

Administrative and Professional Faculty Senate

November 20, 2019

Heth 043

Members Present: Scott Bennett, Tom Bluestein, Sandra Bond, Chris Bridgers, Ashlee Claud, Gwen Houston, Max Esterhuizen, Kay Johnson, Chip Mann, Susan Trageser (Cabinet Liaison), Jessica Twiest

Members Absent: Andy Borak, Emily Ewoldt, Melanie Fox, Alix Guynn, Skye Heasley, Eric Lovik, Albert Mah, David Wheeler

Guests: Damien Allen, Lisa Blackwell, Sarah Bradbury, Sara Coulson, Jake Fox, Hillary Gaskins, Noelani Hall, Rachel Hall, Michele Hosey, Justin Martin, Margaret McManus, Ed Oakes, James Penven, Rebecca Scheckler, Arlethea Scott, Dana Trask

1. **Call to Order** – The meeting called to order at 3:31 pm by President Ashlee Claud.
2. **Approval of Minutes** – The minutes from October 16, 2019 were approved.
3. **Welcome new senators** – Chip Mann, Tom Bluestein, and Chris Bridgers.
4. **Guest Speakers:** Ed Oakes, Associate VP for IT, and Dr. Jake Fox, Anthropology Professor and President of Faculty Senate with a report from the Task Force on New Student and Family Programs, Student Success and Retention, and Academic Advising. (Presentation slides are appended at the bottom of these minutes.)

The task force was formed in January 2019 and was charged with making recommendations to improve the retention of the students arriving in fall 2020. Currently, about 25% of the freshman class do not return to Radford after their first year. The task force researched other schools, examined the data, and looked at data models. The five general recommendations are:

1. Develop a strong Highlander culture.
2. Establish an intentional & holistic first-year experience (enhance Quest, pre-orientation, welcome event, review and update UNIV100, etc.).
3. Create a centralized first-year advising experience based on a case management model to address concerns about inconsistencies in advising between colleges, especially with REAL coming on-line. This does not mean there will be no advisors in the colleges. Consistently use Degree Planner.
4. Monitor with data and analytics.
5. Provide professional development for faculty and staff.

Questions & Answers:

- Q – Do you have an exit survey for the students who are leaving? A – Yes, but the data is all over the place because the 25% includes good and bad students, those with and those without economic needs, etc.
- Q – What is the plan for minority students who don't feel connected? A – Opinion, this goes back to welcome week. We need to build things to pull people together and make everyone feel welcome. Students want to know how to meet people.

How do we get them to talk to one another? Minorities and international students do not always feel welcome. There is some resentment of the university in the city which is hard to overcome.

The task force wants feedback. Also, Dr. Fox will come back to AP Faculty Senate at a future date to give a deeper explanation of the REAL Gen-Ed model.

5. Diversity Equity Action Committee Update – Jessica Twiest passed along the following information:

The Diversity Equity Action Committee is drafting a Diversity, Equity, and Inclusion Action Plan to implement the university's strategic plan with respect to those areas. The plan will be drafted during the 2019/2020 academic year, and then approval will be sought during 2020/2021. If you would like to provide input to the Working Groups, you may contact the Working Group leads:

- Defining Diversity, Equity, and Inclusion Working Group: Merrie Winfrey, Center for Innovative Teaching and Learning, mwinfrey3@radford.edu
- Training and Professional Development for Faculty and Staff: Ruby Dwyer, Human Resources, rmdwyer@radford.edu
- Recruitment and Retention of Minority Faculty and Staff: Darryl Corey, School of Teacher Education and Leadership, dcorey3@radford.edu
- Communications about Diversity, Equity, and Inclusion: Melanie Fox, Institutional Effectiveness and Quality Improvement, mfox5@radford.edu

6. New Business:

- Early Retirement Option – T&R Faculty were offered ERO. Can it be extended to AP Faculty? Ashlee consulted with VP Chad Reed, who said in the future ERO may be extended to AP Faculty. Ask the people in your division if they are interested in ERO.

7. Upcoming Events:

- December 13 – Winter Commencement and Hooding Ceremony at RUC – 1st RUC alumni.
- December 13 – Winter Commencement, Main Campus Graduate-College Commencement and Hooding Ceremony.
- December 14 – Winter Commencement, Main Campus Undergraduate.

8. Adjournment: The meeting adjourned at 4:34.

Future Meeting Dates:

- December 18
- January 15
- February 19



Task Force on New Student and Family Programs, Student Success and Retention, and Academic Advising

Summary of Recommendations

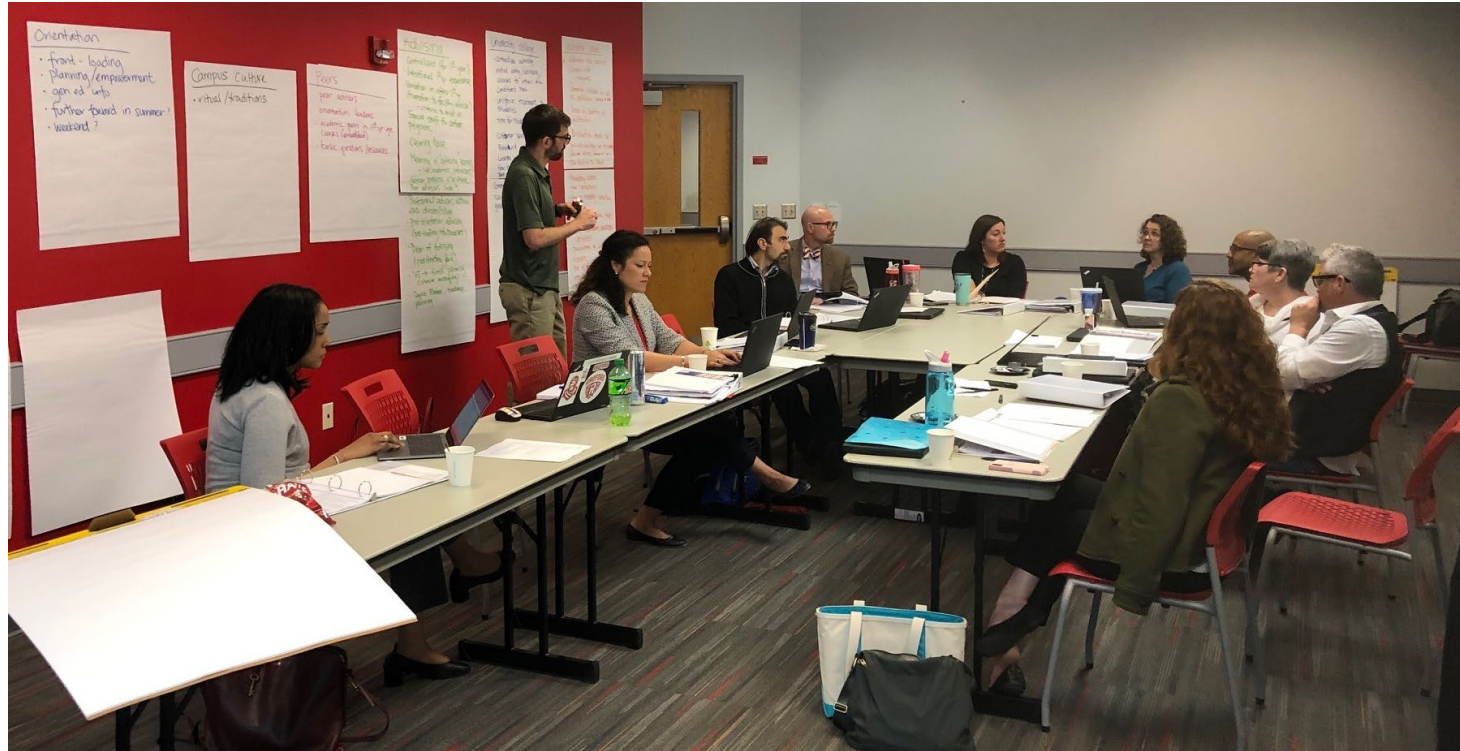
Task Force Objectives

- Review areas of New Student and Family Programs, Student Success and Retention, and Academic Advising along with best practices from similar schools with higher retention rates to develop a set of recommendations for these three areas that are critical to student retention

Task Force Members

- Can Dogan
- Farrell Doss
- Dan Farhat
- Jake Fox
- Nicole Hendrix
- Susan Hudson
- Wendy Lowery
- Angie Mitchell
- Melissa Neal
- Donna Oliver
- Ed Oakes
- Jamie Penven
- Amber Smith
- Tammy Wallace

Intensive Meetings Throughout 2019





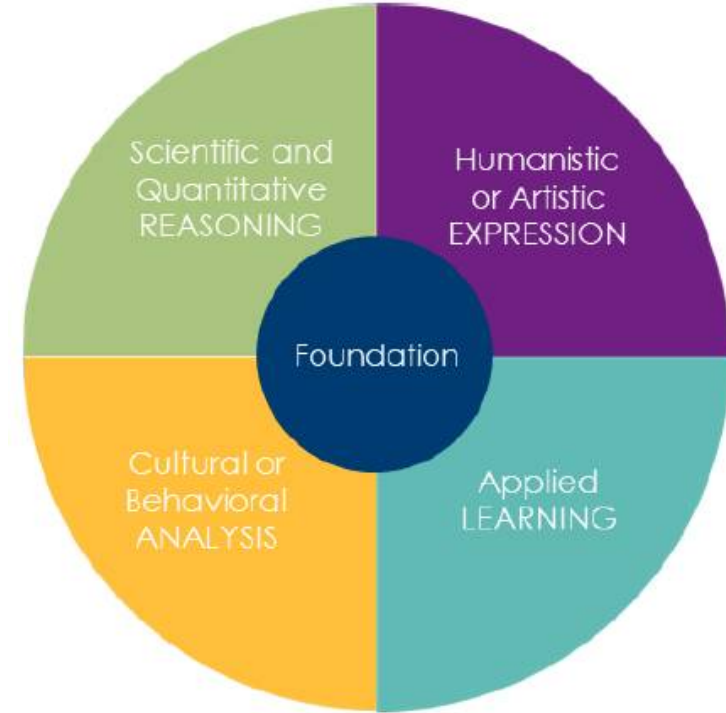
- Unless something changes, approximately 25% of the 2020 freshman class will not return in the Fall of 2021

Is It Possible?

Institution	2017 UG Enrollment	UG Pell	Retention	New Freshmen Not Retained
Appalachian State University	17,017	28%	87.1%	425 of 3,306
University of North Carolina Wilmington	14,502	27%	87.0%	278 of 2,143
Stockton University	8,275	40%	85.4%	229 of 1,564
State University of New York at New Paltz	6,733	33%	83.3%	183 of 1,095
Slippery Rock University of Penn	7,638	31%	80.5%	311 of 1,596
Radford University	8,418	33%	70.9%	537 of 1,848

Other Factors in Recommendations

- REAL general education model
 - Major impacts on
 - Selecting majors and minors
 - Advising and course selection and registration



5 General Recommendations

1. Develop a Strong Highlander Culture



- What it means to be a Highlander
- Efforts should reflect the Highlander identity of Responsive, Resilient, and Real

2. Establish an Intentional & Holistic First-Year Experience

- Identify an “entity” (e.g., council, committee) to plan and coordinate a cohesive first-year experience
- Enhance pre-orientation programs and activities
- Review and update Quest (orientation)
 - Incorporate new Quest content and sessions to support student navigation of the REAL general education model
 - Continue and enhance the acculturation to becoming a Highlander and developing a sense of belonging through new rituals and spirit activities
- Enhance Welcome Week
- Review and update University 100 (our first-year seminar)
 - Convene a curriculum oversight committee composed of faculty, student development experts, and the UNIV 100 director
 - Evaluate the UNIV 100 curriculum in the context of the larger Radford University first-year experience to determine the most effective place and method for covering all elements of the student transition to college

3. Create a Centralized First-Year Advising Experience Based on a Case Management Model

- For all first-year students, establish a centralized advising location using a pro-active case management approach
- Capitalize on advisors' role in the full first-year experience
- Establish an appropriate student-to-professional-advisor ratio for the first-year model that ensures student success
- *For structured four-year programs, first-year students may be assigned a faculty advisor/mentor in addition to their first-year advisor*
- Consistently deploy Degree Planner within Degree Works or some other four-year student degree planning tool

4. Monitoring With Data and Analytics

- Leverage data and analytics to provide enhanced student success monitoring, warnings, and alerts; and also to drive personalization of student support where needed
- Continue to enhance our ability to use analytics to identify and predict the factors contributing to student success and retention

5. Provide Professional Development for Faculty and Staff

- Develop a series of training programs to better engage faculty and staff in the first-year experience and establish a better understanding of needs and challenges of freshmen and first-generation students

Questions



University Data Sources

- <https://public.tableau.com/profile/unc.wilmington.oirp#!/>
- https://irap.appstate.edu/first_year_public
- https://public.tableau.com/views/ASUHeadcount_dup_2017/University?%3Aembed=y&%3Adisplay_count=no&%3AshowVizHome=no
- <https://stockton.edu/institutional-research/enrollment.html>
- <https://stockton.edu/institutional-research/graduation.html>
- <https://www.newpaltz.edu/media/institutional-research/Fall%202017%20Student%20Profile-1.pdf>
- <https://www.newpaltz.edu/media/institutional-research/Table%203.1%20Graduation%20and%20Retention%20Rates%20Report%20of%20First-Year%20Students.pdf>
- http://institutional-research-data.umdearborn.edu/ibi_apps/bip/portal/Student_Success_Dashboard
- <https://www.sru.edu/offices/planning-resource-management-and-assessment/reports>
- <https://www.sru.edu/offices/planning-resource-management-and-assessment/reports>
- <https://ir.radford.edu/electronic-fact-book/chart.php?chart=EN101a&ddfilter=&period=Fall+2017>
- <https://ir.radford.edu/electronic-fact-book/chart.php?chart=RT01>