



FACULTY SENATE
VALDOSTA STATE UNIVERSITY

Chunlei Liu
President

Benjamin Harper
**Vice President/
President Elect**

Mallory Lane
Secretary

Melissa Pihos
Parliamentarian

Michele Blankenship
Past President

**Faculty Senate Minutes
February 16, 2023, 3:30 p.m.
Microsoft Teams**

Follow this [link](#) to join the meeting, or copy and paste the link below into your browser:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_OGRjNDI3NWItNGUwYy00ZTJiLWE5YjAtMWMwNjM0YmZiZmU5%40thread.v2/0?context=%7b%22Tid%22%3a%2225a5d340-8abc-4053-b4bd-dc1213280353%22%2c%22Oid%22%3a%22737798bd-c63b-40ae-8dd3-e9e8c724a4da%22%7d

Items in **bold print** are items that require action by the Faculty Senate. Other items are for information only.

Special Request: At the request of the Senate's Executive Committee (fsec@valdosta.edu), any actions sent to the president (cliu@valdosta.edu) for possible inclusion in the Senate agenda should be accompanied by a written document with the rationale and purpose of the decision. The Executive Committee requests that these documents be submitted via email as a Word.doc attachment(s).

For the benefit of record keeping, we ask that senators and visitors please identify themselves when speaking to an issue during the meeting. Please use the microphones to assist with accurate recording. All senators must sign the roster in order to be counted present. If you have a senator's proxy, please place their name tag beside your name tag on the table in front of you.

1. Call to Order – Chunlei Liu
2. Reading of proxies obtained prior to the meeting; Request additional proxies for those not given from Senators in attendance – Mallory Lane

Note: Please send an email to Mallory Lane (bmbarmore@valdosta.edu) regarding proxies a minimum of one (1) week prior to the scheduled Faculty Senate meeting or as soon as possible if an unexpected absence needs to occur.

3. **Approval of the minutes of the January 19, 2023 meeting of the Faculty Senate.**

<http://www.valdosta.edu/administration/faculty-senate/minutes.php> (See link here for minutes for all faculty senate meetings) – Melissa Pihos

4. Updates from President's Office – Dr. Carvajal and/or Dr. Smith

Dr. Carvajal: The State of Georgia has a budget surplus and the governor said some of the surplus will be refunded to Georgian residents, property taxpayers, and some will be used for the rainy-day fund. Students in Georgia used to pay a smaller portion of their educational cost and the government paid a larger portion. The government portion dropped in the 1970s when the state budget was tight. Some legislatures said it is now the time to invest more in higher education.

We have representatives for VSU present at the legislation session. We have the neighbor state waiver to our out-of-state students. They are the largest beneficiary of this. The waiver is very important for our students. Fiscal year allocations mostly will get budgetary decline.

Dr. Smith: The Undergraduate Research Council sponsored poster at the Capitol Hill in Washington, DC. This year there were 90 submissions of posters from all over Georgia. 38 were approved for presentation at the Georgia State Capitol. Three of them were from VSU. That's really exceptional. I want to congratulate the students and the faculty members who sponsored the research. I think it's really a good indication of some of the really exceptional work that our students are doing together with our faculty. Thank you for that and for your dedication. There was \$20,000 dollars added to the scholarship fund.

Questions for the President and the Provost:

Linda R Most: I've gone to the interviews for the two candidates for the Executive Director of the Online College for Career Advancement. I want to ask how come that position is under Kevin Overlaur in IT rather than Academic Affairs or Student Success.

Dr. Carvajal: I appreciate the question, Linda. When we decided to do that, there were a couple of different reasons. First off, in so many ways the Online College is like a business startup that has gone through its initial phase and is now ready to grow. There is much riding on this for the institution. Most people are aware, but I will stress it again today. Already there is a significant return of revenue beyond expense that is coming back to support frankly everything we are doing at the institution.

We certainly see that side of business piece and Kevin brings a real business acumen to what he does. He comes from the business world and again brings that acumen. That said, at the end of the day, we still know this is still very much an academic program and that is why and this existed this way under Dr. Carr and it will absolutely continue to exist this way going forward both in IT and under Kevin's leadership as well as under the leadership of the new executive director we hire. They are making sure that we communicate that to all of the finalists. There is a very clear dotted line that goes to each of the academic colleges that house an OCCA program. The expectation for the executive director is that he will develop a close working relationship with those deans. The faculty are still hired in those colleges. The curriculums still live in those colleges. That will not change. Bob, anything you want to add to that?

Dr. Smith: No. I am very much in support of all the reasons that the President just articulated that. Because of this, the responsibilities of this Executive Director are primarily in non-academic areas.

Linda R Most

OK, thanks. I'm just wondering about working with groups like eLearning and working with groups across all the different units that mostly I thought would fall under academic affairs, but I guess that I can see your point and in treating it as something separate, but just worrying about everything that this person's going to have to negotiate.

Dr. Carvajal

Yes.

Dr. Smith

Yeah, and all those things do and will continue to include eLearning to report under Academic Affairs.

5. Enrollment and Retention Deep Dive – Dr. Vincent Miller
 - a. PowerPoint: enrollment update: Gary Bush

Dr. Vincent Miller and Mr. Gary Bush presented detailed analysis on student enrollment numbers, demographics, trends, admission and retention strategies, and results. The presentation slides will be available.

6. Faculty Senate Bylaws updates – Michele Blankenship
 - Attachment B: Faculty Senate Bylaws Draft Update

Changes in the statutory committees will now be labeled as permanent committees. Will require 2/3 of the votes for the approval by Faculty Senate to make changes. Will vote next month.

7. Tenure and Promotion Task Force – Sheri Gravett and Michele Blankenship

Sent out an email last Thursday sharing the current draft in section III to invite feedback. We will meet again after gathering the feedback, make final revisions, and present at the March Faculty Senate meeting.

8. Old & Unfinished Business

- b. Statutory Committee Reports

- i. Academic Committee (fs-stat-ac@valdosta.edu) – Sheri Gravett; Find agendas and minutes here: <https://www.valdosta.edu/academics/registrar/academic-committee.php>

Met on February 13. Departments are making changes for next year's catalog, a new minor for Art History. The March meeting is the last opportunity to get items in the upcoming catalog.

- ii. Committee on Committees (fs-stat-coco@valdosta.edu) – Emma Kostopolus

Elections are underway across the university

- iii. Faculty Affairs (fs-stat-fa@valdosta.edu) – Xiaoi Ren – no report
- iv. Faculty Grievance Committee (fs-stat-fgc@valdosta.edu) – Mary Block

We have bylaws now. Will send the bylaws to be posted on the Faculty Senate website.

- c. Meeting minutes from the various committees should be sent to fsec@valdosta.edu **AND** to archives@valdosta.edu with “Archives Faculty Senate Papers” in the subject line. Please label minutes documents as shown in the following examples:
 - i. Technology_Minutes_04-29-2022
 - ii. Academic_Honors_and_Scholarship_Minutes_08-28-2021Thank you for your assistance in getting and keeping our records up to date. 😊

9. New Business

d. Standing Committee Reports:

- i. Academic Honors & Scholarships (fs-stand-ahs@valdosta.edu) – Lindsay Godin

The Academic Honors and Scholarship Committee met at the end of January. The committee members were able to attend the meeting and to give their feedback virtually. We revised the Annie Powe Hopper call for nomination memo mainly just for better clarity and more information about the award itself. That was something that we felt was lacking from the last academic year. You all should have received an e-mail from me. The Academic Honors and Scholarship Committee is currently looking for student nominations for the Annie Powe Hopper Award. Please let all of your departments know. We're looking for faculty, deans, directors to nominate your best senior students. They have to have a GPA of 3.0 or higher and represent the Blazer Creed, which aligns really well with Annie Powe Hopper. Nominations are due 3/3/2023 at 5pm.

- ii. Academic Scheduling & Procedures (fs-stand-asp@valdosta.edu) – Yakov Woldman

Chunlei Liu: The Faculty Senate Executive Committee received a request for priority registration for ROTC. Logan Kraus will discuss the needs for priority registration.

Logan Kraus: We have the inability to take summer classes during at least two summers due to three-week training for field training, which is a leadership camp that all cadets must go to in order to graduate and commission as an officer. That causes issues with taking classes over that summer as well as we have to do other professional development trainings over another summer. This causes cadets in the program to have to take 18 to 19 credits during several semesters while at VSU. Getting priority registration like student athletes, Honors College, and students registered with the Access Office would be a huge help in alleviating some of those backlogs due to full classes. We are starting to see a rise in cadets not being able to attend some of these mandatory classes. This will help us get a higher commissioning rate through our program and produce more officers through.

Chunlei Liu- I will talk with the chair of the Academic Scheduling and Procedures Committee and assign this task to that committee so that Logan and other ROTC students can talk with that committee so that we can get a recommendation for this policy.

iii. Athletic Committee (fs-stand-ac@valdosta.edu) – Kyoung-Im Park

Met on February 1. Deadline for spring nominations for SAAS by April 1 to be recognized at the spring banquet in April.

iv. Diversity and Equity Committee (fs-stand-dec@valdosta.edu) – Donna Sewell no report

v. Educational Policies (fs-stand-ep@valdosta.edu) – Can Denizman no report

vi. Environmental Issues (fs-stand-ei@valdosta.edu) – Clell Wright no report

vii. Faculty Scholarship (fs-stand-fs@valdosta.edu) – Attila Cseh

Upcoming meeting on Monday, 19 to review proposals for the additional funds that Dr. Smith referenced earlier.

viii. Internationalization and Globalization (fs-stand-igc@valdosta.edu) – Hanae Kanno

We just met this morning. First of all, we invited Dr. Mark Bonzi, professor in communication, who is proactively working with international students by offering his open office hours and wellness check meeting for international students. He shared his work and the idea about how to support the international students in VSU. For example, providing international students wellness check meetings, a place for them to go to talk about their concerns, transportation for them to go to grocery shopping, and also how to encourage them to connect to the community through doing volunteer. After listening to his presentation, we further discussed how we could support international students and we made sure that transportation was the biggest concern for international students, since many of them do not have their own vehicle. We talked about some good ideas of ways we could help students get transportation assistance. Also, we discussed how to improve study-abroad programs in VSU. Many students in VSU reported they would like to participate in study-abroad programs, but they are often aware that they do not have enough money to go there at the last minute. We discussed good ideas like offering workshops for international students to make financial plans or saving accounts to participate in the study abroad programs and collaborating with a bank in your community. Also, our Task Force Subcommittee are working on creating a faculty website, which is called VSU Global Experiences or Global Engagement. The subcommittee proposes to send the invitation message to faculty in VSU who have been involved in an international project and collaboration or currently involved in such project. This subcommittee will invite faculty to join the list on the website. Another task subcommittee is working on supporting international students. This subcommittee is currently making the needs assessment survey to assess the needs and the issues of VSU international students. We plan to distribute the survey in March and report the survey results to the Faculty Senate in April.

ix. Library Affairs (fs-stand-la@valdosta.edu) – Brian Ring

Tomorrow is the deadline for the contingency fund at three o'clock. We've had a lot of great proposals across colleges departments, so thank you for those that have applied and we'll be back in touch after we go through the proposals and such

- x. Student Affairs (fs-stand-sa@valdosta.edu) – Laurel Yu: no report
- xi. Technology Committee (fs-stand-tc@valdosta.edu) – Lynn Crump: no report

10. Call for Executive Committee nominations— Please send your nomination to us, will hold elections in April meeting.
- i. Vice President/President Elect (3 years)
 - ii. Parliamentarian (1 year)
 - iii. Secretary (1 year)

11. General Discussion- none

12. Adjournment - K. Lister motioned; K. Nobles seconded.

Attachment A

Guidance for Online Meetings

During this exceptional time, all Faculty Senate meetings will be held online using Microsoft Teams. The information to connect will be sent over email. This is an open meeting.

To access the meeting easily, use the TEAMS link found in the email containing the agenda or through your calendar link (Outlook).

For the benefit of record keeping, we ask that senators and visitors please identify themselves when speaking to an issue during the meeting. Please note the following:

1. All senators must sign the roster in order to be counted present. We will be using an online roster which can be found by using this [link](#) (also copied below) on the day of the meeting. If you have a senator's proxy, please include this information using the online form, in addition to emailing Mallory Lane (bmbarmore@valdosta.edu) at least one week in advance as per Senate By-Laws.

Attendance link: <https://forms.office.com/r/fcPPURbTsR>

2. Given the new online format, the following points are very important for record-keeping and parliamentarian rules:
 - a. If you would like to join the online discussion, use the “raise hand” feature. The Executive Committee will work to ensure that everyone is able to participate in a timely

and organized manner. **Please do not use the chat function to pose questions unless otherwise directed due to technical difficulties by the meeting coordinator or IT.** Doing so can create confusion and timing for responses.

- b. If you are not actively speaking, please mute your microphone in order to avoid feedback and/or background noise interruptions.
- c. When a vote is called use the “raise hand” feature to vote. If you have a proxy, you will need to type the name and vote using the chat feature. Please keep in mind that the online function takes time. We will call for votes in one category and count “raised hands,” then ask for proxies through the chat feature. After the votes have been officially counted, you will need to “lower your hand” so that we can call for votes in subsequent categories. Please only use the chat feature for proxy voting. We thank you for your patience as we accurately count all votes.

It is encouraged that all senators and possible attendees contact VSU IT to address any connection concerns before the meeting.

Please enter your name.	College/Affiliation	Are you a visitor?	If you are proxy for someone, enter their name below.
Kelly Frances Davidson	AAUP	Yes	
Becky da Cruz	Administration/Academic Affairs	No	
Honey Coppage	Administration/Academic Affairs	Yes	
Sheri Gravett	Administration/Academic Affairs	Yes	
Vince Miller	Administration/Academic Affairs	Yes	
Logan Kraus	Aerospace Studies	Yes	
Chalise Ludlow	Arts	No	
H Duke Guthrie	Arts	No	
Ian Andersen	Arts	No	
Javian Brabham	Arts	No	Clell Wright
Joe Culverhouse	Arts	No	
Kyoungim Park	Arts	No	
Laurel Yu	Arts	No	
Lindsay Godin	Arts	No	Maegan Wood
Melissa Pihos	Arts	No	
Selena Nawrocki	Arts	No	
Attila Cseh	Business Administration	No	
Todd Royale	Business Administration	No	
Megan Hancock	Council on Staff Affairs	No	
Brian Gerber	Education & Human Services	No	
Changwoo Yang	Education & Human Services	No	

Deborah Paine	Education & Human Services	Yes	
Eugene Asola	Education & Human Services	Yes	
Hanae Kanno	Education & Human Services	No	
Huzeyfe Cakmakci	Education & Human Services	No	
Kathy Nobles	Education & Human Services	No	
Kristy Litster	Education & Human Services	No	
Lenese Colson	Education & Human Services	No	
Ophélie Desmet	Education & Human Services	No	
Steve Downey	Education & Human Services	Yes	
Xiaoai Ren	Education & Human Services	No	
Yunseon Choi	Education & Human Services	No	
Traycee Martin	F&A	Yes	
A.J. Ramirez	Humanities and Social Sciences	No	
Brandon Atkins	Humanities and Social Sciences	No	
Carol M. Glen	Humanities and Social Sciences	No	
Donna N. Sewell	Humanities and Social Sciences	No	
Emma Kostopolus	Humanities and Social Sciences	No	
Ericka Parra	Humanities and Social Sciences	No	
Kristin Kirchner	Humanities and Social Sciences	No	
Liz Heath	Humanities and Social Sciences	No	
M. D. Lovett	Humanities and Social Sciences	No	
Mary Block	Humanities and Social Sciences	No	
Michael Baun	Humanities and Social Sciences	No	
Nandan Kumar Jha	Humanities and Social Sciences	No	
Sebastian Bartos	Humanities and Social Sciences	No	
Shelly Yankovskyy	Humanities and Social Sciences	No	Clell Wright
Zachary Karazsia	Humanities and Social Sciences	No	
James Pace	Nursing and Health Sciences	Yes	
Lois Bellflowers	Nursing and Health Sciences	No	
Mallory Lane	Nursing and Health Sciences	No	Michele Blankenship
Jessica Lee	Odum Library	No	
Ken Smith	Odum Library	No	
Melinda Harbaugh	Office of the President	Yes	

Anurag Dasgupta	Science and Mathematics	No
Brian C Ring	Science and Mathematics	No
Can Denizman	Science and Mathematics	No
Chunlei Liu	Science and Mathematics	No
J. Mitchell Lockhart	Science and Mathematics	No

Transcription of Enrollment and Retention Deep Dive

Vincent A Miller

Thank you so much and thank you for the opportunity to share with you all this afternoon. One of the things that we've learned from conversations this fall is that there were lots of questions and feedback from everyone across campus. Just trying to better understand our overall enrollment and where our retention points are. And as Doctor Carvajal shared earlier today, our intentions are to give a more frequent update of this every year. But I'm going to apologize in advance.

0:5:48.570 --> 0:6:7.370

Vincent A Miller

We've got a lot of information that we're going to share and I fully admit what might be showing today might be information overload and so. But I think that there's a lot of helpful information that hopefully will spark if nothing else sparks some conversation and creativity around our enrollment and retention.

0:6:7.850 --> 0:6:31.820

Vincent A Miller

Uh efforts here at the institution, so I've I'm going to share a slide and joining me today is Gary Bush, who is on Gary was newly hired and joined us as our Associate Vice President for enrollment Management and Gary has been as part of that directly leading our undergraduate enrollment and admissions efforts in addition to supervision of ours.

0:6:33.700 --> 0:7:5.430

Vincent A Miller

Registrars and financial aid, and leaving enrollment management conversations across campus, I'm going to freely admit, as you see this now on your screen. Hopefully this presentation I can no longer see you. So, I apologize if someone raises a hand or makes a comment. I can no longer see you all unfortunately, but feel free at the end if you like to ask questions. One of the things I am going to share because it is a lot of data and information.

0:7:6.10 --> 0:7:35.660

Vincent A Miller

Might be data overload. I recognize that that might be the case, but our hope again is to get some ideas flowing, so there's ways in which you can engage in the presentation. If you see information in here that sparks an idea, sparks interest, you're more than welcome to scan this QR code. Barry Fitzgerald is on here with us. He's going to drop the survey, link into the chat as well. So, you could pull that up as we go through this and any ideas?

0:7:35.750 --> 0:7:43.470

Vincent A Miller

Is that you can add it's anonymous but it helps us with continuous improvement or even sparks. Either deeper dives into what we're looking at.

0:7:44.330 --> 0:7:46.130

Vincent A Miller

So we want to start with an enrollment update.

0:7:46.730 --> 0:8:19.120

Vincent A Miller

Uh, one of the things we shifted to was looking at spring enrollment back in the fall semester looking at spring enrollment on a day-to-day basis varies team and institutional research took historical information, ran analysis on several years worth of enrollment and was able to help us better identify how to set some enrollment and goals and projections in particular. One of the things he shared was that if we can target a 92% return rate for students from fall to spring.

0:8:19.240 --> 0:8:49.530

Vincent A Miller

We should be on track to reach our enrollment goals. Now we know we started the semester in fall with our enrollment down, we've seen an enrollment decrease and so we knew that we weren't going to be able to increase enrollment moving forward. But what we didn't need to do was continue to decrease enrollment at a greater rate than what historically would be a normal return rate for spring. And so, I'm happy to report that the 92.2% goal was our daily goal. We tracked it every day. We're even tracking it.

0:8:49.780 --> 0:9:24.700

Vincent A Miller

As through drop ad and as we know we're targeting towards term B for the semester, but you'll be you'll see that we're at 92.3%, we're 11% over our data daily goal or .11% over our daily goal of that. We looked at our first-time full-time freshman cohort. This is our retention cohort that we report on. You'll we'll hear more about this later. But 1081 where we needed to be with our persistence rate, that's what we call our return rate. We needed a 996 students. We were short of that slightly, but we had 955 return.

0:9:25.120 --> 0:9:55.450

Vincent A Miller

Add a persistence rate of 88.3%. How does that compare? As you can see it is higher than where we've been with freshman student first time full-time freshman students returning from fall to spring, so again reporting very positive spring from fall to spring persistence where we've seen overall you know we shifted the institution to learning opportunities on campus and eat agree or aka campus and Graduate School give us a better perspective of.

0:9:55.520 --> 0:10:28.360

Vincent A Miller

Evaluating where we're seeing enrollment growth and declines, you'll notice in this on campus population that traditional undergraduate experience. Unfortunately, that's where we've seen the most significant decline in enrollment. It's a non-sustainable decline in enrollment and but it's one that we have experienced and it's one that I'm challenging us as a campus community to again think about what we can do because it's not just in first year student, it's also in retention what we can do from an admissions and a retention standpoint to.

0:10:28.420 --> 0:10:36.700

Vincent A Miller

To stabilize this from a decline into a more consistently stable enrollment, but he degree has exploded.

0:10:37.470 --> 0:11:9.120

Vincent A Miller

As anticipated, I think it far exceeded you've heard this. Its enrollment goals said 109% where it's 798 students enrolled in ACA for this term. That is the difference between the previous term. It's 417 students or 109% growth and Graduate School saw a slight decline over last spring. But again, overall enrollment was down. So at 2.9% drop in Graduate School, some of that was to be expected to be quite honest, we probably saw less of a decline here, so.

0:11:9.400 --> 0:11:17.670

Vincent A Miller

That gives you our spring enrollment update on where we're at currently for spraying. Also shows you how we're tracking enrollments slightly different.

0:11:18.810 --> 0:11:49.740

Vincent A Miller

Uh. A deeper dive into edegree just to share enrollment with edegree, this Kevin Overlayer provided some additional data on this so that we could share that average age of this population is 27 years old. 71.5% are female, the demographic makeup of that is very similar to our demographic distribution across campus and 85.6% are Georgia residents. There were a significant number of credit hours that are transferred in with this population.

0:11:49.790 --> 0:12:7.630

Vincent A Miller

33,000 credit hours transferred in and I know we've had questions in the past about how many of those students came from the traditional face to face programs, and 125 of those students over this enrollment has come from there. And that's in the traditional face to face programs. There were some.

0:12:8.660 --> 0:12:25.150

Vincent A Miller

Fully online undergraduate programs that migrated with E degree. Of course, there were students that moved with that it made. There were 250 students or two 255. I believe that moved with that. But overall we're seeing this growth not in institutional migration.

0:12:26.70 --> 0:12:40.450

Vincent A Miller

Uh, as some may have mentioned, uh, but it's in, it's in outside growth, which is what we're hoping to continue to see happen in this and you'll see some information in a minute as to why we think that's a strong case for enrollment growth.

0:12:41.580 --> 0:13:11.490

Vincent A Miller

When we're looking at summer, we're taking the same approach for summer enrollment tracking. The same calculations have been presented. We believe 51.6% of spring students based on historic should enroll in summer. That's a goal of 5251. But of that number, 572 of those should be new students as we're looking to track what does that mean on our learning opportunities with E degree 634.

0:13:11.630 --> 0:13:41.460

Vincent A Miller

UH-66 of which are new, you'll notice we're ahead. We're seeing again, summer enrollment is ahead, which is fantastic with where we should be at this point in time compared to where we are. And if you look at on campus learning, again, we're tracking it at a much more granular level. 2579 of our traditional undergrad enrolled of that 170 will be new and Graduate School, 2038 of that, we anticipate 336 to be new.

0:13:41.640 --> 0:14:11.970

Vincent A Miller

And that may seem like a pretty big number for Graduate School enrollment, but I'm happy to report to you that Graduate School admissions applications and accepts for summer are 215% higher right now than they were a year ago at this time. So we feel pretty confident in these goals and looking at summer enrollment at this time, looking ahead for fall, just give you a little bit again tracking for that where we're at with applicants and admits more good news if you look at our five-year history of where we've been.

0:14:12.40 --> 0:14:44.80

Vincent A Miller

This year correspond 19 with a pre COVID year we had two falls where we had test scores waived and students could enter the institution with a 2.6 high school GPA. And then we've had two fall semesters this fall and this upcoming fall, where now there's a hybrid approach, you can have it 3.2

high school GPA or if you don't have it 3.2 high school GPA ACT or SAT tests are required. Again, we are exceeding and applied and accepted students at this point in time.

0:14:44.190 --> 0:15:15.380

Vincent A Miller

Which is great news slightly above, which is fantastic. We're seeing the same we're seeing significant growth, 34% growth at the Graduate School. This is masters and specialist degrees doctorates for fall are a little bit down doctorates for fall or a little bit down though we are at this point in time we have accepted more students and doctoral programs. So that gives you an idea of where we are as far as our current enrollment update and how we're tracking. I'm going to turn the presentation over to.

0:15:15.470 --> 0:15:21.960

Vincent A Miller

Gary to talk a little bit about our admission strategies and a little and a deeper enrollment trend information.

0:15:23.910 --> 0:15:44.160

Gary Bush

Thank you, Vance. And it's a pleasure to be here. For those of you that I have not met, please reach out to me. I'd love to get to know you when we're looking at enrollment and what enrollment in the future is going to be and how we're going to grow, I think it's important to go back and look at the trend where we've been and then what our current student makeup body is.

0:15:44.870 --> 0:16:8.740

Gary Bush

And then what are some of those external forces going on? And then we can come up with a plan for growth. This has been our overall enrollment for the last 10 years. You can see that it's trailing down, but somewhere between 2015 and 2019, it leveled off. So there it is possible for, for us, for us to level off and to grow. We also when we look at the new students.

0:16:10.880 --> 0:16:11.170

Gary Bush

Yeah.

0:16:13.280 --> 0:16:13.930

Gary Bush

There we go.

0:16:14.930 --> 0:16:40.890

Gary Bush

Over the last 10 years, you can see it's also a trend down, but something happened in fall 2016 where there was an increase. So again it it's possible to grow and then you can see for the new freshman on the right between fall 15 and the fall 18, there was also growth. So growth has happened here in the past and it can absolutely happen again. So we should take that as a positive and what growth can be.

0:16:41.730 --> 0:16:55.310

Gary Bush

Here's what the new student looks like. Uh, when we bring in new students. And this is a mix of fall 21 and fall 22. So we're just not basing that off of 1 year and about half of our new incoming students and fall.

0:16:56.0 --> 0:17:14.480

Gary Bush

Are your traditional freshmen, and that's an important group because they're the ones that are mostly paying, you know, they're paying the housing, they're paying, the parking, they're paying the activity

fees and all the other fees that kind of make us a comprehensive university. They're paying and it's about half of our incoming new student population.

0:17:15.660 --> 0:17:33.530

Gary Bush

In about 20% are transfers, 26% are graduates in about 6% of our new students every year are dual enrollment. Because that freshman population is so important when to break that down into different areas or regions and the pie chart on the left.

0:17:34.410 --> 0:17:58.530

Gary Bush

This ten years ago, where our freshman students came from, and then the part pie chart on the right or for the last two years, where our traditional freshman, where we, we've gotten our traditional freshman students and you can see our local students makes up about 26% of the last two years of our current freshman students. And those are students within 50 to 60 miles kind of the counties right around us.

0:17:59.530 --> 0:18:4.160

Gary Bush

And the Atlanta region, it's about 18%, Florida is 15%.

0:18:4.820 --> 0:18:10.400

Gary Bush

Umm. And then the remaining in the South is 17 and you can see some of those shifts.

0:18:11.480 --> 0:18:42.560

Gary Bush

10 years ago we got about 3% of the market share in Atlanta. Right now, we're giving getting about .6% and those numbers are so huge in the Atlanta area that we're talking, those are hundreds of students. When you go from 3% to 1/2 of a percent and we're holding pretty steady with our local market and you see that growth in the Florida, that happens to be because of the border state waiver. So Doctor Carvajal talked about how we were the big winners for that.

0:18:42.670 --> 0:18:51.620

Gary Bush

15% of our population right now comes from Florida. They come from Florida because they get a pay that in state price and they still get used their.

0:18:52.700 --> 0:18:55.720

Gary Bush

A Florida scholarship equivalent to the hope.

0:18:57.250 --> 0:19:0.130

Gary Bush

So that's what our freshmen makeup is right now.

0:19:2.390 --> 0:19:4.260

Gary Bush

And when we lose a student?

0:19:8.620 --> 0:19:38.130

Gary Bush

These are the schools. This is the competition that we have, right? So when we admit a student last year and they didn't enroll to Valdosta State, half of the students are going to unroll it either Georgia Southern, Kennesaw State or Georgia State. Those are our biggest competitors. They're the ones that when we admit them and they admit them, 50% of those students that we admit don't enroll are

going to enroll in one of those 3 universities, then Albany, West, Georgia, Columbus, they kind of fall down into that about 4%.

0:19:38.570 --> 0:19:50.910

Gary Bush

No, but our biggest competition and it when we lose a student, we're losing it to one of those three schools and I think that's important for us to know who our true competition is. And again, it's southern Kennesaw.

0:19:51.810 --> 0:20:11.620

Gary Bush

And George State and going back to that previous slide, one of the reasons why our market share was declining is during that 10-year period, Kennesaw went from taking 11% of the market share. And again they're in that market, right? That's their backyard. Most of their students live in that area. They went from taking 11% to 18%.

0:20:12.580 --> 0:20:15.770

Gary Bush

Umm, so they're becoming a bigger player in our market.

0:20:17.80 --> 0:20:36.330

Gary Bush

And I'm going to hit these real quick. You know, the cliffs comment 2025, you heard about it, but the interesting about this chart on the left, it can show you how the top ranked universities and that's the top 100 in the US News World Report are kind of having a different experience than the rest of the schools, they're decline is going to happen less.

0:20:36.980 --> 0:20:46.300

Gary Bush

In fall starting fall 25, then the rest of us and then the chart on the right shows you where the growth is going to happen for the freshman students.

0:20:46.980 --> 0:21:5.30

Gary Bush

The Atlanta market is the only market in the southeast of that's going to grow other than South Carolina, and I think that's probably Charlotte, which is a balloon there probably I'm thinking that's city there. So that Atlanta market is going to become more and more important to us as we move on and then that.

0:21:6.540 --> 0:21:25.570

Gary Bush

Differentiation between the top ranked universities and everyone else. That's also true for graduate schools that they're growing at a significantly higher rate than the rest of the schools, as well as for international that they're taking a bigger piece of the share for the undergraduates and the graduates.

0:21:26.570 --> 0:21:42.660

Gary Bush

Which means that we need to start shifting our focus to the nontraditional, and that's why they eat degree is going to be so important for us in this chart shows the growth in the next 10 years for your nontraditional aged students in the state of Georgia. Those are students 25 to 44 years old.

0:21:43.910 --> 0:21:53.720

Gary Bush

And Atlanta is such a big market, but this is really two slides into one because we put it all in one there just be a line for everybody else on the bottom and Atlanta. So how you look at this?

0:21:54.410 --> 0:22:6.730

Gary Bush

Raft is a bar chart. The numbers are on the right, so the nontraditional students in Atlanta, they're going to grow from around 700,000 to around 800,000 over the next 10 years.

0:22:7.730 --> 0:22:29.290

Gary Bush

And our local market and those numbers are on the left there. Is there a little bit more than 50,000 and it stays pretty flat, matter of fact most of the state is staying pretty flat except for the Northeast is growing a little bit. And then the southwest is declining more than a little bit. You know several like I think it's about 20,000 that they're declining.

0:22:30.160 --> 0:22:39.290

Gary Bush

So that nontraditional population is going to be more is going to be very important, particularly not in our area. And that's where the degree comes in.

0:22:45.90 --> 0:23:15.620

Gary Bush

So what that tells us is how are we going to grow is we need to put our resources and our time where the students are, we have to win our local market. Those students have to want to come here that are local. We also have to win that Metro Atlanta area we have to get back to that 3% market share four 5%. We just have to grow that to grow our undergraduate population in Florida is going to continue to be an important market for us. There's also other high producing areas.

0:23:15.700 --> 0:23:45.480

Gary Bush

And we know that by breaking it down from the school level, you're Warner Robins. You're Houston County area making. Those are going to be high producing areas for us and we can't lose fat or we can't forget about the secondary market. And that's, you know, the central and the remaining South Georgia, those still bringing a lot of students. And we have to serve them. And one way we keep track is you don't want to always look back and go, oh, we missed that. So we have some key performance indicators.

0:23:46.240 --> 0:24:4.80

Gary Bush

How many students do we see when we go out on a visit? How many cars do we get? How are how those applications coming in and how do they compare for the last six years so we keep track of that by territory. And one thing that really helps us keep track of that is our CRM. We have to leverage our technology to be better.

0:24:5.220 --> 0:24:26.940

Gary Bush

One way that we can do that is we we're going to start purchasing names earlier and start communicating with students earlier because it's important for students when they're freshmen, sophomores and juniors in high school and they start that college search process for us to be one of the first ones that talk to him. So they hear about Valdosta. So the first time they hear about Valdosta isn't when we want them, is it when we ask them to apply?

0:24:27.840 --> 0:24:38.800

Gary Bush

It's we're building that relationship earlier with them. So when it comes time for them to apply, they're like, oh, yeah, I've heard about Valdosta. I know the great things that they're doing, we're have to leverage their communication.

0:24:39.690 --> 0:25:9.810

Gary Bush

So it's timely, it's going to be relational build that relationship with that student, and it's got to be a mix of text, emails, print still viable, that postcard that goes home and the parent sees it is still important as well as social media. That's where the students aren't. That's where we're going to have to be. And it also has to drive those students to that next step, right, submitting that application, getting that application complete, getting accepted and enrolling. And we also have to start doing things because if we admit a student now.

0:25:9.900 --> 0:25:19.790

Gary Bush

And we don't do anything else with them. It's 5-6 months before school shows up, so we've got a keep them excited about joining Valdosta in the fall.

0:25:20.450 --> 0:25:34.640

Gary Bush

You know, one of the most important things that the CRM and our technology does is it helps us track each and every interaction that we have with a student. And that allows us to take a look to see if we're spending our money and our resources and our time in the right way.

0:25:36.380 --> 0:25:39.540

Gary Bush

And that helps us come up with some of our signature events.

0:25:40.660 --> 0:25:59.220

Gary Bush

And right now our big secretary events or daily tours are open houses, and our V state experience, and to meet students where they are, we're going to have to start taking those V state experiences and put them virtual with through colleges in our different interest groups and majors, and really meeting those students where they are, as well as adding some.

0:26:0.310 --> 0:26:31.360

Gary Bush

Bringing back the scholarships, I think we used to have scholarships and honors days. We're going to bring that back. And like I said, when a student gets admitted, we have to keep them excited about coming to Valdosta and so that means we're going to host the accepted student days as well as other events virtually to keep students excited about Valdosta. And we're going to start A Council of breakfast to bring local councilors and Atlanta counselors to visit our campus and see some of the great things that we're doing. And once we're able to do that, reach out to the students earlier.

0:26:32.110 --> 0:26:35.80

Gary Bush

Get them excited about the school and finding the right.

0:26:35.730 --> 0:26:48.30

Gary Bush

Umm mix, whether it's visiting them or virtual or go and see them or bringing them on campus. Then we have to keep them here. And I think Vince is going to talk about retention next.

0:26:52.180 --> 0:27:25.460

Vincent A Miller

Absolutely. Thank you. Thank you, Gary. And you know it does take a significant amount of resource to recruit a student to the institution and once they're part of our campus community, it's really important that we take a look at things that matter as it relates to keeping students enrolled at the at Rosa State. And so when we look at retention, there's a couple of things I'm going to show you

majority of the time. I told you earlier with our enrollment, you know our slide and traditional undergraduate population is pretty significant and we need to look first at kind of leveling that off.

0:27:25.540 --> 0:27:42.190

Vincent A Miller

So I'm going to focus quite a bit on that first-time full-time freshman cohort. It's also how universities report retention to iPads and to the university system of Georgia and, and simplest terms, what it means is the retention numbers, how many we keep in.

0:27:43.400 --> 0:28:14.110

Vincent A Miller

Those who are not retained, we don't keep. And so we're going to look at it from that perspective. When I first arrived about the state, there was a task force 7080 Task force. Some of you may remember that that was put together to really look at institutional opportunities to move us from a 70% retention rate of that first-time freshman cohort to an 80% retention rate that migrated around 2016, 2017 when we developed the Student Success Division to a student Success Council of a group of campus wide difference makers.

0:28:14.210 --> 0:28:46.40

Vincent A Miller

Really focused at looking at hurdles students had as part of their college experience and breaking down those hurdles. Where did? Where have those efforts been for us? Well, what's great about it is that we've seen a steady retention rate though when we look at the information, you know, 70 to 80 task force, we did not move, you know, beyond really that 70% retention rate. So we know as a campus, we're going to have to do a lift and we're going to have to do a lift together. There's not any one silver bullet when it comes to retention.

0:28:46.190 --> 0:29:16.440

Vincent A Miller

All of us have an opportunity to make a small difference to move this needle, but we saw our largest retention rate happen in fall 2019 cohort. So this is the fall group that returned fall 20. And as we know, fall 20 was the 1st Fall post pandemic. Her funds gear funds which supported tuition. Those funds were also available for need based aid, emergency funds, medical bills, child support, child support, home safety.

0:29:16.560 --> 0:29:47.590

Vincent A Miller

A number of reasons financially, that incentivize continual enrollment. And then we had to retention years that for first time full-time freshman where again we had those cohorts that we emitted at a 2.6 GPA did not need an ACT or SAT test score. We knew that that would be a loss somewhere in retention rate. Not sure how it would impact us, but we saw our first-time full-time retention rates, 5658, the lowest we've seen in that 10-year period.

0:29:47.790 --> 0:30:12.160

Vincent A Miller

I threw part time up because part time is also important. You'll notice the number of students in our part time cohort for freshmen is small except for this year post COVID. But we even this even last fall only 66 students. But again there's something here about part-time retention that we also have an opportunity to focus on.

0:30:13.230 --> 0:30:43.470

Vincent A Miller

Uh, but I told you earlier, right, we're doing some very detailed modeling. Good news with this persistence rate prediction, we are predicting that this cohort will matriculate back to us next spring at 64%. That's about a 7% leftover last fall cohort. Again, we're moving in the right direction and

hopefully moving us back towards that 70%. The challenge with it is and this I'm going to, we're going to get into some really detailed.

0:30:43.520 --> 0:31:13.830

Vincent A Miller

Charts and I apologize in advance. Again some data overload, but I'm going to try to explain them to you. When we look at those cohorts as they come in, these are the enrollments of those cohorts. This is what's called persistence follow to spring. And then this is retention basically fall to fall or did they come back the following fall? So this would have been the first year of this cohort, second year of this cohort and then we've got some scenarios of what we potentially could see in retention rates.

0:31:14.190 --> 0:31:44.120

Vincent A Miller

This is what I wanted to highlight here. In some instances just on our path because we you know, we know that we know to our data and what our historical rates have been. We're using that to inform us to, to move us from a 59 to a 55% retention rate of this cohort. The reality is we've had we've had to bring back 88 students that left us because there was only one fall 21 class. And so we know that this is a challenge.

0:31:44.190 --> 0:32:14.250

Vincent A Miller

For us to do that and so when we see these types of persistence numbers which are persistent numbers again are right in this path right here and where we were predicting that gave us a lost threshold of about 117 students that didn't return and we should see again 65% or so in retention rate. But what does that do for graduation rates? Well, it keeps matriculating through. It's a bubble that flows through our enrollment and we've had some really successful years.

0:32:14.330 --> 0:32:45.480

Vincent A Miller

The work is 24% was our highest since fall 25%, our highest 52% was our highest in the third year. Retention rates of keeping these students moving to a four-year graduation rate. But unfortunately here's what we have on the horizon. So four-year graduation rates potentially 12% six-year graduation rates because we've got to again there's no new students coming in, we retain 56% from this class.

0:32:45.770 --> 0:33:2.130

Vincent A Miller

So it becomes even more critical that we find ways to keep moving these numbers up. So this class, the 56% that came back year 244, we need to keep as many of these 44 as possible and again so.

0:33:2.220 --> 0:33:35.620

Vincent A Miller

And again, it's on the positive swing, but we've got to move this cohort through for our retention. And again, this is just iPad reporting data. First time full-time freshman data. We know that our enrollment is not going to be projected on this, not total enrollment, but it is how this data and information is reported when we look at it for transfer students, we've seen our transfer student retention rates over 10-year trend or higher. We know they're coming into the institution, they're upper class potentially they're a little bit more experienced navigating the college environment.

0:33:35.740 --> 0:34:7.490

Vincent A Miller

We did see a slight dip down to that first-year student, 6869 percent, 71 again, there's space still or for retention improvements, but we do see a larger number of those individuals who transfer to us or in the part time category retention rates are better than the freshman at part time, but they're still

again over. We lose, you know, almost 50 in this case, 40% of that cohort, which we're hopefully we'll generate some ideas about how we retain those population.

0:34:7.780 --> 0:34:38.390

Vincent A Miller

Looking at Graduate School masters at specialists in doctorate, those numbers are extremely successful. In the 80s, high 70s and 80s, you'll notice that we've been as high in the past as 92 percent, 91-point percent and doctorate as high as in the past at 94 1/2% and add specialist. So again, opportunities across the board. But to see this, this population is a highly retained population. Again, while most of what we're going to focus on is that that undergraduate level.

0:34:39.650 --> 0:35:9.500

Vincent A Miller

When we peel back the layers a little bit more, some things I want to share with you students not retained over the five-year period of the students not retained. So this is what our retention number was 59.55%. We did not retain 30% of the population, did not retain 26.4%. This did not retain these students never requested a transcript. So they never asked us for their transcript to go somewhere else. You'll notice this green bar is people who request transcripts from us.

0:35:10.0 --> 0:35:32.480

Vincent A Miller

On average, we see about 14% who will request the transfer and transfer out of this cohort, but we had a large population that did not. What's interesting because we mentioned we had a 2.6 high school GPA. What's interesting, when we ran the analysis of those students who quit college quit the issue and quit college had we kept.

0:35:33.240 --> 0:36:4.990

Vincent A Miller

Of that population, students who were in academic good standing are on the Dean's list, so they were by all intensive part, they were not academic probation. They were in academic good standing. We would have had. And when we looked back, the same is true before these two cohorts. We had the opportunity to increase retention rates as high as 63 percent, 61 percent, 77%. So we know that there's a portion of our students that quit the issue, no longer enroll anywhere else.

0:36:5.350 --> 0:36:7.380

Vincent A Miller

But fit this category.

0:36:8.120 --> 0:36:38.110

Vincent A Miller

Umm, when you look beyond that, what else is interesting? We look at those who transferred to another institution. This is a chart of who left the VSU. Here's our VSU retention rate. Here's who left VSU went to another university for the same or similar major and program of study. Had we kept them. Look at where our retention rates would have been 7% higher, 9% higher.

0:36:38.450 --> 0:36:58.830

Vincent A Miller

Almost 10% higher. So we know that there's something about losing good students enrolled somewhere else. That is happening, though I'm not sure you know we're together. We need to think about what opportunities and potential solutions we can engage in to get these numbers moving back in our favor.

0:37:0.100 --> 0:37:18.650

Vincent A Miller

So I got asked the question when I shared some of this information at the Budget Advisory Committee, what can we do at departments specific level to inform or impact change? And so I've got

a couple of slides I want to show you in a little bit more detail at college and that I promise you this, we're getting near the end. So at the college level information.

0:37:19.660 --> 0:37:41.530

Vincent A Miller

I want to show you a couple different things, so this again, first time full-time freshman cohort. It's a 5 year look across this population, it's approximately 9000 students of that 9000 students are almost 9000 students. Have you just said give me the bottom 25%, the next 25%, the next 25 and the top 25.

0:37:42.310 --> 0:38:13.70

Vincent A Miller

And you took high school GPA, which we know is an academic predictor of success and said, where does that fall? Our top 25% was at 3.56 to a 40 high school GPA and we know we would anticipate seeing retention rate numbers at this level 79828681 and we're sharing this across university data and then by college to try to provide a little bit more granular information. But what is the next cohort? So our top 50%.

0:38:13.240 --> 0:38:40.90

Vincent A Miller

3.17 and 3.56. I think a lot of people would say that a student come out of high school with those GPA's are academically prepared and ready for the rigor of high school rigor for college. Excuse me. And so it's interesting to see where we land. This is pretty much in line with what we saw are historical trend 68 to 70% retention rates as an institution. When you look at the next bottom.

0:38:40.170 --> 0:39:6.140

Vincent A Miller

Uh, we said the bottom 50% quadrant 2A278A37 again a 30 to 317 falls in this category just based on the split and equal split that this population you start to see we get down into lower retention rates and then I think folks would maybe anticipate a 27 or less have lower retention rates but there are some outliers. You can see the College of the Arts.

0:39:6.680 --> 0:39:37.630

Vincent A Miller

Uh is a little bit of an outlier. This administration for this population, a little bit of an outlier in these groups. And so there's opportunity for us to, to, to explore what is, you know, what things are taking place. And these colleges with these students that are that are lending success and then what opportunities maybe we have to move some of these students this way. And some of these students this way, as you know 3.2 GPA you can get admitted analysis state now and a 3.2 GPA.

0:39:38.860 --> 0:40:7.890

Vincent A Miller

With without a high school transcript, as you would anticipate, the fall 21 cohort that caused a little bit of a GPA shift and this group, so 3/2 to 3/5 eight, it widened the gap here from a 287. It's a smaller number. Remember we had 1081 divide that equally. It's 423 students. You can see the impact it had on retention rates. Actually some of these numbers are lower than our five-year trend but also our overall retention of this cohort.

0:40:7.990 --> 0:40:11.210

Vincent A Miller

It was a lower than our five-year trend. So we would anticipate some of this.

0:40:12.250 --> 0:40:34.460

Vincent A Miller

The same is of course, UM of transfer students. We look at transfer GPA's three O to a four O is our top 50%. We can see where those transfer students have come into these programs of studies within

these colleges and how they have fared as far as retention rates go. And again an opportunity where all of us can.

0:40:34.990 --> 0:41:5.320

Vincent A Miller

Uh, use part of our strategic planning and ideas moving forward about retention and retention success. Another interesting factor is this first-time full-time freshman cohort, midterm grades and whether or not that had an impact. What's interesting is the student got no midterm grades in this period. Look at the retention rates of students with no midterm grades. Now granted it's small, it's only 79 students, so it's pretty impressive at the reporting rates of our midterm grades of our freshman science and math and outlier in this population.

0:41:5.370 --> 0:41:11.300

Vincent A Miller

For success, but a student who got midterm grade feedback and got no negative feedback.

0:41:12.50 --> 0:41:34.240

Vincent A Miller

Look at this. Retention rates are 78% are higher at only one negative grade and all the other grades could have been positive. You could see where that impacts by college 69% again back in line. But look at this when you start to look at students who got two or more negative grades as part of midterm, we start to see where that population.

0:41:34.860 --> 0:41:40.630

Vincent A Miller

Uh is not going to be as successful as other populations on campus.

0:41:41.430 --> 0:41:46.630

Vincent A Miller

Uh. The same? Uh, when we look at the 2021 cohort, it's the exact same.

0:41:48.260 --> 0:42:19.790

Vincent A Miller

Little bit off here in the nursing and Health Sciences, but overall we know that there's an opportunity here to intervene in this population. Another piece we looked at was whether or not freshman learning communities had an impact when they say freshman learning communities, we talk about cohort-based learning. These students are in the at least two classes together, usually three, one of which is a first-year experience course and two other core courses and they are facilitated by these areas. This is a five-year trend.

0:42:20.150 --> 0:42:36.560

Vincent A Miller

Look at the success rates of a first-year learning community as it relates to just our university. Total GPA and students who didn't participate at all in a first in a in a cohort-based learning environment. So there's opportunity there and cohort learning.

0:42:37.930 --> 0:43:10.590

Vincent A Miller

When we look at one more thing, we look at from an academic perspective, we looked at students who were in their modality of classes. This is all students. This is freshman, sophomore students. And I say all this excludes E degree graduate dual enrollment transient and it excludes summer term because we know summer term is a high population of instruction online. When we look at this freshmen and sophomores of their percent online based on average GPA, when you look at students who are taking no online.

0:43:10.720 --> 0:43:23.750

Vincent A Miller

Or less than half of their schedule online, we see a fairly consistent success rate this period right here that I have in red is the COVID period. And then I have this breakpoint because prior to this breakpoint.

0:43:24.130 --> 0:43:53.70

Vincent A Miller

Yeah. If you look at fully online, we average about 120 students a term and the fully online after this breakpoint, that average has doubled the 250 what we've seen is that GPA rates between these two and what we'd expect of upper class. There's a fairly similar pattern between the success rates of fully online versus students that took less than half of their schedule online and so may not be as significant of the of.

0:43:53.840 --> 0:44:2.590

Vincent A Miller

Information as it relates to student success. But when you look at persistence right and what persistent rate means that this population, did they show up the next semester?

0:44:3.950 --> 0:44:34.190

Vincent A Miller

There is a very significant difference in our freshman and sophomore population in a fully online learning pattern and the whether or not they came back the following semester, but this is whether or not they came back, fall and spring, spring, the fall and this this we took summer out. So did they come back the following fall and that is different? This is significantly different compared to an upper-class student whose GPA's had no impact or difference, but we would anticipate in upper class student.

0:44:34.540 --> 0:44:46.190

Vincent A Miller

Is a little bit more acclimated to the learning environment and the opportunities and so maybe there's something there that we can explore as it relates to underclass students in a fully online learning segment.

0:44:46.910 --> 0:45:16.840

Vincent A Miller

The nonacademic factors we looked at whether or not financial aid award type and had any impact on it. As you can imagine, hope, hope, definitely students who qualify for hope have a higher academic preparation as you would potentially that's the assumption and it definitely transpires and retention rates of those cohorts, this is over A5 year period. You'll notice though that in some cases no hope, no cell, no long College of the arts is having success with that population.

0:45:16.910 --> 0:45:44.160

Vincent A Miller

Come on. A difference, at least an outlier and no hope. No Pell and loans. Only again the College of the Arts is something there potentially can be learned. But then we've got students who come to us with no hope that are only funding their education with pals and loans. And we've got opportunity here to support that population. It's 2196 of our students over this time period fell into that category.

0:45:45.800 --> 0:46:7.410

Vincent A Miller

And the other thing is we have difficulty tracking scholarships. We can't track scholarships in the same way. It's a decentralized process across campus. So we're not really sure what impact scholarships may have on any of these populations through an aid process at this time. We look at transfer students, similar approach, transfer students, though we saw earlier retained at higher levels.

0:46:8.100 --> 0:46:38.890

Vincent A Miller

And then we looked at race, ethnicity, gender and male and female and overall African American males. As we as a research shares are, are retained at the least. And so we know that there are areas where maybe expanded programs focused in this area, but we also have seen Hispanic student population, Hispanic males in particular within humanities and social sciences. And then we looked at our white student and overall retention.

0:46:39.290 --> 0:46:46.170

Vincent A Miller

Uh is higher similar here and then other and these are defined by.

0:46:46.290 --> 0:47:16.560

Vincent A Miller

Uh application when students apply to the institution, and then we looked at housing status because at one-point housing was a determinant of students who lived on campus, were retained at higher. Unfortunately, our fall 2021 cohort had no difference in those two. So it's an area of focus for us to look at how the residential experience can impact retention and as many of you may know, we did work on engagement and we looked at whether or not students being engaged on campus and attending events on campus at an impact.

0:47:16.710 --> 0:47:49.340

Vincent A Miller

We pulled updated data for this and it still has a significant impact. If you look at the student that did one event versus a student who went to 10 or more events there, retention rate was 20 1/2%. Higher matter of fact, 69%. It has declined as our retention rates have declined. It's been as high as 85.6% would fall 19 cohort, but event engagement still has a significant impact on retention as well as on transfer student retention. Also the same thing. It's a 9 1/2% difference.

0:47:49.520 --> 0:47:58.880

Vincent A Miller

And engagement for students, although fewer transfer students are engaged. But you know a larger population of those students are not engaged.

0:47:59.650 --> 0:48:30.240

Vincent A Miller

So what's next for the institution? I want to update you on a couple of things that's happening. One is the institution is contracted this semester with the National Institute for Student Success. Miss. Miss has three core principles. They believe institutions may inadvertently hinder students' success through policies, practices or structures that from May provide key dividers or equity gaps that institutions can better leverage. Data like you've seen today to understand these institutional barriers to completion and that action-oriented institutions.

0:48:30.460 --> 0:49:2.930

Vincent A Miller

Uh can support or create a stronger, more equitable enrollment retention and graduation outcomes. We're hoping that we continue to move us and continue to maintain our focus on an action-oriented institution towards our PG outcomes. What does this do? They do a couple of things. They do diagnostic inputs, they look at iPads, they look at a questionnaire which they've already sent to the institution that looked at a number of factors. They do a campus stakeholder survey and they also do some institutional information and data planning. They look at strategic plan.

0:49:3.0 --> 0:49:14.200

Vincent A Miller

You have to be rights and other pieces. They come in, they run and diagnostic analysis. They analyze and all of this to look at next steps and they provide US data-driven insights.

0:49:15.340 --> 0:49:44.90

Vincent A Miller

That's informed them to actually do stakeholder interviews, and then the end product at the end of the semester is going to be an actual playbook with an executive summary with some actual prioritized action and implementation steps. That is an institution provide us a clear path to continue our progress towards student success and student retention and graduation when one to know what areas they're focused on. All of these areas, every single one of them is a part of this.

0:49:44.460 --> 0:50:14.810

Vincent A Miller

Yeah, National Institute for Student Success assessment that this group is doing with us and where are we just to give you an idea where we are. We started our onboarding and we actually in January this week. So we're a little ahead of schedule. We have already done part one with all of this data feedback and so we're again a little bit of ahead and we anticipate actually by the end of this month to get some preliminary findings shared with us as an institution.

0:50:15.480 --> 0:50:45.350

Vincent A Miller

Again, we're targeting hopefully a finish right before the end of spring semester and then there'll be opportunities to engage in information that we have throughout the summer as we prepare for fall. Other ideas, lots of things that we can do. Again, this is supposed to be idea generating. So lots of things that we can do, these are just brainstorm ideas from previous conversations and then I'm looking forward to seeing what else was included in the survey information that you all shared in the link today and.

0:50:45.440 --> 0:50:56.350

Vincent A Miller

And again, continuing to work with our campus as we focus on both the recruitment side at Gary shared with you with our mission strategies and then our retention as well.

0:50:58.380 --> 0:51:19.880

Vincent A Miller

I know that was a lot. I apologize. Information overload, data overload, but I appreciate you, the governance groups, for meeting with this is the first of those meetings we'll meet next week as well with those groups who thank you for the opportunity and they'll be less information in the future. But we knew we wanted to get all of this out to get that baseline information out to campus.

0:51:21.790 --> 0:51:35.840

Chunlei Liu

Thank you, Doctor Miller, for give us a wonderful presentation. It is very informative. Uh, we have some questions in the chat asking whether you can share the PowerPoint with people.

0:51:36.940 --> 0:51:37.670

Vincent A Miller

Absolutely.

0:51:38.590 --> 0:52:4.840

Vincent A Miller

Yeah. And I even think I saw that this meeting is being recorded as well. So I don't know if that's shared through the teams, but the narrative with the PowerPoint might be helpful, but we're also Gary and I both are willing to meet because and to and through these, if there's more information obviously deeper dive, very, very provided college level information. But I know the deeper dive into maybe program specific information can be available also.