

Student Success Committee Meeting
9 a.m. August 12, 2016
Koch Hall Conference Room

Present: Austin Agho, Jane Dane', Todd Johnson, Lisa Mayes, Ellen Neufeldt, Tisha Paredes, Brian Payne, Humberto Portellez, Rusty Waterfield, Sandy Waters, Johnny Young.

Opening

Jane distributed a schedule of Fall 2016 opening and events and a Week of Welcome brochure, and invited all to encourage their staff to volunteer with move-in on Friday, August 26. She reviewed the day's schedule. Convocation is Saturday morning at 9 am in the Ted, followed by First Class from 10:00 am – 12:30 pm (mandatory for all freshmen). Sessions include Title IX, diversity, faculty/student tool kit. Lunch is at 12:30 and all faculty and staff on campus at that time are invited to attend. Many SEES offices across campus will be open that afternoon from 1-5 pm.

Predictive Tool Update

- **EAB Collaborative**

Sandy reported that My Tutor is now available to students. Campaign competitions will be conducted this fall.

A demonstration of the SSC will be provided at the September committee meeting. Transfer student activities will also be demonstrated.

- **Retain**

Jane reported that Retain is working well. Student and faculty focus groups will be held, seeking feedback regarding policies, rollout of the tools, integration and training. Rusty reported that the option of student preferred name will be available in BlackBoard and Leo; class rosters will be able to show the preferred name.

Faculty Student Success Initiatives

Tisha presented an overview of current faculty development activities that focus on student success. She explained that much of our faculty development efforts have been focused on teaching skills when perhaps a more holistic approach would be more effective. The Center for Learning and Teaching provides numerous programs, services, and information for faculty, including brown bag discussion sessions, classroom observations, faculty Innovator Grant program, framework to evaluate CLT's faculty development activities, individual teaching consultations; orientations to appropriate technologies and common practices for new faculty, instructors, adjuncts, and teaching assistants; training in computer software programs, Blackboard, web accessibility, Prezi, workshops; Faculty Summer Institute on Teaching and Learning; needs assessment survey, and numerous workshops.

Tisha reviewed current faculty development efforts offered by the Center for High Impact Practices (CHIP), which included the eP³ (a 3-day faculty development workshop aimed at introducing faculty to ePortfolio programs and critical pedagogy); and Learning Communities Faculty Development Series, which provides a 2-day workshop lunch and learn event, providing

faculty with evidence-based instructional innovations, course design assistance, opportunities for collaboration across disciplines, and ongoing support throughout the semester. In addition, the Quality Enhancement Plan/Improving Disciplinary Writing (QEP/IDW) Plan offers a 5-day, 30-hour faculty development workshop for faculty who teach upper-division undergraduate (300 and 400-level) courses and help provide them with techniques identified as best practices to enhance writing to learn.

Fall 2015 Class Retention

Jane reported that as of last week, retention is at 78.34% (our goal is 83%). One hundred forty-five students have not registered and we do not know their plans. In addition, we have 30 students who are exclusions (i.e., joined the military, on a church mission, joined the Peace Corps). We have reached out to a military database and have learned more about many of these students. Of the students not registered, 59 have Account Receivable holds; Mary Deneen is working with these students in resolving the issues. Fifty-five students have Academic holds. A 1-credit class (called “Fresh Start”), is being offered for those freshmen students who want to come back, and focuses on skills students need if they find themselves in a bad start. The course is offered online.

Jane distributed a handout on the current top 5 risk factors for ODU students (high school GPA; financial aid gap; number of days as an applicant; out-of-state tuition; writing sample placement test). Discussion followed. Jane noted that out-of-state students do not retain as well as in-state students. Due to time constraints, these top 5 risk factors will be discussed at the September committee meeting. Don will provide an update on our efforts to engage out-of-state students for a discussion on where we want to go. Johnny will provide an update on what we are doing from learning site. Out-of-state and first generation students will be discussed at the September committee meeting.