

Student Success Committee Meeting
9 a.m. March 11, 2016
Koch Hall Conference Room

Present: Jane Dane', Chandra de Silva, Todd Johnson, David Kozoyed, Terri Mathews, Ellen Neufeldt, Tisha Paredes, Brian Payne, Don Stansberry, Mary Swartz, Sandy Waters.

Fall 2015 Class Retention

Retention efforts are well underway, which include identifying students currently living in residence halls who have not yet registered; SEES coaches conducting face-to-face outreach with specific students; identifying students between 2.0-2.3 GPA; working with HRL to conduct outreach with students in residence halls who are academically at risk. More outreach will be conducted next week when students return.

Graduation Outcomes

As we look forward at graduation outcomes, we just received update from IRR which shows our 5-year graduation rate is 44.7%, which is 2 ½ percentage points behind our goal. A completion committee is reviewing this now. Mary reported that 126 of these students have applied for graduation this spring or summer. If they all graduate, our retention rate should be at the 50% rate. The four-year graduation rate for the 2011 cohort is at 27%, the highest 4-year in the history of ODU.

NSSE Data

Tisha reviewed the 2015 Results of the NSSE Survey, explaining that ODU has participated in this survey 6 times since 2001, with 2015 the most recent year. The results are from 2,991 ODU freshmen (students were less than 30 credits); and seniors (students with more than 90 credits). Online students were not included in the survey. Only full-time faculty who taught at least 1 freshman class in the fall of 2015 were surveyed.

This survey measured student engagement through the following indicators: academic challenge, learning with peers, experiences with faculty, and campus environment. Faculty were also surveyed, and their results (FSSE) were compared with students' results in Tisha's presentation. ODU was compared with the following Carnegie peers: Texas Tech University, University of Akron, University of Louisiana at Lafayette, University of Nevada-Las Vegas, University of South Alabama, University of Texas at Dallas; and the following Virginia peers: CNU, GMU, JMU, NSU, VCU, Virginia Tech.

- Overall, the NSSE results for **academic challenge** show that we are performing well with our Carnegie peers and show no significant difference with our Virginia peers. The majority of faculty (75%) and students (73%) stated higher order learning was emphasized in their courses.
- Approximately 75% of faculty considered it important for students to engage in **reflective and integrative learning** in their courses; while approximately 66% of students stated they engaged in reflective and integrative learning in their classes.
- Sixty-eight percent of faculty and 75% of students stated the **use of learning strategies** was emphasized in their courses.

- More than one-half of faculty considered it important for students to use **quantitative reasoning** in their courses, while less than one-half of the students reported using quantitative reasoning in classes.
- The results for **learning with peers** were mixed, with our freshmen ratings for collaborative learning showing no significant difference with our Carnegie peers, and our discussions with diverse others rated significantly higher than our Carnegie peers; our senior ratings were significantly lower than our Carnegie peers and our discussions with diverse others showing no significant difference. Compared with our Virginia Peers, both freshmen and senior ratings were significantly lower in collaborative learning, and discussions with diverse others showed no significant difference with freshmen ratings, but senior ratings were significantly lower.

Comparing student responses with faculty responses, Tisha found **overall, fewer ODU faculty and students engaged in activities defined as learning with peers than in those identified as academic challenge.**

- Fifty percent or more of the faculty indicated they encouraged students to engage in **collaborative learning activities** in their classes; approximately 43% of students indicated they participated in collaborative learning activities.
- Slightly more than one-half of the faculty reported providing students with substantial opportunities to engage in **discussions with diverse others**; nearly three-quarters of students reported doing so.
- The results for **experiences with faculty** show only one area where we are significantly higher than our Carnegie peers: senior results in **effective teaching practices**. Freshman results for effective teaching practices show no significant difference, and compared with our Virginia peers, there was no significant difference among responses from freshmen and seniors. Freshman results for student-faculty interaction among our Carnegie and Virginia peers showed no significant difference; senior results showed ratings significantly lower than our Carnegie and Virginia peers.

Comparing student responses with faculty responses, Tisha noted large perception gaps between faculty and students regarding **experiences with faculty**. About 50% of faculty stated they frequently engaged in discussions with students beyond coursework; only about 25% of students reported doing so. Ninety percent or more of faculty indicated they engaged substantially in effective teaching practices; slightly more than 66% of students indicated their instructors engaged in effective teaching practices.

- Among our Carnegie peers, both freshman and senior responses regarding **campus environment (quality of interactions and supportive environment)** were not significantly different, with supportive environment rated significantly higher than our Carnegie peers. Among our Virginia peers, our freshmen ratings were significantly lower in quality of interactions and our senior ratings were significantly lower in supportive environment.

Comparing student responses with faculty responses, significantly more students (43%)

than faculty (18%) gave high ratings to quality of interactions among students, faculty, advisors, and staff. Slightly more than two-thirds of the faculty stated a supportive environment is very important or important. About two-thirds of students said supportive environment is emphasized very much or quite a bit.

Definition of supportive environment includes: providing support to help students succeed academically; encouraging contact among students with different backgrounds; helping manage non-academic responsibilities (i.e., financial); attending events that address important social or economic issues.

Discussion followed concerning campus environment. Tisha will pull additional details from the campus environment data.

- Our HIP participation is a new category to the NSSE survey. Included in HIP are Capstone, internships, learning communities. ODU is a little lower than its peers. Discussion followed. Tisha will breakdown the data for seniors to determine how long they have been at ODU.

Discussion followed on how we can use this data. Tisha reviewed the following seven principles of good practice in undergraduate education, stressing the need to ensure that these principles are infused in our curricula:

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Experiences with diversity
- Cooperation among students

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated “high-impact.” High-Impact Practices (HIP) share several traits:

- Demand considerable time and effort
- Facilitate learning outside of the classroom
- Require meaningful interactions with faculty and students
- Encourage collaboration with diverse others
- Provide frequent and substantive feedback

The Center for High Impact Practices assists students with learning communities, ePortfolio, service learning partnership and faculty development for integrative learning. In addition, HIPs across the university include first-year seminars, study abroad, Capstone, writing-intensive courses, internships, collaborative assignments and projects, service/learning partnerships, undergraduate research, and common intellectual experiences. Discussion followed regarding bringing all the HIPs across campus together; improving our HIPs. Comments included linking career side of internships with the classroom; looking at faculty development for Capstone courses/having a workshop with faculty so they can bring this into the classroom; develop a comprehensive faculty development infrastructure to ramp up each HIP area; service learning as

a course designation is growing and seems to be trending now. Brian reported that a HIP council is being formed. Concern was expressed that rather than focusing on all the HIPs at ODU, we might focus on 2-2 at a time, putting all our resources into these 2-3.

ACTION ITEMS

- Faculty Development – Tisha, Brian, Chandra
- Service-Learning Update – Emily Eddins
- Study Away/Study Abroad – Don and Brian
- Diversity Next Steps – Chandra and Johnny
- Internships/Practica – Lisa and Johnny
- Lisa Mays to present on High Impact Practices at April meeting.

Predictive Tool Update

David Kozoyed reported that IT can build/integrate the Guide app from EAB that was demonstrated during the February Student Success Committee meeting. Discussion followed. Ellen and Brian will discuss the API interface with EAB. Jane reported that through the Predictive Tool, we can send email reminders to both the student and the parent(s), without violating any FERPA laws.

Committee Updates

Faculty Advisory Group

Faculty were very pleased with the recent faculty forum on the role of faculty in student success. Brian reported that faculty indicated they were unaware of many of the things on the non-academic side that are being done towards student success. Ellen will make a presentation to faculty in the fall. Andy Casiello will moderate the faculty forum in April on online learning.

Financial Literacy

Todd reported that Educational Credit Management Corporation (ECMC) recently named Brenda McCafferty as their newly-created senior financial literacy trainer for Virginia. As part of our contract with ECMC, Ms. McCafferty will provide financial literacy workshops during events such as our Open House and Admitted Student Day.