

**Student Success Committee Meeting**  
**2 pm, January 26, 2018**  
Koch Hall Board Room

Present: Austin Agho, Jane Dane', Scott Harrison, Todd Johnson, Terri Mathews, Ellen Neufeldt, Tisha Paredes, Brian Payne, Humberto Portellez, Sandy Waters, Johnny Young.

Guest: Sherri Watson

**Bridge the Gap**

Ellen provided an overview of Bridge the Gap, a Women's Initiative Network (WIN) initiative that ensures funding goes to students with financial challenges and helps keep students in school and on track to graduate. Financial challenges students face can include food insecurity and basic necessities, as well as tuition, books, and housing. ODU has the most Pell-eligible students of any Virginia 4-year institutions. Don reported that IGNITE Food Pantry was launched in 2015 in response to a survey showing many of our students were challenged by food insecurity. IGNITE provides food to students, faculty and staff. Discussion followed concerning how Dining Services can be made aware of those students who remain on campus over Thanksgiving break, and glitches in the recent meal plan changes. Sandy will capture the details and forward to Ellen.

**Mane Connect Success Coaching**

Scott Harrison explained why student success coaching is needed at ODU: nearly 40% of our students are Pell eligible; more than 1/3 are first-generation. Students come to college less prepared for independent decision-making; best practices indicate that we can improve student success with coaching. In a 2011 study Stanford University researchers found that students who were coached were 5 percentage points more likely to still be enrolled after 6 months as compared to a control group. Students who receive coaching graduate with higher GPAs and at higher rates than students who do not receive coaching.

Sherri Watson, Director for Center for Major Exploration & Mane Connect Success Coaching, described the intrusive coaching model that ODU employs, explaining that it involves life skills development and bi-weekly conversations with students from the point of admission through the first year. This coaching model builds relationships with students and integrates them into the university support system. Students are identified for coaching based on risk (undecided majors, academic, out-of-state, first generation, financial, and other factors). Success coaching complements academic advising and current retention initiatives and provides support and challenge with prescribed assignments based on developmental model.

Success Coaching was established in the summer of 2015, following a charge from the Provost and Ellen Neufeldt. The Coaching Steering committee included Andy Casiello, Brian Pane, G.W. Thompson, Jane Dane', Jeremy Dickerson, Judy Luedtke, Sandy Waters, Scott Harrison and Vicki Bonner.

Using predictive analytics, students with the following at-risk factors were identified as candidates for coaching: undecided majors; academic; out of state; first generation; financial; TCI; probation; vulnerable with AR holds.

Topics covered during coaching sessions included: goal setting; academics; time management; financial literacy; health and wellness; major/career exploration; social awareness; effectiveness; and commitment to graduation.

Students in the fall 2016 freshman cohort who participated in one or more coaching sessions in both fall and spring semesters retained 9% higher than the control group; had a GPA of 0.22 higher than the control group; and retained 4% higher than the overall freshman class. Coached students improved over the first year in the following areas:

- Comfortability of career (assessing skills/strengths, articulating career goals and researching career pathways);
- Academics (student performance in the classroom related to academic habits, such as study skills, note-taking, and use of academic resources on campus);
- Graduation (students' commitment to obtaining a degree at ODU along with the desire and motivation to be at ODU);
- School community (students' willingness to be involved and engaged on campus and a sense of belonging at ODU);
- Commitments [students' ability to manage academic commitments alongside other responsibilities, such as work, family, extracurricular, etc.);
- Effectiveness (students' follow through on intended actions);
- Healthy habits (students' management of physical and emotional health)
- Financial literacy readiness (financial planning for now and the future, gaining a better understanding of personal finances).

Next steps for Success Coaching include motivating more students to engage in coaching through financial incentives and adding students to coaching following the end of the first semester grading and referrals from advisors and staff. Pilot programs will be established with targeted coaching for additional at-risk freshmen and targeted engagement with coaching in the residence halls.

Discussion followed. Comments included: compare the students participating in coaching with those who were tutored; Are there at-risk indicators that would help us to require their participation in coaching? Would a textbook be the incentive to getting them into coaching? Compare the rosters of those who are attending tutoring and PASS. The swipe EAB/SSC campus is working for coaching. Colleges have liaisons with coaching. Consider a coaching program tied to majors. Consider a pilot Hispanic initiative with SCHEV. Use EAB to post coach's notes. With 26% of this cohort on probation, there may be a non-cognitive piece missing (motivation). Tisha will bring the TCI data to the February Student Success committee meeting to. She reported that the Sense of Belonging survey went out recently to freshmen and that data can be brought to the committee.

Denisse Thillet, Director of Student Outreach and Support, will present an update on the services that Student Outreach and Support provides and how to refer students.

### **Retention**

Jane reported that retention is at 92.01%, compared to 91.87% this time last year. Retention efforts underway include sending progress reports to faculty on Monday, January 29, and door knocks on March 21. Students on probation have been added to the success coaching caseloads if they had not been coached.

Jane reported that in the 2017 there are 62 students have not yet registered and whom we do not know why; 45 students have advisor holds; 12 students are exclusions; and 45 have Accounts Receivable holds (majority of these holds are between \$5-\$10,000). All AR holds need to be reviewed to determine how many there are in each type and how we can work through them.

### **Committee Updates**

#### **First Generation, Out-of-State, Men Group Update**

Don reported that lapel pins for first generation faculty and students, and placards for faculty offices are being ordered. First generation focus groups are being organized. Activities being planned for out-of-state group include attending a basketball game, preview incorporating out-of-state connections, and outreach to freshmen in academic warning.

### **Faculty Advisory**

Brian reported that the Faculty Advisory committee is revising the First Class presentation.

### **Degree Completion Group**

This group is working with College of Arts & Letters Associate Dean Janet Katz. The English Department is interested in working on this initiative. So far this is the only department from the College of Arts & Letters that has expressed interest. Sandy Waters is doing a campaign on May and August 2018 graduation applications who are missing credits. She will send the notes to Humberto.

### **Advising**

Majors Fair is scheduled from 11 am – 1 pm on March 27, 2018. April 2 is opening of registration. Graduation is early this year (April 4-5).

### **Financial Literacy**

Todd reported that 2,000 students have registered for financial literacy events during this academic year. April is financial literacy month and the following events are being planned for this spring:

- Budgeting to live off-campus (lunch & learn workshop in series about off-campus living)
- Cash Cram
- Monarch Millionaire