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 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 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, including types of cases and sanctions a student can receive. Al Wilson, Senior Assistant Attorney General, Commonwealth of Virginia was asked if Radford University policies had been vetted and approved by his office. He affirmed they had. 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,

[Signature]

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

RADFORD UNIVERSITY
Campus Safety

- Spring Semester Campus Safety Walk
  - Date TBA
Sexual Assault Awareness

- Tim Mosseau
  - Personal experiences
  - 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
  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

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
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

---

Student Success and Retention
# 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><strong>88.4%</strong></td>
<td>3.8%</td>
<td><strong>92.2%</strong></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># D F W %DFW</td>
<td># D F W %DFW</td>
<td># D F W %DFW</td>
</tr>
<tr>
<td>New Freshman</td>
<td>11,469 859 849 612 20%</td>
<td>11,119 902 801 712 22%</td>
<td>10,059 705 575 849 21%</td>
</tr>
<tr>
<td>New Transfer</td>
<td>3,199 238 200 193 20%</td>
<td>3,330 186 174 190 17%</td>
<td>3,323 188 143 209 16%</td>
</tr>
<tr>
<td>Freshman</td>
<td>1,210 140 197 136 39%</td>
<td>1,337 160 172 148 36%</td>
<td>1,207 129 129 127 32%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8,179 622 451 473 19%</td>
<td>8,135 594 450 385 18%</td>
<td>7,912 495 403 528 18%</td>
</tr>
<tr>
<td>Junior</td>
<td>8,881 529 403 378 15%</td>
<td>8,366 483 383 345 14%</td>
<td>8,723 474 359 414 14%</td>
</tr>
<tr>
<td>Senior</td>
<td>10,457 390 272 255 9%</td>
<td>10,757 446 260 220 9%</td>
<td>10,090 363 216 309 9%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>112 0 1 2 3%</td>
<td>155 3 1 12 10%</td>
<td>76 0 0 0 0%</td>
</tr>
<tr>
<td>Total</td>
<td>43,507 2,778 2,373 2,049 17%</td>
<td>43,199 2,774 2,241 2,012 16%</td>
<td>41,390 2,354 1,825 2,436 16%</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></th>
<th></th>
<th>After Census</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>New Freshman</td>
<td>23</td>
<td>16</td>
<td>10</td>
<td>22</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>New Transfer</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Freshman</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>28</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Junior</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>18</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Senior</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>49</td>
<td>46</td>
<td>105</td>
<td>101</td>
<td>106</td>
</tr>
</tbody>
</table>
Semester Withdrawals

<table>
<thead>
<tr>
<th>University Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>New Freshman</td>
</tr>
<tr>
<td>New Transfer</td>
</tr>
<tr>
<td>Freshman</td>
</tr>
<tr>
<td>Sophomore</td>
</tr>
<tr>
<td>Junior</td>
</tr>
<tr>
<td>Senior</td>
</tr>
<tr>
<td>Total</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
Plan 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 Programs, Assistant Provost</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<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

| Academic Programs, Assistant Provost | 86.67 |
| Business & Economics-E&G            | 83.87 |
| Education & Human Development       | 71.43 |
| Health & Human Services             | 44.00 |
| Human Behavior Sciences-E&G         | 82.78 |
| Science & Technology                | 82.03 |
| Visual & Performing Arts            | 68.89 |
## Starfish Flags and Kudos

### Fall 2016 Tracking Item Summary

<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=5726
- Outstanding Academic Performance: N=1637
- In Danger of Failing: N=1875
- Attendance Concern: N=1286
- Missing/Late Assignments: N=174
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 Results

- No Report: 1664, 58%
- No Answer: 454, 16%
- Answered Door: 769, 26%

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

- 383 attempted contact on 11/22/2016
- 131 registered on 11/22/2016
- 517 attempted contact on 11/30/2016
- 96 registered on 11/30/2016
- 128 attempted contact on 12/20/2016
- 38 registered on 12/20/2016
- 122 attempted contact on 1/3/2017
- 17 registered on 1/3/2017
- 65 attempted contact on 1/12/2017
- 32 registered on 1/12/2017
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
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 on 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>Fall 15</th>
<th>Fall 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average G.P.A.</td>
<td>2.86</td>
</tr>
<tr>
<td>Average SAT</td>
<td>801</td>
</tr>
<tr>
<td>Average ACT</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><strong>3.21</strong></td>
<td>2.71</td>
<td><strong>0.50</strong></td>
<td><strong>2.76</strong></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
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
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.
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?

RADFORD UNIVERSITY

Office of Student Standards and Conduct
End of Materials