AGENDA

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

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

• APPROVAL OF MINUTES
  February 16, 2017
  Mr. Mark S. Lawrence, Chair

• SPRING RETENTION EFFORTS
  Dr. Andrea Zuschin, Director of Student Success & Retention

• STUDENT DEBT
  Mr. Mark S. Lawrence, Chair

• HOUSING: ENSURING MAXIMUM OCCUPANCY
  Dr. James Penven, Director of Housing & Residential Life

• SUBSTANCE ABUSE AND VIOLENCE EDUCATION
  Ms. Kelly Rubin, Director of SAVEs

• SCHEV STUDENT ADVISORY COMMITTEE REPORT
  Ms. Sarah Rainey, Radford University Representative to SCHEV

• STUDENT GOVERNMENT ASSOCIATION REPORT
  Ms. Jacinda Jones, Student Government Association President
  - Student Government Update
  - Introduction of 2017-2018 SGA President, Ms. Julianna Stanley

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

• 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)
MINUTES

COMMITTEE MEMBERS PRESENT
Mr. Mark Lawrence, Chair
Dr. Susan Whealler Johnston, Vice Chair
Dr. Debra McMahon
Mr. Kevon DuPree,(non-voting Student Representative)

COMMITTEE MEMBERS ABSENT
Dr. Jay Brown
Mr. Steve Robinson

BOARD MEMBERS PRESENT
Mr. Christopher Wade, Rector

OTHERS PRESENT:
Dr. Irvin Clark, Interim Vice President for Student Affairs
Ms. Ashley Shumaker, Chief of Staff
Mr. Ken Bonk, Associate Vice President for Student Life
Ms. Susan Trageser, Interim Dean of Students
Mr. David Stuart, Director of Student Standards and Conduct
Mr. Al Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Jacinda Jones, President, Student Government Association

CALL TO ORDER
Mr. Mark Lawrence, Chair, formally called the meeting to order at 8:35 a.m. in the President’s Conference Room, Third Floor, Martin Hall on the campus of Radford University.

APPROVAL OF AGENDA
Mr. Lawrence asked for a motion to approve the February 16, 2017, meeting agenda for the Student Affairs Committee, as published. Dr. Susan Whealler Johnston so moved, and Dr. Debra McMahon seconded the motion and the motion carried unanimously.
APPROVAL OF MINUTES
Mr. Lawrence asked for a motion to approve the minutes of the November 10, 2016 meeting of the Student Affairs Committee, as published. Dr. McMahon so moved, Dr. Susan Johnston seconded the motion and the motion carried unanimously. Minutes are available at https://www.radford.edu/content/bov/home/meetings/minutes.html.

REPORT FROM THE PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION
Ms. Jacinda Jones, President, Student Government Association (SGA), reported on the progress to date of SGA’s Strategic Plan for the 2016-2017 academic year. Her presentation outlined the initiatives and events completed by SGA thus far in the spring semester, which include a sexual assault awareness campaign, a campus wide unity festival, and designated study halls for exam week. The SGA has worked with university administration to pass legislative resolutions such as the creation and signage for gender neutral bathrooms, eliminating Styrofoam use in the dining halls and new modern water fountains for the residence halls. The SGA has focused on retention efforts as well with designated study hall sessions, residence hall visits and student appreciation day. The SGA sponsored the annual Advocacy Day event in Richmond with the largest number of student participants to date. 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, provided the Division of Student Affairs report. His report focused specifically on the collaborative retention efforts made during Fall 2016 compared to the previous four (4) years. His report addressed retention initiatives in the following areas:

- Retention Rates,
- Drop, Fail, Withdraw Rates,
- Stopped Out Students,
- Semester Withdrawals (before and after census),
- New Cancellation/Withdrawal Exit Interview System,
- Starfish software,
- Outreach Campaigns,
- Retention Program Initiatives (Highlander GUIDES, Highlander Chats, MASH, and LLCs), and
- Spring Retention Plans.

Overall, the collaborative efforts between multiple RU divisions made a positive impact on Fall to Spring retention compared to previous years. The outlook going forward is very positive. A copy of the report is attached hereto as Attachment B and is made a part hereof.

Ms. Susan Trageser, Interim Dean of Students, and Mr. David Stuart, Director of Student Standards and Conduct, gave an overview of the Student Conduct Process, the overall process, including types of cases and sanctions a student can receive. A copy of the report is attached hereto as Attachment C and is made a part hereof.

Ms. Briana Guest, VA21 student representative, provided an overview of VA21 and the issues that they are currently focusing on such as college affordability and student debt.
ADJOURNMENT
With no further business to come before the Committee Mr. Lawrence adjourned the meeting at 10:27 a.m.

Respectfully submitted,

Ms. Jenni Tunstall
Secretary to the Committee
Campus Safety

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

- Tim Mosseau
  - Personal experiences
  - April 11\textsuperscript{th} at 7pm in Preston Hall
Events

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

• UNITY FEST
  o Morning Community Service
  o Saturday, April 22nd
    1:00 - 5:00 p.m.
    Moffett Lawn
Retention

• Study Halls during Exam Week
  o Preparing for spring semester
• Student Appreciation Day and What Do You Want Wednesday
  o Assess student needs
• You Matter Campaign
• Ring Ceremony
  o 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
Advocacy Day Continued

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

• Senator DeSteph
  - 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>
</tr>
</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>
</tr>
<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>
<td>Fall 2015</td>
<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>
</tr>
<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>(88.5)%</td>
<td>0.0%</td>
<td>88.5</td>
<td>5.5%</td>
<td>1.4%</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

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

<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>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>(91.5)%</td>
<td>0.0%</td>
<td>91.5</td>
<td>2.8%</td>
<td>1.0%</td>
<td>4.7%</td>
</tr>
</tbody>
</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>(82.8)%</td>
<td>0.0%</td>
<td>82.8</td>
<td>9.0%</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

## DFW Rates

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>D</td>
<td>F</td>
</tr>
<tr>
<td>New Freshman</td>
<td>11,469</td>
<td>859</td>
<td>849</td>
</tr>
<tr>
<td>New Transfer</td>
<td>3,199</td>
<td>238</td>
<td>200</td>
</tr>
<tr>
<td>Freshman</td>
<td>1,210</td>
<td>140</td>
<td>197</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8,179</td>
<td>622</td>
<td>451</td>
</tr>
<tr>
<td>Junior</td>
<td>8,881</td>
<td>529</td>
<td>403</td>
</tr>
<tr>
<td>Senior</td>
<td>10,457</td>
<td>390</td>
<td>272</td>
</tr>
<tr>
<td>Unclassified</td>
<td>112</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>43,507</td>
<td>2,778</td>
<td>2,373</td>
</tr>
</tbody>
</table>
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

### University Withdrawals

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

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

<table>
<thead>
<tr>
<th>January Number of full-time and part-time faculty in each 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>

<table>
<thead>
<tr>
<th>January Starfish usage percentage by academic college</th>
<th></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>
## Starfish Flags and Kudos

### 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>

### 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=5726
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
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

![Chart showing the number of attempted contacts and registrations for each date.]
Next Semester Registration

Reasons for Not Registering
Calling Campaign 11/30/2016

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

Student Success and Retention

Page 37 of 115
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 placed 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</th>
<th>% of students</th>
<th>Fall 16</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1.0 (suspended)</td>
<td>1</td>
<td>3%</td>
<td>9</td>
<td>12%</td>
</tr>
<tr>
<td>1.0 to 1.49</td>
<td>2</td>
<td>6%</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>1.5 to 1.74</td>
<td>3</td>
<td>10%</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>1.75 to 1.99</td>
<td>0</td>
<td>0%</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>2.0 to 2.99</td>
<td>17</td>
<td>55%</td>
<td>31</td>
<td>41%</td>
</tr>
<tr>
<td>3.0 and above</td>
<td>9</td>
<td>29%</td>
<td>20</td>
<td>26%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average G.P.A.</th>
<th>Fall 15</th>
<th>Fall 16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.86</td>
<td>2.58</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average SAT</th>
<th>Fall 15</th>
<th>Fall 16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>801</td>
<td>854</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average ACT</th>
<th>Fall 15</th>
<th>Fall 16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>
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):
  - Students with registration holds
  - Students who have not registered for the next semester
  - Students who withdrew from the university during the semester
  - Students who have withdrawn from more than one class during the semester
  - 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
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
Types of Conduct Cases

• Conduct Conference - A first meeting between the student and the conduct office staff is held. Student will choose 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.
Appeals

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?
Spring Retention Efforts
2016 Cohort

- New Freshmen: N=1751
- 88.6% Retained to Spring 2017: N=200
- 75.3% Retention Goal to Fall 2017: N=433

Student Success and Retention
## Removing Barriers

- Identified holds that blocked returning student registration
- Moving forward, will map out timing of holds and other processes to identify barriers to student return

## Communication

- Coordinated communication process to encourage current students to enroll for Fall 2017 semester
- Created and implemented exit interview process
Advising and Communication

Starfish Early Alert System

<table>
<thead>
<tr>
<th>Category</th>
<th>Raised</th>
<th>Cleared</th>
<th>% Cleared</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC FLAGS</td>
<td>3,645</td>
<td>2,390</td>
<td>66*</td>
</tr>
<tr>
<td>SOCIAL FLAGS</td>
<td>90</td>
<td>79</td>
<td>88</td>
</tr>
<tr>
<td>REFERRAL</td>
<td>46</td>
<td>42</td>
<td>93</td>
</tr>
</tbody>
</table>

* 35% cleared by week 11 Fall 2017

• 66% of Academic Flags cleared.
  – Consistency in clearing
  – Holistic effort
  – Additional training
Top Five Alerts

- N=5186
- N=1659
- N=1516
- N=993
- N=951

- Keep Up the Good Work
- Outstanding Academic Performance
- In Danger of Failing
- Attendance Concern
- Missing/Late Assignments

Student Success and Retention
Classroom Experience

• High Impact Practices
  – ePortfolio
  – Grant Opportunities
    • Department of Education Title III Grant (up to $450K per year for 5 years)
      – Infuse Reading, Writing, and Critical Thinking across the curriculum
      – Writing Center
    • Council on Undergraduate Research Transformation Grant to scaffold Undergraduate Research in Biology and Physics ($80K per year for 4 years)
Unique Needs of Student Populations

• Assess and revise Quest
  – New Freshmen
  – Transfers

• Enhance Sophomore social connections

• Sophomore Learning Community paired with UNIV 200 course

• Develop domestic travel programs that build to study abroad experiences
Next Steps

• Continue to implement Action Plan 2017
• Collaboratively create long-term Student Success and Retention Plan incorporated into the Strategic Plan
• Starfish
  – Training
  – Common statement for use in publications and course syllabi
• Track Early Indicators to use as re-recruitment tool
Next Steps

• Urgency
• Communication
• Intrusive Engagement
Questions?
Ensuring Maximum Occupancy
Housing and Residential Life at Radford

Radford University Boarding Policy requires all students to live on campus four consecutive semesters.

Radford University offers 15 residence halls and two additional university operated apartment buildings.

We house a total of 3,153 students.
Responsible Occupancy Management

Using Previous Year’s Data to Project Future Occupancy

Total Beds: 3,280 (104%)

- First Year Students: 1,360
- Returning Students: 1,920
Returning Students and Managing Space

To ensure beds are full, we rely on returning students and the RU Boarding Policy:

 Returning Students

<table>
<thead>
<tr>
<th>Required</th>
<th>Not Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1277</td>
<td>356</td>
</tr>
</tbody>
</table>

 Returning by Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR</td>
<td>954</td>
<td>1277</td>
</tr>
<tr>
<td>Grad</td>
<td>212</td>
<td>954</td>
</tr>
<tr>
<td>Soph</td>
<td>377</td>
<td>954</td>
</tr>
<tr>
<td>JR</td>
<td>88</td>
<td>954</td>
</tr>
<tr>
<td>SR</td>
<td>2</td>
<td>954</td>
</tr>
</tbody>
</table>
Returning Students and Managing Space

- 1,864 students fall under the RU Boarding Policy.
- 1,277 of these students have signed up for housing.
- 500 students submitted a request for exemption from the policy.
- Remaining students were referred to student conduct for not complying with request process to sign up or request release from contract.
Criteria for Release (and Priority in Review):
• Age
• Credit Hours Earned
• Completion of “Off Campus Education” module in D2L
• Number of Semesters Lived on Campus

Every two weeks, the Director of OHRL meets with Enrollment Management to confirm first year deposits. This informs number of release requests to be reviewed and approved.
Questions?
Substance Abuse and Violence Education Support Services (SAVES)

RADFORD UNIVERSITY
Advocacy

Licensed Clinicians are available to provide confidential support to students who have experienced sexual violence, physical violence, or those who struggle with substance abuse.

Advocacy, Counseling, and Case Management Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol &amp;/or Drugs</td>
<td>21</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>1</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total Students Reached</strong></td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td><strong>Total Meeting Hours</strong></td>
<td></td>
<td></td>
<td>140</td>
</tr>
</tbody>
</table>

**Service not included in total:**
- Advocacy letters/emails sent: 20
Prevention Education

SAVES increased outreach education events this academic year and continues to develop new initiatives.

SAVES Outreach Programs

- 2015-2016: Programs 11, Attendance 456
- 2016-2017: Programs 70, Attendance 1700
Assessment/Intervention

RU Aware Program employs two part-time licensed clinicians and two student interns. Students have access to a substance abuse assessment and brief educational sessions focused on skill building and behavioral changes.
LiveWell

Social Norming Campaign is funded through the Anheuser-Busch Foundation. SAVES has consecutively received an increase in funding over the past six years. The Campaign provides:

- 20 hr/week GA position for SAVES
- Weekly ads in Tartan
- New promotional items
- Incentives for students participating in social media campaigns
- Surveys to collect campus data
- Rebranding campaign to gain more attention and increase awareness
Future Direction

SAVES continues to strive to increase visibility in the community. Our goal is to continue to develop new initiatives, serve more students, and build stronger collaborations with campus and community partners.
Questions?
Report to the Board of Visitors on the Student Advisory Committee to the State Council of Higher Education for Virginia
The Student Advisory Committee is a student council consisting of one full-time student from all four-year public colleges and universities in the Commonwealth of Virginia; four students representing the Virginia Community College System; and two students representing private institutions. The committee assembles at least twice annually to advise the council on system-wide issues of concern to Virginia's college students.

2016-2017 STUDENT ADVISORY COMMITTEE MEMBER
Sarah B. Rainey, Radford University (Graduating May 2017)
Update on Virginia Plan for Higher Education

• Established statewide framework to achieve state and regional goals:
  ➢ Provide affordable access for all
  ➢ Optimize Student Success for Work and Life
  ➢ Drive change and improvement through investment and innovation
  ➢ Advance economic and cultural prosperity

• SCHEV currently working on affordable pathways and communication goals

SAC Member Expressed Interests/Concerns

• Tuition and Meal Plan Costs
• Availability of scholarships and grants
• Need for early and increased career counseling and job placement assistance
• Increased exploratory learning opportunities
SCHEV SAC Meeting Feb 3, 2017

Ashley Lockhart - Presentation on Pilot Program for a Regional Center for the Investigation of Sexual Violence
- May replace Title IX campus process for sexual/gender bias cases
- Hoping to prevent lack of support services for students at under-resourced schools
- Report for the study is due in August

Beverly Covington - Presentation on 2017 Legislative Update (Partial list)
- HB 1447 - Higher education; student housing; substance abuse recovery housing
- HB 1911 - Higher education; resident assistants; mental health & first aid training
- HB 2127 - Rights of victims of sexual assault; physical evidence recovery kits
- SB 944 - Higher education; possession and administration of epinephrine
- HB 2262 - Online Virginia Network Authority established
SCHEV SAC Meeting Feb 3, 2017 (cont’d)

SAC Member Expressed Interests/Concerns

Discussed ways to increase effectiveness of Student Advisory Committee

• Increase interaction between SAC and SCHEV
• Increase number of SAC meetings per year
• Utilize technology to provide opportunity for SAC to meet virtually
• Improve continuity of membership on SAC
  ➢ Appoint more Juniors so that membership terms can last more than 1 school year
  ➢ Establish method for briefing incoming SAC member
• Increase awareness of SAC on College campuses
Jared Calfee - Presentation on Virginia21
• Goals of organization
  ➢ College affordability
  ➢ Increase jobs for graduates
  ➢ Engage individuals in politics

Elizabeth Dennison - Presentation on Financial Aid

Greg Weatherford - Presentation on Perceptions of Higher Education

Dietra Trent - Remarks and Call to Action
• Increase access to higher education
SCHEV SAC Report References

Meeting minutes are posted at:
http://www.schev.edu/index/agency-info/advisory-committees/student-advisory-committee

Pilot Program for a Regional Center for the Investigation of Sexual Violence - Power Point Presentation - Ashley Lockhart

2017 Legislative Update Handout - Beverly Covington
It was an honor to represent Radford University as a Member of the Student Advisory Committee to the State Council of Higher Education for Virginia during the 2016-2017 academic year.

I recommend that RU continues to appoint a representative to this Committee. This forum provides another opportunity for RU to be represented and have its successes, challenges and concerns heard at the state level.

I highly encourage active and ongoing engagement between the Administration, Student Government and next year’s Student Advisory Committee Representative to make the most of this opportunity.
Questions?
2016- 2017
Student Government Association Update

RADFORD UNIVERSITY
Campus Safety

• First Bi-Annual Spring Safety Walk
• April 19th at 7:30pm
Sexual Assault Awareness

- Speaker - Tim Mousseau
- April 11\textsuperscript{th} at 7pm
- Preston Hall
Retention

- New SGA Budget Line
  - Micro Grant Loans
- Student Appreciation Day
  - Statistics From Surveys
Sustainability

- Adopt a Spot
  - Tyler Avenue from the Main Street light at Muse to Lawrence Street
  - 4 per year
  - Collaboration with other organizations
- Dean Goes Green Initiative
Legislation

• The Gatekeeper Mental Health Awareness Resolution of 2017
• Non-Smoking Resolution of 2017
Unity Fest

- Food Trucks
- Inflatables
- Bubble Soccer
- Air Brush Tattoos
- Caricature Artist
- Live Performances
- Spoken Word
- Refreshments
- Etcetera

To recognize the tradition of diversity and inclusion on campus by bringing the Highlander Community together as a whole.

April 22 | 1-5 P.M | Moffett Lawn

For more information contact radfordunityfest@radford.edu
Questions?
Whole System Change

• Appreciative in nature
• Multiple realities exist
• Sensitive to power dynamics
• Changing conversations changes human systems (like organizations)
  – Changing who participates in them
  – Changing the language we use
  – Changing the way we talk about our work (not changing the work itself)
Why This Way?

• Collaboration
  – Within the division
  – Across campus

• Communication
  – Transparent
  – Space to gather thoughts and feedback

• *Learn more about one another’s area of practice, programs, services, etc.*
Core Values

• Foundation of our work
  – Our driving force
  – Attitudes and practices that support long-term success
  – Reference point for behavior and decision-making
• Common to all areas
Mission Statements

• More practical focus
• Clear, succinct representation of the reason the community exists
• Route to the destination described in the vision statement
Strategic Priorities

• Our (broad) strategy for leveraging our core values and mission to achieve our vision.

• Priorities are essentially our objectives.
  – This helps everyone make operational and resource allocation decisions.
Strategic Priorities

Implement creative and relevant communication strategies to increase visibility and involvement.

Create campus and community partnerships to enhance the student experience.

Foster a campus culture that is inclusive and supportive to aid in student success and retention efforts.
Developing Learning Domains

Learning Domains Process

1. Review of departmental learning outcomes to identify themes

2. Examine CAS Learning Domains and Dimensions

3. Draft Learning Domains and *Descriptors* to align with Division of Student Affairs at Radford University

4. Finalize Learning Domains and Descriptors incorporating feedback from departments
The Work Ahead of Us...

Departments:
• Alignment with University strategic planning processes
• Utilize strategic priorities and learning domains when setting goals for next year
• Continue to intentionally assess student learning

Future:
• Utilize for new budget proposals
• SACS Accreditation

SA Strategic Planning Committee – Summer/Fall 2017:
• Executive summary of strategic priorities and learning domains for Division of Student Affairs
• Develop an assessment plan for Division of Student Affairs
End of Materials