Student Success Committee Meeting
10:00 a.m. October 23, 2015
Koch Hall Conference Room

Present: Jane Dane′, Chandra de Silva, Todd Johnson, Terri Mathews, Lisa Mayes, Ellen Neufeldt, Tisha Paredes, Brian Payne, Don Stansberry, Mary Swartz, Rusty Waterfield, Sandy Waters, Johnny Young.

Fall 2014 Class Retention
Johnny reported that the committee is working with 288 sophomores who have been identified as having academic or financial difficulties. Early alerts were sent to 200 students. The retention rate is at 83%, with a 53% 6-year graduation rate. All 288 sophomores received emails on the following three workshops that will be offered in November: career exploration, budgeting/personal finances, and decoding your professor. We will be able to track and see who attends these workshops. Email blasts will be used to publicize these workshops. The calling campaign was effective and we will use it.

Fall 2015 Class Retention
Jane reported that proactive measures were taken with these students, including scoring them in the summer and putting them into learning communities, SFI, etc. They were rescored in the fall, to get current measures. Teams have been reaching out to those who are need academic support, engagement, learning, student rec, outreach to students living far from campus, and others. Students are tracked using the CRM and swiping cards at activities.

Sandy is working with academically at-risk students and those with early alerts, placing them into the following three categories: academic support, financial literacy and engagement.

Discussion followed on comparing the data in Banner from the learning communities, swiping at events, at dining, Greek involvement, FSI, Monarch to Monarch, sports groups, marching band and at other activities to better assess students' engagement. The academic data also needs to be reviewed (i.e., who is attending tutoring and SSI). Concerns were expressed about this data and student confidentiality.

Following discussion, it was decided that this committee will review all the efforts toward student success on the engagement and the academic sides, showing the connection between the analytic data on the students and the academic side - and then tell the story of the students' success. Don, Vicki Bonner, Terri Mathews, Bo Yi, Tisha will draft a plan for this project.

Predictive Tool Update
Brian reported that discussions with EAB about SSC campus rollout are ongoing, with a February rollout possible. Eventually more data will be available based on a number of factor; 142 different data elements can be selected. There are some concerns about the transition from myAdvisors to the SSC and a training specialist group is being formed to assist in this transition.

Several applications have been received for the targeted advising campaign competition among faculty and professional advisors; deadline is October 31. Engineering is developing a campaign focusing on Math 122. Copies of the application were distributed.

TCI Review
The TCI is a noncognitive measure designed to enhance the predictions of academic performance based only on cognitive and demographic factors. The TCI is a self-report of attitudes, personality characteristics, and behaviors. Tisha reviewed the TCI data from 2011-2015, explaining that:

- TCI completion rates for 2015 freshmen are down from the previous 4 years, although our practices have not changed. Discussion followed.
- 81% of those who completed the TCI remained at ODU, with an average cumulative GPA of 2.68; and 72% of those who did not complete the TCI dropped out of ODU, with an average cumulative GPA of 2.33. Discussion followed.
- TCI risk group and success rates show that in the high risk group, with a 2.36 cumulative GPA, 85% returned; in the medium risk group, with a 2.57 cumulative GPA, 80% returned; and in the low risk group, with a cumulative GPA of 2.99, 85% returned. The medium risk group is the largest of the three risk groups at 44% and represents the highest risk. CME has been doing a mentoring with the medium risk group; graduate students are also mentoring high and medium risk group students. The medium risk group has higher GPA rates but retention rate should be higher. Lisa Mayes indicated that learning communities could do something with this group. The Honors program is very successful with retention.
- Comparison of TCI risk group to the Marcia scale shows that those students in moratorium and foreclosed groups in the Marcia scale are at risk. Discussion followed. Sandy reported that we are working with Career Development Services in assisting those students in moratorium group
- The 2015 first-year class dashboard show that, of the 2,009 first-year students who responded to the survey, 64% rated themselves as college involved (i.e., intended to actively participate in a variety of activities and experiences during college); 53% had factors, people and college characteristics that influenced their college choice (i.e., high school counselors, other college students, financial aid, the social reputation of the college, opportunities to work part-time); 59% had personal/academic concerns (i.e., feeling overwhelmed, feeling depressed, finding classes boring); and 45% had self-confidence concerns; and 46% indicated they would be inclined to participate in activities and pastimes that do not involve active interaction with others.

Tisha reviewed the high impact practices that are implemented, based on the TCI data gathered, which includes: first-year seminars and experiences; learning communities; collaborative assignments and projects; common intellectual experiences, such as General Education; diversity/global learning; service learning/community-based learning; internships; undergraduate research; ePortfolio; writing intensive courses; capstone courses and projects. Discussion followed.

Updates from Subcommittees
Assessment
Jane reported that the time to degree committee has an aggressive of measures for the assessment team to consider that includes:

- Comparison of percent of freshmen cohort by academic standing statuses; to be assessed after each fall and spring for each cohort Fall 2011-2014, using the ASTD report.
- Comparison of number of credits earned by term and year by freshman cohort.

- Comparison of cohorts by percentage on track for meeting the 30-60-90 after end of each summer.
- Comparison of percentage of credit hours earned of those attempted after end of drop/add.
- Comparison of cohorts GPA earned
- Comparison of number and percentage of FTS cohort who attended summer school at ODU. What percentage of earned hours are taken in summer session at ODU?
- Comparison of number and percentages of FTS cohort who took online classes at ODU. What percentage of earned hours are taken online at ODU?

Faculty Advisory Group

Brian reported that the faculty advisory group met last week and discussed their thoughts on student success. They expressed interest in being on a DFWI committee. There was discussion on having a forum on the faculty role in student success.

Retention

Sandy distributed copies of the ODU Undergraduate Academic Advising Five-Year Strategic Plan (2015-2020), explaining that this is an effort to reduce the number of major changes and the time it takes for students to graduate. Offering a teacher prep for faculty in helping students change majors is being considered. Discussion followed.

Financial Literacy

Todd reported that in an effort to get students to read information on financial literacy, this group is drafting a plan that will offer financial incentives through iGrad, which will offer a financial literacy sweepstakes. Students would be offered opportunities to earn gift cards. Don reported that a "Quest for Success Conference" is being offered to students on November 6, targeting first-year and first-generation students who fit into at-risk categories. The conference will have concurrent sessions that focus on college success skills like first year success, study skills, time management, career/internship, library tools, and many more. Representatives from SEES and Academic Enhancement ranging from the Perry Library to Career Development Services have agreed to participate.