

Student Success Committee Meeting

9:00 AM September 13, 2013

Koch Hall Board Room

Present: Jane Dane', Todd Johnson, Terri Mathews, Lisa Mayes, Ellen Neufeldt, Brian Payne, Carol Simpson, Don Stansberry, Sandy Waters, Rusty Waterfield, Johnny Young.

Preview of My Status Alerts

Rusty briefly demonstrated the "My Status Alerts" on the ODU portal. If a student has any holds, accounts balances, financial aid, etc., (s)he can click on the link and it takes him/her right to the screen.

Fall '12 Cohort Retention and Efforts

Jane reported that this has been an across-the-campus effort to ensure our freshmen remain at ODU. Led by Sandy Waters and Vicki Bonner, calls were made to freshmen throughout the summer and into September, with 80% of the cohort remaining at ODU (above the national average).

Fall '13 Cohort, Retention Efforts, and Goals

Predictive Model

Jane reported that data on the Fall 2013 students has been forwarded to Noel-Levitz and a predictive modeling score is being created. Students were sorted out by their needs and we are in the process of building a telecounseling means and other efforts to reach out and help them. We are partnering with students in a mentoring way. Colleges have been reaching out to students all summer as we received data.

Sandy reported that there will be a big push to get as many students registered for spring as possible. Phone calls will start as soon as possible. Advisors will be able to communicate with their students through My Advisor. Course Scheduler will be up and running then. Peer-to-peer mentoring will be used.

Major

Nursing, criminal justice and business majors have high dropout rates, because so many more apply than can be accepted into the program. Many leave ODU to attend other colleges. Many students in these majors do not realize they need good math skills, causing high DFW rates in accounting, economics and math courses. Discussion followed. Terri reported seeing similar DFW rates in PSYC 317 and PSYC318. The College of Sciences is considering offering a second tier of courses after PSYC 201 to strengthen students' math skills. Offering Living/Learning communities in majors should be considered.

Brian and Johnny will review each major and see if there is career exploration, who is not persisting (all students or a variety of ability levels?). Need to get advisors and career management involved.

Discussion arose regarding offering remedial courses/bridge program/LLC in the summer for those students at risk. Perhaps short MOOCs could be offered, with an incentive provided to the students. Rusty reported that BlackBoard has new technology that allows the creation of short videos that can be put into the desktop, which students can easily access. Videos could be created that further explain concepts students are struggling with. Rusty is hosting a luncheon meeting for faculty in the College of Sciences to explain these "course capture" videos. **Action Item:** Todd, Don, Jane and Terri will lead discussion on course capture videos in the Summer Task Force meetings.

First Class/Orientation

Don reported that the First Class/Orientation on Saturday, August 24 was very successful, addressing the transition from high school into college. A survey was distributed to students and those faculty who participated in the sessions. He will provide an update at the next meeting.

Provost Simpson reported that in her group of 14 students, all but one were concerned that they would not be able to do the work and make the grades.

Monarch Experience

Don reported that most students have signed up for a Monarch Experience. Students have until October 1 to select an experience and will be contacted if they have not done so. Everything being done in residence halls is being mirrored for off-campus students.

Supplemental Instruction

Terri reported that MATH102, MATH162 and MATH200 are being scheduled. CHEM121 DFW rate was 60% last year, with approximately 70% repeating the course. Discussion followed on limiting the number of times a student repeats a course and forced supplemental instruction.

State of Virginia 6-Year Plan

Ellen and the Provost are drafting a 6-year Student Success Plan for ?????????????????? The components below will be considered for inclusion in the plan. A maximum of 3 bullets should be forwarded to Lucia Ball by Monday afternoon, September 16, as indicated below:

Advising: Sandy Waters and Brian Payne

Career Exploration: Jane and Johnny

Monarch Experience Program: Don Stansberry

Involved Counselors and Peer Mentors with Commuters/Off-Campus Students: Lisa and Don

Writing Center/Tutoring Support: Lisa Mayes

LLCs: Johnny, David, Brian

SSI: Terri

SMOCS: Andy Casiello, Rusty

Summer School: Jane, Todd, Don

First 6 Weeks: Sandy, Vicki

Financial Literacy: Jane, Vera

Transfers: Sandy, Jane

Banner Initiative Account Data and Intelligence: Rusty

Counseling: Johnny

Graduate Students: Brian

Transition to Graduate School/Graduate School Preparation: Lisa

Experiential Learning:

Student Engagement: Don

Military Student Success: Johnny

Predictive Tool Update

Brian reported that Educational Advisory Board's Student Success Collaborative National Summit is November 7-8, 2013 in Washington, DC.

Sandy reported that the Agile Advisor is being implemented. Students have found it and are using it, setting up meetings with their counselors.

Rusty reported that he is working with the EAB and things are progressing well.

Jane reported that Retain was really used this summer in the calling campaigns and heavily used in the First 6 Weeks initiative.

Review and Update Committees for 2013-14

- Retention: Sandy, Vicki as Chairs
Johnny, Scott, Brian, Jane
- Graduation
Brian, Johnny, Sandy, Mary, Andy
- Sophomore Success
Sandy, Johnny, SEES/AA
- Support Services
Terri, Lisa, Jane
- Portal/Communications
Rusty, Grace Little, Don, Brian, Todd, Marissa Jimenez, Chris Crouch
- Assessment
Jane, Scott
- Entry Process
Jane, Rusty, Scott
- Technology Tools
Brian, Jane, Mary, Rusty

New committees to look at charge, look at membership and goals.

Advising Review and Improvement Subcommittee

Regarding review of advisor to student ratios on main campus, Sandy reported that a recent NACADA survey indicated that institutions which utilize a split model (faculty and professional) for academic advising have student to advisor ratios of 267 to one at the median percentile. The 25th percentile is 109 per advisor and the 75th percentile is 625 per advisor. At ODU, the median advisor to student ratio is 551 to 1. Brian reported that ODU is 551 students per 1 professional advisor. Additionally, the retention data indicates that students in Business and Criminal Justice are below the 80% rate and these majors have the highest number of advisees per advisor.

Sandy summarized highlights of the advising survey during spring 2013:

- Students rated advisors' availability and accessibility high and indicated their advisors were responsive; however, students indicated they had difficulty getting appointments or seeing the advisors because of advisor workload.

- Advisors were rated lower with respect to having discussion regarding internships, extracurricular activities, study abroad options, and exploration of career interests.
- Overall, advisors helped students make their own decisions and played an active role in planning their academic careers and monitoring progress towards the degree and career goals.
- Advisors were less helpful in helping students clarify their career goals; students would like more information and career advice.
- Students reported that their advisors were approachable, but the advisors probably didn't know who they were as individuals. Students felt their advisors are rushed and are not engaging them enough in career discussions.
- Students indicated they would recommend their advisor to another student and they rated their experience high.

Highlights of faculty focus groups during fall 2012:

- Faculty described their roles as coach, teacher, guide, and mentor. They cultivate faculty-student interactions that foster institutional commitment.
- Challenges faced by faculty advisors included course, research, and advising loads. They also identified lack of fellow faculty and institutional support as it relates to this balance as an issue.
- Faculty indicated that advising should be included in the evaluation process, including promotion, tenure and salary.
- Faculty indicated a need for more training but that time constraints prevented them from completing the Master Advisor Certificate program and expressed concern about the return on their investment in the time needed to complete it.