

# Student Affairs Committee

May 2017

**RADFORD UNIVERSITY**

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Board of Visitors

**RADFORD UNIVERSITY BOARD OF VISITORS  
STUDENT AFFAIRS COMMITTEE  
11:15 A.M.  
MAY 4, 2017  
PRESIDENT'S CONFERENCE ROOM  
THIRD FLOOR - MARTIN HALL**

**DRAFT**

**AGENDA**

- **CALL TO ORDER** Mr. Mark S. Lawrence, *Chair*
- **APPROVAL OF AGENDA** Mr. Mark S. Lawrence, *Chair*
- **APPROVAL OF MINUTES** Mr. Mark S. Lawrence, *Chair*  
February 16, 2017
- **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)

# RADFORD UNIVERSITY

**RADFORD UNIVERSITY  
BOARD OF VISITORS  
STUDENT AFFAIRS COMMITTEE MEETING  
BROAD ROOM - MARTIN HALL  
RADFORD, VIRGINIA  
8:30 A.M.  
FEBRUARY 16, 2017**

**DRAFT**

## **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

**2016- 2017**

**Student Government Association  
Strategic Plan Follow Up**

**RADFORD  
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# Campus Safety

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- Spring Semester Campus Safety Walk
  - Date TBA



# Sexual Assault Awareness

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- Tim Mosseau
  - Personal experiences
  - April 11<sup>th</sup> at 7pm in Preston Hall



# Events

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- **T-shirt Drive**
  - Men's Basketball Game  
Thursday, February 23rd  
7:00 p.m.
- **UNITY FEST**
  - Morning Community Service
  - Saturday, April 22<sup>nd</sup>  
1:00 -5:00 p.m.  
Moffett Lawn

# Retention

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- 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



## STUDY HALL

Monday, December 12th, 2016

5pm-11:30pm

In the Bonnie Combo Room

Snacks, Water, and Study Materials Available!



**RADFORD UNIVERSITY**  
Student Government Association

**Grilled Cheese**  
Sunday December 11, 2016  
**Study Night**

**8 PM** 4th floor of McConnell Library  
Sponsored by Student Government Association and McConnell Library

# Legislation

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



# Legislation Continued

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- Gender-Neutral Restroom Signage Resolution of 2016



# Legislation Continued

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- Residence Life Modernization Act of 2016



# Advocacy Day

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January 31st - February 1st





# Advocacy Day Continued

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- **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?

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Attachment B

# Board of Visitors Report

RADFORD  
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# Fall to Spring Retention

# Retention Rates

Fall-to-Spring Retention (New Freshmen)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	1,986	1,748	0	118	30	90	88.0%	0.0%	88.0%	5.9%	1.5%	4.5%
Fall 2014	2,015	1,778	0	121	32	84	88.2%	0.0%	88.2%	6.0%	1.6%	4.2%
Fall 2015	1,962	1,689	0	123	33	117	86.1%	0.0%	86.1%	6.3%	1.7%	6.0%
Fall 2016*	1,751	1,549	0	96	24	82	88.5%	0.0%	88.5%	5.5%	1.4%	4.7%

Fall-to-Spring Retention (New Transfer)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	770	706	0	26	5	33	91.7%	0.0%	91.7%	3.4%	0.6%	4.3%
Fall 2014	698	605	0	34	14	45	86.7%	0.0%	86.7%	4.9%	2.0%	6.4%
Fall 2015	723	657	0	24	6	36	90.9%	0.0%	90.9%	3.3%	0.8%	5.0%
Fall 2016*	719	658	0	20	7	34	91.5%	0.0%	91.5%	2.8%	1.0%	4.7%

Fall-to-Spring Retention (Other Freshmen)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	255	224	0	3	21	7	87.8%	0.0%	87.8%	1.2%	8.2%	2.7%
Fall 2014	258	193	0	46	12	7	74.8%	0.0%	74.8%	17.8%	4.7%	2.7%
Fall 2015	285	226	0	30	15	14	79.3%	0.0%	79.3%	10.5%	5.3%	4.9%
Fall 2016*	256	212	0	23	13	8	82.8%	0.0%	82.8%	9.0%	5.1%	3.1%

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

Fall-to-Spring Retention (Junior)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	1,759	1,696	1	4	17	41	96.4%	0.1%	96.5%	0.2%	1.0%	2.3%
Fall 2014	1,816	1,758	0	5	7	46	96.8%	0.0%	96.8%	0.3%	0.4%	2.5%
Fall 2015	1,759	1,687	0	13	9	50	95.9%	0.0%	95.9%	0.7%	0.5%	2.8%
Fall 2016*	1,809	1,730	0	22	16	41	95.6%	0.0%	95.6%	1.2%	0.9%	2.3%

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

Fall-to-Spring Retention (Total)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	8,913	8,012	298	158	95	350	89.9%	3.3%	93.2%	1.8%	1.1%	3.9%
Fall 2014	8,885	7,906	285	253	88	353	89.0%	3.2%	92.2%	2.8%	1.0%	4.0%
Fall 2015	8,880	7,795	352	247	94	392	87.8%	4.0%	91.7%	2.8%	1.1%	4.4%
Fall 2016*	8,453	7,470	323	218	86	356	88.4%	3.8%	92.2%	2.6%	1.0%	4.2%

\*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															
Level	Fall 2014					Fall 2015					Fall 2016				
	#	D	F	W	%DFW	#	D	F	W	%DFW	#	D	F	W	%DFW
New Freshman	11,469	859	849	612	20%	11,119	902	801	712	22%	10,059	705	575	849	21%
New Transfer	3,199	238	200	193	20%	3,330	186	174	190	17%	3,323	188	143	209	16%
Freshman	1,210	140	197	136	39%	1,337	160	172	148	36%	1,207	129	129	127	32%
Sophomore	8,179	622	451	473	19%	8,135	594	450	385	18%	7,912	495	403	528	18%
Junior	8,881	529	403	378	15%	8,366	483	383	345	14%	8,723	474	359	414	14%
Senior	10,457	390	272	255	9%	10,757	446	260	220	9%	10,090	363	216	309	9%
Unclassified	112	0	1	2	3%	155	3	1	12	10%	76	0	0	0	0%
Total	43,507	2,778	2,373	2,049	17%	43,199	2,774	2,241	2,012	16%	41,390	2,354	1,825	2,436	16%

# Stopped-Out Students

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- 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.

Term	Stopped-out
Fall 2013	445
Fall 2014	441
Fall 2015	486
Fall 2016	411



# Semester Withdrawals

University Withdrawals						
Level	Before Census			After Census		
	Fall 2014	Fall 2015	Fall 2016	Fall 2014	Fall 2015	Fall 2016
New Freshman	23	16	10	22	36	38
New Transfer	8	9	9	16	15	15
Freshman	1	3	4	9	14	7
Sophomore	8	7	7	28	14	18
Junior	8	4	8	18	12	15
Senior	11	10	8	12	10	13
Total	59	49	46	105	101	106

# Semester Withdrawals

University Withdrawals		
Level	Fall 2016	
	After Census Withdrawal	Returned for Spring 2017
New Freshman	38	8
New Transfer	15	0
Freshman	7	2
Sophomore	18	3
Junior	15	5
Senior	13	7
Total	106	25

- 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

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- New for the Spring 2017 semester
- On-line Process
  - Student will meet with the of Office of Student Success and Retention
  - Before the form is started
    - Questions will be asked to see if the student should stay enrolled,
    - Resources will be discussed, and
    - All options will be addressed.
  - Students who completely withdraw from Radford
    - An automated email will be sent to their Radford and preferred email.
    - Two weeks after the university withdrawal deadline, students will receive a follow-up email and a physical letter.
    - During their first full semester away from Radford, students will receive a letter.
    - 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

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- 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

January Number of full-time and part-time faculty in each college	FT	PT
Academic Programs, Assistant Provost	14	14
Business & Economics-E&G	47	12
Education & Human Development	68	54
Health & Human Services	65	47
Human Behavior Sciences-E&G	128	67
Science & Technology	94	26
Visual & Performing Arts	50	32
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	

## Plans to increase usage:

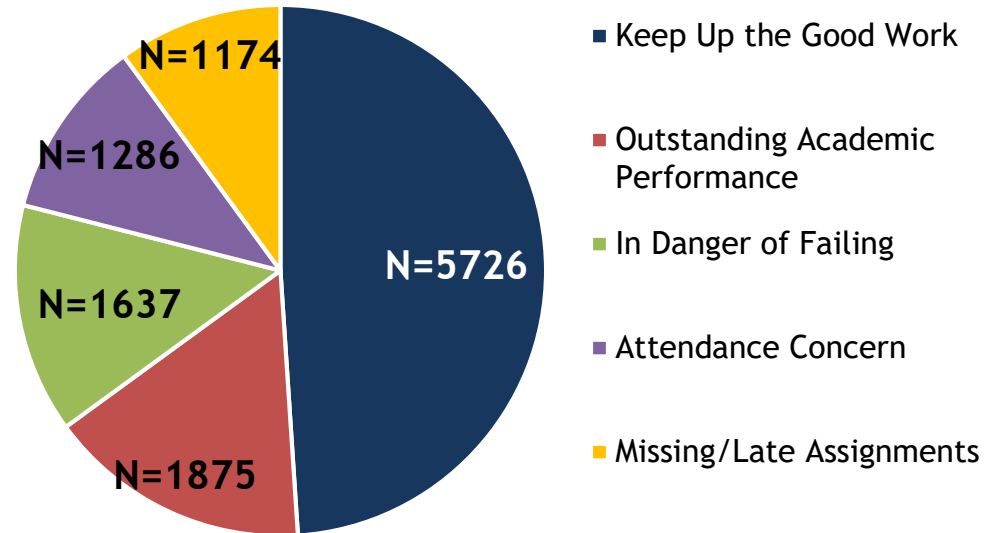
- New website with training materials, “how to” guides, and FAQs.
- Regular e-newsletter featuring training opportunities, updates, tips, and new features.
- Survey faculty and advisors to assess usage and gather feedback.
- Targeted training to colleges and departments:
  - 20 trainings offered in Fall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

# Starfish Flags and Kudos

Fall 2016 Tracking Item Summary  
Raised/Cleared by Category

Category	Raised	Cleared	% Cleared
ACADEMIC FLAGS	4332	1785	41
SOCIAL FLAGS	150	111	74
REFERRAL	86	56	65
KUDO	7617	53	1
TO DO	1	0	0

Top Five Most Raised Tracking Items



# Starfish Challenges

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- 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

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- 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

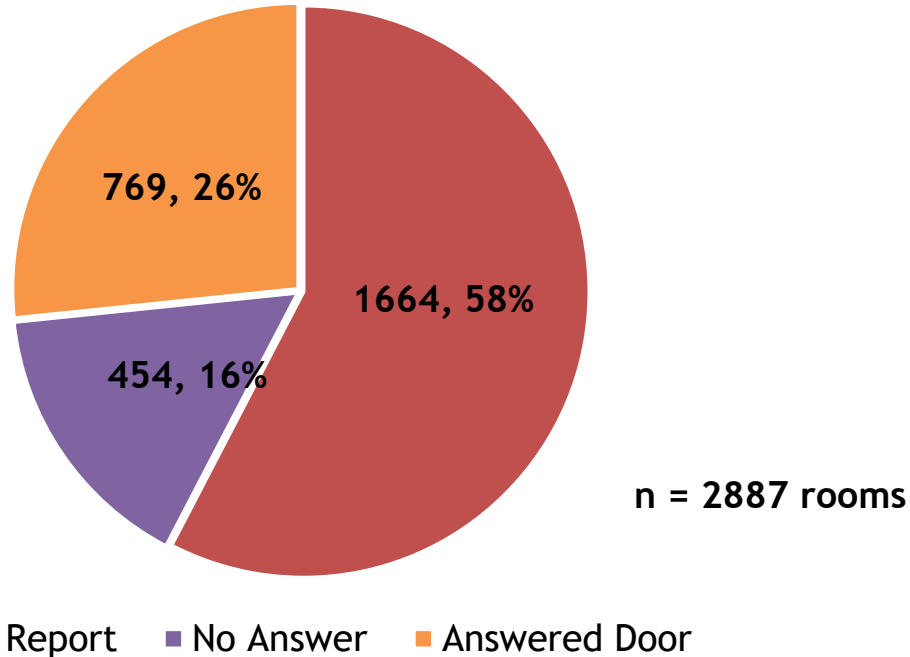
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- 41 individuals volunteered on one or both of the days of the campaign.
- Pairs of faculty/staff were assigned to a residence hall/floor to cover a two hour period on each day of the two-day campaign (September 13<sup>th</sup> and 14<sup>th</sup>).
- 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

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## You Matter Campaign Results

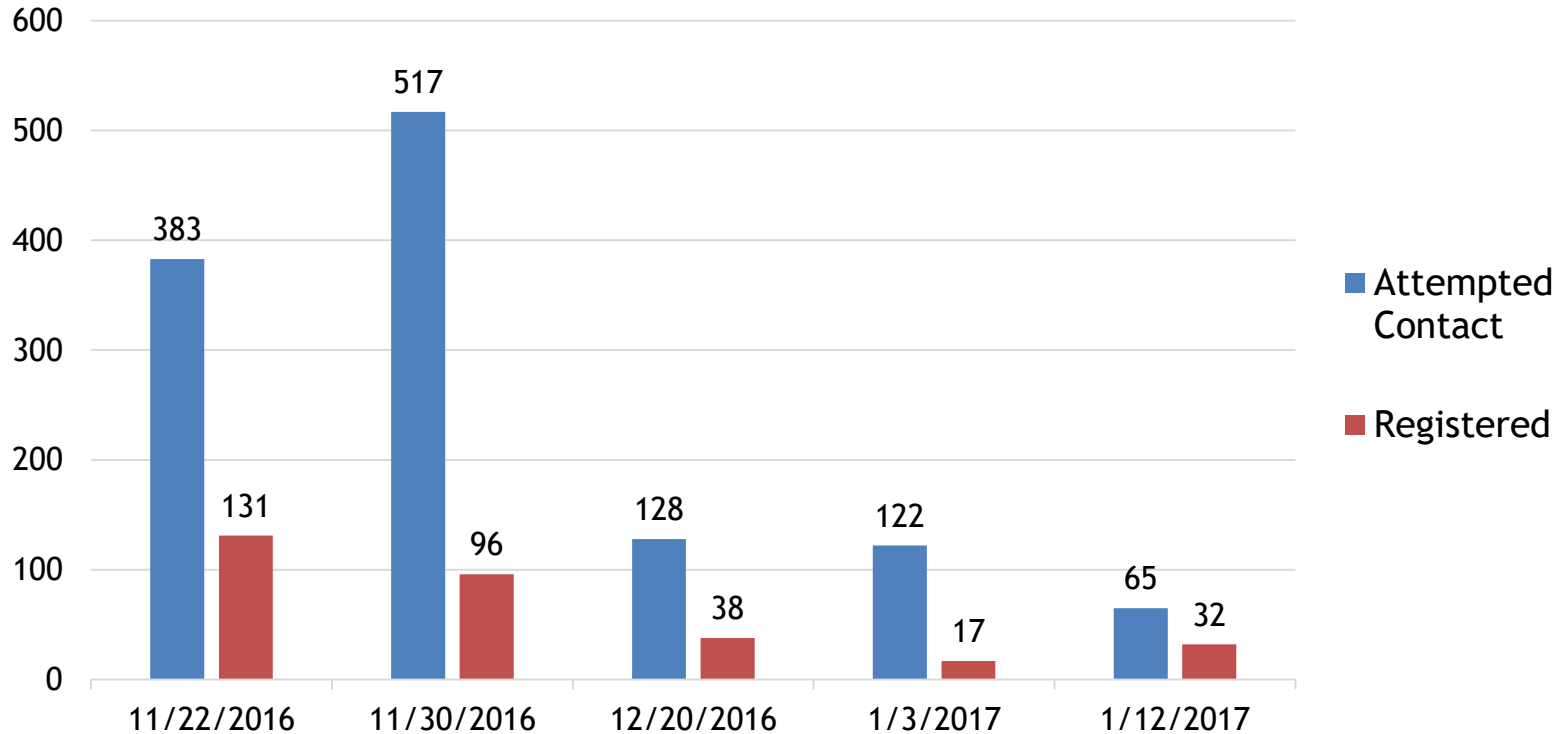


# Next Semester Registration

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- 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.

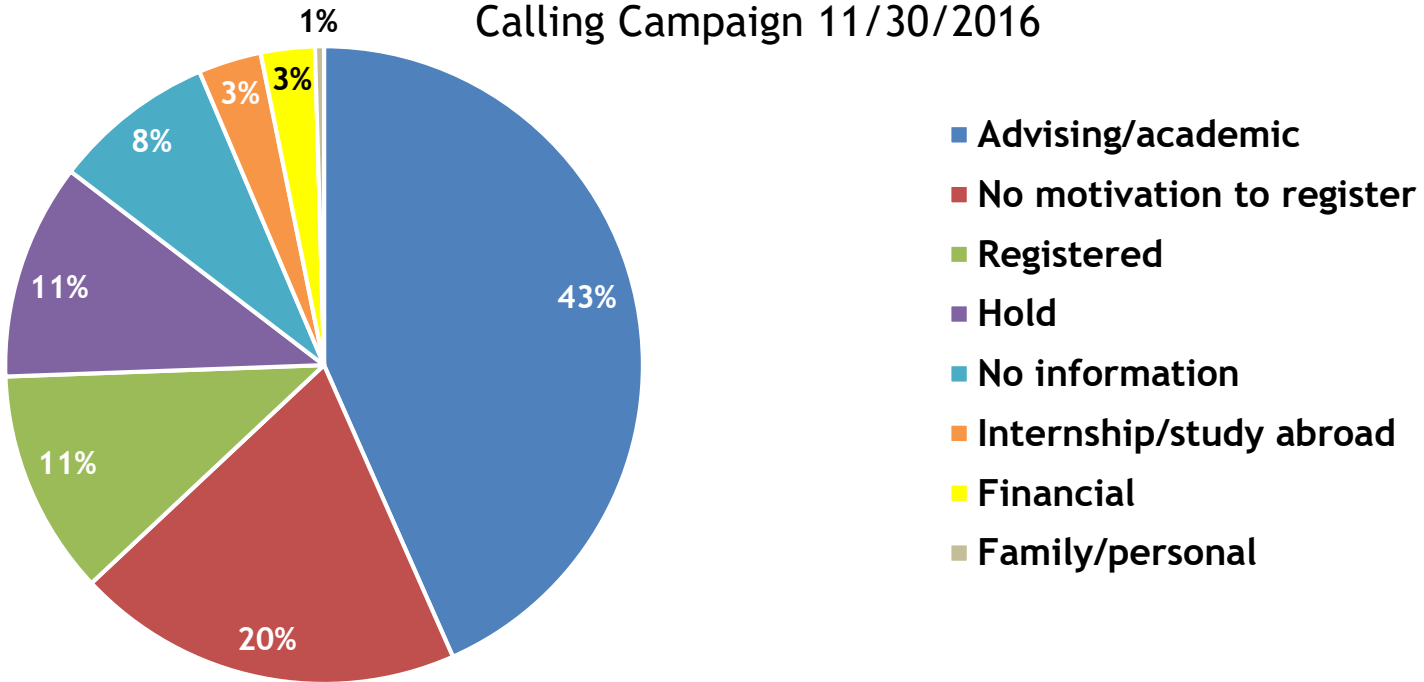
# Next Semester Registration



# Next Semester Registration

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Reasons for Not Registering  
Calling Campaign 11/30/2016



# Hold Campaign

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- 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

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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.

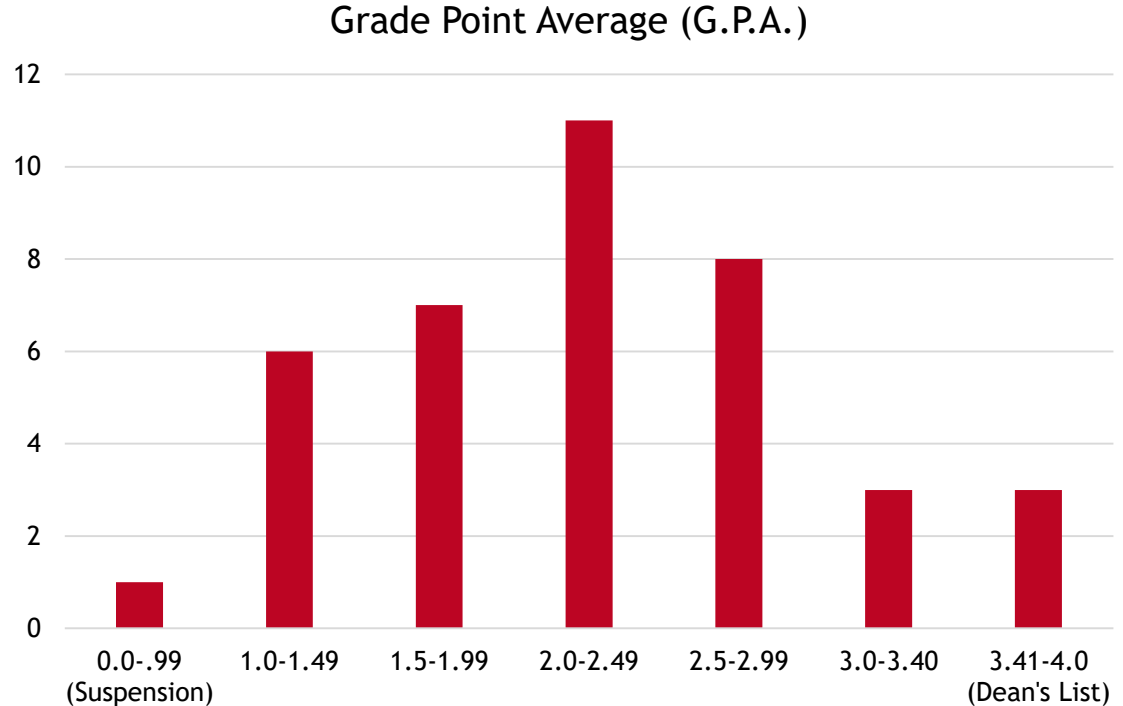
- First generation students were contacted via email and phone
  - The target was 50 students; 42 students participated
  - Throughout the semester, students were paired and added to the GUIDE list if they expressed interest in the program.
- GUIDE Mentors
  - 76 faculty/staff members sign-up to be GUIDES
  - 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.

# Highlander GUIDES

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## 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

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## 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

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## 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

	Fall 15	Fall 16
Average G.P.A.	2.86	2.58
Average SAT	801	854
Average ACT	16	16

G.P.A range	Fall 15		Fall 16	
	# of students	% of students	# of students	% of students
Below 1.0 (suspended)	1	3%	9	12%
1.0 to 1.49	2	6%	5	7%
1.5 to 1.74	3	10%	6	8%
1.75 to 1.99	0	0	5	7%
2.0 to 2.99	17	55%	31	41%
3.0 and above	9	29%	20	26%

# Living Learning Communities

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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

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Term	Average G.P.A. in LLC	Average G.P.A. Not in LLC	Difference	Average G.P.A. of All NF
Fall 2014	2.95	2.66	0.30	2.66
Fall 2015	2.69	2.68	0.01	2.68
Fall 2016	3.21	2.71	0.50	2.76

# Retention Office Challenges

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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

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- 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<sup>nd</sup>- Monday, February 6<sup>th</sup>)
- Thursday, February 8
  - Candidates invited for On-Campus Interviews
  - Campus interviews (Week of February 20<sup>th</sup> and 27<sup>th</sup>)

# Spring Retention Plans

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Calling Campaigns

You Matter Campaign

Monitoring of Class Withdrawals

Starfish Progress Survey

Mid-Term Academic Support Campaign

Faculty Survey

Fall 2017 Registration Campaign



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# Question and Answers

# Student Conduct Process

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# Information is Received

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## 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

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- **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

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- 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

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- 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

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- 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

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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?

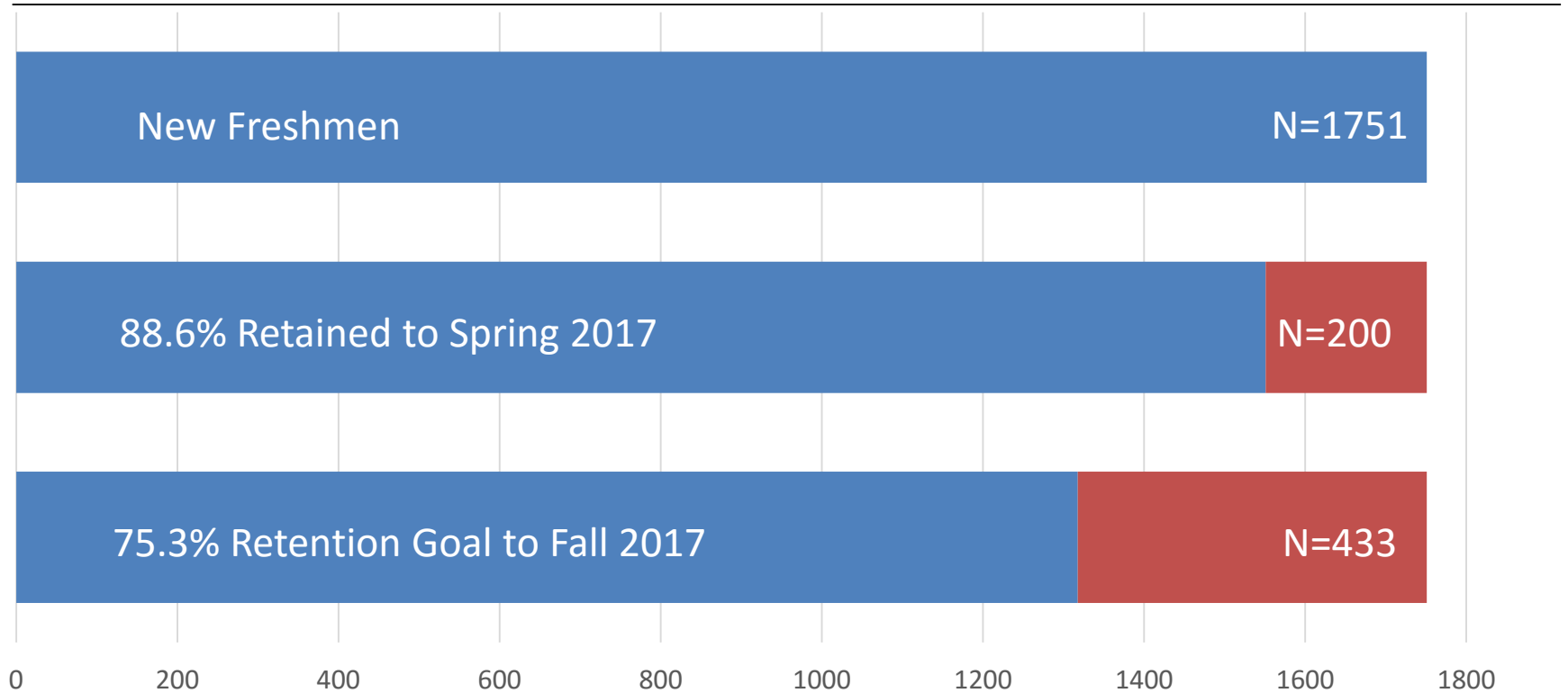
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# Spring Retention Efforts

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# 2016 Cohort



# Removing Barriers

# Communication

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- Identified holds that blocked returning student registration
  - Moving forward, will map out timing of holds and other processes to identify barriers to student return
- Coordinated communication process to encourage current students to enroll for Fall 2017 semester
  - Created and implemented exit interview process

# Advising and Communication

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## Starfish Early Alert System

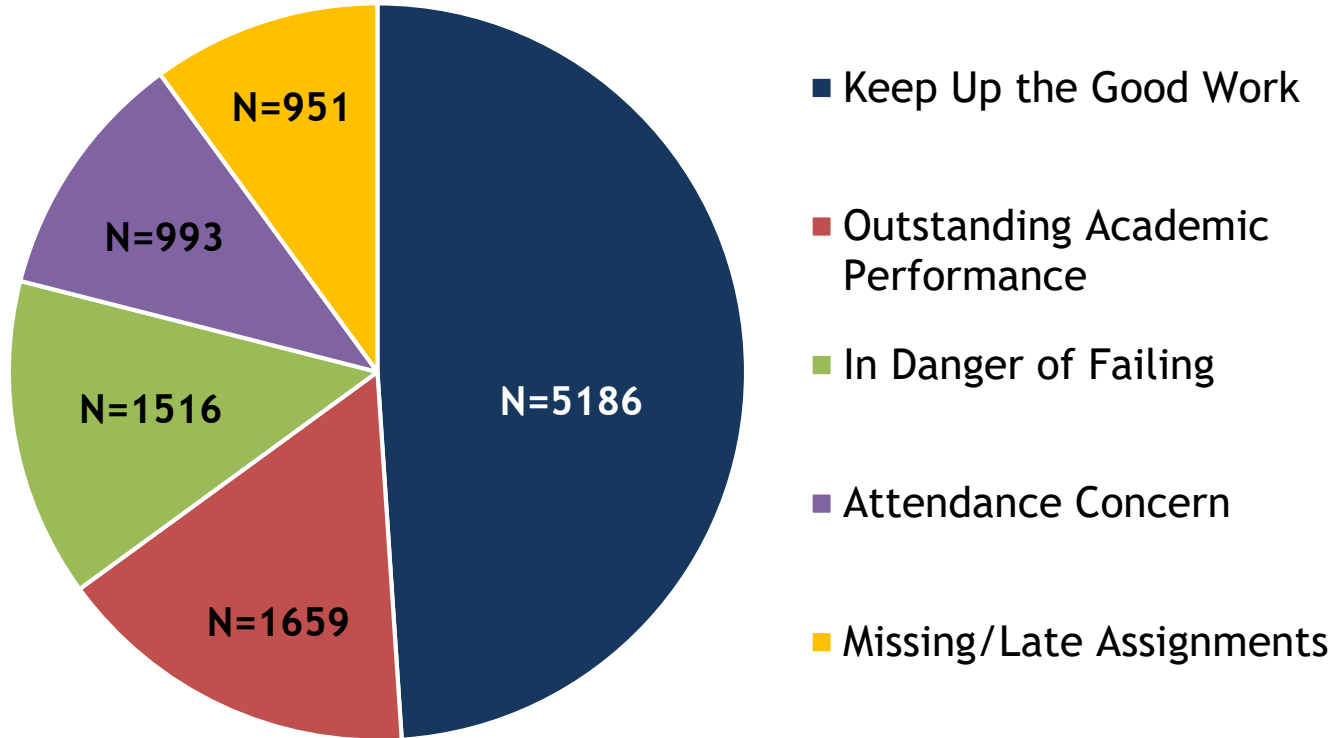
Spring 2017 Tracking Item Summary Raised/Cleared by Category As of 4/4/17			
Category	Raised	Cleared	% Cleared
ACADEMIC FLAGS	3,645	2,390	66*
SOCIAL FLAGS	90	79	88
REFERRAL	46	42	93

- 66% of Academic Flags cleared.
  - Consistency in clearing
  - Holistic effort
  - Additional training

\* 35% cleared by week 11 Fall 2017

# Top Five Alerts

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# Classroom Experience

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- 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

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- 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

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- 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?

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# Ensuring Maximum Occupancy

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# Housing and Residential Life at Radford

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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.

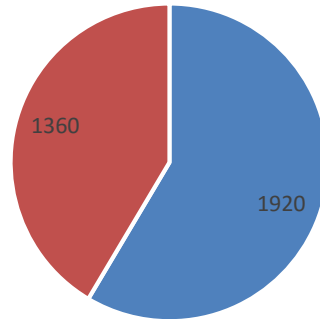
We house a total of 3,153 students.

# Responsible Occupancy Management

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Using Previous Year's Data to Project Future Occupancy

**Total Beds: 3,280 (104%)**



■ First Year Students ■ Returning Students

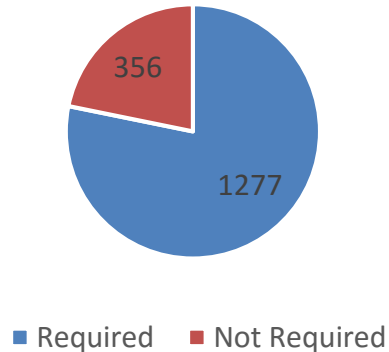


# Returning Students and Managing Space

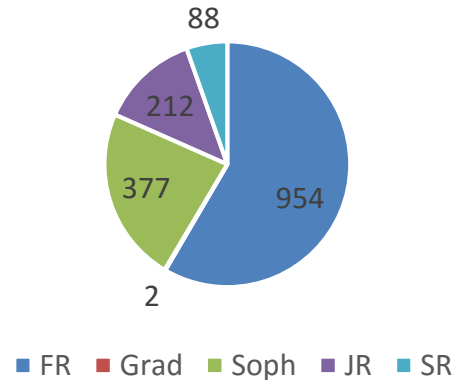
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To ensure beds are full, we rely on returning students and the RU Boarding Policy:

Returning Students



Returning by Class



# Returning Students and Managing Space

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- 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.

# Flexible and Adaptable

---

Review of Requests for Exemption/Release began March 13.

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?

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# Substance Abuse and Violence Education Support Services (SAVES)

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# Advocacy

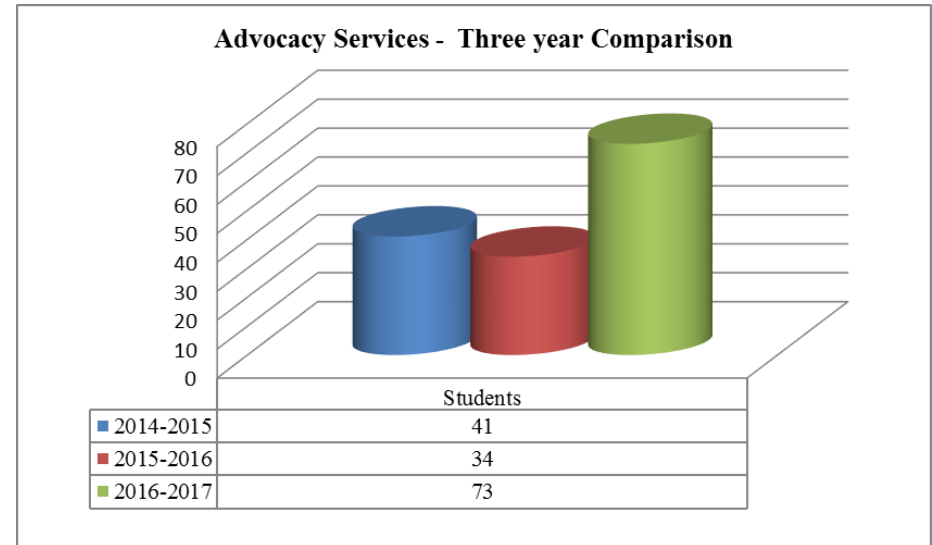
Licensed Clinicians are available to provide confidential support to students who have experienced sexual violence, physical violence, or those who struggle with substance abuse.

## Advocacy, Counseling, and Case Management Services

	Male	Female	Total
Alcohol &/or Drugs	21	9	<b>30</b>
Sexual Violence	1	42	<b>43</b>
<b>Total Students Reached</b>			<b>73</b>
<b>*Total Meeting Hours</b>			<b>140</b>

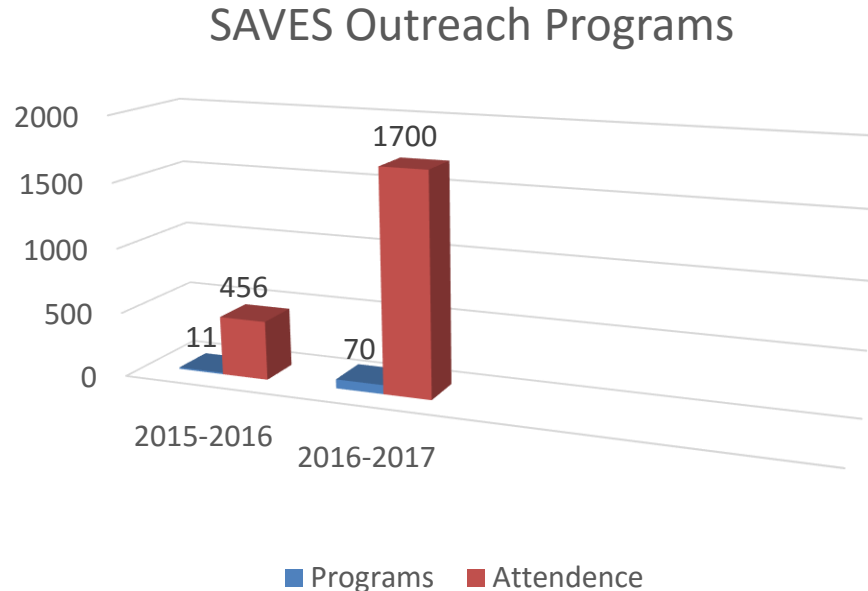
### **\*\* Service not included in total:**

Advocacy letters/emails sent			<b>20</b>
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# Prevention Education

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

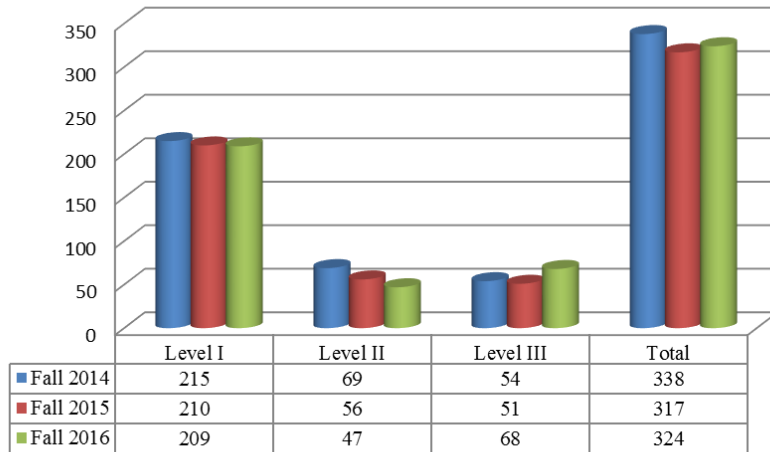




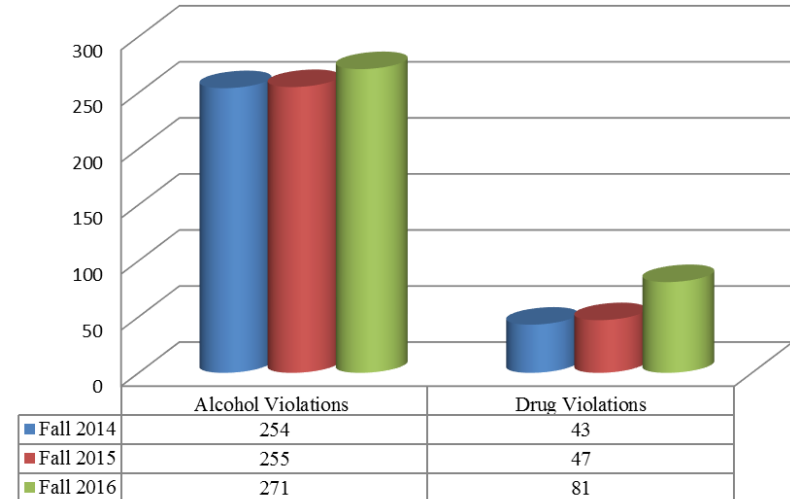
# Assessment/Intervention

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.

Fall RU Aware Referrals - Three year Comparison



Fall Alcohol and Drug Violations - Three year Comparison



# LiveWell

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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

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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.

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# Questions?

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**Report to the Board of Visitors  
on the  
Student Advisory Committee  
to the  
State Council of Higher Education for Virginia**

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# Student Advisory Committee to SCHEV

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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)

# SCHEV SAC Meeting Dec 16, 2016

---

## 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)

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## 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

# SCHEV SAC Meeting April 7, 2017

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## **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

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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

# SCHEV SAC -- RU Member Reflections

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**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.**

# SCHEV SAC -- RU Member Reflections

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Questions?

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# 2016- 2017 Student Government Association Update

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# Campus Safety

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- First Bi-Annual Spring Safety Walk
- April 19<sup>th</sup> at 7:30pm



# Sexual Assault Awareness

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- Speaker- Tim Mousseau
- April 11<sup>th</sup> at 7pm
- Preston Hall



# Retention

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

# Sustainability

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- 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

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- 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

The poster features a bright orange background. At the top, the text "RADFORD UNIVERSITY" is written in white, uppercase letters. Below this is a circular graphic with a light blue background and black tick marks, resembling a clock face. Inside the circle, three hands of different colors (yellow, purple, and pink) are raised, with their fingers pointing towards the center. Below the circle, the words "UNITY FEST" are written in large, colorful, block letters. Underneath the title, a line of text reads: "To recognize the tradition of diversity and inclusion on campus by bringing the Highlander Community together as a whole." Below this is another line of text: "• Food Trucks • Live Performances • Games • Friends •". At the bottom of the poster, the date and time "APRIL 22 | 1-5 P.M | MOFFETT LAWN" are listed. Finally, at the very bottom, there is a white box containing the text "For more information contact [radfordunityfest@radford.edu](mailto:radfordunityfest@radford.edu)".

RADFORD UNIVERSITY

UNITY FEST

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

• Food Trucks • Live Performances • Games • Friends •

APRIL 22 | 1-5 P.M | MOFFETT LAWN

For more information contact [radfordunityfest@radford.edu](mailto:radfordunityfest@radford.edu)

# Questions?

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# Board of Visitors Report

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-RATION



# Whole System Change

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- 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?

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- **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

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- 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

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

# Strategic Priorities

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- 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

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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

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## 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...

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## **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



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End of Materials