas and data, but limited time and resources

• Manage new Withdrawal Exit Interview - meeting individually with all students who plan to withdraw (152 in Fall 2016)
• Meet individually with students who are struggling academically (referrals from professors and administrators)
• Coordinate outreach campaign (letters, emails, phone calls):
  o Students with registration holds
  o Students who have not registered for the next semester
  o Students who withdrew from the university during the semester
  o Students who have withdrawn from more than one class during the semester
  o Former students who have not returned
• Expand outreach and meetings with students who have been readmitted; create and administer a program to help these students
• Expand outreach to students with excessive Starfish flags
• Expand outreach to students who are struggling at midterms; create and administer program to help these students with academic recovery
Director Search

- Tuesday, January 24
  - Search Committee met to discuss candidate reviews (46 applicants)
  - Questions developed for Round 1 interviews

- Thursday, January 26
  - Candidates invited Round 1 interviews
  - Phone/BlueJeans (Thursday, February 2\textsuperscript{nd}- Monday, February 6\textsuperscript{th})

- Thursday, February 8
  - Candidates invited for On-Campus Interviews
  - Campus interviews (Week of February 20\textsuperscript{th} and 27\textsuperscript{th})
Spring Retention Plans

Calling Campaigns
You Matter Campaign
Monitoring of Class Withdrawals
Starfish Progress Survey
Mid-Term Academic Support Campaign
Faculty Survey
Fall 2017 Registration Campaign
Question and Answers
Student Conduct Process
Information is Received

From:
• Residence Life Staff completes an on-line incident report
• On-line Public Report
• Radford University Police Department Referral
• Radford City Police Department Daily Docket/Police Contact
• Other information can be received by email or phone

Action:
1. Report is received
2. Report is reviewed
3. Investigative meetings are scheduled

Office of Student Standards and Conduct

RADFORD UNIVERSITY
Types of Conduct Cases

• Conduct Conference - A first meeting between the student and the conduct office staff is held. Student will chose to accept or not accept responsibility for any violations.

• Conduct Board Hearings are scheduled after the Conduct Conference if there are multiple witnesses or complainants and/or the student or organization did not accept responsibility for the violations or the proposed sanctions.

• Administrative Hearings are used in cases where the student does not accept responsibility.

• Facilitated Resolution Meetings resolve a conduct violation through alternative methods, primarily focusing on mediation.
Individual Student Cases

1) The student is charged.

2) A Conduct Conference is scheduled with a member of the Office of Student Standards or Residence Life Staff.

3) If the student does not accept responsibility for the charge(s), a Conduct Board is scheduled to meet. The role of the Conduct Board is to determine responsibility and any appropriate sanctions.
Academic Integrity

1) The student is charged by the faculty member teaching the course.

2) A Conduct Conference is held by the faculty member, evidence is presented, and the student can accept responsibility for the violation and the proposed sanctions.

3) If the student does not accept responsibility, or if this is the student’s second academic integrity violation, a Conduct Board is scheduled. Typically, a second violation leads to suspension.
Student Organizations

1) After an investigation, the Student Organization is charged.

2) A Conduct Conference is scheduled with Student Conduct Staff, student organization leadership, and the advisor of the organization. The organization can accept responsibility for the violation and the sanctions. Typical sanctions include action plans and progress reports.

3) If the Student Organization does not accept responsibility, a Conduct Board is scheduled to meet in order to determine responsibility and assign any appropriate sanctions.
Any student or organization that does not accept responsibility for their violation(s) may file an appeal with the Office of Student Standards and Conduct. The appeal must be submitted within 5 business days.

Students or Organizations can appeal for the following reasons:

- Appeal the Sanction (only suspension, eviction, dismissal, or revocation of degree/admission),
- Student feels process was not followed,
- Student feels there was insufficient evidence, or
- New evidence becomes available.
Questions?