

Student Success Committee Meeting
Minutes
August 14, 2020

Attending

Vicki Bonner
Chris Bowman
Andy Casiello
Jane Dané
Cat Moss
Brian Payne
Catherine Pedersen
Christine Ricks
Joe Ritchie
Don Stansberry
Rusty Waterfield
Johnny Young

Enrollment Update

Jane reported that overall enrollments are up 9.38% in headcount; up 8.8% in FTE. It is anticipated that enrollment will probably be flat when final registrations are completed.

ODU came out very early in the summer with online classes and students appreciated the flexibility of those options. Going through the two remaining weeks before school begins, seats are being increased in popular online classes that are at capacity.

A notable difference in the freshman class is that a higher percentage this year is coming from Hampton Roads and will be commuting. We expect to see a portion of these students starting at ODU to postpone their original campus destinations post-COVID. The TCI may provide data on this and can help inform how we engage these students.

With fewer freshmen living on campus this fall, we are adding data to the cohort validation measures to include use of Zoom and we are also exploring if we can use the daily COVID check-ins as well.

As a method to recruit nondegree students to remain at ODU, Christine suggested offering them degree planning to keep them here.

Subcommittee Updates

Completion/Stop Outs/Time to Degree

Christine Ricks reported on the following initiatives for this subcommittee:

- Increasing outreach to identify where the gaps are in getting students to graduation. Outreach efforts include developing a check list for upperclassmen to complete regarding certain milestones related to their classification. This checklist could include degree planning, major declarations, career information, graduation nudges, financial aid responsibilities, and extra-curricular activities. Direct links to these services would be Included in the checklist. Many juniors and seniors are being advised by faculty members and they miss some key conversations about their future endeavors

and next steps. This checklist could help nudge some of those conversations that faculty could have with these students. The checklist would be accessed through the student portal.

- The committee also discussed nudging students when they reached 90 credit hours to declare their major or look at the courses they need to complete their major, so they can graduate on time.
- Increasing conversations about, and awareness of, graduation. There are students who think they graduated because they walked at commencement. Students need to realize that walking does not mean graduating. Discussions have been held with advising center directors concerning outreach for those pending and active graduating students, and the committee is working with the College of Engineering & Technology and the College of Science to increase that outreach with completion advisors. The Completion Initiative Office is starting a pilot this fall with the College of Health Sciences and the College of Arts & Letters to assist them with their students who are on the list. The Colleges of Business and Engineering have requested information on this outreach and have designated someone in their colleges so they, too, can participate in this initiative.
- For upper classmen who have not declared majors as a junior or senior, initiatives include using data that is available on Insight to assist this subcommittee in their outreach efforts to these students and start conversations to help utilize the success platform; and meet with students who are not meeting major GPA milestones and those who are not successful in passing courses in their gateway classes.
- Outreach to juniors and seniors who are not returning for the next semester. Many are not returning due to financial burdens, family obligations, and job opportunities they feel that are too good to turn down. This subcommittee would like to dive deeper into this matter and develop ways to help the students matriculate to the next semester.
- Continue to work with the stop out population. The subcommittee finds there are 2 populations of stop out students: the traditional group of stop out students who just stop coming to ODU; and COVID-related stop out students, those who because of COVID, cannot come back. Currently there are calling campaigns reaching out to these students. The committee will dive more into this in the fall.
- Efforts to find ways to entice graduating seniors to remain at ODU and explore some graduate education once they've completed their undergraduate degree.

Sophomore Subcommittee Update

Catherine Pedersen and Cat Moss provided the following update on the sophomore subcommittee:

- All subcommittee members participated in 50 in 5 calling campaign and connected the students with their advisors. In addition, they promoted "Know Before You Go," a program for new incoming, returning, and new graduate students that provided financial, living on campus and academic continuance information, and activities.
- The Transfer Center team, as part of a recruitment initiative, has been hosting individual appointments with prospective transfer students to help them see how they can be successful at ODU and how they can continue their education here. Twenty orientation sessions have been conducted thus far this summer.
- For fall, the subcommittee is in the "idea phase," recognizing that our transfer population has shifted some this summer and is considering how to support these students with more transfer credits. The subcommittee is working with LSI on what kind of engagement opportunities are available for these students, as well as different workshops.
- Opportunities to partner between sophomore and transfer students are being identified, with similar content for workshops. A list of workshop ideas is being compiled and who best to facilitate.

- The subcommittee is brainstorming how to engage our students beyond Zoom.
- University 111 course, sophomore success, will continue to be offered as an online course.
- Virtual advising drop ins are being offered.
- Subcommittee discussed how to engage all families throughout the COVID-affected process, not just new incoming families of current students. How families were supported last semester will be different this year. This will be stressed in the Student Transition & Family Program office.
- In the office, sophomore support will continue to be provided, including UNIV 111 class for sophomores on academic probation.
- Early alert grades will be reviewed for sophomores and if possible, data pulled around the early alert grade time on their participation in online classes or activity in Zoom, and will reach out to these students, to help reengage them in their online classes.
- Center for Advising Administration & Academic Partnership (3AP) will begin offering virtual advising hours to all students beginning next week.
- This summer during the 50 in 5 campaign, some students were referred to the advisor hotline; 161 students were individually responded to for advising needs by the Office.
- For those students who actually have stopped out and are now returning for the fall, with more online courses especially in majors that didn't particularly had courses available, students who stopped out years ago are now interested in coming back to ODU because they now have online courses available.

Discussion followed. Comments included that once COVID is behind us, we should keep offering online and hybrid courses, providing many opportunities for students to take classes at ODU. Jane noted that the majority of students who have completed the Housing application and are planning to live on campus this fall have at least 60% of their classes as online. This will be an especially new environment for them. Returning students living on campus have also enrolled in more online classes than in the past. Both faculty and staff need to be supported in this endeavor. Just as some students are new to online classes, some faculty are new to teaching online. With all the online courses, there will be a lot of students commuting to ODU.

Discussion followed on providing places where students can go when they are in between classes. With the majority of classes being online, a higher number of students commuting, and students living on campus and sharing a room, "drop in spots" need to be provided on campus. Suggestions included Higher Ed center spaces; isolation booths in Gornito; Register identifying rooms that are underutilized or not being utilized; develop a directory where all these locations are.

First Year Student Subcommittee Update

Vicki Bonner and Joe Ritchie reported the committee brainstormed leading into the summer, focusing on communication strategies for the fall.

Tasks for fall initiative:

- How to make sure students are being informed about policies related to major dates (i.e., class registration, changing of classes, financial implications of things), where to go with technology needs.
- Regarding hybrid, in person and online, how to inform those students of success strategies.
- Conversations on how to support the student from the engagement lens are under way now.

- Committee is discussing how to leverage data; how to measure student engagement (not just in the classroom) when a lot of engagement is in person and small sections, but also in person in an online virtual format, with much more engagement in virtual opportunities for students.
- How to naturally make connections to the second-year student group. We need to figure out a way that we understand what is happening with other groups, so some of our initiatives make sense in a connecting way.
- Because there are a number of freshmen students who are taking online courses this fall and not living on campus but who are planning to live on campus in spring, these students will need to be tracked and provided the information on-campus freshmen receive. Brief discussion on making modifications to the spring model of Weeks of Welcome.

Discussion followed. Comments included the need to make modifications to the spring model of Weeks of Welcome. In addition, with Owens House opening in the spring and students withdrawing this semester resulting in housing vacancies in the spring, modifications will need to be made to promoting spring housing and to connect these students. Vicki commented that a communication strategy on amplifying our learning tips needs to be developed. All students need learning tips, not just online students.

IT Updates

Rusty reported that ITS has developed a course collaboration tool that allows faculty to easily schedule all the Zoom course meetings for a particular course with one click of a button. Using that tool, ITS can associate a Zoom meeting with a class meeting and collect attendance. That attendance is being integrated with the in-person attendance system. This course collaboration tool also allows faculty to create a Microsoft Team site and a shared Google drive for collaboration and engagement in the course. ITS has accelerated its 5-year plan to build out hybrid classrooms under the technology currently based on Zoom Room standardized for Electric Capture and allows for both in person and online. Approximately 78 of 120+ university classrooms will have that capability. The standard for departmental classrooms includes PC, webcams, document cameras, USB microphones, allowing a departmental classrooms and labs to become a hybrid room.

The Center for Faculty Development is hosting an open forum for faculty today on the Student Success Platform. Attendance data and student success surveys/checklists data can be pulled from this Platform, providing valuable insight into the needs of our students.

Registration Update

Don reported that, as calls to admitted students who have not yet registered are being made by SEES staff, to encourage and assist them in registering, the reasons for not yet registering centered around the following themes:

- **Financial** A little less than half have a financial hold preventing registration, or, have no financial hold but are concerned about how to pay their financial gap for Fall 2020 (either did not meet SAP or will have an anticipated gap and unsure how to finance).
- **Parent influence** Weighing options about online classes, cost, safety and in a holding pattern.
- **Uncertainty** Students having general hesitation and uncertainty about registering for online classes (still deciding if it is right for them).

- **Housing** Students unsure about where housing will land and want to wait for a final decision before registering.

Discussion followed.

Retention Update

Don reported that retention efforts for the freshmen to sophomore cohort has remained steady at or near 80% for the past 9 years. The retention of the sophomore to junior to senior is consistently moving down. The sophomore to junior retention rate in 2009 was 67.4%; in 2017 it was 61.8%. Many factors influence this trend and the initiatives the Student Success committee puts forward are important and effective. The sophomore to junior to senior retention rate in 2017 was 57.5%. Discussion followed. Comments included looking at this from the academic side; learn more about students' SAP, GPA, and how many are transferring to other universities.