

Please stand by for realtime captions. >> Good morning, everyone. Thank you for joining us here on day two of the Stephen F. Austin State University Board of Regents winter meeting. We met yesterday afternoon and we had a great tour of the farm. The weather held out and we had a great tour out there and we had a long afternoon in the executive session. We are fired up and ready for this morning and I will turn it over to Dr. Gordon for a few announcements.

Thank you everyone for being here and we are very excited because we have a lot of things happening at the University. You will get to hear about them today. One of the things I want to do before you hear from the cabinet members about some of the things happening is I want to set up the scene for these presentations. Many of you know in this room that we are really facing some unprecedented changes in higher education. We have a lot of disruption, upheaval occurring in higher education and it will necessitate us to rethink students success and about how we recruit students and about how the university functions in some of the most basic ways. Let me just talk about a few of the issues that higher education is facing. I like to refer to it and I know some of you have heard this many times in your thinking here he goes again. But I like to refer to it as a [Indiscernible] environment. That is something the military uses for volatile, uncertain, complex, and ambiguous. That is the environment we are in right now and some of the things happening I will highlight just a few. First we have across this nation a declining number of high school graduates. This actually isn't necessarily the case right now in Texas, 2024 and 2025. It will start happening but if you look at the Northeast, the Midwest, the decline in high school graduates is in the double digit figures. Sometimes 10 or 15 percent. What does that mean? That means that because Texas is actually one of the states where the number of graduates is stable or slightly increasing, the competition is tremendous. The competition is for the smaller population of students. You have all heard of Western Governors University and Southern New Hampshire University. They are in the state. I can tell you there are schools from Washington state in this area. Indiana, Oklahoma, you name the state and they are recruiting. Because of the high school graduates. It makes retaining the students we have that much more important. We also have to look at new opportunities for students that aren't traditionally looked at for college populations. Adult learners. Those with some college no degree. And in that [Indiscernible] the city, there are 12,000 people that have some college and no degree. How can we attract those students back to complete their degree? Also lifelong learners. We have a lot of individuals

who consider themselves as lifelong learners and want to continue to have an education throughout their lifetime. We are also seeing, you can pick up any magazine or newspaper and hear about the student loan crisis. The fact is the cost of education - - education is increasing. How can we at SFA be part of the solution not the problem? We will hear about ways we are addressing this today. We are also looking at decreased public support. Both financially as well as conceptually. People are wondering is it worth going to college? We need to show how college is worth it. We need to have a curriculum that is in place that graduates students that are the best in the country. We also are looking at higher bureaucracy, or increased your accuracy in

higher education. There are many barriers and hurdles for students to complete their degree. You will hear today about some of the things we are doing to lower or even remove those hurdles for our students so they can continue their education and be successful. So I can go on for about two days about all the pressures of higher education. In some states there are community colleges that are now allowed to offer baccalaureate degrees. The University or the state that I came from went from six institutions, baccalaureate degree institutions, 243 overnight when community colleges were allowed to offer those programs. So unprecedented competition. Across the country you will hear some of the business

journals that we look at in higher education like the inside mergers of institutions. Closures, and downsizing of institution. What you will hear about today from the cabinet makers are ways that we are looking at growing and thriving in this environment versus downsizing versus closing and merging etc. So one of the things that we must do is be the innovation student success leader Rex and I am excited because the cabinet and folks across campus are beginning to think about how we can be that innovation leader in student success and retention. In fact, two weeks ago over 600 faculty and staff participated in a student success kickoff which featured the educational advisory board. When we talk about ways we can be a leader in student success. I want to not steal the thunder of the cabinet because they have been tremendous and working very hard in looking at ways that again we can be innovative and that we can lower the barriers and I'm talking about bureaucratic barriers not lowering the standards or the bar and what we need to do is help them get over that bar with various types of student support services. And so what I'm going to do is leave you with two quotes and hopefully that will set you up with the presentations we are going to hear today. The first is from an unknown university president. We all like to remain unknown. [Laughter]. I'm optimistic from the fact that a path exists. My concern comes from getting on that path is extremely difficult. I'm here to tell you and you will hear today from the cabinet, we are on the path. We will continue to go down that path. And then the last one from [Indiscernible] was published in the future of higher education one thing most every leader can agree upon is that we are going through a significant period of change. Many would say unprecedented. The good news is that the institutions that thrive in this kind of change will emerge stronger, more competitive, more dynamic, and more able to educate students for a changing society and workplace. I always ask everybody how might we? How might we be

the leader in success. What you will here are some of the ways we are starting down that path to be a leader in student success. With that we will turn it to the cabinet for our first presentation which I believe is the Tiger team. >> Good morning. We introduced the idea of the Tiger team. I want to recap what the goal is. I'm not going to read it, but that's our goal. Part of the ways that we try to achieve it is looking at barriers that exist from a student perspective. Here is the summary of things they have put in place so far.

We are not going to go through the entire list. I can tell you the members of the Tiger team have done an amazing job taking a look and having to think outside the box but also some opportunities. So we have been maintaining a list of what was accomplished, what is working on?

What might need more time to get to those things? Here's a list of the items we have completed and I will start. The dual credit billing. This project is important in order to enhance the experience of the dual credit student. The more we can enhance that experience with the dual credit students we will help tried to convert more of those. The reality of what was happening is the students dual credit, we hadn't had an opportunity to indicate the exact fee structure. They would get an amount to say here's the total amount but hold on. We will get an exact amount. To be able to be able to work with that we are seeing a bill that is reflective of their costs. It was a great success and helped and confusion and we are excited to have that completed.

We would like to [ Indiscernible-low audio. ] the reason \$200 was chosen to work with and financial aid is it will go towards the previous [Indiscernible]. [ Indiscernible-low audio. ] they will have an ongoing discussion. So additional financial resources. Direct the ones I want to share about was the orientation goal and orientation. State legislature probably it's been close to implemented bacterial meningitis was required in any public institution. And we had implemented a hold for any of our students who admit they would get it to take Carrie of the documentation. And registration would not be able to take place until that was addressed. So in orientation of any of the new freshman had not had the opportunity to take care of that then they were able to register at orientation. One of the things that helped his is the bacterial meningitis documentation needs to be there 10 days prior to the enrollment of the term. So what we did working with the registrar office and technology and creative orientation was to let's allow them to get registered and date that hold to make sure we're having time before they meet the period of before. If the students are not here and they may not have had the opportunity to take care of the meningitis we are not holding them from getting registered. We are communicating with them to make sure they are informed and they know it's what needs to be taken care of but it's allowing them to meet with their advisors and get registered at a two of orientation. >> [ Indiscernible-low audio. ] to be awarded the scholarship so working with management we identify those students qualified and are automatically awarded. There's no human involvement that has to occur. When you are seeing is small items over time that we have impacts. The one thing they are trying to accomplish is to make sure the staff can focus on the more value add [ Indiscernible-low audio. ] you have the responsibility to pay that back so prior it was changing.

Again there's good feedback and we found that this is probably once. So that was impacting the student. That was actually a programming issue that was rectified. The reason I wanted to point this out is it's part of what this team was meant to do.

[ Indiscernible-low audio. ]

The next slide we will share some items we are currently focused on as the Tiger team continues to address some of the barriers. We want to share more as to what the next step or focus with the Tiger team is.

What we are starting to see is there's a level of trust where we are getting some very good feedback. One of the concerns you have is to

identify [Indiscernible]. Sometimes to be sensitive. This is much more open and trusting of the environment of the feedback. We are starting to see things we can feel could make an impact. I just wanted to point that out.

Before you move on I wanted to asked the question. >> How many students are affected by the meningitis vaccination hold? A handful?

All student.

How many of them come to us and don't have their vaccination?

I do not have the numbers without that hold but it's a regular occurrence. I'm not quite sure - - I know there's a couple of orientation folk but I wouldn't have the exact number. It was enough of a concern that we saw it as a regular hold that the students attending orientation were experiencing.

What would be the cost or the downside of us offering the clinic for modest fee while they are at campus?

I can answer that. When that requirement first came it's a place we did that. It was very seldom taken advantage of. Those vaccinations have a shelf life. They are rather expensive. They were difficult to store and keep on hand. We just didn't have them. A lot of times people want to go back and go to their own doctors or just go to Walgreens or somewhere and take care of those. We've tried it before. We thought that would be the way to address that.

I don't necessarily think you should do it for free.

There is not a demand for it at that time. That was when there was a firm hold and you couldn't register until you completed that.

Legislature went through two iterations one was you had to have a vaccination prior to living in a residence hall. You had to have 10 days before you took occupancy. The next was they added 10 days before class and regardless of whether you are living on campus or not. So I think their fix on this work very nicely. Because families can go back and deal what they are used to and we don't have to try to keep a stockpile.

For the students that don't have a family doctor to go back to. It's my guess. >> [ Indiscernible-low audio. ]

There are places they can get it free if you are - - if you meet certain qualifications you can get it free. I can't remember exactly the cost now it's probably - - it wasn't - - it was really expensive.

I see were you are leading to with that and if you worked with the health department to come on campus. Not necessarily the clinic but someone that has a Walgreens or CVS and could come here and be here and get that vaccination while they are here. We can eliminate that problem. >> We would have to incur the expense of that and they would come on as a courtesy to us and everybody.

What is the transfer showcase?

>> Often times most folks have heard about the Saturday showcase. They had that where literally the whole community showcases to prospective students and their families. One of the things that we've looked at is the numbers that are transfer students who attend that event are small. And transfer students have a little different need when they are going to look at a college or university. One thing we implemented was a showcase that was tailored to the transfer student. We did not put it on a Saturday. Some of them because they are older they have activities going on and we put it on a Friday afternoon and going into the afternoon and it's this Friday is our very first transfer showcase. I'm excited because there's a lot of service areas that are very tailored to transfer needs and so it is an event designed to help us showcase this university to be more transfer friendly toward that population.

Any other questions? >> One of the things I wanted to share was a little bit more information. Ring semester started a week and a half ago. We will be getting the date this Friday the 31st and so what I'd like to do is provide a little bit of a five year history and a snapshot of where we are for this and we will

get you an opportunity but you will notice there's headcount and total semester credit hour. It's important we are looking at both particularly the semester credit hour. These two columns to the far right is the percent of change from last year so from 2019 and then the percent of change over this five-year period. I want to point out a couple of things but I am happy to address any questions that you might have. To see that the 1.6 percent decreased from last fall, is actually to me when we came in this fall '19, we were down in regards to market issues and the graduate Masters and educational leadership had a drop in enrollment. We saw drop in regards to the freshman count. The spring will always come in lower because we just graduated this group of students who went through commencement. To see a 1.6 percent decrease, I was actually anticipating a bit higher I guess I should say the other way around but

a much larger decrease. That 1.6 percent does reflect where we came in this past fall with that graduate decrease in Masters and some of the freshman. I was glad to see over that five years we are seeing some trends upward with the 2.5 percent increase. That's what will be important to continue the trend in taking a look at which populations will help generate that. More importantly I wanted to jump to the bottom. Yes the headcount is important. The semester credit hours those particular populations generate is what we are looking at. It was good to see where we are at for spring and where it is trending. Then I will go ahead and take a look at the next slide. There is more numbers but I will point out a couple of things. Again you see spring '20 and then you see that words not final until January 31st. This data comes from our [Indiscernible]. Taking a look at spring by classification. I want to point out the freshman population is anyone classified by freshman by credit hours. That includes dual credit. That includes new freshman or continuing students who are still in that freshman credit hour classification.

What you will notice is this five-year percent change is 14.9 up on the freshman column. That's a significant increase. A lot of that is because of our dual credit population. You will notice how that trend is going up. When you get to the sophomores you are like theirs that drop. Again a lot of the dual credit students are still in high school. They are not continuing necessarily always on. And/or some may be going to other schools. We will see that level positive and I was excited going back to the focus on retention. Taking a look at the trend of where we are with our genders and where we are with the seniors both the percentage change from last year and what we see we are seeing a positive trend. The other great thing about seeing that trend is your upper level generates a higher formula funding. That was excited to see some of these numbers are smaller by population. It's a wonderful opportunity were we look at the Masters as to what are we seeing that can complement the need in the market. So again we saw that dip from 2019 to 1301 in regards to the market of educational leadership. So working with I think the academic department and the area in regards to what the demand is needed for the market and to help us find the opportunity to become more focused on what is needed to serve our area. I wanted to see if there's any questions that anyone might have in regards to some of the spring enrollment data?

Remind me again what the drop was percentage wise year-over-year in the fall of 2019.

There's a 1.6, does that consist with the drop back in September?

It was two percent this past fall.

Thank you. And then on the postgraduate program. I know I've heard around this table I think in recent meetings that we are becoming less competitive. Particularly in the doctoral level with graduate assistants.

That's correct. Last year we knew this was an issue. We had a team of folks making recommendations that we received in November. The whole idea is to not only add to what we can do on the shifts but change the whole graduate student experience, from onboarding to retention and graduation and also offering the degree programs that are most consistent with what the world needs today. And the modalities that we offer. We have those recommendations. The timing is so that as the budget cycle approaches for next year, we can consider anything that needs to be considered. >> To that point, obviously we go to the big cities and we see all of these advertisements from the flagship universities and obviously that drop the 13 percent almost - - >> That was educational leadership any change in the state requirements to become certified and statewide those drops happen. We lost about 200 students because of that change. We had a peek because people were getting in before because they were grandfathered and then it will - - we knew this was coming. Going back to your point many of our graduate students, the ones that are interested in the online programs are not interested in citizenship. It's just more than that issue. I want to point out that Dr. Williams

and his classes with forestry are realigning resources to help make us competitive. >> I think one thing that's important is these are typically students who are adults with families and jobs and having no modality online is very important. They can't make it, Wednesday nights at 6:00. >> One is important we are graduating in May the first class of family nurse practitioners. The Master of science in nursing program. It was created in conjunction with the temple foundation. Is completely online.

When the graduate committee was meeting one of the things that was really great

as a piece of information to know complementing with what Dr. Ford shared was 65 percent of the graduate students are part-time. They are working. They have families. The education part is incredibly important. It's a priority but they were fitting in with a lot of things. That part-time aspect is what we are seeing. That opportunity to drive to campus is not always available. So they are valuing the education but it meets a need to where they are at. We look at the modality that helps them. Many of them want the Masters either to have career mobility upward and the current position they are in or someone the Masters to go to a completely different career path. It lets us understand the Masters population more. It allows us to be more intentional in regards to how we look at it be it a program, services, and delivery.

You mentioned that the seniors and the courses get higher. Is that the case also with the postgraduate program ?

Yes but Masters as well have a higher level of formula funding. Keep in mind although 65 percent of the graduates might be part-time, it may not generate necessarily the highest number of percentages a full-time student would, they will still generate the credit hours and contribute to a higher formula funding rate. Yes Junior is down and some might say let's focus on those and get the highest funding but would you take a look at the freshman and sophomore, you're talking about students who look at credit hours and help to contribute to that. >> Any other thoughts or questions?

I want to do a quick update. We are excited about this and customer relationship management. This is in collaboration with [Indiscernible].

It's [Indiscernible] and the way it is it's a communication. A way to track all the contact points we have with the recruits and it allows us to really target communication much more simplified and very targeted and more personalized. That's what we are seeing with this generation we are acting with. We have to review it. As they pointed out we need to make connection with a prospect you have to have six contact groups. They will allow us to do that and also track each of those contact points so that we can have one individual and anyone else working in that can see what is happened. We are very excited about this. The team is going into training the week of February 10. That team is the implementation team. When they return they will actually get this tool up and running. The priority is to get some of the communication folks in place so it will impact the fall.

The next one I want to point out is the types of meningitis. It would also documentation and right now it's very paper driven. What we are working on is a way to allow students to submit that document. And then to review it if it meets the criteria. And then workflow would move on to the other departments. Work needs to go for storage. We are excited about this. Again these are all small components but over time they have them to the overall experience.

Any questions or comments?

I have a question. Could you define Tiger team?

It's a group that comes together to solve a problem in a nutshell.

Is it an acronym?

It was actually started by NASA. It's not an accurate acronym that I'm aware of. We have experts from the financial office and financial aid and from IT and we have some that represent the academic community.

It's a group of extroverts that get together to solve a problem.

A very focused problem. That goal of five percent increase we are staying focused on what is the initiative that can help move it.

That's what we are trying to solve. That is our goal.

Any conversations with Dr. Gordon I think it's a variation part of what we want to do is to continue evaluating how the process is working. And to continue to improve this over time. ICS living on in a different format living on. What we see as a team is a good trust beginning to develop. We are getting good feedback. In some cases very direct feedback which is good. That is the type of thing we need. I think it will help foster the culture of trust where we identify things not just pointing fingers but to resolve that. >> Thank you. >>

Next up is Dr. Bullard and he will explain what LAN-CAT means.

We do compete in fact the world of competition Dr. Gordon it is a fact that I will be talking to about this. Let me ask a question. The cat part of it when I was in high school I remember there was an obvious question that the answer was yes. Sometimes we would say back at has the cat got a climbing [Indiscernible]? The answer is yes. I noticed that you can online get socks that look like tigers. Maybe we should invest in some of those. The significant part is down here. That's what the climate climbing gear is. SFA is in climbing gear. We will be out there clawing and scratching for semester credit hours. It fits in well with what Irma and Nancy reported. I want to start with why? Why are we doing this? A quick analysis and resolution but then what, who, and how? And then some of the actions and results because just like you heard from the other team this will continue. It doesn't stop after a certain period. I will emphasize the leadership in the who. I will even put names appear because it comes down to all of us working together. Let me just say that in late November we realized we had a very significant problem that already students were clamoring on

social media and their parents that they can't take the classes they need. We are not offering enough classes or certain types. We said in the future through highly focused actions. Again claws out at this point. Many students are unable to enroll in the courses we list in their curricula. That is highly inconsistent and we know that.

I guess you have to see how many you admit to a class.

That's right in some cases. One more is the question. Lack of available courses and labs can result in an overall negative experience. The lower range of persistent and longer time to graduation and bigger student that nothing good comes from that.

Can result in a loss of revenue for us. Since many students have options to take courses from the competitors as Dr. Gordon mentioned. That is the competition. It's fierce right now all over the country. When you look at the online world it's particularly fierce. The world has changed. >> I'm going to continue to say we can't be JCPenney in an Amazon world. If you look at what Amazon does and you read about them they focus on price, selection, and time to deliver. They are very focused and they look at the three metrics. And you we will talk about price and our area and course availability is selection. We can't do this if we are able to offer the right courses. We all know we have a dashboard metrics from enrollment and credit hours and retention. We do have dual credit as well as graduate. What I want to emphasize is those are in a sense the golden eggs. That is what we have to offer our students. If you click on that particular one, you will see we have a baseline. It's out there facing the public. We've talked about this before. To the far right you will see a number 328 for '18 and '19. That was the semester credit hour production for the University last year. They will focus on the budget this year based on a flat projection budget of 328. This is what we identified as 341 was the goal for this year. We have to reach 380 by 2023 if we reach the goal for the strategic plan.

Again I want to talk about an important question before going any further. That is, why have you waited until now? The truth is we haven't waited until now. We've been doing things and doing things. We've kind of pulled the claws out going into climbing gear at specific times. We realized years ago that during orientation, sections were filling up too fast. We've been working on this. One of the things we've been using can help us predict. It helps us predict how many sections and seeds you need to offer every class we offer. And we haven't been waiting. We've been using that. Dr. Gordon mentioned inside higher. It comes out print and online. Let me show you an article that came out the summer of 2018. When they paid for themselves [ Indiscernible-low audio. ] they optimize the course schedule to have lines that pay for themselves and then some. What we did what we did is in the spring of '17 they added those sections for the '18 and 19 year. We wound up hiring and we created 19 positions in the budget and fill probably 16 of them. Everyone they have been teaching. We have been taking action. There's more to do. There's a lot more. I want to say that in terms of selection we have been continuously redesigning curricula. Every Tommy, and asked for curriculum modification that is

what it is. Just this year we had for dinner curriculum change proposals. You all have approved creating new programs and the BS in construction management and medical humanities and national security. I'm not going to be comprehensive but share a few. Here's one. It strategic. Dr. Murphy and the faculty and his college created for the graduate certificate in teaching college psychology design for the current professional that may be teaching and dual credit high schools. We are pairing that with the graduate certificate in teaching sociology online that will be available next fall we will have an MA teaching social scientists. All of that online you can take 18 hours a on one 18 hours on another. You can get a degree and you are qualified to teach sociology or psychology and it could be highschooler committee college. We've been taking actions online and distance versions in psychology and criminal justice publishing and some cases certificates like the graduate certificate in digital humanities. I don't want

to belabor that, but I want to make sure everyone knows we've been working on this. The competition is fierce. We're not going to ever be able to quit. We're going to keep climbing the tree. The team members and I want to mention that before I talk about what. We created a team that I am chairing but on the left here what I represented is we are kind of the support side. The real decision-making and actions come from the means. The six academic means. I will be giving them a lot of credit today. They have put their claws out and have added a lot. I can't get past this because these are leadership actions. When we say academic [Indiscernible] the department chairs and school directors working with the Dean staff and others, tackling all issues that affect course availability. You'll see some examples in a minute of the actions taken. On the immediate side because there are some that are immediate and that is after late November and today, that will continue. I will share some of those. The analytics is the name of the software that we use. And John Callahan and his staff do a great job with that. They shepherd the use across the campus. Because we have 1587 courses right now in this semester and almost 4000 sections. Imagine if you had 13,000 students which we do. All of whom have a course of study or curriculum. We have all of this imagine all the permutations out there. I guess we could calculate it but it would be a humongous norm number. It's a huge number of possibilities so we need that software.

They summarize that. You can't just take analytics results and put them out there. They do a lot of [Indiscernible] to figure out let's boil it down and then when I say real time, they are doing that on a weekly basis. From late November and all through the registration period. This is in real time to present those on a weekly basis. The information was shared on the spreadsheet and Microsoft teams. So you can only have access to that if you have been added to those teams. The entire cabinet is added as well as the Dean's and the committee. And then the actions needed. The spreadsheet identifies how many more seats we need. It will say this is what we predict the demand is for this course.

How many seats we offer and what we need to do. Some cases it would be reduced. We have columns on the actions needed by course. Everyone is offered at our colleges. Everyone shows the actions taking in keeping that spreadsheet updated. Ultimately what is offered

in a college comes down to the Dean's leadership. That's why I emphasize leadership actions. Some things that were done are adding Gateway courses or adding Gateway seats. Gateway would be a course that you need to be able to progress. It may be a prerequisite for something or an entry-level class. Something that you can't go further without. >> Adding sections. Reducing unproductive courses. It's where the demand shows its way less than what we are offering.

We may be able to take away that faculty members time and put it onto something that is in demand. Coming down to the chair working with the faculty to do the reallocation. Finding adjuncts. Again it requires that our teaching faculty meet certain credentials. We can't just hire someone but it has to be someone with the right credentials. Graduate assistants and personnel sometimes the controlling factor is a lab coordinator or the ability of equipment. Changing modalities is another example. Maybe in some cases assigning an overload so that I faculty member teaches an extra section. Sometimes it's changing the location. Again John Callahan and his group do our space utilization efficiency. We may be able to change the classroom location and bump up the number of seats in a course or section. And then changing the times when the course is offered. >> The universities all across the United States have been guilty in the past of being very university centered. Very focused on what's best for sometimes the faculty and sometimes the staff and what's best for us in the University rather than being student centered. That is a culture shift we are working on intensively. It won't stop.

I want to emphasize the results. Since late November - - I want to emphasize the summary and this is what we are currently offering and is ring of 2020. I want to add one number. That's the enrollment ratio. It's like the occupancy rate for the residence halls it's basically let me back up. We did add okay so since that time, we have added almost 30,000 credit hours. Not all of that can be attributed to LAN-CAT, the course availability team. On the results side if you start to willow it down to get closer, 194 courses did increase seats offering over 1000 new seats. 187 of these grew by almost 9000 semester credit hours. We have access to a lot of information. Even that I want to take it down further. By using the enrollment ratio. The occupancy rate. For example, if we offer 100 seats and we have 85 of them filled, that is 85 percent. It's a simple metric. It's very useful. Anywhere from 65 to 95 percent is okay. The sweet spot is 85 percent to 95 percent. We had 23 courses in November that had over 100 percent fill rates. In other words, we have already added more seats than what we had said we were going to allow. C's can be added on a one occasional basis. This is the most conservative estimate of what is been done. In those 23 courses we allowed 231 more students to enroll generating another 691 semester credit hours. Very conservative estimates. You may say what's that overall. It's about a quarter of \$1 million in revenue. The most conservative number just going out over the last two months on this issue with claws out. Again I want to credit the means internally. We won't stop and we haven't reached a goal.

That's the [Indiscernible] we are done. We won't culminate it. For example longer-term we have to streamline some of the curricula. We are using a tool developed in the University of New Mexico. They are using this tool to see how complex they are. You look at the popular options they may take to populate and imagine the metaphor of a tree. It

shouldn't look like a live oak tree. That's what this program helps us to do. Realigning this is a carefully done thing. It's like moving a graveyard and digging up family bones and moving into something else so the process has to be done right. It takes a long time. Modifying curricula can be done and can be done on a continuing basis.

Dr. Gordon mentioned some of the things we were read doing and that means faculty and staff positions including reallocation again we were doing that it well. We look at the demand data we would decide if this person retires that position gets moved to another area. The means are critically involved in other resources like the facility and modifications we found out that if we invest in about \$85,000 in additional equipment and we can offer another array of physiology and biology crisis. Where the demand is huge. That's not something we can do in one day. Something we have to do on a continuing basis.

Other things, course modalities and technology-based solutions and basically that's what the flex MBA is. Course redesign. Again to be student centric, building a mindset to help build the retention. Funding to incentivize the production by programs. Dr. Gordon has some ideas in mind what we can do on that. It's something if we critically have to do. Realigning academic units. Notice I put that here. And then pleading change for leaders. When we put the claws out on this, I shared openly with the Dean's and the academic unit if we can't figure this out and really climb this tree like we need to then maybe I don't need to be provost and you don't need to be the team or you don't need to be the academic unit. That's how critical this is. Again, spot on and speed up that's one of the things we talked about the curriculum and some things we've added. The baseline going back to that we have to - - I want to reduce inefficiencies and redeploy resources and reimagine and reinvent and refocus on student success. It ties in exactly with what Dr. Gordon said. He said the illiterates of the 21st century won't be the people that can't read and write the illiterate of the 21st century will be the ones who can't learn, relearn, and continue to be productive citizens. With that in mind I wanted to mention that refocusing on student success a positive note and a minor anecdote of what came after this. When we had one academic unit and they got on the phone and called all the students that had been enrolled and didn't reenroll in the spring. That was a learning opportunity. He made a list of what the reasons were. We shared that list with the Tiger team. Some were simple holds. What John shared with me was how thankful the parents were. The parent is sometimes answering the phone. They are thankful that we cared enough to make that call and that we are being intentional. Again that's how we differentiate ourselves and how we can be more like Amazon and less like older models. [Laughter] we haven't been sitting still I heard Montgomery Ward. And about 550 people on this campus read that book. It was at the same time we had facilitated discussions on it. They came out with 12 proposals. We had one come visit for a day and speak to us. Focusing institutions on what matters most. One of those was alignment. There are six things and one was alignment matters. It doesn't matter if you climb any tree. Whatever cats we create need to climb in the right tree.

The majority of the recommendations had to do was student success. On January 14th they talked about the cycle and the virtuous cycle

meaning if you invest in student success good things happen. When you get what you want in the upper right increasing enrollment and revenue. The death spiral is if you look in the upper right if you get a decrease enrollment and revenue which is what we are seeing and then you disinvest in student success, nothing good happens. You just spiral downward. Again, my point is that those semester credit hours are what we are after. We have that target. What is the parable of the goose that laid the golden egg? What did the farmer do? >> He focused on the eggs did knee? It when after the eggs. We have to be careful. You want golden eggs be careful about focusing too much on that. What we have to do is trim the goose. That's the message of this virtual cycle. Again we've come a long way already but the who will be critical and leadership will not stop. We are leading change and not managing it. The first step of leading changes to establish a sense of urgency. Eventually you anchor it in the culture. I want to end with this last statement. Change must come from within. We had this meeting I don't remember was it three years ago? I used the case Hobson's choice meaning it's not really a choice. Thomas Hobson had a livery stable and you had the next animal in the stall when you can't in to rent and put - - he became known as Hobson's choice. It's an imperative that we adapt. Anyway, I wanted to and with that to kind of summarize what we were doing.

Regarding obviously the students in today's world have a lot of choices. If they encounter a situation where they can't get into a class that they need to fill a graduation requirement they will have a lot of incentive to look for alternatives

I'm assuming some of them do. Are we analyzing, do we have a sense and can we get empirical data to show how many hours we are losing to other institutions for current students taking courses either at Angelina or online X and then transferred into the transcript at SFA because we aren't offering the classes they need?

We can measure that.

There are two scenarios that have occurred and have been occurring on this campus. It should never occur. One, I am a parent bringing my kids here for orientation, and I leave orientation with either no classes or classes that I don't really need just to get a full-time schedule. We have students who come for orientation who cannot get a schedule they need in order to start to be successful. Scenario number two. I'm a student working through my degree. A course I need in my degree plan is full or - - and I can't get in. I have to wait to take it in another semester which could result in me being here another semester which causes increased tuition, housing, etc. Lost income also. This LAN-CAT team and I appreciate the members of the LAN-CAT team. This summer, we should not have any student leaving without a schedule that they need to be - - to start off successful, or as students move through the curriculum, they should be able to get the classes they need when they need them and not have to wait a semester or a year to take them. This LAN-CAT team is seeing that it doesn't occur. That all goes right back to enrollment, retention, and student success. And cost. All of which we are trying to be a leader in and this is a very key complement of that.

As well as the Tiger team decreasing the holds and the barriers. Together, it will make a profound impact on how we move forward in the credit hours that we generate.

I had an experience the other day. I took my dog to the vet and I was wearing my SFA pullover. The vet tech that came out to put us in the exam room set oh my gosh I love FSA. I went for a while and I love the campus and everything about it. But they discontinued my program. I had to leave. I said - - she said I love you and I wanted to stay. She ended up over at Texas A&M because we discontinued her program.

Dr. Williams you want to mention something.

I'm not sure about that scenario. I don't know if we discontinued it. We have a pretty good pre-vet program. We are working on establishing a veterinary nursing program. It's kind of like a nurse practitioner program. Right now Dr. Bray is consulting with various veterinary doctors in the area to see what the possibility or the practicality of that program is. We are hoping and impart with the master plan we talked about yesterday if we are able to build a facility out there that showcases the center location we will be able to build the examination room and get the equipment we need to have a very good veterinary nursing program. Right now what they found is that the doctors feel like that would be a very successful program and there would be a lot of need. They would be more than just a vet tech they would be able to give shots and do some of the things that nurse practitioners can do today in the medical field. We are moving in that direction.

We are discovering what those options are all over the place. I want to look at you really quick. For example, they've discovered there's a demand for increased seats in course X that we can't increase the because we don't have enough instruments. It will come down to what is the cost to add more instruments? And how can we do that. It's a process of change and changing what it is..

I know because my kids and I did this kind of thing. They went to three or four different orientations for universities. Where they got the best schedule is where they decided to go. If we have students coming in for orientation not getting a schedule, they will look elsewhere.

When we look at the whole perspective is changing from being very University centric or student centric. So I will end with a quote and we talked about Amazon a lot. Jeff Pazo's quote says a lot. [ Indiscernible-low audio. ] we have to change the perspective in order to get the actions we need. To your question we can get some of those numbers to get an estimate of that. We will talk about that in the LAN-CAT.

We need to understand what the quantity of hours is and why sometimes it may be cost, but why is it they are transferring in? The other question I have for you if you don't mind, could you give us an

assessment of the plausibility of the faculty to this real teardown that we are in. And how much of the old paradigm is still a legacy here or faculty there. You will adapt to the new world or you will die. I want to know whether the faculty realizes that .

Overall, yes. We have a very good faculty. We've been working with that and our engagement is they are the voice overall and that's why we want to work on some things. You are all familiar with the phrase from Peter Drucker that culture eats strategy for breakfast ? it occurs at a department level because that's where they said promotion and tenure guidelines. Can they go to the college level and university level. Each of those levels have a culture. At the department level culture is one of student engagement and that occurs not by any top-down thing but by working with them internally. We will set meetings up . My goal is the faculty will own the Center for teaching and learning and that's where culture begins. Overall, we have a very positive group .

I think you said there were 29 courses that added students?  
Were a lot of those elective courses or - -

These were courses that were necessary for advancement. Smaller programs where you have fewer students they get very good advising this. Where the faculty and the chair no. The problem we have they run into a roadblock and they think it's full I can't do anymore. They don't submit or get added to a waiver. So that was a very conservative estimate.

Thank you very much.

I did have one question and this is really for Dr. [Indiscernible].  
Either  
[Indiscernible] is a mathematical term or a approximation of certain areas?

When you think of that.

I want to clarify that in my mind.  
[Laughter]

So we heard about the barriers that are being removed for our students to continue on. We've heard about the fact that we are opening up classes and making sure the students get the courses they need. The other part, the other aspect we talked about was cost. We are very keen on looking at the cost and not contributing to the national student indebtedness. And so to talk about some of the models we are looking at is [Indiscernible] with business and finance.

Thank you. We have information to share with you. The presentation is the background. That's important because the context is going to be helpful. I think if we put this together because it's a multiple layer approach. I will talk about the to proposed tuition pick then we have a tuition fee comparison as it relates to [Indiscernible]. This is part of the context piece for everybody. Mandatory tuition is essentially the tuition fee is based on statute [Indiscernible]. Unless he or she

is exempt. Nonmandatory fees will be fees that are not required by statute. Examples would include [Indiscernible] and music. Obviously housing, dining, parking. So those two are important. We're going to focus this morning on mandatory fees. We will be able to see this exactly. We've seen it before I believe but it shows the difference at tuition levels. I will mention this briefly. ENG tuition as we refer to statutory tuition is \$50 an hour. Statutory tuition currently for students who are on a variable plan, affix plan is \$204 per hour. Graduate tuition is an additional \$30 per hour added to the statutory tuition. We also have an international education fee, three dollars per semester per student. The sports fee is maximum \$120 per semester. [Indiscernible] fee greater than the registration fee is \$10 per semester. The student center fee is nine dollars per semester credit hour. The student services fee \$13.02. A lot of mandatory fees and I will address that. >> . >>

This context but designated tuition. This is the statute. Highlighted is the government board makes the tuition rate has the governing board considers appropriate for the graduation rate or enhanced performance.

We use designated tuition on academic support we use it to fund that. We use it to fund other institutional additions as well.

Incidental fees, the reason I am showing this is because these are integral to this. It'll be by statute. The actual cost to the University all materials and services on which the fee is collected. This backs up all of the course fees. We've seen this every semester and you've seen it for many years. We have over 80 accounts that support these course fees but again, the purpose is to support the delivery of services. It's very restricted. You can't use course fees for salaries or if so specific there has to be a few cases where they offered very little academic flexibility. What we are proposing is a conversion of course fees. All of these fees. Our current bill does not reflect course fees. If you go to the tuition calculator and you key in 15 semester credit hours it will show you \$5473.50. Added to that would be course is if a student takes an art course or forestry course. Whatever. Some do not all. So there's not that complete picture for a student when he or she - - or for a parent who is checking the fee table. Our goal is to take all of these and fees you charge primarily where the purpose of the course is typically for materials and supplies. The goal of the conversion of the lab fee and course fee to propose this is one process and provide greater transparency for students and families. This is critical. To incentivize this. You saw something from a presentation about semester credit hours. The critical thing is semester credit hours drive revenue. We have some flat fees. Semester credit hours really drive revenue and its drive the budget.

We also focused on this and we believe they would have more student debt levels. We encourage students to take more hours we hope we can reduce that. I'll show you some examples of that later. It also lowers the time of graduation. They talked about it campaign 15 to finish. Lastly to provide greater academic course and deliver flexibility. We have a proposal we are presenting to you to take all of the course fees and combine them into a designated tuition single charge for all students.

Right now the course which we are calling the additional conversion fee is what I will refer to as [Indiscernible] tuition. It's designated tuition. It's using that particular statute I showed you a few minutes ago. This is the coordinating board. The average course fee per semester. It's \$41 currently. The differential we are proposing is \$100. That will allow us to do some additional things in the academic affairs and provide funding. To do strategic initiatives. Here you see total difference. A total of eight semesters is \$472. I believe it will simplify the process and provide rater flexibility. Any questions? >> What we did is we took the average of lab fees for the past five years or the course fees and we took an average of lab fees and came up with a single charge that will allow us to use a single charge rather than have all of the charges and more importantly they don't know when he or she [Indiscernible].

This again just underscores the importance of semester credit hours. They drive revenue and 2019 the total semester credit hours is 348,000 and in 2001 and 2002 the semester credit hours are 327. We have been essentially for a period we had fluctuations during that time. We got up to 340 and 2012 and we have to go back down since that time. That illustrates the need to underscore what was said. This shows that our average course fees as it relates to our competitors with [Indiscernible]. In San Antonio so it's really all about it. There's a lot of institutions that had zero. I believe that a lot of them have already [Indiscernible] the course fees. What you see in a minute and some of these scenarios, this is our current - - the second column. This is our current, designated tuition rate for students who are not on a fixed designated tuition plan. It's required by statute to offer students the opportunity to fix tuition. It only fixes tuition. It doesn't fix the fees. I've always been concerned that when a parent hears about fixing tuition, in their mind, and my mind, tuition is your academic cost. I believe that to be the case. It's a goal we started with but what you will see in the plans is designated tuition because of the need to fix flat rate is going to fluctuate. He will fluctuate between \$91 and \$261. We also have a guaranteed plan that will fluctuate from \$164-\$300. This will become more apparent in a second. There will be two plans that you take a look at. There's a plan that will have a fix tuition and 12 semester credit hours and above on an annual basis. There will be another plan to take a look at the tuition fees, all tuition fees guaranteed for four years which I think is what parents and students are looking for when they sign up for the fixed rate plan.

This particular slide may be hard to see. This particular slide shows the current tuition fees in total at our base rate of one semester credit per hour. What we will talk about here will be the base rate and then the addition of the two ancient differential which again will consolidate all the course and lab fees. Some extra credit hours we are looking at a base rate of \$461.50. It will take one hour. Tuition differential is \$100. Sum total tuition fees and the semester credit hours will be five or \$61.50. It was necessary to realign these costs in order to fix our rates at 12 hours which will be on the next light. So when our \$561.50 cents which is 100 [Indiscernible] increase. If you look at the next slide, let me back up. What happens throughout the process of enrollment

is one hour with five or 62 \$1.50, three hours the cost is fixed four hours three, four, and five. This plan is directed for the full-time student. Increased enrollment were students have more credit semester hours. So the rate is fixed at \$1312 and three hours, the difference in that is an additional \$265. At three hours, look what happens in four hours. In four hours, there is a cost of \$86.50. At five hours, it's \$446. The idea of using this methodology is to incentivize students to take more hours. In six hours, we have another increase, 2633 commerce which is one of \$15 - - however, when you go to seven hours there is a decrease of \$14.50. That's how this process works. It's designed to incentivize enrollment. It was necessary to change these hours in order to [Indiscernible] which I'll show you on the next slide. Right here, 12 semester credit hours, tuition fees are fixed at the base rate of \$5200 plus the tuition differential. There's a total cost of \$5300. As you see from 12 hours to 21 hours the cost remains the same. The idea is to incentivize students to take more semester credit hours. 12 hours is about that were students are eligible for financial aid. If one incentivizes a student to take 12 hours or 15 hours if he or she is on [Indiscernible]. Nothing. This is designed to address that. If we go down the list we will see there's this and noticed that the difference is when we get to 15 hours there is \$173.50 decline from the current hours.

This is the plan we call the fixed plan. A student coming in a brand-new student coming in the fall of '20 in orientation, the parent says how much do we pay? You take 12 hours you pay \$5300. If you take 15 hours you will pay \$5300. If you take 18 hours you will pay \$5300. A lot of parents are to say we can get the classes we are committed to that. That is the goal.

I will stop there and ask if there are any questions. I don't want to give too much information at one time. >> I'm with Bridget. I would like [Indiscernible]

[ Indiscernible-low audio. ] >> Let's move to the next one. The next recommendation and this is based on the fact that we are required by statute to fix tuition for - - or give them the option to fix the tuition. What this plan does is it offers opportunity to fix tuition fees using the same methodology. The same methodology is that there is [Indiscernible] let me back up. This is the online class. This is [Indiscernible]. It's a complement of this plan. If you give the plan we have online fees and we had to adjust the various fees. What is significant is the parents are not going to see all these fees. Number one they are statutory secondly is the initiatives that will utilize this.

Using the methodology incorporating an online tuition fee is the same cost. We had to modify fees to include 33 online fees.

Questions ?

One thing we don't see here is where the negatives, negatives are made up by a formula provided by state funding. To negatives really are the difference between what the current [Indiscernible] is. And what the pros [Indiscernible] at that level. To your point, as we have pre-

semester credit hours, what's critical about this is fall of '20 we can get that five percent increase it helps us out. I believe it could help us a little.

A classic case of make it up in volume.

Absolutely. Absolutely. That's the online component this is the annual fixed prize online [ Indiscernible-low audio. ] here is the guaranteed plan. This is an association with the requirement to offer an opportunity to fix this. This particular plan will allow students will lock in the designated tuition. It will also allow students to lock-in the total tuition fees for four years. So the methodology is the same. Here is our base. Here is a differential. We will go through the process. This is a total guaranteed cost. You go through the hours and you get 12 semester credit hours . You get the base . A student pays a premium of \$375. A lot of parents feel

they would opt for that because it's guaranteed. That cost is guaranteed for 12 hours to 21 hours?

Here's a tuition fee pan - - plan comparison. This includes the base rate is 5473 50. For 15 hours added to that is the average course fee. And the rate is \$5300 it will cost a little bit more.

[Captioners transitioning]

There is the savings, I'm sorry, this is the savings here. That is per semester.

The fix plan, 5300, guarantee price plan, over a four-year period is \$475.

We look at the comparisons, 12 hours at the new annual fixed plan which can change, \$5300, 12 semester credit hours, will take a student 10 semesters to complete 120 hours. The cost is \$53,000 with no changes in this rate.

15 semester credit hours, \$5300, they complete in eight semesters, 120 hours, \$42,400. A savings of \$10,600.

That is to Wishon not looking at lost wages because --

Yes.

Anything else also.

This alliance with initiatives that we will talk about, they are intending to work together and work for the students success. They graduate, the successful graduate. >> This is another analysis, this is the 5450 degree costs,

proposed annual price plan, \$5300, the difference is \$1100. >> Any questions?

With this model, compared to a student taking credit hours now, the full-time credit hour load now, this will save somebody money, if they are taking 15 hours in this new model.

I think it is a great idea. It gives you some wiggling room to drop something if you need to. Why not take 18 hours to see how it goes?

The parents will like that. There is a single charge, \$5300.

Students take 15 hours they do better than if they only take 12.

>> It has been two years since I looked at this, our rate of participation in the fix plan is almost 1/3. A small number of parents that are picky, we are an anomaly, most of those plans are in the 10% range and we are one third. The number of people that come here say I want to make sure -- this is a much higher number percentagewise compared to other institutions. That number is a critical component.

The data shows the fixed rate tuition people take more hours. They avail themselves to the opportunity to save by taking more hours. That will translate into increased enrollment, additional funding, Dr. Gordon has some great ideas about marketing.

Anything else?

Those of you with your diligent books, if you will lock out of diligent and back out, go to page 18 this report is now online so you can follow along. >> You have to lock out and re-open and there is an update that will give you information. >> Should I go back to review?

No. >> Now we can follow you. >> Keep on going.

What this represents, what we did to the extent we could, we took a look at some what if's. This is projection, we don't know this will be the behavior but we look at the students who were on a particular plan. In this case, the variable tuition plan, we looked at those students and the semester credit hour enrollment, the number of students per semester hour, and we model what could happen.

We did a revenue comparison. This is completely projection, there is no way I can guarantee this amount of money. You get the same students if they took the hours and this is what the revenue change would be, positive 847 950. That is basic.

5200, that is the base. There is no differential. This is the base rate. Using that rate, we would actually come out more, that's because of the changes here between 11, 12 semester hours.

That is one analysis.

Another analysis we did, was to take a look at -- in the fall of 19, 1400 students taking 12 hours. That is the annual plan. >> If you look at 12 hours, we model what would happen if half of those students instead of taking 12 hours they took 15 hours. In that case, there would be a revenue gain in the positive of \$111,000. We don't know but it could happen.

That is with tuition not the funding formula increase.

That's right. Absolutely. Again, another analysis we did. They have worked tirelessly on this for months. The three of us have had -- so many hours, they did a lot of hard work. This particular plan, this compares to 50% of the students at 12 semester hours, they moved to nine hours. We are still positive.

In this case, we compared Texas resident undergraduate plan, it is possible for a similar movement in the plan. We could be \$66,000. However, if that happens we need 12 additional students taking 15 hours to get us in the black.

Again, this is a great plan, the guarantee price plan would break even at \$5633. We are using the proposal, 5005 75 as the base. The reason is, we count on enrollment increases and we want to be competitive with our peers. >> Those who moved to the GPT, there is movement there. We need 12 additional students for 15 hours to get in the black. >> On this particular slide the fall of 18, 5,000,001 66, if the cohorts move, if they go to the GPT, I'm sorry, if they say will move out of the fixed rate tuition plan, if they go to the annual plan is a loss of \$142,000. There is the fall of 18, 19, if all of those and rolled in the fall of 19 say now that the fixed rate tuition will go to the annual plan, we lose that much money.

If that happens, 118 students, 15 hours, it will get us back in the black. >> This is the comparison to our peers. This is the annual plan, the 5200 base, +100 differential, 5300, Texas state is at 5629. UT Austin is an average. Some of their cost varies. This is an average. Texas A&M, the cost is 6000, Sam Houston, 5510,

Fairview, these groups, they are below us. >> Compton 4916, UT Tyler, was Texas A&M, comparing the fixed rate plan, guaranteed profit are yes, 100 differential, 5675. Text the state does -- Texas A&M, 6376, very competitive.

>> Any questions? >> We are talking about an average across all the colleges. All of these costs, it averages across all the colleges.

UT, if you look at their schedule there is a fixed cost for engineering Life science, liberal arts. Across the board. >> The hours are flexible according to the colleges. >> Let's say we are at 5300. If we look at UT, one maybe 5700, one maybe 5400.

The hours will be across the board irrespective of the college. Some of the others, it adjusts.

Yes. We look at that. We model that by college and the discussions we had, the students about half of them, we tried to communicate a lot of the different kinds of discussions about different colleges. >> It can get confusing. This is the first run. It made sense to standardize. Especially with the average course the cost of \$41. >>

Graduate tuition will not change with this proposal. There was a lot of discussion about graduate tuition. The goal with the undergrads was to get 15 hours and above. The graduates, many are part-time and they are working. At this time we do not recommend any changes for the graduate tuition. Other than A consolidation of the course and lab fees. >> There are other fees --

If we are the outliers ,

if they could negotiate differences then it makes sense from a cost allocation perspective, to flex that according to the program and might be something we can look at down the road.

Yes. I suspect as we move forward I would guess the colleges will reevaluate this and have conversations with the provost.

What this does, this initiative at \$100 right here, it gives the provost the discretionary funds to focus on strategic initiatives. >>

We have 12 institutions that we prepare -- you have 33 in the state. Is that for everybody?

I have a comparison.

I'm curious as to what we started , we were in the bottom 10 or 12%.

We have gradually moved significantly higher my curiosity is where are we now in the whole range in the state of Texas.

I will print that off for you.

5473, about number seven or eight. We're going to get below many of these schools.

I was just curious. Historically in my mind, the advantage to diligent, you don't have to make those copies. You can upload that to diligent. I would like a piece of paper. I am old school. >> We were at the 11th hour to get this together. This is complicated. There are many iterations. Let's print out some things. >> How about an email also? >> We will take a 10 minute break. We will reconvene in 10 minutes.

If you want to restart diligent, there will be some presentations from Dr. Westbrook online. >> [ The event is on a ten-minute break ] >>

Next up, first of all, the next presentation for the board is on page 45 of diligent. This is the presentation on student housing incentives. Steve Westbrook, I hope you can see how all of these initiatives are decreasing bureaucratic hurdles, looking at new tuition models, looking at housing models, how it comes together to form a package to move us forward with student success and getting students to graduate in eight semesters.

Thank you, Dr. Gordon. I'm sorry my presentation will not have nearly amount of numbers that we had. Some of the things you will find interesting Let's look at the type of the goals that we set, when we look at investigating some housing models, one was to increase the number of students in residence, I will show you about five years, a snapshot, to increase the semester credit hour production you will see some of those incentives built into the plan.

The other goal is to reduce time to degree and reduce student debt, those were important criteria for us. The other was to look at how we can increase the on-campus residency of upperclassman, this flows into retention as well, there is evidence that residential students will be more successful.

The longer students stay in residence, they have access to the support mechanisms to help them succeed and finish faster. And to increase auxiliary revenue was a program goal.

Let's look, the past five years, 15, 16 were increase the number of students in residence, you can see things 2016, this illustration of the change in the type of student that we are seeing. The number of students have declined, in three years, it's been 414. That equates to \$3 million in revenue.

You begin to take a hit because auxiliaries are primarily soft -- the money that students pay to access those services, what we're talking about here is housing and meal plans, they run those services.

Meal plans are different, if a student doesn't pay the plan, the meals are not there. There is a reduction. We we still have 1.2 million square feet of housing space, the number of students that are paying to live in that space, in this case about \$3 million. We have to look at things differently. We are doing that and we will come back with some of the work on that. Here are some things we want to look at to see if we can increase residency and help increase domestic credit hour production and reduce debt.

We looked at three programs, four programs, we could run these to make sure the numbers make sense.

We looked at the spring transfer housing allowance, summer student rebate program, lumberjack with the program, 60/40 differential.

This spring transfer allowance was the program To offer students allowance against [ Indiscernible ] the idea was working with enrollment management, one of the things with that was identified, the transfer students, they are incentivized critically in the middle of the year. Sometimes it is hard to find a place, maybe an apartment to read.

We had capacity available and what we would do is offer a transfer student that met criteria, transfer at least 45 hours, 2.5 GPA or better, 15 or more hours, and would live on campus then we would make this program available to them.

If they live in one of our lowest plans, they could live for free in the spring. They made the site, if they want to live somewhere else, they could. The goal is that it would make sense once they stayed with us, if they would continue, there were two goals, incentivize the students to choose us, and peruse the quality of the experience. Which would meet one of the goals of increasing upperclassman.

As we began, we have talked and what if we have people with 43 hours. It is at your discretion. We do not want to lock this thing down so tight. We want to test this to see if this makes sense and works for us.

We could apply this program to students that were slightly off of this criteria and it made sense as far as recruiting.

There are the goals. We projected a revenue loss based on this. We looked at the previous spring, how many new transfer students lived with us?

If we had the same number and they were receiving this allowance, what with the revenue loss be? The maximum revenue loss was projected at about \$140,000.

If we could increase the number of semester credit hours and make it easier for those students to continue to live with us, that was an investment worth making.

We implemented the program and we came on late. It was in December. Enrollment management use the program and we had 22 transfer students. One of the things, the revenue loss was less than we projected, \$44,000, what workout is a lot of them do not live in the lowest-priced halls. They got the allowance, but they lived in higher-priced halls. They paid the difference. They paid about \$23,000 so the final cost was \$21,000.

That is recoverable if those students carry on and live with us in the fall. We will look at this and we look at those students to see what happens, if they continue to live with us and we think it is a win-win situation, we have to think about what we do next spring.

This is a one time every spring thing, we can tweak it and make it work. That was the outcome of that program. >> How did you get the word out?

Through enrollment management.

>>

Direct communication to the students that met eligibility, there was a previous email campaign and was also personal phone calls as well.

Next year we will be site earlier. That will factor into the work. As their recruiting, rather than at the end we will make that work.

We looked at the summer school. The numbers have the client,

with full what can we do to address those, we have the program, the housing rebate program. Students living with us in spring, if they will live both bus through the summer and complete nine or more hours, and they live with us in the fall, we would Reback back to them what they pay to live with us in the summer.

We have two holes in the so -- open in the summer, a student could if they would with us over the summer, and completed nine or more hours cut they could have \$2000 in a rebate. >> To qualify, this and had to live with us in the spring. Complete nine or more hours.

They would receive a rebate equal to the amount they paid. We took a look at the numbers, last summer, 36 students would have met the criteria. They completed nine or more hours, and lived on campus.

That is how we base this revenue loss. \$81,000. We are doing it.

One of the things, we want to encourage if a student lives on campus, spring and the fall, and they take summer school, there will be a benefit. The challenge we will have got to make sure there are nine and more hours available. From the Oakville ringside, this is the incentive we could apply. >> The next program is the lumberjack housing loyalty program. This is based on the program that West Texas A&M conducted. They look at how to increase the number of upperclassman that would be retained on campus. They have a 60 hour requirement.

They wanted to incentivize the upperclassman to live. They developed a program that if you live within five consecutive semesters, the sixth one was free. We thought that was confusing.

We look at designing -- if you live with us for six semesters you get the last year for free. We had a videoconference with our friends and found there were differences between what we were trying to achieve and what they tried to achieve.

They had about 100 upperclassman living on campus. They wanted to increase that, they needed to add about 50 for the program to breakeven.

We have centered an 82 -- we have 782, to breakeven, the 280 seniors would receive free housing. We wanted to add 280 juniors to offset that cost. We felt like we were in a different place than they were. The potential revenue loss was about \$2.7 million. >> That was not something we felt like we should do. It did not make sense. It was a great idea, but the numbers were much different compared to ours. They were happy. They achieve their goals, they had to add 50 we were going to have to add almost 300 and we did not have anywhere to go.

We are not sitting on a gold mine right now. The other one was the 60/40 rate differential. We had the summer melt, they lived it with us in the fall and not the spring. West Texas have done this, they divided their annual housing rate into 60% charge in the fall, 40% in the spring. If you lived all year, the cost was the same. You paid more in the fall.

We looked at that and we calculated if we did that, with all we could have \$400,000 in revenue. This might make sense to consider.

When we were -- the goal was to increase revenue. We thought this was something we felt comfortable with. You would have to set those rates.

Visiting with our friends they said we're going back to the 50/50 model. They said the problem is financial aid.

In their case, when we visited in December, our counterpart he said I solve one problem I create another one.

They had 100 students that cannot register for the spring, they had financial holes. They could not pay the increased for housing rate because of the way financial aid is distributed. >> There is the canary in the coal mine. 75% of the students receive financial aid. The timelines of the distribution did not align with the changes this initiative would create. 41.5% of our students receive Pell Grant. Even if they receive financial aid, and there is the differential, we will let mom and that cover the difference and they will pick that up in the spring. Families cannot write that check.

To be eligible for a Pell Grant the income has to be under \$50,000. The majority go to \$20,000.

We did not want to create this additional revenue here and lose on the other side. Out of the programs, we continued with the spring and we have the summer student housing rebate program, the market will take place through the current residence. We will work with them in the spring in the events of summer. They will know this is available. >> That is the group that will be eligible for the program, the bottom two we investigated, they did not match what we needed to do.

Any questions?

Which Steve has illustrated, the whole environment we are in we have to think about things differently. Some of the things will work and some will not. What the team is doing is they are betting not just amongst ourselves but across the country of things that are working and not working. We can see what fits for us. The team has been entrepreneurial in that sense.

The occupancy rates in the fall, the past always 88%. 77.4% right now. Typically we expect about 93.

One of the things I mentioned at the start, we are looking at -- there is a new paradigm. We used to have 4800 students that would live on campus. It's getting harder and harder for student to move off to college. We have to recalibrate what we can expect. We offer a great residential experience. It is one of the hallmarks of what we do.

We have to recalibrate the number of students that can literally avail themselves to that and we cannot keep anticipating getting back up into big numbers. We will push all of our facilities on the table and recalibrate.

What we have to do, some facilities will decommission at some point. We cannot just keep the capacity out there that we have and closing the residence hall is nothing that we do not want to do, you don't save a lot of money doing that. The cost of operating a hall is not that great. The savings come in, you do not have to spend capital on repair and renovation.

If you have an old hall that you're about to have to invest in, do not put an old transmission in a new truck.

We have to make decisions about which ones of those halls come off-line or are taking down. The world is changing. We cannot keep anticipating going back to what was, we have to look at what is coming.

Expects some updates on that. In the future, we are looking strongly at lumberjack essentials. We have students that have all types of insecurities. We are aware of Maslow's hierarchy of needs, if there is no food or shelter, nothing matters. We have a lot of students that have those type of issues.

We are looking at how to better consolidate the programs and support that we provide, so we can help them get over the small things, if it is just stepping over our hurdle, we can do that. We have to be better equipped to do that so we are looking at that.

We are looking at some new incoming programs for our students in that retention. Abe Lincoln said

if you have five minutes to chop down a tree he said I was from the first 2 1/2 minutes sharpening my acts. >> How do we take those new students three days before classes start and provide a more intensive just in time orientation before classes start? We will spend time with them before they start to help them get over the hurdles even in the first few weeks of the fall semester. How do we influence that and we would hear about some other things later. >> Said in your housing rates, how expensive is your marketing research? We look at -- if there is no good apples to apples comparison, there are all these pieces of flow into that. We look at the most common rate. We check out the outliers, and what is the most common rate.

You are building a new residence hall, except that there is the demand for the newer halls.

>> Maybe answering what I asked, I am referring to the local competition.

Our rates are based on the cost of operation.

>> They will base their rates on something different. I'm not trying to be in competition with the locals. People asked me before, when they built, the more options we have for students when they visit, if I came to school here, I have a lot of options rather than I can only live here or only lived there. I would hope we would have more communities for that.

We have 782 upperclassman that are not required to live on campus. They have made a decision that it is the right thing for them to do. We will look at some alternate meal plan options, to help them adjust into their different schedule. There is part and parcel of what we're rolling out. We have to address the difference in the student that is coming to us.

Any other questions? >> Outstanding. Thank you Dr. Westbrook. We have a tagteam approach and I don't know if you have heard yet but we will see a little bit -- we will do some analysis one what is the value of the wind. >> We have had tigers and cats, is this beauty and the beast? >> That is what I am seeing here.

>> I said multiple times, I believe athletics is the front porch of the institution. Our job is to make sure we are containing the institution. You'll see the metrics we have that we can show the light on the institution. Even though athletics at the front porch, there is a whole house behind the porch and that is connected. >> This is about the advertising value equivalency. We could garner under \$53 million in advertising value. The big one right here was the game happening on the 26. You can see these two days alone, they cover the majority. This is the value and this is the news. These together are under \$53 million. >>

Duke had one loss and they ran all the way until January 14. They play Clemson, and Clemson beat them. We want to see what the residual value was. That was their second loss. People talk about the first loss. From Clemson's win, you put those together we are looking at \$55 million worth of advertising value.

This is the social media exposure slide. If you're on the broadcast, this is social, you can see these dates looking at what we could garner.

Roughly 30,000 impressions, 30,000 engagements.

The potential reach,

these two categories, looking at the news aspect, if every person that was connected to every news outlet that mentioned something about our game, our win against you, we can have the potential to reach 5.5 .7 billion people.

We do not reach that. That was the major news outlets that were picking us up. The Washington Post, near times. There were major outlets that picked us up. We wanted to put this in here as well to give you context on where we are. November 24th, to where we are in January, this is the total advertising value equivalently for men's basketball under 9 million. You can see November was 52.9, January was under \$9 million.

>> How do we leverage this? How do we move forward? We could put up a pointspread ticket package, that was the pointspread for that game. We sold seven of those totaling \$1300. The fundraising and donations that we had, we had a crowdfunding campaign, \$150 which was the nonconference home winning streak. Those donation total --

it totaled over \$63,000. We received \$85,000 for game guarantee. And we cash that check.

The total revenue directly related to that game was \$150,000.

It goes back to finances and what we are doing. We talk about the crowdfunding program what we could do. Prior to the game we had about 1000 existing emails, contacts. We could -- focus on the crowdfunding campaign to look at increasing our email leads. 80% of the new email leads are out of market.

It's not just people here, how can we expand our reach? This was out of market for us moving forward. This is a sample of what we could do through that fundraising campaign. You can see the information here. 28 points, 85/83, through the social campaign we could get another \$3000.

45% of the proceeds came from out of market leads. Pretty good information that tells us what we are trying to do. >>

Of those price points, which ones are the most popular?

The \$28. >> It was not a broad disparity. It jumped down from \$150.

>> The folks from North Carolina, UNC, the main story was increasing -- we wanted to read some of the comments from the folks.

>> This is an example of what we did with the increased email leads. How can we leverage our relationships? We also launched the PLF holiday national online auction. We used some of the assets from the Duke game. 70% of the proceeds were out of market supporters.

We have the hoops pledge going on. This has been sent out and we are capturing pledges. Whether we win a rivalry game, you can make a pledge. If we make a chip ship, what will you pledge? We are leveraging this to move forward. This is the direct social media impact.

Engagements, this is athletics, men's basketball, Instagram, the total engagements we had 383,000, impressions, 7.2 million, video views, 482,000 during that timeframe between November 24th and November 29th.

The website traffic at that point in time increased 935% and he hundred 52% in sessions. I will play you a quick video. This goes to the power of athletics. It is how athletics connects people. This young lady to receive this award from her brothers in arms, made up of Vince Young, Andre Ware, and Warren Moon, they came together and put together this nonprofit group and they strive to give scholarships to those underprivileged individuals, minority students, who do not have the ability to go to college.

This is an opportunity we had to be part of that. This was broadcasted over the Houston channel. We were there with Jerry Jones, George Foreman, Mary Lou Redden, they really helped us. Dr. Gordon got to speak in front of folks. >> He was the only president who was able to speak. This young lady had a tough life. Her mother is in jail. She and her brother have lived on the streets and part of her essay in saying she submitted for the scholarship was that she wanted to go to SFA. We found out about that. We could come down, she applied, we moved forward and on this night Dr. Gordon was there to tell her she was accepted. This is a powerful moment. >>

[ Video Playing ]

>> Really great moment. She will not play basketball here but she wanted to come here. She wanted to have that acceptance come from the president. It was really special. >> Now we will talk about the social media university accounts. >> Let's look behind the front porch. We reposted this on Facebook. Impressions over 22,000, engagements over 6000.

Moving along to twitter, impressions over 26,000 and engagements 3000. Instagram, impressions were over 19,000, over 4000 likes.

There are many more. In general during that time period you can see the summary for all three of those accounts. Engagements were 21,000, something we did in between was creating the 20 20 campaign, we can take the top stories and kick that off. There were 20 different stories and out of those, the number one thing were the new facilities, the number two story was the graduation rate, the fine arts expansion. >> We rank in the top 10 for graduation rate in Texas, impressions over 26,000, engagements were 2200. Number three was nursing. That is over 97%. Impressions over 16,000, impressions over 1500.

Number six out of the 20, [ Indiscernible ] impressions on twitter were over 10,000, engagement 591, Instagram, impressions 6400. >> This continued during the holiday time. The web traffic to the University -- when you compare that game win compared to one week prior, one year prior, one week prior you can see the home page there was a 434% increase.

>> In onset athletics, 1100%, 2300 from one year prior. >> With the national gain and the win, people check us out and you can see the curiosity here. I want to share with you my one video that we found from Jocelyn Stevens. She graduated in 2016. This is national awareness. What we experienced on the development side is -- let's look at this video. >> I wanted to show you another one. We talk about alumni, he is just recently retired in the last year he received the distinguished alumni award in 2018. He has been involved with the College of business and he's just been recently named to the presidents comprehensive cabinet board. We'll see more of Michael. Many of us did not go to the game.

Most of us were at home.

[ Video Playing ]

>> Good morning. I graduated from SFA in 1984. It was a great experience and I'm glad I can get back to the school. Their win against the blue Devils, I will continue to support SFA and reaffirm I believe that completed programs on the right track. After that game, I wore SFA golf shirts around the community and people came up to me following that game telling me a great win -- it was great at a small school from Texas could be the number one school in the nation. I want to say thank you to the board for supporting SFA athletics and especially the men's basketball program. Thank you. >> He is supportive of at that likes and the campaign. We are appreciative for Mike and the example he sets. When we talk about athletics being the front porch, it opens the door and increases connections.

You can see by these videos, you can see the excitement and the spirit, pride, and the engagement and there is the investment back into the community. Thank you. >> About a month later ,

this was fabulous. One thing we have heard at other meetings, we had an article from the Wall Street Journal that showed college success in the tour, it led to increased applications and enrollment. We have seen an increase in applications -- what can we do ?

We saw an increase in that number in December compared to December of the previous year. Overall, we are down some for the fall. Taking this energy will be important for us to continue with our marketing efforts, to keep SFA in the front. There's a lot of work to be done. It is still early in regards to freshmen and transfers. It is exciting to make sure we keep the omentum going. >> We can communicate these type of things to students. >> Jill and I were sitting next to each other, by that evening we got an email about -- there was momentum. How do we position ourselves to maximize those type of wins? Not just athletic. We want to maximize things to give us an opportunity to get out messages much faster, much more targeted and you can see the outcome of those. We get to see analytics in regards to the receipt but all concept of building relationships upon the engagement and interactions. >> Will we capitalize on the last 30 seconds of the game in any video production? >> Going through some personal changes, we will create a video. That will be part of our facility video that we have coming. There will be some information. >> You have everybody's attention, that is what we are working on right now, to create a new video. >> The last presentation today is a report on the strategic plan survey that was done. In 2013 this group approved a strategic plan for the University and they are halfway through. We need to get a temperature check on that plan and we were hoping and our dreams came true to get people's thoughts on what happened, what they thought as far as the progress on that plan. Steve will talk about that survey with the results, and what we're looking at is on February 11th we will have a cabinet to talk with the faculty, we will talk about the results of this survey and between now and then and in April, we will look at how we can refocus on the strategic plan and hit the targets that we set in 2013.

Thank you. SPIES, why SPIES? Why would we do this survey? The plan beginning 2015 and the end date is 2023. It matches with our hundreds anniversary.

2019, we were in the middle of the plan. We felt like we need to do a check up. We were in the middle of a leadership change and we felt like it was important to draw a line under the progress to date and look at how we can re-energize the next phase of the implementation.

We reached out,

he was the person we engage with to facilitate as we developed our plan, we said, we are halfway through we feel like the momentum has

waned. We would like to re-energize the completion of this term of our plan. How can you help us?

He said you're right where you should be. He said you are doing what would be a best practice, not many institutions in the midpoint care about that anymore.

First congratulations for reaching out and asking how you can re-energize the last half of the plan. He recommended will use this plan implementation survey to gauge the perception of the campus stakeholders on how implementation had gone to that point.

We had the discussion in the late spring, we wanted to wait until the change was completed, we do not want to begin a process or reenergizing the last half of a plan if the new president wanted to do something different.

As soon as Dr. Gordon arrived we had the discussion, he said this is what we want to do. What is SPIES? It is a survey instrument design to highlight strengths and weaknesses regarding strategic plan implementation. >> It is a deep diagnostic of the ability to implement important initiatives. One of the things they want us, you will hear things would rather not hear. Be ready. Do not do this and you are willing to hear what will come out of this.

When you get people the opportunity to anonymously answer questions you will get honest answers. Who would you survey? It depends on us, you can survey the leadership group to see how that goes, we made a decision to engage everybody.

When we developed the plan we engaged everybody. Everybody was part of that. More than 2000 people participated. We did not feel like measuring our success to date would be right if we did not reach back out to the same groups.

It is not all bad. You will also get a clear idea about the strengths and weaknesses. Even though you with your things you would rather not here, there is a strong upside. That is the best way you can address your plan. >> The survey examines these concepts, collaboration, culture and engagement. >> Alignment is one of the greatest challenges about implementation, it asks people to prioritize their work to make sure that they are working on the most important things that support the strategic goals. It is a way to describe how a person's everyday work helps realize our goals. We have to focus on what we have identified as important.

We're all over the place, we can be doing good work and there might not be focused.

Decision-making, they can make or break the process. If people are not clear about what they can and cannot decide on implementation is difficult.

The survey measures stakeholder perception.

Organizational discipline, this is the ability to get things done. It focuses on prioritization and supervision. Without discipline implementation efforts can be haphazard and disorganized. The survey measures the stakeholder perception.

Collaboration focuses on crossing institutional boundaries to solve problems, build networks, and work together to achieve goals. It is easy to say, it is hard to do. Preparation is hard work. It requires many to give up of what we hold dear and understand what other people hold dear. Then we can reach our goals together. The survey measures perception about collaboration.

The organizational culture focuses on how decisions are made, what gets rewarded,

the norms that govern people's behaviors, culture each strategy for breakfast.

>> The survey measures organizational culture and engagement and inclusion, this is the authentic participation of engagement and it speaks to commitment rather than compliance. Are people committed to this? Are we just doing this because we have to?

That is the engagement and inclusion measure in the survey. We administer the survey. We engaged and we administer the survey.

1869 people were invited. The results went to academic impressions. We did not see the results until they came back. All faculty and staff were invited, they indicated this was unusual. Not many institutions -- they wanted to target. When the plan was developed, we invited 2000 people. >> We wanted to see how we are doing. People are asked to select categories that they would fit in. We want to see how different groups would respond. We asked people to indicate whether they were faculty, a member of the cabinet, academic, nonacademic. >>

We had 437 respondents, which was pretty good. 22% of the invitations. That is a good response rate. You can see how this breaks out. We had 153 staff members, 35%. 221 faculty members, 50%. >> They said a lot of people limited the number of faculty. Academic leadership was 7%. Nonacademic 6%. Cabinet was 7%. >> Here is the total response. The best response was on collaboration. The lowest was on culture. As we talk about this, the themes that go out you can see this. >> We took a look at the three themes. What are the themes that emerge?

The first is the sharing of information was more widely across campus and that needs to be improved. This is not different. This continues to be an issue that we have to face. The way we communicate across the campus needs to be improved. That will be called information sharing.

The second was processes for implementing initiatives need to be more expedient and clear. We will call that clear and expedient processes.

The third one is there should be better alignment of resources with priorities. We will call that resource alignment.

Those are the three themes that we are using to guide our work to go forward with implementation.

Let's talk about which each of these me. Information sharing, attention should be shown to how information is shared across campus. Sharing information is an element of trust.

How do people trust if they are getting good information from the top down and that addresses the cultural concerns. Information should be shared when it is not all positive. In these meetings we had that, all the stuff we talk about is not all positive.

Things need to be shared.

People want to know that the leadership understands the challenges before us and has a plan to address them. That comes into the information sharing part.

Clear and expedient processes, stakeholders believe that we are sometimes caught in an endless process and that key initiatives get delayed. We talk about that What are we doing? It is important to see and feel momentum around the key priorities in the plan. Clear and expedient processes.

Resource alignment, three out of the five groups site resource alignment as a key issue. Are we appropriately deploying our human capital against our stated strategic priorities?

Are we putting our money where our mouth is as far as aligning the resources, there is more to be done, how do we align the resources with the priorities?

There are some strengths. A number of real strengths were identified that can be built upon to address the themes. Stakeholders generally believe that things at the unit level are strong.

That came across to a lot of the responses. They felt comfortable with their department at the division level. Were they felt less comfortable was institutional. How do things connect? We can build on this. Supervisors are providing them with clear direction and delegation.

Sensitive issues can be raised, there is support to learn about best practices from other institutions.

Those are the top vote getters out of the survey to build on.

What is next? Breakfast. To get started, February 11th, 7:30, the twilight Baldwin. We will discuss what was learned from SPIES and outline ways we will be engaging with the campus community going forward.

Will strategy be on the menu?

Yes.

It will be an excellent breakfast. >> At the April meeting, we will have an update on what we have been doing between now and then. We want to re-energize the implementation of the plan and look at what has been done. Let's see what needs to be done as we move forward. Any questions? >> Any questions about SPIES? Thank you. >>

We are running 15 minutes ahead of schedule. We will go ahead and start with the building and grounds committee.

Yesterday the regions send out an opportunity to tour the agricultural research Center. They got a good sense of the facilities. Particularly the residual facility after the fire. We have a plan to present to the board to rebuild the facility.

That is what we will present. >> We toured the facility yesterday. We saw the print print proposed and we are replacing a 6000 square foot facility which was burned. We can enhance the program in the short run. The long-term plan is to incorporate an agricultural complex into an agricultural master plan. This is what we look at as a stopgap measure to get the facility reconstructed to serve our students.

The proposal is to create or construct a 20,000 square foot facility. We have received

insurance proceeds of \$335,000 and we will receive an additional \$107,000. >> We have donations donated and we will get more. We are looking for additional sources of funding and what I have done in the action item, is ask for construction budget of \$900,000 to include fun sourcing of insurance, donations,

we recommend this to rebuild the facility with the expectation that it will be ready in the fall of 2020.

Any questions? >> We have a lot of background information. The urgency of this is reflected in the fact that applications -- down 62%. We consider that facility will support that major. This is an urgent need. Unless there are other questions, there is a clear consensus we would offer this as a recommendation.

Dr. Gordon and I -- anybody who has been through that area, the acreage we far out distance. We will develop a long-term plan and we have a committee doing that.

>> After we have looked at that, we came away with a strong impression that we need to spend more time and energy in a facility. We need to create a facility that will be substandard to nobody. It should be the crown jewel of Texas.

>> This County is one of the top 10 counties in the nation. We need to keep in mind, we need to spend more time and effort to come up with the master plan for all agriculture that we can be proud of.

We would hear about our basketball practice facility. We will see what we can do when we put our minds to a certain project. We need to hone in on agriculture. >> After we had visited specifically the swine production room, we had an unforgettable sense of what needs to be done.

I appreciate you pointing that out.

I don't disagree that we have a major safety issue. I would express concerns about the viability and the ability to grow it at a rate comparable to what you will spend. I'm sure there's a trend somewhere that someone has looked at. There were not that many students. >> Which comes first the chicken or the egg? The enrollment rate for agriculture -- it is obvious the investment in the program is lagging. In the time they can be recruited, there is a limited amount of facilities and so meanwhile, you drive by the equestrian facility at Texas A&M, it is like your driving through Lexington, Kentucky. It is phenomenal. >> A&M is a land-grant school. That helps. These Texas is one of the leaders in the country in poultry production. In East Texas we will not be investing in [ Indiscernible ] and that area of agriculture, we need to be invested in livestock.

>> We have a big investment in poultry but the meat trends, Americans are eating more and more meats. There is a solid trend of livestock production continuing to be a viable industry in East Texas. East Texas is where it is at. If we invest wisely and carefully, we will see higher enrollment.

>> This is another program where there is a wide and deep modes between bricks and mortar versus online instruction. You cannot receive an animal science degree online. If you're going to get animal science degree in life side science you have to be there. >> Across the nation, agricultural programs are growing. They are corroding at a rate of 10% or higher each year. Without the proper facilities we cannot capture that increasing interest. That's why there is an important reason investing in this area. They are interested in agricultural facilities, it is a hot commodity. >> They talked about that yesterday, [ Indiscernible ]

Is there anything we can do to influence the safety at the intersection to work with the county?

Maybe we can get a caution like they are there. We will see him soon.

The facilities will affect how much revenue they can generate.

>> Any other observations? It is a key area for us. It would be a wise investment here.

>> I want to thank Dr. Williams and your group. It was very educational to see the facility and walk through each of those barns. It was like the last meeting. We can hear about that and talk about it and send emails. But to see it and to understand it, to see the damage and repairs needed, it is important and helps us to make a healthy decision. I appreciate you setting that up. It was a great tour and meet with the staff.

Thank you for taking the time. We appreciate the attention we are receiving. We are excited about the future.

I agree. >> They will do updates during lunch. So please log off. Log off of diligent. We have transportation ready for us. You may also walk if you prefer to the recreation center where we will have lunch today.

>> [ Event concluded ]