WEBVTT

1
00:00:15.239 --> 00:00:18.239
Let's say Mr Richardson is joined us.

2
00:00:18.239 --> 00:00:28.440
Good morning. Good morning. We're waiting on confirmation that the live
stream is going on or is working.

3
00:00:28.440 --> 00:00:31.920
Before we start.

4
00:00:31.920 --> 00:00:35.490
Hence the silence.

5
00:00:35.490 --> 00:00:44.880
Oh, okay, so we're all yes, actually, I tried to livestream too, and
didn't work.

6
00:00:45.990 --> 00:00:57.060
No. Okay. Mr. Mr. interesting. Are you calling from the campus of
Virginia? State University? Yes. Do you see me out? That's how my
swearing on a little chilly.

7
00:00:57.060 --> 00:01:01.259
Oh, there you are.

8
00:01:01.259 --> 00:01:05.939
What you do in down there you already in town for the tomorrow's meeting.

9
00:01:05.939 --> 00:01:09.180
Exactly to get an early start on things.

10
00:01:09.180 --> 00:01:16.950
Outstanding, I moved to another part of the campus laid on, so you'll see
me.

11
00:01:16.950 --> 00:01:30.864
The different part all around the day. Are you going to be outside for
the meeting? You're chairing this afternoon or will you find a a table or
desk somewhere? I'll try to find some way hand side.

12
00:01:32.939 --> 00:01:36.959
Although we just supposed to warm up, I think a good bit.

13
00:01:36.959 --> 00:01:41.549
Wireless the register and I did receive your message.

14
00:01:41.549 --> 00:01:45.870
Oh, okay, great. Great. So just wanted to say hello.

15
00:01:45.870 --> 00:01:52.379
How bad I hadn't spoken to you since the last meeting I just wanted to
say hello?

16
00:01:52.379 --> 00:01:55.560
No problem. So if you'd like to hear yourself.

17
00:01:55.560 --> 00:02:07.079
Hope you're well, my wife is from Montana and Montana. They refer to this
weather as June.

18
00:02:07.079 --> 00:02:12.120
And.

19
00:02:13.439 --> 00:02:21.389
Well, you know, I'm from West Virginia and then spent 7 years in Colorado
so this is awesome. I love this.

20
00:02:21.389 --> 00:02:26.039
Just don't talk to me in July. Not. I'm sure we are live.

21
00:02:28.944 --> 00:02:42.264
Excellent. Excellent. So, let's get started. Thank you everyone for
dialing in. Um, if we could do a call to, uh, the roll call Dr red.

22
00:02:42.990 --> 00:02:51.300
Hi.

23
00:02:51.300 --> 00:02:57.180
Dr. Rad.

24
00:02:59.280 --> 00:03:07.770
Yes, ma'am. Good morning. Everyone. Hi we're, we're ready for the roll
call.

25
00:03:07.770 --> 00:03:11.280
Is Pamela curry?

26
00:03:11.280 --> 00:03:15.960
Here Dr Christine darn.

27
00:03:15.960 --> 00:03:23.129
Mr. Charlie he'll wasn't accounted for Mr. William Murray present.

28
00:03:23.129 --> 00:03:28.650
Mr. Davis Richard here. Vc here.

29
00:03:28.650 --> 00:03:32.370
Mr. my Internet.

30
00:03:32.370 --> 00:03:36.810
Mr. Gregory were only here.

31
00:03:36.810 --> 00:03:42.300
Mr. Ron Wednesday here.

32
00:03:42.300 --> 00:03:50.460
Morning and we like to recognize Cameron, gray s. T representatives.

33
00:03:50.460 --> 00:03:55.560
And Dr, our new faculty represented.

34
00:03:56.909 --> 00:04:02.310
Madam chair you do have a thank you. Welcome. Everybody.

35
00:04:02.310 --> 00:04:06.659
Do we have someone to do the invocation for it?

36
00:04:06.659 --> 00:04:10.800
Mr. Rodney.

37
00:04:10.800 --> 00:04:15.780
All right, let us go before the father.

38
00:04:15.780 --> 00:04:19.980
You are the god of covenant faithful promises.

39
00:04:19.980 --> 00:04:24.360
Tom and Tom, again, you have proven, you'll do just what you said.

40
00:04:24.360 --> 00:04:27.598
Though the storms may come and the wins may blow.

41
00:04:27.598 --> 00:04:35.939
We will remain steadfast, keep protect and stripped and mentally physically and spiritually as we navigate through this pandemic.

42
00:04:35.939 --> 00:04:40.288
And let our hearts learn when you speak a word, it will come to pass.

43
00:04:40.288 --> 00:04:45.509
Great is your faithfulness to us for now and forever more Amen.

44
00:04:45.509 --> 00:04:49.588
Thank you Mr. hall.

45
00:04:49.588 --> 00:04:55.168
If we could get the approval of the agenda.

46
00:04:55.168 --> 00:04:59.848
All in favor say, aye aye.

47
00:05:02.093 --> 00:05:15.473
Thank you and then we will need motion in a 2nd, and then a roll call to approve the previous meeting's minutes. And also, if anyone has any changes to them, please note that now.

48
00:05:18.178 --> 00:05:22.408
I'll make a motion for adoption as a minutes as presented. 2nd, it.

49
00:05:24.418 --> 00:05:30.569
Thank you Mr. Richardson for the emotion and Mr. Hill for the 2nd.

50
00:05:30.569 --> 00:05:34.108
Dr red, if we could have, uh, um.

51
00:05:34.108 --> 00:05:39.809
Broke silence.

52
00:05:49.228 --> 00:05:54.059
Dr, it.

53
00:05:54.059 --> 00:06:00.449
It always takes a moment to unmute myself. So appreciate your patience.

54
00:06:00.449 --> 00:06:05.608
Is Pamela curry?

55
00:06:05.608 --> 00:06:09.778
Curry.

56
00:06:09.778 --> 00:06:13.228
You may be right?

57
00:06:13.228 --> 00:06:21.329
Okay, I okay, Christine. Darren I.

58
00:06:21.329 --> 00:06:29.189
Mr. Charley, he'll do a Murray does every Richardson I.

59
00:06:29.189 --> 00:06:32.999
Does Duane with the Gregory roti?

60
00:06:32.999 --> 00:06:37.228
Here.

61
00:06:37.494 --> 00:06:44.184
Thank you. Okay, that sounds good.

62

00:06:44.184 --> 00:06:55.343
Now, we can move on and if I could just take just 1 moment before you begin. Dr Abdullah, I would like to say that.

63
00:06:57.113 --> 00:07:05.994
We have a very full agenda. We don't have any action items this this time, which is unusual for us, but we do have a very full agenda.

64
00:07:06.053 --> 00:07:20.244
We will be discussing the shared institutional performance standards and I wanted to make sure that all the members of this committee knew that I'd like to really have a good conversation about this when that item comes up.

65
00:07:20.514 --> 00:07:23.694
And then tomorrow at the full board meeting.

66
00:07:24.119 --> 00:07:34.134
Um, we will have a couple of the folks from XIV available to answer any questions, um, or go into anything more fully about what the process is.

67
00:07:34.134 --> 00:07:35.274
And how we do this,

68
00:07:35.694 --> 00:07:36.024
um,

69
00:07:36.024 --> 00:07:38.874
Dr pong Kevin Davenport,

70
00:07:38.903 --> 00:07:39.834
the president,

71
00:07:40.254 --> 00:07:40.913
um,

72
00:07:41.093 --> 00:07:45.653
have all been working very closely with Shane and,

73
00:07:45.653 --> 00:07:47.033
and Bill Murray,

74

00:07:47.033 --> 00:07:50.334
as a former chef member knows well,

75
00:07:51.413 --> 00:07:58.944
how hard the chef folks work with institutions and they have truly been
helpful to us.

76
00:07:59.189 --> 00:08:02.519
And understanding exactly what their actions.

77
00:08:02.519 --> 00:08:06.988
I mean, and what the path is going forward.

78
00:08:06.988 --> 00:08:14.694
Um, they've been very explicit in comments to me, about fact that this
has nothing to do with accreditation.

79
00:08:14.694 --> 00:08:26.783
This is an administrative and financial issue that's laid out in the in
the budget of the common. Well, it was started during restructuring.

80
00:08:27.658 --> 00:08:33.629
Gosh, all the way back in 2006 or 7 maybe. So just with that as as.

81
00:08:33.629 --> 00:08:38.099
Preface remarks Dr Abdullah, I'll hand it over to you.

82
00:08:38.099 --> 00:08:52.943
And 1, other thing Dr Marie has to leave at 10. um, and so after you
finished Mr President doctor Murray, if you need to say anything, or if
you if before you leave the meeting, you want to say something. Please
just let me know.

83
00:08:53.219 --> 00:09:08.004
Well, thank you, thank you, Madam chair. Thank Thank you. Thank you. Very
much Madam chair and and I know that there is a full agenda, of course,
including the, the shared report, uh, the enrollment, our regular
reports, and of course, our reopen plan.

84
00:09:08.004 --> 00:09:14.933
So, I'll be, I'll be brief, I just want to I'm going to use my time to
just introduce our new faculty Senate chair.

85

00:09:15.533 --> 00:09:22.433
Who has joined us Dr is a professor in the Department of mathematics and economics.

86
00:09:23.514 --> 00:09:36.114
He is a, he is, of course, the chair of the faculty send it to me as served as the chair of the tenure promotion committee for a couple of our years here at Virginia state. He, I think most most impressive. And I wanted to share this.

87
00:09:36.114 --> 00:09:44.813
I he received his pH D in maska from low mono solve State University in Russia and prior to joining Virginia state,

88
00:09:45.144 --> 00:09:49.224
his career spanned the global range and included being the ambassador tomorrow Dover,

89
00:09:49.433 --> 00:09:51.984
the master of them all over to the United States and Canada.

90
00:09:52.374 --> 00:09:58.494
The deputy foreign minister, and a member of the model was government and the 1st minister of privatization.

91
00:10:19.318 --> 00:10:25.168
And that concludes my report, man, thank you. Mr President, thank you.

92
00:10:25.168 --> 00:10:33.688
Thank you for your comments, and we are honored to have you join us always to have an, any faculty member with us, but.

93
00:10:33.688 --> 00:10:40.948
Given all of your accomplishments, we really appreciate you being here and we will have.

94
00:10:40.948 --> 00:10:51.149
At the full board meeting for you to give your remarks that please feel free to join in and ask questions during the course of this meeting.

95
00:10:51.149 --> 00:10:57.538
Thank you miss Karen. It's a lot for me to be part of this distinguished family.

96
00:10:58.859 --> 00:11:13.644
Thank you and now I'm gonna turn it over to Dr Paul to sort of run the
rest of the agenda almost the rest of the agenda. Yes. Thank you. Madam
chair. Mr director and board members. Good morning.

97
00:11:13.974 --> 00:11:25.283
Uh, we have do have a full agenda. I'm excited to actually work through
the agenda at the beginning of our agenda. We're going to go ahead and
have MS Clemens talk about the reopening plan.

98
00:11:25.283 --> 00:11:33.173
And so I think he'll be, I believe you are driving if you can pull up
Clements reopening plan to present to the board. That'd be great.

99
00:11:38.933 --> 00:11:52.553
And again, again, if I haven't introduced MS claims, I think you may have
met her before, but MS Clemens, she actually is the sq grad alone, and
she is now our director of our health center, and she started back in
August.

100
00:11:52.553 --> 00:12:06.624
So, of course, she hit the ground running written in the middle of covert
and I think the 1st day she started, there was a hurricane. So, again,
she is a battle tested and she's actually helping us get through this,
this whole covert 19 reopening plan.

101
00:12:06.624 --> 00:12:08.754
And so I'm really happy to have her on the team.

102
00:12:11.068 --> 00:12:15.688
Thank you. Good morning. Everyone good morning. Good morning.

103
00:12:17.038 --> 00:12:22.408
So we'll have Mr Harris I'll pull up your presentation. Oh, right.

104
00:12:24.808 --> 00:12:32.999
And on diligent, it's on page begins on page 17 begins your outline and
then follows from there.

105
00:13:02.788 --> 00:13:11.038
Let me, um, try to connect with Mr. Harris to see if he's having problems
pulling that up.

106

00:13:17.188 --> 00:13:27.149
And I was wrong, the reopening plan does begin on 17. I'm trying to find where it begins. If anybody's following along on diligent.

107
00:14:06.239 --> 00:14:13.649
Eva.

108
00:14:13.649 --> 00:14:16.739
Have we gotten through to Mr hair?

109
00:14:20.969 --> 00:14:25.708
There we go the reopening plan starts on page 51 and diligent.

110
00:14:29.009 --> 00:14:34.198
Yeah, I did just get in touch with Mr. he's working through a technical issue. He'll be right with us.

111
00:14:49.344 --> 00:15:02.303
I think I may have mentioned it before, but I had the opportunity to be part of my grand kids, virtual classroom for generations day up in Baltimore last month.

112
00:15:02.639 --> 00:15:08.759
And if you think having technical difficulties is challenging, when you've got.

113
00:15:08.759 --> 00:15:14.938
Classroom full of adults such as ourselves.

114
00:15:14.938 --> 00:15:19.649
Can you imagine what the teachers are going through? Who have.

115
00:15:19.649 --> 00:15:28.259
You know, kindergarten, 1 of my drink the to my grandkids, they're in kindergarten and 2 are in 3rd grade. Can you just even imagine.

116
00:15:28.259 --> 00:15:36.839
What they had to go through and what the parents and caregivers are going through and the kids it's just crazy.

117
00:15:43.649 --> 00:15:54.058

Yeah, that is that's something we're trying to be mindful of, too that it's I know it's a struggle at some of the lower levels, but I think it's also a challenge. It it's a challenge at every level.

118
00:15:54.058 --> 00:16:04.288
You know absolutely absolutely. And what our faculties have done to turn on the done on this is just truly remarkable.

119
00:16:04.288 --> 00:16:07.948
It is, it really is.

120
00:16:07.948 --> 00:16:18.719
Try to think of alternative plans as he has challenges with his was his technology.

121
00:16:18.719 --> 00:16:26.158
So it is and diligent. I don't know if folks can, you know, I've got.

122
00:16:26.158 --> 00:16:36.418
My son in law's a techie so I've got all kinds of devices. I don't know if everybody can actually pull up the presentation while still being on this meeting or not.

123
00:16:36.418 --> 00:16:44.458
And we probably just need to make sure we get the technical difficulty worked out. I guess.

124
00:16:44.458 --> 00:16:52.589
Yeah, I think so critical to this, which we probably should just be patient to wait for him. I'm sure he's.

125
00:16:54.144 --> 00:17:11.693
Eva.

126
00:18:07.288 --> 00:18:10.348
Huh.

127
00:18:10.348 --> 00:18:14.608
Here, can you hear me.

128
00:18:19.019 --> 00:18:22.378
Yes, I can hear you.

129
00:18:22.378 --> 00:18:29.128
Could we not move forward and circle back on her presentation once that's resolved?

130
00:18:29.128 --> 00:18:32.999
Since we since we're starting off with a very tight schedule.

131
00:18:34.888 --> 00:18:48.838
Um, I was assuming, and I shouldn't assume anything, but I was assuming that it was an issue with all of the uploads for presentations, but excellent question. Mr. hill.

132
00:18:48.838 --> 00:18:57.598
Speaking sorry, for talking to the question, but it looks like it may be resolved.

133
00:18:57.598 --> 00:19:05.068
Uh, the agenda on my screen now yeah, I can see it as well.

134
00:19:06.509 --> 00:19:13.199
So that's progress and I think they are all integrated perhaps. So I'm not sure that we can.

135
00:19:15.719 --> 00:19:24.209
Yes, so they're, they're working their way through the presentation part of diligent.

136
00:19:31.439 --> 00:19:35.398
Mr. Harris is just having trouble sharing apparently.

137
00:20:37.199 --> 00:20:42.598
Ah, all right. Great great.

138
00:20:42.598 --> 00:20:55.348
All right, so we'll go ahead and get started as previously mentioned. My name is tomika Clements and I'm the director of student, health services averaging. You can go to the next slide. Please.

139
00:21:14.634 --> 00:21:15.233
Okay,

140
00:21:15.624 --> 00:21:22.854

so the reopening plan was done in alignment with the governors for focal
areas and the state Council of higher education guidelines,

141
00:21:23.513 --> 00:21:28.733
these focus areas included of the campus monitoring health conditions,

142
00:21:29.153 --> 00:21:29.784
containment,

143
00:21:29.814 --> 00:21:34.284
to prevent the spread of disease when detected and shut down
considerations.

144
00:21:35.003 --> 00:21:35.483
So,

145
00:21:35.513 --> 00:21:38.124
prior to the reopening plan,

146
00:21:38.124 --> 00:21:39.023
establishing it,

147
00:21:39.054 --> 00:21:41.124
we had to work with our community partners,

148
00:21:41.124 --> 00:21:54.384
both external and internal partners and some of those partners where the
Department of health Bon secours and internal partners included Taskforce
committees at Virginia state.

149
00:21:54.749 --> 00:21:57.808
When working with these.

150
00:21:57.808 --> 00:22:01.314
With these internal and external partners,

151
00:22:01.314 --> 00:22:13.433
we looked at best practices and also during this period we had the
opportunity to look at some other institutions across the state and
they're reopening plans and what worked and did not work.

152
00:22:13.919 --> 00:22:21.449

Next slide.

153
00:22:25.528 --> 00:22:30.179
Go back up 1.

154
00:22:30.179 --> 00:22:39.689
Go back up.

155
00:22:39.689 --> 00:22:44.939
It's purpose skipping a few believe. Oh, I'm sorry. Right here is good.

156
00:22:44.939 --> 00:22:50.038
This is.

157
00:22:54.324 --> 00:23:00.054
Okay, so preparing for reopening, we started with re, population of the campus.

158
00:23:00.594 --> 00:23:14.213
Some of the items for population are training modules, covert, 19, training, training modules for faculty students and staff, and these cover 19 training modules.

159
00:23:15.534 --> 00:23:21.653
Include measures on explaining how covert 19 is transmitted measures.

160
00:23:21.653 --> 00:23:27.114
Individuals can take to reduce the spread of understanding health and safety skills,

161
00:23:27.114 --> 00:23:28.884
including proper technique for hand,

162
00:23:28.884 --> 00:23:31.344
washing using hand sanitizer,

163
00:23:31.344 --> 00:23:37.943
putting on and taking off mask or facial coverings and also taking temperatures with the oral thermometer.

164
00:23:38.844 --> 00:23:39.773
In addition,

165
00:23:40.074 --> 00:23:40.493
student,

166
00:23:40.493 --> 00:23:42.713
health services created at handbook,

167
00:23:42.743 --> 00:23:51.473
which outlines the clinic workflow scripts for student health and
residents like staff quarantine isolation procedures,

168
00:23:52.134 --> 00:24:00.413
and also telehealth procedures and our calendar to reopen our move and
process will begin in the end of January of 2021.

169
00:24:00.413 --> 00:24:03.743
and the 1st, day of classes slated to began February 21st.

170
00:24:06.298 --> 00:24:12.628
Next.

171
00:24:15.203 --> 00:24:24.564
All right, so, as part of the population of the campus students will be
tested during the move and process testing will is slated to take place
at.

172
00:24:24.564 --> 00:24:24.953
Then,

173
00:24:25.104 --> 00:24:25.673
Daniel's,

174
00:24:25.673 --> 00:24:26.513
gymnasium,

175
00:24:27.384 --> 00:24:41.304
this testing will include both the rapid point of care test and which the
results can be processed within 15 minutes by student health and then
also a test,

176
00:24:41.574 --> 00:24:48.653
which has to be sent to a lab for processing the test results.

177
00:24:48.713 --> 00:25:01.013
Because it has to be sent to a lab can take days to receive, but it is more accurate and is the goal standard for testing.

178
00:25:02.423 --> 00:25:16.163
Whereas the rapid test is generally used for symptomatic individuals however, can be used as an off label use for testing, asymptomatic individuals. The rapid test does have a.

179
00:25:18.209 --> 00:25:29.038
And ability, and asymptomatic people to have false negative reports. And that is why we went back it up with a test.

180
00:25:29.038 --> 00:25:35.368
Next slide.

181
00:25:37.019 --> 00:25:46.439
All right and consideration of repopulating, the campus faculty and staff.

182
00:25:46.439 --> 00:25:56.394
I will be strongly encouraged to have get covert, 19 testing prior to this start of this semester and throughout for testing a faculty.

183
00:25:56.394 --> 00:26:07.463
And staff is strongly encouraged that they recommend their primary care provider for an appointment to get screen, or they can also utilize resources such as patient patient.

184
00:26:07.463 --> 00:26:20.753
1st, in addition to that, we are looking at contracting staff to assist with covert, 19 testing and surveillance testing of faculty and staff as well.

185
00:26:21.148 --> 00:26:30.689
Also, considering considering surveillance testing and mitigating the spread, um.

186
00:26:30.689 --> 00:26:38.818
15% of the population will be tested a month for a surveillance testing.

187
00:26:42.328 --> 00:26:46.403

And this will help us to help mitigate the spread.

188
00:26:47.243 --> 00:26:58.104
And in addition to the testing protocols, that will be strongly
encouraged for students, faculty and staff to have good hand washing.

189
00:26:58.409 --> 00:27:03.388
Uh, mass wearing and also social distancing protocols.

190
00:27:03.388 --> 00:27:08.098
Next slide.

191
00:27:12.564 --> 00:27:27.054
Okay, in addition to those measures that I just mentioned there will also
be daily health screening questions or self monitoring form that would be
given.

192
00:27:27.054 --> 00:27:34.644
So faculty students and staff where they can monitor their symptoms
daily. This can be a.

193
00:27:35.009 --> 00:27:41.068
Is currently in a in a paper form, but it can be set in our website.

194
00:27:41.068 --> 00:27:46.229
Or, and at for easy administration.

195
00:27:47.574 --> 00:27:56.094
In addition to that, we're looking at implementing hands, free
temperatures, screening stations, and high traffic areas throughout the
campus.

196
00:27:56.933 --> 00:28:07.794
So the picture on this slide is an example of some of the hands free
temperature screening stations. So what is similar to.

197
00:28:08.939 --> 00:28:17.699
An infrared thermometers, so to speak, if you all have seen that, but
this 1, you would just walk up to and it would scan your temperature.

198
00:28:19.888 --> 00:28:20.814
Next slide.

199
00:28:25.463 --> 00:28:37.403
All right we have also have isolation and quarantine space spaces and
whiting hall, which are 55 spaces of single rooms.

200
00:28:39.088 --> 00:28:49.558
4 students who test positive for covert 19, they will be given the option
to either.

201
00:28:50.574 --> 00:29:04.044
Return home or go to isolation and whiting hall if they do decide to
return home, then they would need to sign a waiver stating.

202
00:29:04.044 --> 00:29:11.933
They understand the risk of returning home and also they would need to
follow up with their primary care doctor as well.

203
00:29:11.933 --> 00:29:19.733
Just for a screening, and also to get a release, should they return back
to campus?

204
00:29:21.689 --> 00:29:32.909
All right, so a focus area, too, monitoring health conditions to detect
infection. So student help.

205
00:29:32.909 --> 00:29:36.689
Will acquire additional clinical staff and.

206
00:29:36.689 --> 00:29:37.703
I have a POV,

207
00:29:37.703 --> 00:29:52.044
19 air team so the coven 19 care team would assist with surveillance
testing and also testing for those who are symptomatic or asymptomatic
for covert 19,

208
00:29:52.074 --> 00:29:56.394
or have flu or covert 19 symptoms since they mimic each other.

209
00:29:57.203 --> 00:29:58.463
In addition to.

210
00:29:59.278 --> 00:30:07.828

Monitoring health conditions, contact racers would be utilized to help.

211
00:30:07.828 --> 00:30:12.328
Mitigate the spread and contact those who may.

212
00:30:12.328 --> 00:30:18.479
Be positive, or have been exposed quickly.

213
00:30:20.003 --> 00:30:28.614
Also for student health services, the goal is to separate sick and well
visits to mitigate the spread.

214
00:30:28.884 --> 00:30:41.153
So we'll be looking at doing testing in a separate cobit testing or sick
visits and a separate location versus where the well visits would be
conducted.

215
00:30:43.588 --> 00:30:55.463
Next slide. All right so in monitoring health conditions, we will have a
campus dashboard. That will outline.

216
00:30:56.544 --> 00:31:06.233
We'll keep everyone informed of the status of positive cases and testing
that. We're doing at Virginia state.

217
00:31:06.983 --> 00:31:11.993
So, the dashboard will be updated daily with daily updates to the
president.

218
00:31:12.804 --> 00:31:24.503
And it will be managed by student health services and information, buyer,
information, technology department as well as weekly meetings to
reconcile numbers with those who.

219
00:31:25.858 --> 00:31:34.019
Have the testing numbers? All right.

220
00:31:34.019 --> 00:31:48.653
In addition is strongly encouraged or highly recommended for all faculty
students and staff to download the covert wise at this will also help us
with contact tracing so that we can

221
00:31:49.134 --> 00:31:51.564

mitigate the spread as quickly as possible.

222
00:31:55.588 --> 00:32:06.449
Next slide. All right and then focus area for shutdown considerations. So we will consider shut down.

223
00:32:06.449 --> 00:32:16.348
In consultation with the with local and state officials and consultation with the epidemiologists.

224
00:32:19.318 --> 00:32:24.269
And that is the conclusion of my slides.

225
00:32:25.888 --> 00:32:29.729
Experiments Madam chair I do have 1 question.

226
00:32:29.729 --> 00:32:37.828
Yes, that's a hill is Clemens are there any commonwealth over Guinea or guidelines that.

227
00:32:37.828 --> 00:32:45.419
Uh, were not included in the plan you just presented my my reason for asking this is that.

228
00:32:45.419 --> 00:32:57.568
If we have a worst case scenario, what exposure would the University have? Because somebody can say, well, the commonwealth asked you to do a B. C.

229
00:32:57.568 --> 00:33:04.828
Uh, and you only did a, and C, uh, is there anything any gaps like that that we need to be concerned about?

230
00:33:05.574 --> 00:33:11.394
Okay, well, with that there are this was just a highlight of the of the reopening plans.

231
00:33:11.394 --> 00:33:22.374
There are several other things and the reopening plan such as the social distancing, enhance cleaning protocols, single occupancy.

232
00:33:23.368 --> 00:33:30.838

Uh, rooms for the for the students so there are several other things within the plants. Yes, sir.

233
00:33:30.838 --> 00:33:34.618
And we're complied 100% as far as, you know.

234
00:33:34.618 --> 00:33:44.398
As far as I know. Yes, sir, thank you. You're Welcome back. Okay, thank you. Yeah, I, this is Greg.

235
00:33:44.398 --> 00:33:49.019
I do have, I guess 2 questions.

236
00:33:49.019 --> 00:33:54.929
1, on the 15% sample size, how is that determined?

237
00:33:54.929 --> 00:34:08.338
Well, the 15% sample size that was determined by looking at some of the other reopening plans of other institutions, and also in consultation with the Department of health.

238
00:34:08.338 --> 00:34:16.918
Um, and then also in consultation with some of the other schools and the commonwealth of Virginia.

239
00:34:16.918 --> 00:34:25.614
As well also looking at the latest literature on surveillance testing and how that's done.

240
00:34:26.304 --> 00:34:39.443
So we are with the 15% is actually better than some of the other schools and the commonwealth who are using a 5% model. But they do have a larger population than we have in Virginia state.

241
00:34:42.179 --> 00:34:46.559
And this may be more of a legal question, but what happens if.

242
00:34:46.559 --> 00:34:57.539
1 of your population, personally, you populations or sample decide not to take the test.

243
00:34:57.539 --> 00:35:11.278

If they decide not to take the test, and I think we would have to work
with that on a case by case basis, to maybe figure out the reason why and
see if there was a, maybe a work around.

244
00:35:11.278 --> 00:35:15.809
You know, that, after determining why they did not want to take the test.

245
00:35:17.099 --> 00:35:20.248
Again, I do have 1 final question.

246
00:35:20.248 --> 00:35:23.364
Just before the,

247
00:35:23.393 --> 00:35:26.034
and this is relate to the 55 beds,

248
00:35:27.143 --> 00:35:27.684
I guess,

249
00:35:27.684 --> 00:35:35.753
for isolation and quarantine we were told before that once you.

250
00:35:36.599 --> 00:35:41.429
That capacity we've reached capacity for that 55.

251
00:35:42.264 --> 00:35:44.483
What happens when we reach that capacity?

252
00:35:45.384 --> 00:35:58.373
Well, with the capacity of the 55 rooms the 1 thing to keep in
consideration is the timeframe that people would be in isolation or
quarantine so monitor their health condition.

253
00:35:58.373 --> 00:36:12.684
And I probably didn't mention that so much in the slides through
telehealth. But also the period generally tend to 14 days where someone
would be staying in the isolation.

254
00:36:12.684 --> 00:36:24.534
But once we reach the 55, if if everyone was 55, every room was full,
then we would have to look at that as a consideration for a shutdown.

255

00:36:24.534 --> 00:36:34.853
But, again, I would like to emphasize that I would work with the state and local officials to determine what we would need to do as far as the shutdown numbers.

256
00:36:37.858 --> 00:36:42.688
Thank you. You're welcome. I have a couple of questions.

257
00:36:42.688 --> 00:36:49.588
Yes. Mr. Johnson. 1st I'm going to say, thank you for the very comprehensive report. Look like you.

258
00:36:49.588 --> 00:37:04.373
I've done a great job. You and your staff have done a great job developing it just a couple of minor questions 1 and the temperature scanner. They I call it and I've had to stand in front of a monitor.

259
00:37:04.554 --> 00:37:04.974
Okay.

260
00:37:05.458 --> 00:37:13.619
Is that going to be and certain key locations on? Secondly, is it going to be mandatory that 1.

261
00:37:13.619 --> 00:37:18.239
Goes through that before, entering that building.

262
00:37:18.239 --> 00:37:26.699
And lastly, is there anyone monitoring the monitor? Um, in other words, if it comes up that.

263
00:37:26.699 --> 00:37:29.849
Someone has a high temperature. What's the next step?

264
00:37:29.849 --> 00:37:30.539
Okay,

265
00:37:30.773 --> 00:37:31.074
so,

266
00:37:31.074 --> 00:37:31.463
yes,

267
00:37:31.463 --> 00:37:34.074
with the temperature scanning kiosk,

268
00:37:34.284 --> 00:37:44.873
it will be strongly encouraged to be used by everyone for monitoring that
when a person walks up to the kiosk,

269
00:37:44.934 --> 00:37:49.134
they would get a if they're say their temperature was out of range,

270
00:37:49.193 --> 00:38:00.054
then they may get a message on the kiosk that they need to contact
student health or directions to do that the kiosk can be set up with a
portal,

271
00:38:00.083 --> 00:38:01.824
and which someone would monitor.

272
00:38:02.483 --> 00:38:10.434
So, if a temperature was out of range, then someone in student health
would get that information through the portal.

273
00:38:10.523 --> 00:38:23.903
So, it would have to be monitored as far as the locations for it it would
be in high traffic locations, but also considerations for the dorm areas.

274
00:38:24.269 --> 00:38:38.820
You can tell that I go through that on the almost daily basis. Every time
I go to the hospital is here with our security people right there beside
it. So, if it goes off there, if there's.

275
00:38:38.820 --> 00:38:52.889
Some control of that person going into the hospital they're prevented
from going in. And what about dining facilities to me, that might be a
good place too, because that's 1 of the places where they can remove that
mass to eat. And if someone.

276
00:38:52.889 --> 00:38:57.480
It's a high fever and might be.

277
00:38:57.480 --> 00:39:02.039
It's prone to have a call at 19. that would be.

278
00:39:02.039 --> 00:39:11.280
To me, it should be mandatory just like a swipe for you mail ticket that you should be in order to get into the cafeteria. If you have a high temperature, you.

279
00:39:11.280 --> 00:39:18.750
Yes, I think the cafeteria would be an optimal location as well. Yeah.

280
00:39:18.750 --> 00:39:26.010
But it sounds like it's optional, though. So how effective it is if someone if I have it.

281
00:39:26.010 --> 00:39:31.199
High temperature, then I can say that I don't want to be.

282
00:39:31.199 --> 00:39:45.599
I don't know about temperature taken. Yes so we'd have to, of course, look at the guidelines for the state with temperature taking there could be mandatory.

283
00:39:45.599 --> 00:39:49.320
Um, or not, um, to do so.

284
00:39:49.320 --> 00:40:03.715
But, yes, that is 1 of the generally temperature or high temperature is the 1st sign of an infection. So although when some covert 19 cases, people may not show a temperature.

285
00:40:04.315 --> 00:40:07.855
It may also indicate something else such as the flu.

286
00:40:08.130 --> 00:40:16.824
Or something that we can catch early on if someone uses the has their temperature taken strongly,

287
00:40:16.824 --> 00:40:22.465
encourage that taking the state will support the mandatory because,

288
00:40:22.465 --> 00:40:22.764
I mean,

289
00:40:22.795 --> 00:40:24.355

they're telling us that we can't.

290
00:40:24.690 --> 00:40:32.460
25 people in a room and not by people who don't have it, but yeah, we are required to.

291
00:40:32.460 --> 00:40:46.224
I bye. Bye. Okay. Yes. It's the best practice and last night practice, right? In terms of reporting by category I couldn't see the graph very well. In terms of what's being measured on it.

292
00:40:46.434 --> 00:40:50.094
Will it be done by category? For instance, by students by staff by.

293
00:40:50.429 --> 00:40:53.670
Athletes or whatever or just, it will be.

294
00:40:53.670 --> 00:41:00.264
The issue family in general yes. That graph. That was there was just an example.

295
00:41:01.074 --> 00:41:15.655
So not necessarily what we would use, but that would be the right now we're outlining what actually go on the dashboard and what would be reported.

296
00:41:15.655 --> 00:41:18.054
So, definitely we know that positive cases.

297
00:41:18.744 --> 00:41:19.465
And also,

298
00:41:19.465 --> 00:41:29.514
some of the things that are reported by other institutions are just the testing overall how many people were tested through surveillance testing,

299
00:41:29.545 --> 00:41:37.885
or symptomatic testing it can also be broken down based on students versus faculty and staff.

300
00:41:37.885 --> 00:41:41.605
So, there's a number of things that can actually go on the dashboard.

301
00:41:42.420 --> 00:41:48.750
It's just, you know, just looking at what we'll actually.

302
00:41:48.750 --> 00:41:52.260
Put on the dashboard be done through student health.

303
00:41:52.260 --> 00:41:59.130
Great. And lastly, I assume the traces would work to identify the hot spots. Um.

304
00:41:59.130 --> 00:42:05.250
It says, I'm sure that's part of what the traces in doing. So you'll be able to tell is.

305
00:42:05.250 --> 00:42:09.329
If a particular dorm, or if they were a party, or if there were.

306
00:42:09.329 --> 00:42:15.659
People in a particular department, because unfortunately, here at the hospital, the legal Austin employee.

307
00:42:15.659 --> 00:42:18.750
Because they were.

308
00:42:18.750 --> 00:42:22.230
Eating in close quarters in the, the, the.

309
00:42:22.230 --> 00:42:31.019
A lunch room and, um, and someone brought it in from the outside and we actually lost so their hot spots all over.

310
00:42:31.019 --> 00:42:42.989
Yes, that's 1 of the reasons for the surveillance testing as well or prevalence testing. So we can identify populations or.

311
00:42:42.989 --> 00:42:46.860
Say dorm a has, uh.

312
00:42:47.125 --> 00:42:55.795
A certain number of students says positive in dorm a, then we can kind of see a trace that and figure out where it started.

313
00:42:55.795 --> 00:43:06.264
So, that's 1 of the reasons for surveillance testing as well. But I
strongly emphasize too.

314
00:43:06.295 --> 00:43:08.605
Because testing is just 1 piece of it,

315
00:43:08.965 --> 00:43:10.945
but those other factors,

316
00:43:10.945 --> 00:43:12.385
such as wearing mask,

317
00:43:12.385 --> 00:43:13.644
washing hands,

318
00:43:14.125 --> 00:43:15.385
social distancing,

319
00:43:15.414 --> 00:43:17.545
all play an important role,

320
00:43:17.784 --> 00:43:21.925
whether we're on campus or outside of the campus.

321
00:43:22.105 --> 00:43:34.885
So, those things will have to be education is key as far as the contact
tracing if someone is positive, the contact tracer would find out.

322
00:43:35.664 --> 00:43:46.735
Who their close contacts were, and they would be able to contact those
people and then let them know what their protocol was, whether they need
to isolate for quarantine.

323
00:43:47.514 --> 00:43:52.405
And then this will also be done in addition with the Department of health
because they do.

324
00:43:53.219 --> 00:44:00.750
The content tracing as well and any positive cases would have to be
reported anyway.

325
00:44:00.750 --> 00:44:12.329
To the epidemiologists, thank you and we'll ask suggestion that, as we
embark upon the holidays, what we're doing here and telling him every
other organization to do is to encourage people to.

326
00:44:12.329 --> 00:44:22.530
Here to specific guidelines, relative to the holidays, because that's
going to be a sprayed too because our philosophy is, if we have a normal
if we have.

327
00:44:22.530 --> 00:44:31.500
Society has a normal Thanksgiving and we're going to have a tragic
Christmas. Oh, I agree. So, there's some advice. I'm sure you can.

328
00:44:31.500 --> 00:44:35.994
I'm trying not to tell you too much, but I'm sure no problem.

329
00:44:35.994 --> 00:44:48.025
So, 1 of the things that we're already doing in health is is sending out
information to faculty students and staff about how to protect ourselves
during the holiday break.

330
00:44:48.385 --> 00:44:48.864
So,

331
00:44:49.164 --> 00:44:49.675
again,

332
00:44:49.675 --> 00:44:54.025
back to the and washing mass wearing,

333
00:44:54.715 --> 00:45:00.235
because I know people will get around their family and they may become a
little bit lax,

334
00:45:00.235 --> 00:45:07.014
but that's where you can start having more of the spread are super spread
out and prevents when you're,

335
00:45:07.045 --> 00:45:10.704
when you're not eating them really should put your mass back on.

336

00:45:10.704 --> 00:45:15.894
If you're not with people who you are normally with.

337
00:45:16.320 --> 00:45:19.889
Great job. Thank you very much. Thank you.

338
00:45:21.239 --> 00:45:21.809
Thanks,

339
00:45:21.804 --> 00:45:25.465
so much for all the work you've done,

340
00:45:25.465 --> 00:45:29.724
and and for the presentation to summarize it for us,

341
00:45:30.355 --> 00:45:31.074
perhaps,

342
00:45:31.105 --> 00:45:31.704
um,

343
00:45:31.735 --> 00:45:33.114
through,

344
00:45:33.144 --> 00:45:33.954
um,

345
00:45:33.985 --> 00:45:34.824
the president,

346
00:45:34.824 --> 00:45:39.715
you could circle back on what you find out from the state with respect to,

347
00:45:40.164 --> 00:45:40.465
uh,

348
00:45:40.465 --> 00:45:41.485
the dining halls.

349
00:45:41.485 --> 00:45:53.215

I think that's a real good suggestion and so if we find we're able to do that and make it mandatory, I think this committee would be interested in in finding out what you'd heard.

350
00:45:53.815 --> 00:45:56.875
And finally, and I know we need to move all and.

351
00:45:58.260 --> 00:46:12.804
I assume that you're in contact with other institutions and your peers and other institutions who have had students on campus this year and and that the practices you put forward are informed by their

352
00:46:12.804 --> 00:46:13.885
experiences.

353
00:46:14.695 --> 00:46:28.525
Yes, that is correct. I have been in contact with several institutions throughout the comment wealth and also even outside of the commonwealth as well and just finding out.

354
00:46:29.244 --> 00:46:41.485
What they've done. What worked what didn't work testing strategies as well as in contact with those at the Department of health both on the local and state level.

355
00:46:42.989 --> 00:46:50.429
Sounds good Thank you so much. Thank you. Yes, I'll go back to my. Yes, sir. I'm sorry. Dr.

356
00:46:50.429 --> 00:46:56.010
I'd like to I'd like to build on the point you made, uh, if there's anything else that.

357
00:46:56.010 --> 00:47:09.389
That needs to be looked at that it flow back through the president, or part of my life is in a healthcare environment as well. And you remember the concerns that I have and said people use all kinds of masks.

358
00:47:09.389 --> 00:47:13.199
And I'm, I'm concerned that that we're.

359
00:47:13.199 --> 00:47:16.800
Without a standardization of mask.

360
00:47:16.800 --> 00:47:30.659
The mask may not be doing what we want them to do, even if they're
saturating the entire campus. And my concern is whether or not the
commonwealth will simply say, unless.

361
00:47:30.659 --> 00:47:37.914
The issue unless all of your students use mass a type, then then you
matter in compliance.

362
00:47:37.914 --> 00:47:45.715
So that's my concern about liability because we do see all kinds of masks
coming into our clinic.

363
00:47:46.019 --> 00:47:49.769
And and we're concerned, they're not, they're not all the same.

364
00:47:50.275 --> 00:48:04.614
Guess so 1 of the things with the, as far as our move and process, the
students will be given a grad back and some of the items included in, it
would a hand sanitizer, facial mask and.

365
00:48:06.085 --> 00:48:10.644
Getting the other thing in a thermometer to use,

366
00:48:10.914 --> 00:48:11.664
but also,

367
00:48:11.664 --> 00:48:12.775
in addition to that,

368
00:48:13.735 --> 00:48:19.224
we're looking at setting up dispensing stations throughout the campus
that has the,

369
00:48:20.244 --> 00:48:27.355
but I could put something together with the different levels of mass and
who should use what.

370
00:48:27.690 --> 00:48:36.510
Great great. I think masked and I'm not really sure anybody cared about
the safety of the mass. Yes. The colors.

371

00:48:36.510 --> 00:48:45.389
The proper way to where I'm not under your nose. Not your 10. yes. That's correct.

372
00:48:45.389 --> 00:48:51.360
Thank you. You're welcome. Okay. Thank you. And Paul.

373
00:48:51.360 --> 00:49:00.114
Yes, and again, we'll go ahead and keep it moving. Mr. Harris can you go ahead and set me up with regards to my presentation?

374
00:49:00.625 --> 00:49:09.804
What I want also that the board know is that we put together a reactivated the task force for the university and again, a lot of information.

375
00:49:10.375 --> 00:49:22.914
It was truly a shared governance opportunity for us to really provide input into this particular plan and so very comprehensive staffs. And that student government, everybody was involved with actually putting this plan together.

376
00:49:22.914 --> 00:49:29.304
I'm very happy for the results and we are going to make sure that we do the best. We can keep the campus safe.

377
00:49:30.269 --> 00:49:35.880
All right, so we're going to go ahead and move on to my presentation next slide. Um.

378
00:49:36.144 --> 00:49:47.755
Mr. Harris so the next slide is just an outline of what we'll be presenting today. Of course, we just went over this spring 2021 reopening plan.

379
00:49:47.755 --> 00:50:00.954
We'll talk a little bit now about the chef performance measures, enrollment, retention, efforts, retention rate efforts as well as new program update and then we'll finish up with student success and engagement next slide. Please.

380
00:50:05.519 --> 00:50:17.844
So, we wanted to actually talk about the ship performance measures as you are aware that chef has given us our report card with regards to our assessment on how we did with the 6 performance measures.

381
00:50:18.324 --> 00:50:26.934
I would just be very candid upfront. I'm not happy with regards to our results of the particular measures, but also want to provide some.

382
00:50:27.900 --> 00:50:36.510
I'm sorry Mr. Harris back up again, I'll provide some some also context to some of these particular measures and also a path moving forward.

383
00:50:39.570 --> 00:50:43.949
Can you go back 1 more slide? Mr. Harris?

384
00:50:45.329 --> 00:50:52.494
Right. Okay. So, uh, of course, um, we know that if all measures are met, then institutions will be certified by the council.

385
00:50:52.945 --> 00:51:05.635
If they're not met, then the council will actually work with the institution to help develop a remediation plan and really work with the institution to move the institution forward to meet some of the actual particular performance measures.

386
00:51:06.355 --> 00:51:19.195
Just a upfront that we are working with chef as we speak right now with that remediation plan. And I'm confident with that, as we move forward that we will be able to address some of these well, actually all the actual measures as we move forward.

387
00:51:19.855 --> 00:51:26.485
Some of this will actually be throughout the presentation and I'll talk to you about that as we move forward. Mr. Harrison next slide.

388
00:51:26.909 --> 00:51:34.199
So, of course, there are 6 performance measures.

389
00:51:34.199 --> 00:51:43.380
And the very next slide will indicate that, of course, they are assessed every 2 years on the even here.

390
00:51:43.380 --> 00:51:47.369
Back up 1 more Mr. Harris.

391
00:51:48.264 --> 00:51:59.125

And performance measures, and 1 through 4 are based on projections. These are projections that we, as an institution make, nobody instills these projections on us except ourselves.

392
00:51:59.485 --> 00:52:05.695
And so these are truly direct comparisons of actual versus targets. So we identify what.

393
00:52:06.000 --> 00:52:15.925
Numbers we want to make or actually project and we try to make sure that we achieve those particular targets targets are approved by the state Council.

394
00:52:15.925 --> 00:52:30.715
And you must really meet, at least 95 of those particular projected targets also for performance measures. 5, and 6 day are actually based on averages and the goal is really to maintain or increase the numbers with regards to those particular averages.

395
00:52:30.715 --> 00:52:35.514
These particular performance measures were actually established in 1617.

396
00:52:35.514 --> 00:52:50.184
so, a lot has happened since those measures, and the projection of those particular measures, and 16 and 17, and actually talk about some of the things that we have in place now, to really assist us with making sure that we hit a mark moving forward.

397
00:52:52.284 --> 00:53:07.255
Next slide please. So, I want to get into the details of some of the data that we and our particular measures, but just in general, the projection targets again, the current cycle was from 2016 to 2022 years and review 2017 and 2018.

398
00:53:07.255 --> 00:53:22.045
actually, they're being reviewed at this particular time so we're reviewing years in the past. So, 2017 and 2018, and then 2019, 2020 we'll be reviewing the fall of 2020 to the next cycle. For new projections will be the academic year 2021 through 2024.

399
00:53:22.045 --> 00:53:24.414
projections will be submitted for the upcoming years in the spring of 2021.

400
00:53:24.414 --> 00:53:37.704

so, as you can see the cycle, again, there's certain dates in which we have to do these particular projections projections that we are talking about today and the measures that, and the numbers that we have, we're projected back in 2016 in 2017.

401
00:53:37.704 --> 00:53:40.494
and again, I have some, some information with regards to how we move forward.

402
00:53:54.750 --> 00:54:07.644
Next slide please so performance measure 1 was dealing with in state enrollment, undergrad headcount and of course, and 2017 2018 our target was 3058 students.

403
00:54:07.644 --> 00:54:22.375
The actual number that we met was 3169 students. We were 100 to 3.6% over our particular target. So we were able to meet that particular target in 2017, 2018 for 2018 and 2019. we fell short. Our target was about 3112.

404
00:54:22.375 --> 00:54:33.414
we ended up with 2900, we were about 2% off of our 95% Benchmark, and we did not meet that particular target 1 of the things that I was saying, with regards to that particular target.

405
00:54:33.445 --> 00:54:45.204
If you remember back in 2018, we had a job enrollment about 256 students we fell short in our actual enrollment itself. And so, of course, that would have been reflected in this particular performance, measure, moving forward.

406
00:54:45.204 --> 00:54:59.003
And so, 1 of the things that we'll talk about, how do we address this many things that we put into our strategic plan, which was just approved last year we'll address a lot of these different areas as we talk about enrollment and moving forward.

407
00:54:59.003 --> 00:55:09.414
And so, what I want to do is, if there's any questions on a particular measures, we can actually stop and work through those particular questions. And then we can move forward.

408
00:55:09.414 --> 00:55:17.335
If not, we can wait until I finished the whole presentation with regards to performance measures. Are there any questions with regards to.

409

00:55:32.039 --> 00:55:46.855
The actual performance measure 1 in the enrollment. Okay. A performance measure to a, and this is dealing with a degrees awarded for in state students.

410
00:55:47.635 --> 00:56:01.195
These are degrees awarded in general and then degrees of order with our stem bachelor degrees and so our target for at least the degrees awarded in general of our state students with 666 students.

411
00:56:01.195 --> 00:56:15.235
And we actually awarded 552 in state students that particular year. And we fell short as well as the following year, which we increased that number 262 as a target. And we fell short at 491. and again we did not meet that particular target.

412
00:56:15.235 --> 00:56:22.554
1 of the things that I want to say, also, since these particular projections were put out there, what I realized that when i1st.

413
00:56:30.570 --> 00:56:33.659
Came to Virginia State University that we really did not have a.

414
00:56:33.659 --> 00:56:34.230
Um,

415
00:56:34.704 --> 00:56:39.835
the technology to really do a good job with the data analytics and predictive analytics,

416
00:56:40.045 --> 00:56:46.224
and really trying to project where we would be at with regards to our enrollment,

417
00:56:46.284 --> 00:56:48.565
our degrees awarded and other things,

418
00:56:48.565 --> 00:56:49.164
even within this,

419
00:56:49.315 --> 00:56:50.425
these performance measures.

420

00:56:50.994 --> 00:57:05.635
1 thing. I'm happy to say is that since then we actually have a tool,
which we have to do is flip a switch and we can really identify where our
students are throughout their, whether they're in state our state. But
they have a balance on their particular.

421
00:57:07.284 --> 00:57:21.204
Account whether they are making progress towards their degree and what
are some of the barriers that they are actually dealing with and so now
we have the technology. We didn't have the technology back in 2016 and 17
when we made these projections.

422
00:57:21.204 --> 00:57:32.514
We have the technology now to be a little bit more accurate, and actually
very accurate with, um, with actually making making these particular
projections moving forward. So I'm happy to know that.

423
00:57:32.514 --> 00:57:47.304
We have that technology in place a little bit ambitious with these
particular numbers in 201617. and projecting where we will be at, with
regards to 3 degrees of water as well as with our stem age degrees that
we awarded.

424
00:57:47.304 --> 00:57:59.965
Although we were a few students off with regards to our again, our
technology now that we have in place actually allow us to do a better job
of actually projecting these particular numbers.

425
00:57:59.965 --> 00:58:06.715
1 thing I would tell you, is that back in 2016 something, it was very
difficult to know if a student changed their major.

426
00:58:09.570 --> 00:58:21.925
Uh, if they were Estimator and they changed the major. Uh, and then how
do we calculate that moving forward with project in the number of actual
degrees? So now we have the technology. We can track our students. We
know if they've changed majors.

427
00:58:22.105 --> 00:58:34.434
And then we can do we have a better job of a way of projecting those
particular numbers the other things we put in place also for our is that
we just hired a stem director.

428
00:58:35.394 --> 00:58:39.414
To really actually help with supplemental instruction for our,

429
00:58:39.474 --> 00:58:40.494
our stem students,

430
00:58:40.494 --> 00:58:51.985
but also work with our faculty to become and work with them development
with innovation in their particular classrooms and so really keeping our
eye on our stem students,

431
00:58:51.985 --> 00:58:56.184
but also broadening the programs of stem.

432
00:58:56.755 --> 00:59:06.054
The other interesting thing is we take a look at the end state numbers is
that our numbers in general for students students actually increase the
stem degrees actually had increase.

433
00:59:06.054 --> 00:59:20.514
However, our state students degrees do not increase and so again want to
make sure that we are keeping an eye on that many efforts that we put
forth in the strategic plan also will address some of these particular
performance measures.

434
00:59:20.514 --> 00:59:23.755
As I mentioned next slide. Please.

435
00:59:24.090 --> 00:59:30.510
Dr. Palm? Yes. Madam chair. I, this is Greg worldly. I do have a
question.

436
00:59:30.510 --> 00:59:33.869
On the 2017 and 18.

437
00:59:33.869 --> 00:59:38.130
Those targets were not in.

438
00:59:38.130 --> 00:59:41.909
Yes, is there a remediation plan for that?

439
00:59:41.909 --> 00:59:52.409
For that 201718 year. Yeah. So Mr. those, those particular, um.

440
00:59:53.155 --> 00:59:56.724

These particular results are being of course,

441
00:59:56.724 --> 00:59:58.105
we're just assessed for the 2020 time,

442
00:59:58.105 --> 00:59:59.034
period and so,

443
00:59:59.034 --> 01:00:00.594
of course,

444
01:00:00.594 --> 01:00:09.655
that happened in the past the remediation plan with regards to all these
particular performance measures actually are tied into our strategic
plan.

445
01:00:09.655 --> 01:00:23.125
But also, specifically, some of the things that we have been doing
already in place to really improve our graduation numbers as well as
graduation rate, but also helping our students matriculate in a very,
very timely matter.

446
01:00:23.125 --> 01:00:25.525
What I would tell you with each particular.

447
01:00:27.210 --> 01:00:40.469
Numbers and I want to be very clear was that they were ambitious with
regards to the targets that we set for ourselves. So, no, 1 set these
target source, accept us. But but.

448
01:00:40.469 --> 01:00:52.945
We would have been able to set a better target if we had the data
analytics in place that we could really put a target that we knew that we
could meet make. So I'm not upset about the target.

449
01:00:52.945 --> 01:01:02.364
Because again, in order for us to improve, we have to set ambitious
goals. I think we just have to be a little bit more careful with setting
more realistic targets versus.

450
01:01:02.639 --> 01:01:11.489
Some of the ambitious targets so the remediation plan is we've been we've
been putting things in place all together and to address our graduation.

451
01:01:11.489 --> 01:01:22.980
Uh, retention as well as a progression of our students and and Dr Alexis
books. Walter, we'll talk about some of those things in the presentation
behind myself today.

452
01:01:22.980 --> 01:01:31.409
If I could, if I could, if I could restate my my question, because maybe
I didn't say clearly, I thought.

453
01:01:31.409 --> 01:01:37.050
That chef would go through and do an evaluation in the even years.

454
01:01:37.050 --> 01:01:44.010
But that's what you said. Yes. Yes. So, in 18 was there any evaluation
done?

455
01:01:44.010 --> 01:01:47.579
Of, as it relates to these targets.

456
01:01:47.579 --> 01:01:55.139
And was there a report and, and if they were not met, was there a
remediation plan done at that time?

457
01:01:55.139 --> 01:02:00.420
Right so that the years in which.

458
01:02:00.420 --> 01:02:12.505
Evaluate or assessed was 15161617, and it was not these years in 2018 as
you can see, they're 2 years behind. Right now we're in 2020. they're
just now assessed in 1718 and 1819 in in.

459
01:02:18.389 --> 01:02:27.239
15161617, we hit our targets. There was 1 that we did not make I can't
remember which 1 it was, but we hit our targets in 15161617.

460
01:02:28.739 --> 01:02:33.840
That answer your question? Yeah. Okay. Thank you.

461
01:02:36.625 --> 01:02:46.465
For I think I heard the president chime in on, but I'll continue until he
channels back or did you want to say something I was going to also
restate the question?

462
01:02:46.494 --> 01:02:48.264
Because I understood his question,

463
01:02:48.264 --> 01:02:49.465
I wanted to make sure that you heard it,

464
01:02:50.664 --> 01:02:51.355
or if he's fine,

465
01:02:51.835 --> 01:02:52.224
thank you,

466
01:02:52.344 --> 01:02:56.394
thank you for performance measure for when we talk about progression,

467
01:02:56.994 --> 01:03:04.735
Virginia state did a good job with regards to junior and senior level
students with regards to a 4 year institution,

468
01:03:05.545 --> 01:03:12.324
and they were actually full time equivalents students as you can see we
over perform in this particular measure,

469
01:03:12.324 --> 01:03:23.034
which I feel good about is that our students are progressing through this
just a matter of getting them to the finish line with regards to
graduating them and so we didn't meet this particular measure.

470
01:03:23.364 --> 01:03:27.775
So, 1, through 4, again, we're projections that we've put on ourself.

471
01:03:27.869 --> 01:03:34.289
And then again, the, the 1, once we 3, we had a hard time meeting on.

472
01:03:34.289 --> 01:03:42.474
Next slide the next line again,

473
01:03:42.474 --> 01:03:49.614
these are looking at averages and so this is these are degrees awarded
for students from underrepresented populations.

474

01:03:49.945 --> 01:04:04.255
If you take a look at how chef identify their target number. They took an average of the underrepresented populations who graduated in 2014. 2015. 2016, it came up with a 3 year average of 573.

475
01:04:08.454 --> 01:04:21.594
And then they compare to to our 2 year average of 17 and 18, in which our average was 507 of underrepresented population of students with degrees. And which we did not meet this particular standard.

476
01:04:21.594 --> 01:04:28.014
Now, what I would tell you is that most of our students are underrepresented are of the underrepresented population.

477
01:04:28.014 --> 01:04:38.215
However, if you take a look at the number that graduated, and those 3 years, compared to the 2 years, we did not meet our standard.

478
01:04:38.215 --> 01:04:48.324
So, we had a long conversation with chef with regards to that and as we move forward, we really are looking at if there's a way to.

479
01:04:50.789 --> 01:04:58.289
Have a better way of looking at this particular measure in which we know that the majority of our population is setting the representative.

480
01:05:00.420 --> 01:05:11.369
Next lab things in the 6 slide 6 performance measure is really our 2, your transfer students and again, they looked at a baseline.

481
01:05:12.324 --> 01:05:21.715
Of 163 that back in 2010 and through 2011, and they took an average of our 2 years of 2017, 2018 at 152. so we about 11 students short. I'm not happy with that as well.

482
01:05:21.715 --> 01:05:35.425
This all goes back down to our recruitment and enrollment a number of different things that we are put in place for our 2 year transfer students. These are to your transfer students. Of course, students with degrees from the community college.

483
01:05:35.755 --> 01:05:45.474
We do have a number of students that transfer them, but they have not received their particular degrees but again, as we move forward, we have put together the children alliance with Richard bland college.

484
01:05:45.474 --> 01:05:58.315
We also have our working with shared with some of the passport and their transfer services, and really developing enhancing our website to be more inviting for our transfer students.

485
01:05:58.315 --> 01:06:10.914
We're also working with develop a transfer center. Not only with admissions, but also in our academic center of excellence that can really help provide the support for transfer students.

486
01:06:10.914 --> 01:06:19.255
So there's a lot of different things that we have in our strategic plan that is also going to help us.

487
01:06:23.760 --> 01:06:26.760
Address this particular measure as we move forward.

488
01:06:26.760 --> 01:06:36.179
I have a question. Sure. And I know that we have a good relationship with the local community colleges and, and some of the.

489
01:06:36.179 --> 01:06:39.539
Transfer initiatives have been.

490
01:06:39.539 --> 01:06:48.000
Primarily focus with them. What about the other community colleges? I know community colleges in general have seen the decline, but.

491
01:06:48.000 --> 01:06:53.760
We have a distinction and project form of having 1 of the few community colleges. That's really growing.

492
01:06:53.760 --> 01:07:02.190
And I'm just not sure if if we need to broad now scope or if there's some things that some of us can do to help.

493
01:07:02.190 --> 01:07:09.750
This is a question. Yeah. Very good question. This is interesting. What I would tell you is that.

494
01:07:09.985 --> 01:07:17.094

In the process that we went through with regards to our strategic plan, we do not want to leave no stone unturned.

495
01:07:17.094 --> 01:07:29.664
And so, 1 of the things that we actually had our chairs and department chairs as well as our faculty. And deans work on is is really a recruitment plan.

496
01:07:29.875 --> 01:07:35.605
We just had a meeting last week with several community colleges in the area as well as throughout Virginia.

497
01:07:35.815 --> 01:07:47.425
And we had a great conversation really working within our engineering technology program and we had many of the counselors and advisors from the community colleges on that particular call.

498
01:07:47.815 --> 01:08:02.034
And it was a great man, we lead with our students and showing the successful students that we have outstanding faculty that we have, and really setting up a true relationship with these particular community. Colleges are really our goal.

499
01:08:03.054 --> 01:08:16.255
I think that we really surprised those particular participants about the value of Virginia State University, and letting them know that that we should be the top on their list.

500
01:08:16.675 --> 01:08:21.414
If you're looking for outstanding programs. And so we do not want to leave any stone unturned.

501
01:08:21.414 --> 01:08:35.425
We want to reach out to all the community colleges within the commonwealth, and really develop a true relationship, but also working with the actual programming and really the curriculums in those particular colleges.

502
01:08:35.425 --> 01:08:40.015
So they have a smooth transition into Virginia state, and they did not lose any credits. And so.

503
01:08:41.220 --> 01:08:48.930

Really trying to to really ramp up those efforts as we move forward. So, yes, we want to make sure that we are leaving no stone, it's stone longterm.

504
01:08:48.930 --> 01:09:00.180
Okay, that's great. I think it's good that we're showing them the product, but also, I think that we need to emphasize we probably doing it, uh, our expertise relative to.

505
01:09:00.180 --> 01:09:13.500
Um, teaching and training and graduating 1st generation and economically disadvantage called eligible, because that's where a lot of those kids who are in community colleges. Some of them.

506
01:09:13.500 --> 01:09:18.119
That probably is a large percentage of them as well. Thank you. Thank you.

507
01:09:18.835 --> 01:09:19.914
Next slide Mr. Harris.

508
01:09:25.465 --> 01:09:37.645
So some of the things that we're working on, we actually have submitted a draft of a remediation plan to share if we are really refining it. As soon as we received our report.

509
01:09:38.335 --> 01:09:45.024
We reached out to chevon they worked with us. We actually what we submitted to them. They were really excited about that.

510
01:09:45.055 --> 01:09:47.515
That we already have some of these particular things in place,

511
01:09:47.904 --> 01:09:53.005
but we are working with shared right now as far as a remediation plan as well as a timeline on,

512
01:09:53.034 --> 01:10:02.215
which we will be able to achieve our particular projections as well as some of those averages in which we are going to be held accountable for so,

513
01:10:02.215 --> 01:10:03.625
just in general and again,

514
01:10:03.654 --> 01:10:09.204
I think many of you have heard a lot of different things that we're doing
out in 4 initiative,

515
01:10:09.505 --> 01:10:10.765
the transfer initiative.

516
01:10:10.765 --> 01:10:20.154
We have chosen lines program as well as the transfer equivalency website.
We are actually working on our degree audits and making sure that our
students are on track to graduate.

517
01:10:20.185 --> 01:10:33.475
I've put a request out to the chairs and things that degree graduation
degree audit should be done at 90 credit hours. So, that students don't
get to the finish line and end up not graduating because of 1 or 2
courses.

518
01:10:33.805 --> 01:10:34.524
Of course,

519
01:10:34.524 --> 01:10:36.175
we are working on a high tech,

520
01:10:36.175 --> 01:10:36.744
high touch,

521
01:10:36.774 --> 01:10:49.675
advising system that you'll hear about in a few minutes from Dr books
WALTERS again enhance and tailor student success initiatives that we're
meeting with students individually and really trying to help them through
their particular issues.

522
01:10:50.574 --> 01:11:02.875
And Tele, tailoring the different types of experiences for those students
for them to be successful. The early alert system. I'm very excited about
our system. This is really not only.

523
01:11:03.180 --> 01:11:11.454
Being used to alert the faculty staff and advisors when students are in
trouble, it also helps the students. Know they're in trouble.

524

01:11:11.814 --> 01:11:22.375
But this is the same system that I was talking about with regards to the analytics, and helping us understand where the students are and helping them work through the actual progression to graduate.

525
01:11:22.675 --> 01:11:30.895
And so we can flip a switch to a filter our NSA students. We know all the students will have a balance of over 10000 dollars.

526
01:11:30.895 --> 01:11:44.994
We know all the students who have a below 1.5 we can really then go with a better projection as we move forward with chef and projecting our particular performance measures. And what would be.

527
01:11:47.364 --> 01:11:47.814
Also,

528
01:11:47.814 --> 01:11:51.925
we are implementing the academic support counselors and graduation specialists in each college,

529
01:11:52.284 --> 01:11:58.284
and also actually have developed and we're ramping up a supplemental instruction program to support students,

530
01:11:58.314 --> 01:12:02.604
academic progress in progression through the University.

531
01:12:03.204 --> 01:12:15.895
Many of these things we have grants for. We've also requested money from the state to to really help support some of these particular initiatives. And I'm very excited about a lot of different things that we're moving forward with the next slide. Please.

532
01:12:16.975 --> 01:12:29.784
The other thing that as we were actually developing and really putting the infrastructure for the strategic plan that just launched in September of 2020. so we just launched this strategic plan.

533
01:12:29.784 --> 01:12:39.625
But we worked with the deans and the various departments to really leverage the data, and to engage strategic efforts to really focus on enrollment, retention progression and graduation.

534

01:12:39.654 --> 01:12:54.265
So, we're really taking it down to the deans and chairs level to really help with those particular types of initiatives and we've had workshops and as well, as developmental seminars for deans and chairs to understand how to make this happen.

535
01:12:54.265 --> 01:13:07.824
We also make sure that with some of our projections, this strategic plan, and some of our benchmarks that the colleges and departments know what their role is and what their contribution to the strategic plan is going to be.

536
01:13:07.824 --> 01:13:11.425
So right now we're also providing the deans and chairs,

537
01:13:11.425 --> 01:13:12.175
we're early registration reports,

538
01:13:12.175 --> 01:13:17.545
and they're getting those reports daily to understand their students that may not be registered,

539
01:13:17.545 --> 01:13:26.005
how they can reach out to those students and make sure that the registered making sure that those students are validated they're getting retention reports with regards to within their college if,

540
01:13:26.005 --> 01:13:28.255
for some reason the students aren't returning,

541
01:13:28.255 --> 01:13:33.024
I want the chairs and things to know why they're not returning.

542
01:13:33.024 --> 01:13:40.885
If they just didn't make a personal phone call to get those students back. And that's what they're doing also we're monitoring the change of major.

543
01:13:40.885 --> 01:13:53.545
So, again, if we talked about Estimator majors, if for some reason we projected that we had this many in the pipeline, this many enrolled and stand programs but we also have a trend or how many transfer out of those programs.

544

01:13:53.545 --> 01:13:58.225
We can do a better job with making projections on our stem majors and then also.

545
01:14:01.045 --> 01:14:11.005
We're looking at students later for graduation earlier again understanding what hurdles may be in the way, and carrying those students through the finish line whether it's finances.

546
01:14:11.274 --> 01:14:23.904
Whether it's a class that they need to take that we need to offer special for that student, or if that's doing, just really just needs a push to get out and get out to the real world we want to make sure that we are addressing those particular issues.

547
01:14:25.524 --> 01:14:39.685
And then, of course, a facilitated direct student contact and support. So we just want to have a wrap around service to make sure that our students are going to be successful. And as you can see, this really impacts our strategic plan priority number 2 objective 2.3.

548
01:14:40.619 --> 01:14:44.069
On next slide, please.

549
01:14:44.069 --> 01:14:52.109
I believe that's it for the chef performance measures. I would like to open that for any questions before we move into rodney's.

550
01:14:52.109 --> 01:14:56.100
Report in regard to, um.

551
01:14:56.100 --> 01:15:06.659
The actual enrollment, Madam, I have comment on the question for Tom, and I have a question for.

552
01:15:06.659 --> 01:15:13.260
Just before he means, I'm mindful of the fact that he's going to be leaving in a few minutes, so Mr.

553
01:15:13.260 --> 01:15:21.630
That the call yes, I was I was surprised that embarrassed when this information.

554
01:15:21.630 --> 01:15:25.979

Uh, about these measurements, these standards.

555
01:15:25.979 --> 01:15:33.510
I'm recording and I'm reminded of the work we did on the strategic plan.

556
01:15:33.510 --> 01:15:36.659
Uh, and as we were working through that.

557
01:15:36.659 --> 01:15:50.130
Uh, I didn't hear anything about these standards, uh, uh, may not be in maybe in jeopardy. Uh, so, my question is, are there any other.

558
01:15:50.130 --> 01:15:55.800
Or any other requirements from other agency.

559
01:15:55.800 --> 01:16:02.819
That, uh, that we Paul and Sean are done well on that we need to know about as a board.

560
01:16:03.295 --> 01:16:12.654
Yeah, so thank you. Mr. I have to admit that we should have had our hands on the pulse with regards to this particular report coming from chef.

561
01:16:14.005 --> 01:16:23.515
Ironically, that our SWOT analysis that we did with the strategic plan, addressed all these things already. And so I feel very confident moving forward.

562
01:16:24.685 --> 01:16:35.604
I really again feel embarrassed because again, we should have been out to the board back in 2018. I would tell you is that there are no other agencies.

563
01:16:38.279 --> 01:16:51.744
Uh, with regards to this type of measure with regards to fall in short, what I will tell you, though, is that the 2019 again we are because of the projection as well as our enrollment are going to be impacted for the 201920 measures.

564
01:16:56.814 --> 01:17:10.435
And she knows that, and we've had a conversation already with chef and so part of the remediation plan isn't about 2019. 2020 has about 2021, 2002, as we move forward and so managing those expectations. But also understanding that and working with, besides the enrollment piece.

565
01:17:10.435 --> 01:17:17.994
A lot of it is really dealing with projections and being good at it,

566
01:17:17.994 --> 01:17:21.444
but also pushing yourself to a point where you don't want to understand,

567
01:17:22.104 --> 01:17:29.994
you want to push you really want to push so far out of the range that you can't hit your mark and so,

568
01:17:29.994 --> 01:17:32.244
as you'll hear from them,

569
01:17:32.274 --> 01:17:33.204
tomorrow as they have done,

570
01:17:33.204 --> 01:17:36.925
with other institutions who haven't hit their mark,

571
01:17:36.925 --> 01:17:37.854
they'll work with us,

572
01:17:37.854 --> 01:17:41.994
and they're really excited about the things we've presented to them already.

573
01:17:41.994 --> 01:17:56.664
And so I feel good. Really? I'm embarrassed, I'm disappointed and I take full responsibility for these particular measures, but I, I'm truly and the team has been working hard. The faculty staff and Dean's.

574
01:17:56.664 --> 01:18:02.305
We've been putting things into the strategic plan that I know that that's SWAT analysis already gave us.

575
01:18:07.380 --> 01:18:17.699
These particular measures that we knew, we're falling short on. Thank you. And I may have to come back to you, depending on what Larry says are you still on.

576
01:18:19.500 --> 01:18:34.494

I think he had to sign off at 10 o'clock. No. Oh, I'm sorry. No. Okay. And I, I worked with on these in a previous life. Um, if I can.

577
01:18:34.800 --> 01:18:47.545
Health, and we will also have Jean Marie and Todd Massa at the meeting tomorrow and obviously Bill and Bill will be at the meeting tomorrow. So how would you like to progress?

578
01:18:47.725 --> 01:18:54.954
Uh, probably, I want to ask the question now and follow up tomorrow. My primary concern is, is.

579
01:18:55.859 --> 01:19:06.119
Uh, set you, may you made a point of saying, Madam chair that there was no accreditation issue when you were introducing the segment.

580
01:19:06.119 --> 01:19:18.149
And, uh, I'm, I'm unclear at this point about why there is not an accreditation issue having worked with sex before on their last visit to Virginia state.

581
01:19:18.149 --> 01:19:30.300
Haven't been interviewed aggressive may buy them. Um, it, it didn't seem to matter if we really, really had a problem. What seemed to matter was the appearance.

582
01:19:30.300 --> 01:19:39.625
Of a problem and and and that that caused quite a bit of a concern to us as a book me in particular.

583
01:19:39.895 --> 01:19:48.534
Uh, and and I want to just be sure that we fix everything that we can fix that need to be fixed.

584
01:19:48.840 --> 01:20:01.500
Including a reset so I, I want to be able to know for sure why this is not an accreditation issue from Sachs perspective. Not from our perspective.

585
01:20:01.500 --> 01:20:14.699
My perspective, right and I will say that with respect to and I'll let Dr Abdullah, because he's on the board. I believe.

586
01:20:14.699 --> 01:20:20.369

Respond as well, when I say it's not an accreditation.

587
01:20:20.369 --> 01:20:35.335
Issue if I guess, like, the last time it hit the media in a big way, and
was blown out of proportion, I guess it could become that.

588
01:20:35.635 --> 01:20:41.305
My point was that from the state perspective, this is not any kind of an
accreditation issue.

589
01:20:42.925 --> 01:20:50.845
I also think having served, um, for a number of years on the stack peer
to peer.

590
01:20:51.149 --> 01:20:58.319
Review committees in looking at other institutions and with the training
that I received from Sachs.

591
01:20:58.319 --> 01:21:10.380
In looking at institutions for substantive change, and just for their
normal accreditation processes, I would not have taken.

592
01:21:10.380 --> 01:21:13.380
A state.

593
01:21:13.380 --> 01:21:18.420
Financial and administrative and academic.

594
01:21:18.420 --> 01:21:22.470
Requirement that is the.

595
01:21:22.470 --> 01:21:28.260
Shot a specific Virginia restructuring.

596
01:21:28.260 --> 01:21:31.890
Legislation.

597
01:21:31.890 --> 01:21:40.140
As something that I considered in my accreditation or substantive change,
it's.

598
01:21:40.140 --> 01:21:44.100

Something that, you know, I guess if I were to, like, and.

599
01:21:44.100 --> 01:21:56.279
In the simplest terms for me, um, the projections and the emphasis that Dr Paul made on the projections, it would be, you know, if I said, I'm going to lose.

600
01:21:56.279 --> 01:22:08.100
10 pounds and you say you're going to lose 20 pounds? Well, I lose 9.5 pounds so I, when I get a, and I get, um.

601
01:22:08.100 --> 01:22:19.470
Sustained by the state, but you lost 18 pounds. Well, you're just better at projecting. I'm better at projecting my goal had.

602
01:22:19.470 --> 01:22:24.239
The goal has nothing to do with it. Really? We just didn't do good job, but.

603
01:22:24.239 --> 01:22:34.020
Projecting so I think what Dr Paul said with respect to the increased, um.

604
01:22:34.020 --> 01:22:41.819
Emphasis that we have and capabilities that we have with respect to data analytics that we have.

605
01:22:41.819 --> 01:22:53.279
Talked about every year that I've been on the board, we've really emphasized and built that infrastructure. Um, I think that if anybody from.

606
01:22:53.279 --> 01:22:58.020
What we missed on these.

607
01:22:58.020 --> 01:23:10.494
Um, academic standards, I think they wouldn't endanger our accreditation at all. Um, I just intuitively and from my experience would say that. Yeah.

608
01:23:10.524 --> 01:23:14.725
Um, I do also want to, um.

609

01:23:15.029 --> 01:23:22.140
Ask and Dr Palmer Dr Abdullah can go into this. We know that.

610
01:23:23.814 --> 01:23:32.935
Boring night, 1920 and 2021, everything is is going to be off from
community college transfers to iron enrollment, cancer and degrees.

611
01:23:32.935 --> 01:23:42.954
And are we making very realistic projections and where we have an
opportunity to make very realistic projections.

612
01:23:47.939 --> 01:23:51.060
Before the next time in 20.

613
01:23:51.060 --> 01:23:54.779
2 that we would be looking at this.

614
01:23:56.335 --> 01:24:02.364
Okay, well, I guess the problem, I think I hear you getting ready to send
something.

615
01:24:02.364 --> 01:24:16.975
I would just respond to Matt and I would like to continue this
conversation when the folks who sit over there and I remain concerned
about an accreditation issue from Sachs

616
01:24:16.975 --> 01:24:17.545
perspective.

617
01:24:18.204 --> 01:24:29.244
Thank you Mr. what I would tell you is again really believes in
continuous improvement and so we set a mark. We didn't make it.

618
01:24:29.244 --> 01:24:39.145
This is truly assessment and we tried to achieve and they want to see
what we did to achieve it. And so they did not penalize you for.

619
01:24:39.510 --> 01:24:51.720
Uh, putting things in place and not hitting your mark, they want to make
sure that you're showing assessment and the assessment is being done and
of course, we have the guru Dr minutes to making sure that that happens.
And so I'm excited about that piece.

620

01:24:51.720 --> 01:25:03.420
If I was, I was add a little more I want you to know Mr. hill that the comments about the problem is making that I'm making our comments that we have actually reached out for guidance.

621
01:25:03.420 --> 01:25:07.020
From our vice president from sex.

622
01:25:07.020 --> 01:25:21.659
And so we are, we are very clear that 1 that it does not trigger a visit on Accreditation challenge. They also are aware of the challenges with the audit because it's financial.

623
01:25:21.659 --> 01:25:32.699
Things with this 2 audits, of course, are that happened at every institution? What they want to know is that when we get an audit finding that we work on defining and that we solve them. And so we have reached out.

624
01:25:32.699 --> 01:25:45.895
For guidance, and we have received guidance that, you know, if there is an issue that they will let us know, but we have not been informed of anything and we remain in constant contact.

625
01:25:45.895 --> 01:25:57.984
And so I just, I want you to know that. This is not kind of a 1 sided conversation. What we're telling you is, is what we have. When was that? Was it yesterday problem that you talked to the day before yesterday?

626
01:25:58.350 --> 01:26:06.385
Day before yesterday, and they haven't, you know, so we've, we have been communicating and an era of transparency because we knew that this is a concern.

627
01:26:07.164 --> 01:26:15.954
It's a concern of yours and to be honest, but whenever whenever we think about sex, that's the concern about how we want to make sure that we are on the on the right side.

628
01:26:16.289 --> 01:26:29.640
Of history, so yes, Madam chair. This is Greg worldly. I do care about the repercussion as it relates to the financial benefits.

629
01:26:29.640 --> 01:26:38.159

It said something about if we didn't make these shifts standards that we may not share in the financial benefits.

630
01:26:38.159 --> 01:26:41.310
Did you just want to explain that to me?

631
01:26:41.310 --> 01:26:52.739
I think Mr Davenport is best that I think he was going to cover that tomorrow. I don't know if he's on now, but I think he was going to cover that in the facility. Yeah, sure.

632
01:26:52.739 --> 01:26:58.800
And I probably would go out and also indicate you hear me.

633
01:26:58.800 --> 01:27:06.029
Yes, sir. Yeah, the financial benefits are actually in a couple of different pieces. The 1st, and probably the.

634
01:27:06.029 --> 01:27:13.409
Largest 1, for us as an institution is the interest earnings on our auxiliary and now he and g funds.

635
01:27:13.409 --> 01:27:19.470
On the auxillary side, we've seen some pretty good growth over the last couple of years.

636
01:27:19.470 --> 01:27:27.390
So, we typically, we've seen it as has about a 500000 in terms of interest earnings on auxiliary side.

637
01:27:27.390 --> 01:27:41.159
Last year we were about 568000 E and g side. We typically carried balances a little bit less. So we're looking at about 100000 or so.

638
01:27:41.159 --> 01:27:47.880
And also a potential losing the carry forward balances.

639
01:27:47.880 --> 01:27:55.260
And, as you know, that can vary from anywhere from 0T to a couple of 1M each month.

640
01:27:55.260 --> 01:28:03.869

And then a last piece is some rebates relating to Eva and related to the small purchase charge card.

641
01:28:04.255 --> 01:28:18.354
Those are typically pretty small for us. We could lose about 50000 a year with what you said each month. You meant each year, though correct? I met this year. Yes, I did. I say mom you did you did.

642
01:28:20.609 --> 01:28:26.310
And so that report, if if what I'm hearing you, if we.

643
01:28:27.359 --> 01:28:31.529
Do right by our remediation plan.

644
01:28:31.529 --> 01:28:38.039
Then next year we would be able to share in those numbers that you just.

645
01:28:38.039 --> 01:28:44.670
Uh, talk about the interest on the E and G and a carry over into rebates.

646
01:28:44.670 --> 01:28:51.750
But but if we don't meet our plan, then we could, we could lose those, those funds.

647
01:28:51.750 --> 01:29:05.010
That's okay and to be clear, nothing has happened to us. Now, we still get those carry forward funds and get the interest earning but, yeah, if we fail to have the appropriate remediation plan.

648
01:29:05.010 --> 01:29:09.000
Uh, in the spring, then we could potentially lose that. Yes.

649
01:29:09.000 --> 01:29:16.529
Well, I want to be my my next question would, how is this? Right?

650
01:29:17.274 --> 01:29:31.314
Mr. Worley hang on 3rd, uh, progress had a follow up to that. And then I want to be very clear that again, the, uh, the non certification is not due to the, these performance measures. Okay.

651
01:29:31.854 --> 01:29:41.244

So, I just wanted to make sure that that so if you're talking about these performance, the remediation plan for performance measures, it did not certification is not due to that.

652
01:29:42.930 --> 01:29:46.829
Thing I will. Is that a shift again in conversation?

653
01:29:47.185 --> 01:29:56.274
In conversation with them, and we can follow up with them again that they look forward to a long term plan with regards to these performance measures, not just for the spring of 2021.

654
01:29:56.274 --> 01:30:06.505
so it's going to be somewhat of a long term plan as far as making sure that we have to look at covert 19 and some of the performance measures that are impacted from coping 19.

655
01:30:06.505 --> 01:30:19.885
and so, again, being a very close contact with shift, and as they've done for all institutions that have fallen short with the performance measurement them and we can follow up with Mark again that they look for a long term.

656
01:30:19.914 --> 01:30:24.414
And with regards to these performance measures, not just for the spring of 2021.

657
01:30:24.414 --> 01:30:30.654
so it's going to be somewhat of a long term plan as far as making sure that now we have to look at covert 19,

658
01:30:31.045 --> 01:30:33.654
and some of the performance measures that are impacted from 19 and so,

659
01:30:34.404 --> 01:30:34.885
again,

660
01:30:34.885 --> 01:30:42.744
being a very close contact with shift and as they've done for all institutions that have fallen short with the performance measures,

661
01:30:42.774 --> 01:30:44.545
it had not impacted their certification.

662
01:30:50.159 --> 01:30:58.470
Thanks such problem and I don't I was gonna say, the same thing is that, um, it had not impacted their certification.

663
01:31:00.869 --> 01:31:07.949
Thanks, Tom and I, I was gonna say the same thing is that, um, it's, it's not.

664
01:31:07.949 --> 01:31:12.960
Nothing that they do with this is sort of wrote or automatic.

665
01:31:12.960 --> 01:31:22.079
They looked at the institutions they talk to the institutions, they see what the institutions are doing. So, in this instance, Jeff is much more.

666
01:31:22.079 --> 01:31:27.300
Um, they do everything possible. 10 of it's it's not.

667
01:31:27.300 --> 01:31:32.310
Nothing that they do with this is sort of wrote or automatic.

668
01:31:32.310 --> 01:31:41.399
They looked at the institutions they talk to the institutions, they see what the institutions are doing. So, in this instance, Jeff is much more.

669
01:31:41.399 --> 01:31:46.529
Um, they do everything possible to not.

670
01:31:46.529 --> 01:31:54.899
Um, uh, punish, in any way, if you will, it has been my experience previously. Mr. worthy back to you.

671
01:31:54.899 --> 01:32:05.548
Not a punish in any way, if you will, it has been my experience previously. Mr. worthy back to you.

672
01:32:05.548 --> 01:32:15.569
Yes, 2, 2 questions. 1 Dr palm you talked about projections and expectation that we have to.

673
01:32:15.569 --> 01:32:23.189

Make sure we understand expectation, but that, that the root cause here is a declining enrollment.

674
01:32:23.189 --> 01:32:34.889
Is this part of this issue? Yeah, yes, 2, 2 questions. 1. Dr palm you talked about projections and expectation that we have to.

675
01:32:34.889 --> 01:32:42.479
Make sure we understand expectation, but that the root cause here is a declining enrollment.

676
01:32:42.479 --> 01:32:45.958
Is it part of this issue? Yes.

677
01:32:45.958 --> 01:32:55.349
And so to to address this, then we're going to really have to be looking at our enrollment process. Is that correct? Yes.

678
01:32:55.349 --> 01:33:06.029
And so to address this, then we're going to really have to be looking at our enrollment process. Is that correct? Yes.

679
01:33:07.559 --> 01:33:15.389
Okay, my, my next issue mom chair is, how are we going to be? This committed will be monitoring.

680
01:33:15.389 --> 01:33:23.158
The progress on this remediation plan to ensure that when we get to the next year.

681
01:33:23.158 --> 01:33:26.368
Or the spring, or whenever the time is that we.

682
01:33:26.368 --> 01:33:34.738
Okay, my, my next issue mom chair is, how are we going this committed will be monitoring.

683
01:33:34.738 --> 01:33:42.479
The progress on this remediation plan to ensure that when we get to next year.

684
01:33:42.479 --> 01:33:48.899

Or the spring, or whenever the time is that we address these things that she was appropriately.

685
01:33:54.868 --> 01:33:59.698
Address these things are appropriately.

686
01:34:05.338 --> 01:34:11.429
Okay, sorry you clicked out for me for a minute.

687
01:34:11.429 --> 01:34:22.229
I apologize, I'll restate the question. How is this committee going to monitor.

688
01:34:22.229 --> 01:34:25.918
This remediation plan.

689
01:34:25.918 --> 01:34:30.779
To sorry, you clicked out for me for a minute.

690
01:34:30.779 --> 01:34:41.548
I apologize, I'll restate the question. How is this committee going to monitor.

691
01:34:41.548 --> 01:34:45.208
This remediation plan.

692
01:34:45.208 --> 01:34:50.399
To ensure that when we get to the end of this probation period.

693
01:34:50.399 --> 01:34:54.988
That these issues that we've been flagged for have been addressed appropriately.

694
01:34:54.988 --> 01:35:01.109
Sure, that when we get to the end of this probation period.

695
01:35:01.109 --> 01:35:05.668
That these issues that we've been flagged for have been addressed appropriately.

696
01:35:07.048 --> 01:35:14.069

Thank you and and obviously and, you know, you sort of have to parse it
out because as Dr home said.

697
01:35:14.069 --> 01:35:18.389
So much of what is apparent in these.

698
01:35:18.389 --> 01:35:25.019
Data, which resulted in the need to do a remediation plan are already.

699
01:35:25.019 --> 01:35:33.418
Thank you and and obviously and, you know, you sort of have to parse it
out because as Dr Tom said.

700
01:35:33.418 --> 01:35:37.738
So much of what is apparent in these.

701
01:35:37.738 --> 01:35:44.368
Data, which resulted in the need to do a remediation plan are already.

702
01:35:44.368 --> 01:35:47.429
Um, part of.

703
01:35:47.429 --> 01:35:56.668
The strategic plan and so if, you know, we have enrollment and retention,
and we don't have anything.

704
01:35:56.668 --> 01:36:10.644
Part of the strategic plan and so if you know, we have enrollment and
retention, and we don't have anything specifically on transfer students
from the community colleges.

705
01:36:11.154 --> 01:36:22.043
Um, but I think that has an item in the strategic plan. So, we will as a
standing item going forward include.

706
01:36:22.524 --> 01:36:35.094
These and amend sitting specifically on transfer students from the
community colleges. Um, but I think that has an item in the strategic
plan.

707
01:36:35.453 --> 01:36:41.363
So we will as a standing item I'm going forward include.

708
01:36:41.668 --> 01:36:54.689
These, and and amend to make an explicit reference to the remediation plan and updates in each of the meetings that we have between now. And the summer.

709
01:36:54.689 --> 01:37:05.399
To make an explicit reference to the remediation plan and updates in each of the meetings that we have between now and the summer.

710
01:37:05.399 --> 01:37:14.338
A, that would be the plan. If you have any suggestions for enhance scrutiny.

711
01:37:14.338 --> 01:37:22.198
Happy to do that but Dr Palm will be including that in the in the diligent books that you get prior to.

712
01:37:22.198 --> 01:37:33.689
Our meetings, and then we'll go over it. That would be the plan. If you have any suggestions for enhance scrutiny.

713
01:37:33.689 --> 01:37:41.548
Happy to do that but Dr Palm will be including that in the in the diligence books that you get prior to.

714
01:37:41.548 --> 01:37:56.338
Our meetings, and then we'll go over it in the meeting and I would say, ask, I have not asked this previously, but if anything unusual occurs between meetings, we could certainly call a special meeting.

715
01:37:56.338 --> 01:38:02.189
Dr Palm is that your understanding and and appropriate from your perspective?

716
01:38:02.189 --> 01:38:05.368
Absolutely, absolutely.

717
01:38:05.368 --> 01:38:09.448
Thank you have a couple of questions.

718
01:38:09.448 --> 01:38:17.819
I thank the chair for given their internal perspective on things based on her experience. That does help. Um, but in terms of.

719
01:38:17.819 --> 01:38:20.819
To your statement relative to.

720
01:38:20.819 --> 01:38:26.458
Basically, we just didn't do a good job of projecting of those numbers.

721
01:38:26.458 --> 01:38:30.899
Created in conjunction with chef, or the chef just.

722
01:38:30.899 --> 01:38:34.649
Except what we send with the long as it's not, uh.

723
01:38:34.649 --> 01:38:38.639
Not out of the ordinary or something extraordinary or.

724
01:38:38.639 --> 01:38:42.719
Or too low, or whatever. I, I assume we're getting some feedback.

725
01:38:42.719 --> 01:38:51.293
From them not so much as my experience. Dr Paul. Yeah. So so, yeah, so we
should just lowball right?

726
01:38:52.583 --> 01:39:06.894
And again, you're right, we could, we could, but even in talking to the
chef staff, they, they indicate we just haven't done a good job of
projecting what I would tell you, though. Like I said before, is that we
want we want to push ourself, but we don't want to.

727
01:39:07.373 --> 01:39:10.793
We do not want to be over ambitious.

728
01:39:11.363 --> 01:39:12.713
So so,

729
01:39:12.713 --> 01:39:24.293
is that there's that fine level of really set realistic expectations and
goals and pushing that to a different level versus and again,

730
01:39:24.293 --> 01:39:26.394
I think we did the best we could back in 201617 interjecting these.

731
01:39:28.408 --> 01:39:39.658
But, again, not having that, that the, the technology creates an issue with regards, I'm glad we're correcting that. So there's really no incentive to to be.

732
01:39:39.953 --> 01:39:46.944
Aggressive well, there, if not, and I would say I'm back in the day.

733
01:39:47.363 --> 01:40:01.194
I don't know if you all remember gene, who was the president of for 19 years I think he was 1 of the architects of the financial and administrative standards and academic standards. And, um.

734
01:40:02.724 --> 01:40:04.554
With the state,

735
01:40:04.583 --> 01:40:18.024
and he wanted to show these to you was going to do all the things and they failed miserably because they did these stretch and aggressive goals in terms of low balling.

736
01:40:18.024 --> 01:40:25.644
I don't we never did that again, but in terms of low volume, you don't really want to do that either.

737
01:40:25.644 --> 01:40:37.583
I think Chad wants you to be as realistic as possible, because for their Virginia plan for higher education for their reports and so forth, they're projecting.

738
01:40:37.974 --> 01:40:49.283
So they exactly take all the institutions projections and then they make their projection and they don't modify, particularly.

739
01:40:49.283 --> 01:41:03.894
So they just want us to be as realistic as possible. I think, where you do, your stretch goals would be in a strategic plan that sort of thing. And enrollment plan, but not in these at all. You just want to be as realistic as possible.

740
01:41:04.198 --> 01:41:09.359
Thank you and and and I agree with I mean, I appreciate that.

741

01:41:09.359 --> 01:41:15.448
But the other thing is that on most of these, that we didn't meet, not
only did we not meet.

742
01:41:15.448 --> 01:41:18.958
The chef go, but we actually declined on.

743
01:41:18.958 --> 01:41:27.389
Most of the absolute numbers, so yeah, even if we did a better job of
projecting, we, we still.

744
01:41:27.389 --> 01:41:31.439
Decline a lot of and a lot of it has to do with enrollments so it's just.

745
01:41:31.439 --> 01:41:35.128
It just keeps her on the roll and no pun intended. So, because.

746
01:41:35.128 --> 01:41:38.189
It's not as though we're saying, 95% of the.

747
01:41:38.189 --> 01:41:44.578
Students on campus, but based on 95% of the projections. So it just
keeps.

748
01:41:44.578 --> 01:41:48.328
Penalize you over and over and over again. Okay. Yeah.

749
01:41:48.328 --> 01:41:55.738
And certainly, I understand all this, and I appreciate this, but from the
community perspective, from the alumni perspective, and all the optics
are not.

750
01:41:55.738 --> 01:42:03.628
Positive and that's 1 of the things we need to be concerned about too,
because we are the lowest performing. If you.

751
01:42:03.628 --> 01:42:07.198
If you want to say it and based on performance of all of the.

752
01:42:07.198 --> 01:42:13.769
College he said that the survey to manage it, we have probably the lowest
performance.

753
01:42:13.769 --> 01:42:22.408
In terms of the number not met so I want to make sure that we get out
ahead of the message control the message, as opposed to.

754
01:42:22.408 --> 01:42:30.059
They're trying to defend something, so I'm sure that communications is
kind of that and hopefully we can.

755
01:42:30.059 --> 01:42:34.828
Uh, explain this and, uh, and in such a way that.

756
01:42:34.828 --> 01:42:42.179
It doesn't impact alumni, confidence, parent confidence otherwise the
enrollment will continue to go.

757
01:42:42.179 --> 01:42:47.069
Down so he can continue to roll and rolling in, but also just in terms
of.

758
01:42:47.069 --> 01:43:01.373
It's chair of the advanced Mr. Richards and I apologize. I've gotten a
note that our last stream has stopped. And so I need to check with our
legal counsel and see if we if we can continue or if we need to pause.

759
01:43:02.099 --> 01:43:12.809
They just want to cut me off till we have there.

760
01:43:12.809 --> 01:43:16.679
So.

761
01:43:18.868 --> 01:43:25.109
Yeah, Madam chair this is devil up the meeting does need to stop until we
can restore that communication.

762
01:43:25.109 --> 01:43:35.038
Okay all right so we will pause and Mr Richard then we will pick up with
you as soon as we hear that we are back live.

763
01:43:35.038 --> 01:43:44.399
Okay, I'm going to take a 4th break. Thank you. Everybody take a bio
break if you'd like, right now it'd be a good time. And thank you.

764

01:43:44.399 --> 01:43:52.109
And mute your phone while you're doing it by.

765
01:44:59.458 --> 01:44:59.698
Hello.

766
01:46:09.029 --> 01:46:19.378
Silence.

767
01:46:32.099 --> 01:46:36.569
All right, I understand our live stream is restored.

768
01:46:40.559 --> 01:46:51.144
Can anybody hear me now? Can you hear me now? Yes, and I've been oh, good. And back to your follow up Mr Richard yeah.

769
01:46:51.173 --> 01:47:02.394
It's just a brief, um, point as chair of the institutional advancement committee. I'm going to be 1st, sensitive to what the impact might be on our ability to.

770
01:47:02.698 --> 01:47:11.099
Fundraise indirect way. So that's another reason to make sure that we control the message that goes out there. That's it. Just a comment. Thank you.

771
01:47:12.689 --> 01:47:16.048
Yeah, and that's something that, um.

772
01:47:16.048 --> 01:47:20.998
That I talked with Dr Palm about is to make sure that.

773
01:47:20.998 --> 01:47:26.009
We have documents that are readily available that very clearly.

774
01:47:26.009 --> 01:47:31.439
State, you know what exactly is going on so.

775
01:47:31.439 --> 01:47:37.469
Point well taken say, we didn't get the agenda.

776
01:47:37.469 --> 01:47:41.069

It could have been they withheld the funds and they didn't. So we're not.

777
01:47:41.069 --> 01:47:48.899
Oh, exactly, exactly. Exactly. Okay. Any other questions if not we'll move on Dr Paul.

778
01:47:52.288 --> 01:48:07.194
And I'm not hearing you Dr problem, I can see your lift moving, but I can't hear you. I said a lot of good things about Richardson. So thank you, for those comments there, uh, we're gonna go ahead and keep moving.

779
01:48:07.194 --> 01:48:10.554
And thank you for the dialogue Mr. hall do you want to come forward.

780
01:48:11.844 --> 01:48:25.764
Yes, good morning. Everyone again want to go through a few slides. We have here go through some more definitions. Just I think we have a new board number here as we go through the fall final numbers.

781
01:48:26.154 --> 01:48:39.503
So, we look at the admitted students that 1st row would be the total number of students that we admitted for the year. So fall 2020, almost 9700 students were admitted to that term. The number of engage students, those students who were admitted.

782
01:48:41.338 --> 01:48:56.038
I mean, at some level, they have some interest in the University, so we really work with that population to encourage them to get academic information, financial aid information out of that. Population of students. 1136.

783
01:48:56.038 --> 01:48:59.038
Were interested enough to make a deposit.

784
01:48:59.038 --> 01:49:05.488
And so that's the number that we work with throughout the summer and into the fall. In most cases.

785
01:49:05.488 --> 01:49:19.408
And if you remember, you may not remember when I report at my numbers in September, I believe we had about 792 validated students. So right now we're at 892. so that was a significant increase.

786
01:49:19.408 --> 01:49:32.753

From our last time great work by student accounts and financial aid teams and the departments I tell you that it was across the effort board faculty in their classrooms, talking to the students, encouraging them to complete the process.

787
01:49:32.753 --> 01:49:41.873
So validation means the students is financially clear. They've handled all of their payment plans, or their financial aid loans, scholarships and grants. So.

788
01:49:42.503 --> 01:49:49.463
That's a big part of what we do to finalize our numbers when we look at the transfer numbers. Admits same thing. 319.

789
01:49:49.463 --> 01:49:51.293
I engage 219 of those students,

790
01:49:51.293 --> 01:49:51.654
153 deposits,

791
01:49:51.654 --> 01:50:05.274
and then 148 validated students and so we've had quite a few discussion points this morning about transfer students and this is a decline and I will speak a little bit more about that.

792
01:50:08.908 --> 01:50:13.649
And my last slide, are there any questions regarding the fall?

793
01:50:15.628 --> 01:50:19.378
2020 okay. Next slide.

794
01:50:21.953 --> 01:50:35.993
So, spring, we're here a few weeks, where last week we're up with our admitted students over last year, also engaged in deposits are up slightly. We know that some of these students are students who were engaged for the fall 2020.

795
01:50:35.993 --> 01:50:47.003
we will continue to work with this population of students to get them here on campus, or virtually for the spring semester. So we are encouraged by those numbers there higher than the last 2 years transfer numbers.

796
01:50:49.588 --> 01:50:58.319

Are lagging behind with the admitted students we're working on that as well, but the same number of engaged from last year, and slightly down with the deposits.

797
01:50:58.319 --> 01:51:08.338
Um, but we are working with those students as well as the faculty and staff of getting those students in the pipeline and once again, getting them to make those deposits.

798
01:51:10.229 --> 01:51:16.019
Questions for the spring 2021. all right we'll move on.

799
01:51:19.139 --> 01:51:24.599
So, fall 2021, we're still early in the process.

800
01:51:24.599 --> 01:51:34.613
Um, you'll notice a trend of admitted students. So, 2019, we are just under 800 last year, 1100 students, and just over 800 for this fall. This is, this is expected.

801
01:51:34.613 --> 01:51:47.484
This is not a typical of what's happening across the landscape for, for your public and private schools in the midst of a pandemic. There's a certain level of uncertainty, but we have quite a bit of enthusiasm still.

802
01:51:47.484 --> 01:51:50.634
We're really excited to have this number of admitted students.

803
01:51:52.679 --> 01:52:01.559
But we will keep a very close eye as we always do on this population of students, early in the price in the process. And we know that.

804
01:52:01.559 --> 01:52:09.779
Beginning next year will be a great indication of our success with deposits based upon the pandemic.

805
01:52:09.779 --> 01:52:24.748
Transfer students, this is quite early for those students. You see that we're in the same ballpark as prior years, but we will continue to work with those students as well to to increase those numbers. But once again, still early for fall 2021.

806
01:52:24.748 --> 01:52:29.368

Next slide.

807
01:52:30.538 --> 01:52:44.219
So, we've had quite a bit of a great conversation around transfer. Um,
and so the transfer equivalency website, I keep bringing this up and I
think people.

808
01:52:44.219 --> 01:52:53.578
You may not understand the significance, but a few years ago actually had
a survey and the importance of this for transfer students about 83%.

809
01:52:53.578 --> 01:53:04.948
It was the most important thing that transfer students identified that
attracted them to on institutions. So, having this website where a
student can look at their courses from.

810
01:53:04.948 --> 01:53:08.429
The Virginia Community College system, or Richard bland.

811
01:53:08.429 --> 01:53:21.479
And determine what classes to take then we'll transfer to Virginia state
is critical, not only for our students, but also for our faculty and
staff. So they have a way of actually helping students.

812
01:53:21.479 --> 01:53:25.109
And then it may come in contact with determine which classes to take.

813
01:53:25.109 --> 01:53:35.698
And also, as they build their pathways, this is a great way for them to
work with their colleagues at the community colleges to create those
pathways those articulations. So, it's very important.

814
01:53:35.698 --> 01:53:40.798
For our students to have this and our faculty and staff.

815
01:53:40.798 --> 01:53:53.189
As well, as we're working with the Trojan alliance with Dr Paul that
mentioned before with Richard Glenn and John Tyler and Jay sergeant
rentals to create more pathways for our students.

816
01:53:53.189 --> 01:53:56.939
So, we're really excited about those pathways that that we're creating.

817

01:53:56.939 --> 01:54:04.649
And I think there was a question. Yeah. Mr Paul I had a quick question
for you. I should've looked it up myself.

818
01:54:04.649 --> 01:54:15.509
For our transfer students to count on our performance measures, do they
have to have gotten their certification or degree from the community
college?

819
01:54:15.509 --> 01:54:18.689
Or is it any transfer student.

820
01:54:18.689 --> 01:54:23.069
And that might be a Dr home question.

821
01:54:23.069 --> 01:54:26.849
Yeah, they, they have to have the.

822
01:54:26.849 --> 01:54:39.029
2 year degree from and that's a good question. I think it's from the
community college, though, operating plan, but again, any college they
again, I need to double check on that.

823
01:54:39.029 --> 01:54:54.029
Yeah, because I was thinking that there was a push by the state that and
the community colleges that 4 year institutions not steal their students
before they and there's.

824
01:54:54.029 --> 01:54:58.769
Data that suggests that students are more successful if they finish
their.

825
01:54:58.769 --> 01:55:04.498
2 year there, so I just I wanted that clarification. Cause it is.

826
01:55:04.498 --> 01:55:07.618
Kind of we may be getting transfers, but if they're not.

827
01:55:07.618 --> 01:55:13.078
Meeting that criteria, they're not counting counting in our transfers.
Thank you.

828
01:55:15.323 --> 01:55:15.953

Yes,

829
01:55:15.984 --> 01:55:20.123
and that's really we're working with the transfer of Virginia,

830
01:55:20.154 --> 01:55:30.413
the collaboration it's a huge project with that reverse transfer quite a
few things going on and work with some of my colleagues at the 2 year in
Richard bland.

831
01:55:30.984 --> 01:55:45.144
That's their big push. You're right. Let's get them prepared with the
associates degree before they transfer and for different reasons our
population students may need to come earlier. So that's why we're looking
at the reverse transfer option for students.

832
01:55:45.144 --> 01:55:50.993
Once they've gone past a certain point at the 2 year school. So that's.

833
01:55:52.319 --> 01:56:07.139
ramonica what a reverse transfer is right? Right? So, students who've
been at the community college of Richard bland, they completed a certain
number of credit hours in a transfer eligible program. They can then come
to Virginia state.

834
01:56:07.463 --> 01:56:22.104
And apply the classes, they complete at Virginia state back to that
community college of Richard plan, obtain their associates degree there
while still working on their bachelor's degree at the University. So
they'll have a credential maybe with the hardware, right?

835
01:56:22.554 --> 01:56:24.533
And then, yeah, so.

836
01:56:25.554 --> 01:56:37.493
It's a great opportunity we're looking at that the Palm has provided us
some, some push in that area to do all we can get to push all we can for
our transfer students.

837
01:56:37.944 --> 01:56:49.613
And I believe it was visitor Richardson had a question about our
partnership with the community colleges and Richard bland. So, for the
1st time, and since I've been here, we will visit.

838

01:56:50.368 --> 01:56:54.118
Every community college in Virginia.

839
01:56:54.503 --> 01:57:05.453
And Richard blan, so, for the 1st time by December, we have already had
visits and onsite admissions with most of these schools there, 2003
colleges in the Virginia Community College system, 40 campuses.

840
01:57:05.453 --> 01:57:19.404
So, Northern Virginia has several campuses as well as Tidewater and some
other places. So, for the 1st time, we would have hit all of those. So
not just our feeder schools but all the schools that we associate within
in Virginia.

841
01:57:20.788 --> 01:57:33.958
And I'll also say that it is, it is so my team, they're working very
hard. They can visit more than 1 school. They can be in southwest
Virginia and talk. What are the same day so.

842
01:57:33.958 --> 01:57:37.198
It's a great opportunity.

843
01:57:38.243 --> 01:57:52.493
A positive of virtual now that that is true. That is true. So we're
excited about that. I mentioned the collaborations and so a lot of
schools, even out in southwest Virginia are very excited to work with the
genius States.

844
01:57:52.493 --> 01:57:57.684
I think that we'll, we'll incorporate quite a few new student
opportunities as well.

845
01:57:58.229 --> 01:58:11.248
Some Trojan days, these are transfer days. We call them transformation
days so we'll have 1 of those next month. And then also in February we
plan to continue those throughout the cycle as well.

846
01:58:12.024 --> 01:58:22.434
Virtual events, so I mentioned before we've been very successful
virtually we've completed over 200 high school visits, so in state and
out of state, and over 60 college fair.

847
01:58:22.434 --> 01:58:35.783
So far, I think the thing that we're doing differently, and that's always
a question, what are we doing differently? We've already engaged as Dr.

Paul mentioned academic departments in our process. So typically we begin
to yield.

848
01:58:35.783 --> 01:58:37.944
So, go back to the other slides that.

849
01:58:38.998 --> 01:58:52.918
Admitted student versus the validated student that yield that we have
there. That's the biggest difference. We have more admitted students. We
have more engaged students every year, but how do we increase the number
that enrolled? So we're working with the departments now.

850
01:58:53.514 --> 01:59:07.974
To contact their admitted students, November December to really build
that relationship even before they've heard from other schools. So how do
we engage them with the academic departments and also financial aid
earlier in the process?

851
01:59:07.974 --> 01:59:17.453
So we we have done we've bumped that up last year. We engaged earlier we
engage even earlier this year. So we're excited about that opportunity
and the academic departments.

852
01:59:17.963 --> 01:59:28.104
I'd say, I get some emails from my some of my close friends quite often,
but the excitement and the success they're having is really going to
benefit the university as a whole.

853
01:59:28.529 --> 01:59:39.389
We will have an open how virtual open house this upcoming Saturday. So
we're excited about that. Another initiative that we have in place. We're
going to do some video messaging.

854
01:59:39.389 --> 01:59:44.788
We will actually be able to respond to emails by video.

855
01:59:44.788 --> 01:59:50.548
We could send those out by mass email or personalized email to students.
So.

856
01:59:50.548 --> 01:59:57.868
They'll see the email and a picture will come up and they'll say, what is
this picture? It's not spam. It'll go through their email and.

857

01:59:58.194 --> 02:00:07.014
The statistics say, they're more likely to open that and listen instead
of reading along narrative. So we're trying out this year and we think it
will be very successful.

858
02:00:07.014 --> 02:00:14.122
So, we're really encouraged by some of these new initiatives, and we have
other things in the pipeline that we hope to initiate this year.

859
02:00:16.198 --> 02:00:20.639
I think that concludes my report unless we have any additional questions.

860
02:00:20.639 --> 02:00:25.439
Madam chair. This is Charlie hill. I have a question for you. Yeah.

861
02:00:26.788 --> 02:00:29.939
Rodney, all.

862
02:00:29.939 --> 02:00:33.059
Colvin aside.

863
02:00:33.059 --> 02:00:40.918
Put it in the side, what is it that we could and should be doing in terms
of enrollment?

864
02:00:40.918 --> 02:00:47.248
That we're not doing well.

865
02:00:47.248 --> 02:00:52.559
I wouldn't say they were not doing, um, I think everything's, um.

866
02:00:52.559 --> 02:01:05.394
We have to reinvent the wheel. We don't have to re, invent the wheel
every year. So some things we have to do better as, as we said, with the
performance measures we, we're in the same ballpark. We have to engage
these students.

867
02:01:05.423 --> 02:01:07.854
So, the difference is, as I meet with my colleagues.

868
02:01:08.458 --> 02:01:11.458
They're engaged in the same students that we're engaging.

869
02:01:11.783 --> 02:01:25.613
So, we have to make sure that we're consistently in front of the students with the opportunities that we have telling our story. I'm also just getting them admitted faster, which we're able to do as well, but it's really the engagement piece.

870
02:01:25.613 --> 02:01:28.104
Because if you look at the, the reports that I present.

871
02:01:28.408 --> 02:01:31.979
Everything else is has increased.

872
02:01:31.979 --> 02:01:39.509
Applications admitted engaged, every you see the trend of that happening, but that yield is a is a factor of engagement.

873
02:01:39.743 --> 02:01:51.503
So, we're engaging more with the faculty probably need to engage with more of our current students with prospective students. That's something we need to do more of. And that's something we can do even with code.

874
02:01:52.073 --> 02:02:02.123
But I think you said engagement and telling our story that we have to do better who you have the resources to do to.

875
02:02:02.458 --> 02:02:07.378
To improve our enrollment we do, we do. I mean, we.

876
02:02:07.378 --> 02:02:20.038
I'm always asking Dr pound for more. I mean, I think in my line of business, you ask for 100% more than you actually need, or you make it work with what you have but I think we have what we need because.

877
02:02:20.038 --> 02:02:24.748
And my arm, my my ears have been kind of re, 2.

878
02:02:24.748 --> 02:02:29.279
The faculty and the students are also recruiters.

879
02:02:29.279 --> 02:02:31.884
Right. So we have a 1000 recruiters.

880

02:02:31.913 --> 02:02:45.413
We, I'll use 1 more Dr com if you have 1, but to use the resources, we have the alarm actually sent an email to MS Paris about how we can engage the alarm more.

881
02:02:46.134 --> 02:02:58.163
Strategically, how we can re, engage the students and the faculty. So we have those resources and I think a student telling their story we're actually doing something with Marsha with a few Saturdays ago.

882
02:02:58.823 --> 02:03:02.184
And the young lady she'll be presenting that are open house on Saturday.

883
02:03:02.668 --> 02:03:08.878
I wanted to re, enroll in school based upon her story. She's now in grad school down out in California.

884
02:03:08.878 --> 02:03:19.048
Those stories and no student voices resonate more than a person like myself telling the story. So the faculty, our alarm and our students.

885
02:03:19.048 --> 02:03:27.779
Based upon those, those factors, we had to do a better job of utilizing that to increase our enrollment and our impact.

886
02:03:27.779 --> 02:03:37.408
What difference has called it may aside from the virtual business that you can now make are there any other positives in terms of.

887
02:03:37.408 --> 02:03:40.889
The engagement issue for recruiting purposes.

888
02:03:40.889 --> 02:03:44.849
Well, you know, admissions.

889
02:03:44.849 --> 02:03:51.748
When we started last and March, we had to quickly pivot and it was a difficult thing.

890
02:03:51.748 --> 02:04:05.519
We've found some efficiencies in our system. We receive electronic transcripts now we can not print documents. We're getting a lot more electronic documents, which means that we can process faster and more efficiently.

891
02:04:05.519 --> 02:04:19.434
We can actually reach to, as I mentioned before my counselors were
limited to the speed limit and the requirements of the state maintaining
their license. They couldn't be in Renault and then be and Virginia
Beach. No. The next hour.

892
02:04:19.764 --> 02:04:21.503
So we've, we've determine.

893
02:04:22.048 --> 02:04:32.878
Based upon the systems and some technology and thanks to Mr. Harris, he's
done a lot for us in that area to block off our schedules. So we become
more efficient with our time management.

894
02:04:32.878 --> 02:04:42.929
And we've a lot of the barriers of space and time between college
students, and high school business have been eliminated due to some
efficiencies growing in virtual.

895
02:04:42.929 --> 02:04:52.048
If I can, I can add to that Mr. hill. I'd love to. There's another real
strong efficiency that really helped.

896
02:04:52.048 --> 02:05:06.899
From our financial aid student accounts, and advisors offices typically
at, at Virginia state, when we bring folks in and we, and we're trying to
get them validated we've used the gem of course. And we have all of our
people there to really make this happen.

897
02:05:06.899 --> 02:05:19.378
Without without having the in person, particularly with some of our
attorneys, and definitely our freshmen, we couldn't do it as fast as we
did it before.

898
02:05:19.734 --> 02:05:32.783
Because the phones were kind of ringing off the hook and so 1 of the
things that we did is, we gave ourselves more time we allowed the
students to take more time to get their paperwork to get the questions
that they needed answered from student accounts.

899
02:05:32.783 --> 02:05:37.104
And financial aid, and kind of took more time through the semester to get
students validate.

900
02:05:37.649 --> 02:05:47.033
That process in and of itself, in terms of really looking at how we lay
that out is really the is part of the success in rodney's number of
almost 900 freshmen.

901
02:05:47.033 --> 02:06:01.524
Because I would have said a month ago that that would not have been the
number that we would have ended up suddenly settling on. And so I think
that from from ace, the academic advisor's for financial aid from student
accounts really continuing to advise and stay engaged.

902
02:06:02.548 --> 02:06:09.958
With students through this very difficult transition of being at home
really paid huge dividends. And I think that's something that.

903
02:06:10.434 --> 02:06:19.764
That we can do every year that that that, because even we were face to
face, we still really had that problem and I'm not sure that we that we
took more time to do that work.

904
02:06:19.764 --> 02:06:26.123
And so I want to really the folks who work with Rodney and many of the
folks who work with Rodney, who may not be on the call.

905
02:06:27.479 --> 02:06:32.429
Thank you that's all I have for it now, Madam.

906
02:06:32.429 --> 02:06:35.519
Like, install, you're welcome.

907
02:06:39.479 --> 02:06:44.609
You on mute, uh, visitor, Curry.

908
02:06:45.144 --> 02:06:59.484
I am still muted anyway. Thank you. I saw Mr. ill. nice thing. 1 thing I
would mention is what you said about resources, do you have the resources
and I appreciate your response Mr.

909
02:06:59.484 --> 02:07:03.743
hall but it is a real issue at Virginia state where other institutions
have.

910
02:07:04.048 --> 02:07:10.439

More resources where they have higher tuition and and and have more resources to provide.

911
02:07:10.439 --> 02:07:17.399
Resources it does make a difference. I, and I don't mean to harp on DC, but I do recall.

912
02:07:17.399 --> 02:07:21.599
These to you, we literally put people.

913
02:07:21.599 --> 02:07:34.854
Up in Northern Virginia Community college campuses to work with the students, and they were specially trained in looking at transcripts and advising on financial aid opportunities and all of that.

914
02:07:34.854 --> 02:07:46.253
We put a body at Jay. Sarge, we put a body at John Tyler and the transfer numbers came up. So just an example there of.

915
02:07:46.529 --> 02:08:00.988
Resources do make a difference and at, at some point, it would be wonderful if we could resource Mr. Hall's group a little better. Probably not this year clearly but it does make a difference.

916
02:08:00.988 --> 02:08:04.828
And I'll start preaching now, and we can move on to.

917
02:08:04.828 --> 02:08:17.694
And the next item, thank you. Thank you. I believe Mr. hall. And again, thank you for that. Comprehensive report. Just wanted to share with the committee, the enrollment breakdown.

918
02:08:18.113 --> 02:08:23.154
So, the total enrollment for fall 2020. we're at 4020.

919
02:08:23.363 --> 02:08:37.043
we also haven't broken down between undergrad and Grant as well as returning students and new 1st, time and college students as you can see down at the very bottom.

920
02:08:37.043 --> 02:08:41.154
Of course, we have 6000 total but down the bottom, you can see our new cohort of 4.

921
02:08:41.154 --> 02:08:55.043
1014 882 of those are 1st time and college students, of course, that
transfer numbers 148 and then we have the 1st time part time students and
non degree seeking students also within that match as well.

922
02:08:55.073 --> 02:09:06.054
So that we were happy to get the total returning students back 2824, as,
you know, when we started out the semester of what's covered and 19, and
then not opening up face to face.

923
02:09:06.054 --> 02:09:17.064
We were really concerned as far as what those numbers would end up
looking like and so this is where we ended up for the fall 2020 with the
total enrollment of 4020.

924
02:09:26.038 --> 02:09:31.168
Next slide please.

925
02:09:32.488 --> 02:09:46.134
I also wanted to share with you for the September mean we talked about
our graduation rate, but also the retention rate numbers were not in at
that particular time as you can see at the very top.

926
02:09:46.134 --> 02:09:53.844
We have the various years for the fall retention rates and then, of
course, the a.

927
02:09:54.389 --> 02:10:04.104
A row is really looking at the number of students enroll at that
particular time. And then the role is really looking at the number of
students who return that following fall from that.

928
02:10:04.104 --> 02:10:17.934
1st time and college student population should come all way over to fall
2019 of the 265 students who enrolled in 2019. we had 666 students that
returned back, which gave us a retention rate of 63% and again, not happy
with that particular percentage of retention.

929
02:10:17.934 --> 02:10:19.404
However, I know before we.

930
02:10:29.099 --> 02:10:32.033
Back in September, we were down at about 59% or 58%.

931
02:10:32.033 --> 02:10:45.474
So this number truly increased from September to where we are now because
of the validation process as well as the great work that are a center was
doing reaching out to the students and making sure that they returned
back.

932
02:10:45.474 --> 02:10:56.634
We knew what was going to be a challenge because of covert 19 and not
opening up face to face. But this is the reality that we had to end up
with was 666 students back, which gave us a retention rate of 63%.

933
02:11:00.719 --> 02:11:08.548
Yes, not in chairman I would like to ask a question about the phone.
Sure. Um, yeah.

934
02:11:08.548 --> 02:11:14.338
Yes, 17 and 18. I'm trying to stay away from.

935
02:11:14.338 --> 02:11:18.059
Students don't come back for any number of reasons.

936
02:11:18.059 --> 02:11:25.259
But of all of the reasons that students don't come back from 1st year
2nd, year.

937
02:11:25.259 --> 02:11:29.368
What percentage of those students can you read? Something about?

938
02:11:30.774 --> 02:11:31.104
Yeah,

939
02:11:31.104 --> 02:11:31.314
well,

940
02:11:31.344 --> 02:11:31.764
you know,

941
02:11:31.793 --> 02:11:31.974
uh,

942
02:11:32.003 --> 02:11:32.694
Mr Hill,

943
02:11:32.724 --> 02:11:33.083
you know,

944
02:11:33.083 --> 02:11:33.713
1 of the things,

945
02:11:33.713 --> 02:11:36.323
I would tell you and we have a,

946
02:11:37.404 --> 02:11:50.274
we have long conversations in our executive council meeting about
retention and what we realize also a lot of it is funding in money and
that a lot of students do not return because of their funding.

947
02:11:53.069 --> 02:11:57.929
I would say that is the major reason. The other 1 would be we will be
fit.

948
02:11:57.929 --> 02:12:08.394
Uh, they're not engaged and so, you know, 1 of the things I would say is,
if we identified the resources for the students would be a number 1
priority. And that's what we're doing also.

949
02:12:08.724 --> 02:12:23.394
But the other 1 is making sure that those students get engaged and so
ramping up those engagement efforts that we have for our 1st, year
experience courses and for our 1st, year students and having, even like,
the hill fellows working with those students to keep them engaged.

950
02:12:23.634 --> 02:12:28.554
Is so important and so I would say finances would be the 1st thing and
the 2nd,

951
02:12:28.554 --> 02:12:30.384
1 is making sure that those students are engaged,

952
02:12:30.623 --> 02:12:31.884
not only within the,

953
02:12:32.993 --> 02:12:35.724
the actual student affairs arena,

954
02:12:35.724 --> 02:12:39.384
but also they're engaged in the classroom and so making sure faculty are
engaging.

955
02:12:39.384 --> 02:12:52.823
And we have some faculty that are doing some outstanding jobs with
engaging those students but as far as controlling or actually trying to
make an impact, I would say the resources would be the 1st thing. The 2nd
1 is again making sure that we're doing everything.

956
02:12:52.823 --> 02:12:57.684
We can to make sure students are engaged with the university and in the
university community.

957
02:12:57.988 --> 02:13:04.168
Okay, and if Mr Richardson, if you're still on, sir.

958
02:13:04.168 --> 02:13:07.769
Uh, we, we just heard about engagement and money.

959
02:13:07.769 --> 02:13:13.019
Uh, are you considering, uh, in your fundraising effort?

960
02:13:13.019 --> 02:13:17.788
How to improve enrollment by providing.

961
02:13:17.788 --> 02:13:26.009
Some of the money, if not all of it while the university people are
dealing with the engagement.

962
02:13:26.009 --> 02:13:31.828
And that would be something we will talk about when we have our new vice
president for advancement.

963
02:13:31.828 --> 02:13:35.399
On board, um, uh, hopefully that will be.

964
02:13:35.399 --> 02:13:42.269
1 of the goals of that person. At the same time I'm looking at numbers
that are increasing.

965
02:13:42.269 --> 02:13:46.889

And yet our overall want a.

966
02:13:46.889 --> 02:13:59.609
Has shown some increases, but then the percentages are declining in terms of retention. And I'm wondering about the quality of the students that we're recruiting.

967
02:13:59.609 --> 02:14:03.118
That's the opposite. It appears that the.

968
02:14:03.118 --> 02:14:07.889
We because we can certainly increase numbers easily, but.

969
02:14:07.889 --> 02:14:12.748
If the quality in students that we're bringing in are more challenging.

970
02:14:14.213 --> 02:14:18.774
Retention rate is going to be lower. Yeah. Mr. interesting. Thank you for that.

971
02:14:18.774 --> 02:14:33.444
But what I would tell you though is if, you know, we talk about academics students with regards to their performance academic performance, and then we call it satisfactory academic progress that doesn't kick in.

972
02:14:33.953 --> 02:14:47.724
That 1st year, it's usually on to their 2nd, the 2nd year, once they hear that they will be put out of out of school with regards to not performing. So that 1st year really? You know, the students have to perform. Don't get me wrong.

973
02:14:48.234 --> 02:14:49.793
So, even a student with a, with a 1.5.

974
02:14:51.088 --> 02:15:04.618
Can really, because that's their 1st year they can bring those grades up and really end up with a 3.0T or better by time they graduate because of the transition into college. But, um, it's hard to say as far as quality goes that.

975
02:15:04.618 --> 02:15:12.413
Uh, again, their performance really isn't impacted retention really isn't impacted at that time because of their performance.

976
02:15:12.743 --> 02:15:12.984
Uh,

977
02:15:12.984 --> 02:15:14.694
I would say their engagement,

978
02:15:14.694 --> 02:15:15.384
but also,

979
02:15:15.413 --> 02:15:15.774
you know,

980
02:15:16.703 --> 02:15:18.144
whether they want to be in score or not,

981
02:15:18.144 --> 02:15:19.344
is also the other question,

982
02:15:19.344 --> 02:15:19.673
I think,

983
02:15:19.854 --> 02:15:23.484
for those who want to be in school and can't afford it,

984
02:15:23.514 --> 02:15:26.663
what we can do best is really try to help make sure,

985
02:15:26.663 --> 02:15:32.934
that we have those resources in place to make sure that they can afford
and I'd take back to the term quality.

986
02:15:32.934 --> 02:15:42.413
I don't like you for the term quality as soon as a high quality. Yeah.
Let me say, looking at more other predictors of success.

987
02:15:42.444 --> 02:15:49.404
I mean, that's what we do when we hire here we have certain things that
we look for beyond the.

988
02:15:49.738 --> 02:15:58.979

They experience the, and the quantitative things there are there some predictors of success of what it for a student here at.

989
02:15:58.979 --> 02:16:03.929
To be able to identify them, I mean, it's kind of hard because you're not interviewing them, but.

990
02:16:03.929 --> 02:16:09.328
Because it's the online application, but are there some things that we can do the.

991
02:16:09.328 --> 02:16:21.179
Identify some of those, and if we do, I'm sure it will be well, because we can sell it to others. Well, you know, I would say this is the richest I think 1 of the things that we do very well, is, is.

992
02:16:21.179 --> 02:16:33.894
Um, for students, who may not have those predictors of success, we turned them into those diamonds and that we kind of dig down and bring the best out of them that they may not have had when they 1st came to campus.

993
02:16:33.894 --> 02:16:43.043
And so I think we're good at at doing that, and recognizing the value I can't say with regards to we're looking at there was predictors of success.

994
02:16:43.043 --> 02:16:44.004
But 1 thing,

995
02:16:44.004 --> 02:16:49.164
I think the magic that happens at Virginia State University is truly what we do once they get here,

996
02:16:49.734 --> 02:16:52.193
we have to spread the wealth out though,

997
02:16:52.644 --> 02:16:58.974
but once our faculty members get get the students wrapped around them and our student affairs,

998
02:16:58.974 --> 02:17:00.203
folks get them wrapped around them,

999

02:17:00.234 --> 02:17:02.994
it's amazing and different quick example.

1000
02:17:02.994 --> 02:17:04.193
I know we're short on time.

1001
02:17:05.429 --> 02:17:20.398
Our engineer and technology, you have individuals who may not have came
in with a good, but they are highly recruited and have jobs with Boeing
and locking market Martin. Now because of what we put into them once they
get here.

1002
02:17:20.398 --> 02:17:26.009
And I agree with that. I believe that wholeheartedly. I just hope it
that.

1003
02:17:26.009 --> 02:17:34.888
Back that out students aren't on a campus and I agree that it shouldn't
be on campus. Is that going to be a little bit more challenging because
of retention? Because.

1004
02:17:34.888 --> 02:17:46.138
I think, like you said, when we have our hands on them, right and they
develop those relationships with bowtie and Dawson organizations and more
prone to success. Thank you. Absolutely. Thank you.

1005
02:17:47.459 --> 02:18:00.683
Okay, so we're going to move on to the next line. I know we're running
short on time doctor books. Walter is up next. He's going to go over
some, some areas of how we're trying to address retention.

1006
02:18:00.894 --> 02:18:10.404
I'm going to ask Dr WALTERS if you can kind of expedite your your
presentation. So we can stay as close as on time as we can.

1007
02:18:11.543 --> 02:18:22.463
Thank you. Dr palm good morning. Everyone I will. Kind of. Okay. Let me
back up. Let me back because I have to introduce you and again, I think
you've met Dr books Walter in the past.

1008
02:18:22.463 --> 02:18:36.324
But she is our executive director for ace academic center for excellence.
She is the 1 who is run of the analytics in the technology that I was
talking about and so very excited to have her in that position. And she's
doing some wonderful things.

1009
02:18:36.324 --> 02:18:45.504
So Dr WALTERS, thank you. Dr, Palm, and just as a follow up to the
question and some of the data that was on the previous slide.

1010
02:18:46.793 --> 02:18:52.884
If we look at the number of students that registered from the spring for
fall 2020, our retention rate.

1011
02:18:54.779 --> 02:19:09.353
Could have been about 7776% there were a huge number of students that
wanted to come back. And so it is those financial not being able to be on
campus.

1012
02:19:09.414 --> 02:19:23.754
It is. Those things that happened. We know in March when they made a
decision decision to register for class, that they were committed to be
issue. And so, it really is just trying to figure out how we can lessen
that gap.

1013
02:19:23.754 --> 02:19:28.043
Because obviously we have lost about 14 of our students,

1014
02:19:28.043 --> 02:19:31.224
and when where they were in March and April,

1015
02:19:31.224 --> 02:19:38.994
and how they felt about being committed to their education to when
actually came time to be validated.

1016
02:19:38.994 --> 02:19:39.443
And.

1017
02:19:42.748 --> 02:19:51.478
Reconcile their bills, so I'm realizing that retention is very important
and so next slide please.

1018
02:19:51.478 --> 02:20:01.799
There are lots of theories and decades of studies on retention and Mr.
Harris.

1019
02:20:03.623 --> 02:20:09.414
If you can just look it and boil them down to a few concise statements.

1020
02:20:09.804 --> 02:20:23.484
And so when we look really at what happened with retention, prior to the sixty's, it was psychological it was based on the student and their inherent characteristics in the seventies.

1021
02:20:23.513 --> 02:20:36.084
It really became an approach and looking at it from a socialogical standpoint. Even involving some anthropology kind of theories is very important.

1022
02:20:36.084 --> 02:20:45.263
And I think if you kind of look at all the theories, they kind of boil down to these 4 things. 1 environment is important. It is not just the student is not their characteristics.

1023
02:20:45.263 --> 02:20:54.203
Their homelife is what happens at the institution to academic and student affairs play an integral role,

1024
02:20:54.293 --> 02:20:54.863
and they're,

1025
02:20:56.004 --> 02:21:00.414
it's both academic and non academic factors and we often call this fit,

1026
02:21:01.134 --> 02:21:03.744
but it's going to determine whether a student stays or not.

1027
02:21:04.224 --> 02:21:12.984
We know, and our analytics show different populations are affected male, female, traditional versus non traditional.

1028
02:21:14.369 --> 02:21:28.523
Uh, students at a residential versus commuters, all of those have very different retention rates, and they're going to be affected by the environment in a different way and we need to recognize that and have programming to address those.

1029
02:21:28.914 --> 02:21:43.373
And then, lastly, and this is more funnel Levitz. And some of the studies that have been instituted to millions of students, and that students are going to succeed when they believe the campus to be students centered.

1030
02:21:44.004 --> 02:21:49.943
And so that's very important. And from the age perspective, that's where
we live next slide. Please.

1031
02:21:50.429 --> 02:21:55.109
So, I'm very quickly going to go through 6 initiatives.

1032
02:21:55.109 --> 02:22:03.324
That we have been using for the past year, or well, I've only been in
this position since February.

1033
02:22:03.324 --> 02:22:17.033
So, since that time, generally really looking at theory and how we can
impact the various stages and transitions of a student. So, our 1st,
strategy is looking at entry.

1034
02:22:17.033 --> 02:22:26.244
And transition, this is all aligned, certainly with our strategic plan,
but there are some key points that entry and transition that we want to
impact.

1035
02:22:26.244 --> 02:22:35.843
1st is orientation orientation has been shown to be very important and
students. Mr.

1036
02:22:35.843 --> 02:22:46.013
hall and admissions now has an online orientation, which is phenomenal
that rolled out in July, we hope, to have in person orientation again.

1037
02:22:46.254 --> 02:22:57.023
But in the meantime, we currently have online orientation through
admissions in Ace. We had online academic advisement sessions these were
held in small groups.

1038
02:22:57.054 --> 02:23:11.603
20 to 25 students, they were based on major, they were held twice a day
856 students participated in the online academic advisement sessions this
summer. The 1st year experience class is still active.

1039
02:23:11.603 --> 02:23:17.933
It includes an ATM or academic Trojan mentor in each class.

1040
02:23:17.933 --> 02:23:28.013

And so there's student engagement and pure mentoring that's involved and then 1 of the new things that we have incorporated this year is selection of major.

1041
02:23:28.013 --> 02:23:37.644
We know from John Collins, personal fit, environmental fit selection of a major is very important, and is tied to student satisfaction.

1042
02:23:37.644 --> 02:23:52.373
So next slide please, this is just a diagram of what many of our students in the 1st year class were super strongest. The assessment is a Myers Briggs assessment.

1043
02:23:55.109 --> 02:23:55.769
It.

1044
02:23:55.769 --> 02:24:04.584
Helps didn't identify what is their strength and what would be their best career and so they do this assessment in the 1st, year class.

1045
02:24:05.213 --> 02:24:17.543
You can see most of our students that took this were actually social, but then when you get that personality fit, then it helps you determine what career would you would be most happy.

1046
02:24:17.543 --> 02:24:32.244
And so they use this in collaboration with Mr. lions and career services to kind of figure out if we're in the right major, or whether we need to switch majors. And so this was 1 of the new assessments we added to the 1st year class next slide.

1047
02:24:32.244 --> 02:24:32.574
Please.

1048
02:24:34.793 --> 02:24:45.474
All of the studies and theories know that community is extremely important and I will say this is what keeps me up at night,

1049
02:24:45.623 --> 02:24:52.343
because it's very hard to build community in an online environment.

1050
02:24:52.554 --> 02:25:06.804
Now distance Ed has been doing it for years. And they do a phenomenal job, but those students have chosen to be in a remote environment. And

many of our students didn't necessarily choose that. So, building
communities is important.

1051
02:25:07.793 --> 02:25:20.634
The way we are doing it currently right now is that everybody is in a
group. Me. So all of the 1st, year classes have a group may group me is
an app that you can put on your phone and then you can text.

1052
02:25:20.664 --> 02:25:35.154
And sometimes the professor I happened to be in the group me with the
students. So, they'll ask me questions about what's happening what's to
do, but they also communicate with each other. They also say, follow me
on Instagram do this do that?

1053
02:25:35.183 --> 02:25:45.023
So, that is how we are trying to build community in the group
environment, or in the virtual environment. We still hope to have a
summer bridge program.

1054
02:25:45.744 --> 02:25:58.043
We recently submitted a grant to the to help, provide some funding to
that. In addition. We had been, already approved for, for, living,
learning communities.

1055
02:25:59.033 --> 02:26:06.234
We still have the medical scholars and honors. We will add engineering in
education as soon as we move back on campus next slide.

1056
02:26:09.174 --> 02:26:20.213
Learning and academic support is actually very critical. We do an early
alert for students over 600.

1057
02:26:20.213 --> 02:26:32.004
well, there was thousands over a 1000 earlier alerts submitted. So, there
were a lot of students that were having difficulty. When you identify
these out.

1058
02:26:32.004 --> 02:26:45.713
At least 600 freshman were issued an early alert. All of them were
called. All of them were sent an email. All of them were directed to both
are peer tutoring as well as our online tutoring services.

1059
02:26:45.713 --> 02:26:59.304

We also realize that looking at. Academic support is very important. And there is a correlation where their, their, their, and their 1st, semester and their success.

1060
02:26:59.304 --> 02:27:12.834
And so we have instituted a success plan for any student that will get below receive below a 2.0T this semester that they will create a success plan upon returning in the in the spring.

1061
02:27:12.834 --> 02:27:19.343
We also have some communications that we're now sending out to students who do not register that way.

1062
02:27:19.343 --> 02:27:33.713
It's allowing us to really identify students who have decided now that they're not returning and that information we're communicating with the Dean's with your chairs are having conversations with them to see if there's a possibility of them reconsidering

1063
02:27:33.713 --> 02:27:35.093
next slide.

1064
02:27:35.093 --> 02:27:43.433
1 of the reasons why we instituted the success plan was because of the data shown on this slide.

1065
02:27:43.433 --> 02:27:56.994
And this is a screenshot from a B and this really just shows our analytic program that we use is really for advisement. And it really shows the number of students that graduate.

1066
02:27:56.994 --> 02:28:00.593
So if they get below a 2.0T their 1st year.

1067
02:28:02.849 --> 02:28:15.863
Then their graduation rate, and this is between 2008 and 2000 Joelle, any student that was in 1st enrolled between that time and then it's raised. It kind of fades out at 2012 because those students would have been here 6 year.

1068
02:28:15.863 --> 02:28:27.834
So, we're giving them plenty of time to graduate. Their graduation rate is below 17. so, the end of this is over 2000 students. This is a huge population.

1069
02:28:27.834 --> 02:28:41.363
So we know we've gotta do something early to those students who are not
succeeding. Well, and so we're going to implement some programs right? At
the beginning in January to make sure that we can try to get those
students back on the right track.

1070
02:28:44.004 --> 02:28:51.174
Next slide please this semester, we have smart thinking.

1071
02:28:52.343 --> 02:29:05.334
This is a smart thinking usage of our students just in the month of
October, over 15000 minutes. We're used. Um, this is in addition to the
peer tutoring that we offer in that.

1072
02:29:06.084 --> 02:29:15.804
We do virtually through Ace. This is professional tutors. All of them
have a masters. A lot of them have a terminal degree.

1073
02:29:15.804 --> 02:29:29.394
The majority of hours is used for writing, but you can also see stuff
like organic chemistry and C. plus, plus students are actually using it
for upper level classes as well this is to help graduation just in
general.

1074
02:29:29.394 --> 02:29:43.584
So not just students that are freshman, but our upperclassmen that need
assistance in this virtual environment. So, we're getting a lot of usage,
I think over 900 students have utilize this platform and the last 2
months.

1075
02:29:44.459 --> 02:29:47.818
Next slide please.

1076
02:29:47.818 --> 02:30:01.498
Academic advisement is probably the most underrated use of important
thing and retention and so we are really.

1077
02:30:01.498 --> 02:30:12.234
Operating using an intrusive advising model, meaning we are calling the
students, we are making meetings with them virtual meetings with them.

1078
02:30:12.474 --> 02:30:20.963

We are sending follow up meetings and everyone is supposed to meet with
their academic advisor on an individual basis within the 1st, 6 weeks of
class.

1079
02:30:21.924 --> 02:30:27.384
We also know that financial advising is also important and so this
semester,

1080
02:30:27.953 --> 02:30:32.904
all of the students and 1st took a module with a call paying for college,

1081
02:30:33.263 --> 02:30:37.193
which was really about how to handle your money and how you should
budget.

1082
02:30:37.404 --> 02:30:46.914
So, that you can pay your tuition. And fees, and certainly wellness,
certainly in this environment, mental health as well as physical health
is very important.

1083
02:30:47.183 --> 02:30:54.144
And so there are a number of projects that are being happening and
student success an engagement next slide. Please.

1084
02:30:55.109 --> 02:31:01.049
Finally data is huge.

1085
02:31:01.049 --> 02:31:05.122
There are lots of of analytics that we're running lots of,

1086
02:31:05.154 --> 02:31:05.484
um,

1087
02:31:05.484 --> 02:31:07.134
comparisons that we're looking at,

1088
02:31:07.404 --> 02:31:12.023
whether it's on campus versus off campus in state versus out of state,

1089
02:31:12.293 --> 02:31:15.863
looking at students that start in a major and when they graduate,

1090

02:31:15.894 --> 02:31:18.084
and if they have switch their major 1,

1091
02:31:18.084 --> 02:31:18.384
2,

1092
02:31:18.384 --> 02:31:19.314
or 3 times,

1093
02:31:19.674 --> 02:31:21.564
we're looking at all of that information.

1094
02:31:21.564 --> 02:31:31.703
We're sharing that information with the deans on a regular basis and we
are using the texting capability of a B to streamline our communications
with students.

1095
02:31:32.394 --> 02:31:38.093
The last strategy is 6, which is really a partnership with the colleges
in schools.

1096
02:31:38.818 --> 02:31:49.468
And so next slide is really just looking at the, what is happening in the
academic colleges it is.

1097
02:31:50.424 --> 02:31:59.424
Many studies have shown that faculty involvement is very important and
the number 1 faculty involvement is faculty involvement within your
major.

1098
02:31:59.754 --> 02:32:07.224
And so we are working with the colleges and schools want to provide
information but 2 to actually be able to, um.

1099
02:32:07.619 --> 02:32:16.498
Understand what is needed in that particular major to help and allow
those students to succeed just a few more slides. I think.

1100
02:32:16.498 --> 02:32:28.164
Next slide 1 of the things that is most important is a cross discipline,
cross Department study, which is called the project success initiative.

1101
02:32:28.974 --> 02:32:31.554

This is partnered with which.

1102
02:32:32.754 --> 02:32:41.363
Is very important with being alone guarantee, or and the Department of
Ed, it is headed by Mr. to both.

1103
02:32:42.263 --> 02:32:48.113
But it includes a financial aid component of a faculty development
component.

1104
02:32:48.443 --> 02:33:02.904
It includes an emergency a, that students can get as well and includes
data as well as an online financial aid component by the student as well
as some of this Super strong.

1105
02:33:02.904 --> 02:33:16.314
And so all of these individuals on here, we're working together, we have
seen or project success initiatives across the country really have seen
an uptake retention numbers.

1106
02:33:16.584 --> 02:33:22.164
When many of these things are implemented at the school and.

1107
02:33:22.558 --> 02:33:25.523
Next slide I think I can stop there.

1108
02:33:25.674 --> 02:33:37.164
My next slide is just a summary and it really just shows our wheel and
our strategies and how we are kind of looking at entry community,

1109
02:33:37.193 --> 02:33:38.754
learning and academic support,

1110
02:33:38.754 --> 02:33:52.103
counseling and data and communications and the various things that are
important within those windows to help move the retention window or
retention numbers so questions.

1111
02:33:54.120 --> 02:34:01.500
I don't have a question. This is Charlie heal, but I appreciate the
complete.

1112
02:34:01.500 --> 02:34:07.200

Messaging and the work that we've done to put this together. So thank you very much.

1113
02:34:07.200 --> 02:34:11.370
Thank you doctor you.

1114
02:34:11.725 --> 02:34:22.405
Okay, thank you Alexis. If there's no other questions, I'll keep it moving again. alexas and visitors. I can't tell you how much I appreciate our academic center for excellence.

1115
02:34:22.735 --> 02:34:35.395
A, truly, truly is a great relationship between them, and my various academic units, and we are really, really focusing now on student success as we move forward and all the things that are put into the strategic plan.

1116
02:34:35.395 --> 02:34:42.204
So, thank you, Alexis and thank you for your your leadership in that area very next. Slide that Mr. Harris.

1117
02:34:44.969 --> 02:34:58.735
And I think we're going to talk about the various programs now, be very brief on this 1 again. Just let everybody know. And I'm very happy to say that our M. S. W, social work master. The social work program was approved by chef in October.

1118
02:34:58.735 --> 02:35:09.625
So, it was on the 1 part of our strategic plan. This was 1 of the 1 programs that you are approved last year, and it was approved by shaving. It should be actually starting classes.

1119
02:35:10.614 --> 02:35:18.295
The fall 2021 programs for may approval of 2021 are going to be the MBA, the masters of data analytics, education specialists, and the sports management.

1120
02:35:18.295 --> 02:35:29.004
They are being submitted December and they should be on the May approval for a chef and these programs will also be activated for the fall of 2021.

1121
02:35:35.639 --> 02:35:39.329
No, this is great.

1122
02:35:39.329 --> 02:35:44.670
I, that caught me by surprise. I I thought at the MBA.

1123
02:35:44.670 --> 02:35:49.079
What business administration management was on track for approval.

1124
02:35:49.079 --> 02:35:56.670
Actually, this year, it yes, 1 of the things that, as we are ramping up.

1125
02:35:57.055 --> 02:36:07.075
These particular programs we're working very closely with chef also, and working with the staff the program wasn't ready to be submitted yet, which we are continuously working with them.

1126
02:36:07.735 --> 02:36:15.325
1 of the things that we want is that the program in working with the staff is going to be approved. In other words, we don't want any hiccups once we get there.

1127
02:36:15.325 --> 02:36:29.694
So, there was a few things that we had to refine and the Dean is very attentive with regards to those things and so we're pushing. I'm pushing them. I'm ask them daily. Where are we at with the programs and so that as well as the M. S.

1128
02:36:29.694 --> 02:36:38.604
and data analytics is also going to be unexplained as well. So we just again working with the staff. We had some, some adjustments we had to make.

1129
02:36:39.719 --> 02:36:43.409
Thank you very welcome.

1130
02:36:43.409 --> 02:36:57.420
Next slide please and I think we're going to bring miss Regina Barnett Tyler forward to talk about some student things with student success and engagement.

1131
02:36:57.420 --> 02:37:03.540
Regina on mute.

1132
02:37:06.805 --> 02:37:16.315

And, like, I said, all great phase, and then Madam chair good morning good morning to all of the visitors. Hopefully having a great day. So far.

1133
02:37:16.795 --> 02:37:29.545
So, I was excited to hear Dr WALTERS theory because I was just gonna talk just a little bit about the favorite for student success an engagement in the areas of asked unintentional for student development and student involvement.

1134
02:37:29.545 --> 02:37:33.745
So we want to make sure that everything that we do with students, success and engagement.

1135
02:37:34.079 --> 02:37:38.340
Certainly are, including some of those theories and practices, um.

1136
02:37:38.545 --> 02:37:53.364
I did want it to come back and indicate no sorry that Dr Richardson is gone and make a point of information that temperature checks will be conducted in the in the dining halls upon entry and all the residence halls for every

1137
02:37:53.364 --> 02:37:53.725
meal.

1138
02:37:54.024 --> 02:38:01.645
So, that function is going to be conducted by staff and Donna hall. So, I think I just wanted to make sure that we cleared data.

1139
02:38:03.209 --> 02:38:11.545
So, student success, an engagement continue to be extremely busy working with that still doesn't try to maintain a high level of engagement.

1140
02:38:12.024 --> 02:38:19.614
We have completed the actual moving and process and have partnered with Clemens and pretty much every area on campus to.

1141
02:38:20.010 --> 02:38:33.209
Deal and plan for that process it is going to be strategic. They're going to be there's gonna be a reservation process where students have to move in in a specific time slot on a specific day. It will include testing.

1142
02:38:33.864 --> 02:38:48.684

Ask questions as well as completing some of the information that I'll
discuss in a few seconds we have finalized pretty much everything for the
isolation and quarantine space for residence life as indicated it is
going to be

1143
02:38:48.684 --> 02:38:54.774
whiting home and all of the rooms are going to be outfitted with the
complete set of linen towels,

1144
02:38:54.774 --> 02:38:55.405
washcloth,

1145
02:38:55.405 --> 02:38:56.245
trash cans,

1146
02:38:56.305 --> 02:38:57.235
things of that nature.

1147
02:38:57.444 --> 02:39:11.875
So that when the student moves, then they don't have to try to go back
and get things from their room, sending messages to the student to make
sure that every student pack. What recalling the isolation of quarantine
bags so that they can just grab that bag and move into the space.

1148
02:39:12.444 --> 02:39:24.864
The 1 of the agreements that that we are going to have is called a moving
checklist. And validation is Dr palm indicated we do not have to have the
gym setup anymore.

1149
02:39:24.864 --> 02:39:28.165
So all of our students have to be validated before they move in.

1150
02:39:28.469 --> 02:39:31.104
And all validation processes are electronic,

1151
02:39:31.405 --> 02:39:40.645
so we're going to be emailing a checklist to all of our students to let
them know what they're going to need to do before they come on campus in
January 2021,

1152
02:39:40.645 --> 02:39:52.344
part of that is going to be maintaining a 14 day yourself monitoring
checklist before they come in so difficult to quarantine and maintain
their temperatures and so upon move in,

1153
02:39:52.344 --> 02:39:57.354
they're going to complete a document call the issue stopped the spread
agreement.

1154
02:39:57.354 --> 02:40:10.704
This agreement basically says that they're going to adhere to all cobit
protocols. They're going to wear their mass safely, so some distance here
to isolation and quarantine protocols and things like that.

1155
02:40:10.704 --> 02:40:25.284
So that document will be rolling out probably in a couple of weeks so
that they can get prepared for that. We are going to practice on moving
process, December 1 when we receive our illustrate basketball players
that will be coming in.

1156
02:40:25.284 --> 02:40:27.475
So we're actually going to emulate the same moving process.

1157
02:40:29.069 --> 02:40:35.159
1, do simple 1 to make sure that we worked out all of the kinks
associated with the moving process.

1158
02:40:35.934 --> 02:40:36.565
Additionally,

1159
02:40:36.565 --> 02:40:51.354
we're going to plan some activities for the students who will be the
freshman students for welcome week activities and then will include
things like the call with training and new information and some fun
activities all within the

1160
02:40:51.354 --> 02:40:53.635
guidelines of the protocol as best.

1161
02:40:53.635 --> 02:40:54.024
We can.

1162
02:40:54.360 --> 02:41:09.360
Next slide please, thank you. So again, we are working to plan.

1163
02:41:09.360 --> 02:41:13.620
Workshops and activities to continue our student engagement.

1164
02:41:13.620 --> 02:41:24.569
Within the parameters of the cobit limits, we know that right now we are at, I think, phase 2 with, uh, the number of people that we can have in a group, which is totally 5.

1165
02:41:24.569 --> 02:41:27.504
Prior to the students coming on campus in January,

1166
02:41:27.504 --> 02:41:41.844
we are planning another student town hall and a parent town hall to prepare them for return to campus answering the questions that they may have and to make sure that they have all of the necessary documents and things that they need to have a

1167
02:41:41.844 --> 02:41:45.805
successful move and process so we want to make sure that they truly,

1168
02:41:45.805 --> 02:41:47.155
truly understand that.

1169
02:41:48.864 --> 02:42:03.055
Just to kind of go back a little bit about some things that we have done for our student engagement student activities is always busy in the highlight of all the student activities. They did conduct an activity call, frozen, triple threat during the home coming week.

1170
02:42:03.325 --> 02:42:16.645
That was the coronation for Mr. and Mr issue. It has some Greek stroll off activities activities and then, of course, the word now, gospel corral performed as well. So all of those activities where virtual next.

1171
02:42:17.670 --> 02:42:25.530
If I sit interrupt you for 3rd and ask the question, respects it.

1172
02:42:25.530 --> 02:42:36.715
With respect to the isolation rooms, and I don't know if you're the right person to ask we are I just want to make sure we are set up to make sure that students receive meals.

1173
02:42:36.715 --> 02:42:43.735
That's 1 of the things, you know, you see in the news that students went to isolation and then nobody said, so.

1174
02:42:44.334 --> 02:42:47.784
Do we have that set up? Absolutely. Yes, ma'am.

1175
02:42:48.805 --> 02:43:00.684
I am the right person if I don't know some folks so we certainly have been planning with Don in home services as well as student health services.

1176
02:43:00.954 --> 02:43:04.885
So student health services are going to create a packet of.

1177
02:43:06.504 --> 02:43:19.194
For lack of a better, I guess over the counter medications, like Tylenol and things like that. So, those packages can be in the room. The meals will be delivering deliver 3 times a day based on the students meal plan.

1178
02:43:19.225 --> 02:43:31.344
Most residential students have the meal plan. So, we do have a system in place read Thompson, hospitality will deliver the mills breakfast, lunch and dinner and then those meals will be taken to the students to they're wrong. Yes, ma'am.

1179
02:43:32.514 --> 02:43:47.155
And it's fast collected every day, because there will be a larger amount of trash because of that to go meal. So yes, ma'am. Absolutely. We also want to prepare some snack some snack kits, renewal bars and things like that.

1180
02:43:47.155 --> 02:43:53.184
So that they can have every room. We'll have water for the beverage, so.

1181
02:43:53.784 --> 02:44:01.885
Yes, and to also we are going to work on a space where students can actually go outside to get air and sunshine.

1182
02:44:02.184 --> 02:44:15.655
So we have learned from also about cobra practices that that's very important to the isolation quarantine space to not be isolated and to be able to go outside, but not be around other students.

1183
02:44:15.684 --> 02:44:18.325
So we're working on developing that space as well. Yes.

1184

02:44:19.825 --> 02:44:26.575
Oh, excellent, thank you. Yes, absolutely. So, also, during the month of
October, there were several different celebrations.

1185
02:44:26.575 --> 02:44:40.344
If anyone has a computer, you realized that there was everything going on
in the month of October of course, we celebrated our virtual homecoming
activities, which were wonderful. And I think we probably were 1 of the
only few people that actually sold out the stadium.

1186
02:44:40.885 --> 02:44:52.045
And I know my colleague were talking about that. But so many other
celebrations where algebra Q. a history month breast cancer awareness,
month, domestic violence, month and bullying prevention awareness.

1187
02:44:52.045 --> 02:45:01.434
And 1, so the various departments on campus did some type of social media
or virtual workshops and programs to celebrate all of those achievements.

1188
02:45:01.709 --> 02:45:05.940
Next lab please.

1189
02:45:08.940 --> 02:45:20.274
And the, of course, is very active. We did conduct our joint
administration monthly meeting as well as our October town hall meeting.

1190
02:45:21.655 --> 02:45:32.754
Our student freshman elections have been, I think, are ongoing as a
matter of fact, right now. So, we're going to be selecting the offices
and the Mr Mr. be issue and our wonderful msv issue. Mr.

1191
02:45:32.754 --> 02:45:47.485
we send the content is participating in the National blackout association
competition. Right now, I think the results are going to come out this
week, but she did win a 500 dollars scholarship and what? And for MS.

1192
02:45:47.784 --> 02:45:51.145
congeniality and we continue to be proud of her and everything that she
does.

1193
02:45:53.280 --> 02:45:57.870
And I think that is all for me to another slide.

1194
02:45:57.870 --> 02:46:09.114

I think that's it. Yes, that is yeah. Okay. Yeah I, we did not, we did not mention the hills fellow induction ceremony and many of the visitors were actually a part of that as well.

1195
02:46:09.114 --> 02:46:20.334
So, I, I do want to also acknowledge that we had an outstanding ceremony and great remarks from a visitor. He'll absolutely Thank you for that. I also want.

1196
02:46:21.299 --> 02:46:31.284
Fraudnet to know that my wife and I attended the virtual home Congress. Yes the virtual 5.

1197
02:46:31.284 --> 02:46:40.825
K that was the 1st time I've ever done that and I met some charges that wanted to walk the campus as well because some of them just had to be. Okay.

1198
02:46:40.825 --> 02:46:52.975
But for whole comment, and so I was happy to greet them through mess with Thank you so much for the opportunity present and it's always allow the serve. My alma mater and Virginia State University. Thank you.

1199
02:46:53.004 --> 02:47:05.784
Thank you Madam chair that in our presentations and we'll turn the floor back over to you. Thank you so much. Mr. hill. 1 thing I wanted to mention is the speaker for the.

1200
02:47:06.479 --> 02:47:21.325
Leadership invocation was just outstanding. Oh, I know. I know. She was so good. Um, I enjoyed that so much.

1201
02:47:21.600 --> 02:47:36.415
So, did you have something to say? I thought, yes yes, there is a group called the jenea state. Our TC, an army alumni group Dr builder and Dr Paul.

1202
02:47:36.750 --> 02:47:40.590
Uh, have attended a couple of the meetings.

1203
02:47:40.590 --> 02:47:44.969
Uh, I offer this up without the power to consider.

1204
02:47:44.969 --> 02:47:52.649

Perhaps, the, the project's success initiative people, or at least a
representative.

1205
02:47:52.649 --> 02:47:59.549
Should maybe participate in the next meeting primarily because the group
wants to assist.

1206
02:47:59.549 --> 02:48:08.760
With recruitment and engagement activities to assist what's going on on
campus. We're about 250.

1207
02:48:08.760 --> 02:48:15.540
Uh, people involved, like, 99% of Virginia state graduates, and they
range from 4 star General's.

1208
02:48:15.540 --> 02:48:23.370
To, uh, doctors and nurses and financial people, lawyers, et cetera.
These are all beginning of state alarms.

1209
02:48:23.370 --> 02:48:35.670
And they're saying we want to help, so I'm just looking for a way to plug
in with, uh, at the appropriate pace. So we can talk about it at a
different time. But I just wanted to flag that.

1210
02:48:38.430 --> 02:48:44.159
I see and nodding heads I would say it is so noted and and more.

1211
02:48:44.159 --> 02:48:52.799
Yes. Okay. Well, um, I will ask Dr red is there I was trying to say
something that they're doing is trying to.

1212
02:48:52.799 --> 02:48:56.370
I'm sorry I'm sorry.

1213
02:48:56.370 --> 02:49:06.360
We can't hear you.

1214
02:49:06.360 --> 02:49:11.334
Yes, okay, sorry about that. I was trying to get in and couldn't get in.

1215
02:49:11.334 --> 02:49:22.795

I wanted to I wanted to thank thank my staff for the work that they've done and I also wanted to part of me is very pleased that this really felt like a normal meeting,

1216
02:49:24.204 --> 02:49:27.475
but I don't want to kind of forgotten that in terms of the staff.

1217
02:49:28.045 --> 02:49:42.325
The faculty, the students are all doing all of this in the middle of a pandemic and we are too. And it's good that I think we've gotten to a place where we can conduct a meeting and not really think about that every minute. But I think it is truly incredible.

1218
02:49:42.805 --> 02:49:51.295
The level of sacrifice work and dedication, particularly the faculty and staff and students have done even to get to this part of the semester.

1219
02:49:51.295 --> 02:49:58.315
And so I just wanted to acknowledge that, because I think we're all tired of acknowledging and I wanted to make sure that we did.

1220
02:49:59.549 --> 02:50:09.569
Thank you very much. We appreciate all the efforts and you're right, and we get better at each 1 of these meetings.

1221
02:50:09.569 --> 02:50:17.815
It becomes a little more seamless I did on the agenda. We had something a report from Mr.

1222
02:50:17.815 --> 02:50:27.204
Harris, but as you can imagine with the campus, not open, not anything to really report on public safety. So.

1223
02:50:28.469 --> 02:50:38.729
We don't Mr Harris correct me if I'm wrong about that, but we will not be having a presentation from you at this meeting. Correct?

1224
02:50:38.729 --> 02:50:49.975
Um, that is correct, but I will share some information briefly on the technology stipend that we awarded statements to 2695 students.

1225
02:50:49.975 --> 02:51:03.444

Average Ward was 480 dollars and total for the program. What we spent 1.2M dollars and students were permitted to by technology items, including laptops, tablets, printers.

1226
02:51:10.500 --> 02:51:19.379
Monitors headphones and other computer peripherals to basically help their their experience while they're taking their courses remotely.

1227
02:51:19.379 --> 02:51:29.790
And so, with that, I know that belongs in tomorrow's report, but I figured that you'd probably want to hear how successful the program was.

1228
02:51:29.790 --> 02:51:43.829
And then remarks, thank you. Mr. Harrison? Yes. That's awesome. That's a wonderful and very necessary initiative in these times. Thank you. Okay.

1229
02:51:43.829 --> 02:51:47.129
If there's nothing else.

1230
02:51:47.129 --> 02:51:52.649
Doctor Rad? Yes, ma'am.

1231
02:51:52.649 --> 02:51:55.709
Nothing as I know there's nothing else.

1232
02:51:55.709 --> 02:51:59.040
Then I would entertain a motion to adjourn.

1233
02:51:59.040 --> 02:52:04.770
So, Mo, Madam chair from Mr hill sent me or do we have a 2nd.

1234
02:52:04.770 --> 02:52:10.950
second second from greg world .

1235
02:52:10.950 --> 02:52:14.309
Oh, thank you, sir. Okay.

1236
02:52:14.309 --> 02:52:23.579
All right, we will, this will be back together shortly for institutional advancement. Otherwise I'll see all tomorrow morning and thank you very much.

1237

02:52:24.690 --> 02:52:28.200
Thank you thank you.

1238
02:52:28.200 --> 02:52:36.930
Thank you. Thank you. Thank you. Thank you. Visitor manager. Thank you.