



MEETING MINUTES
Student Engagement and Success Subcommittee
March 17, 2022 / 1 p.m.

In attendance: Andrea Jones, Barbara Blake Gonzalez, Bob Clark, Carin Barber, Don Stansberry, Erin Colwell, Hali Sanders, Hong Yang, Jeanette Shaw, John Sokolowski, Karthik Navuluri, Keanen McKinley, and Siqi Guo

Not in attendance: August Kearney, Beth Ann Dickie, Dan Richards, David Metzger, David Robichaud, Denise Claiborne, Emily Ondracek-Peterson, Isaiah Smith, Maggie Robinson, Nora Noffke, Shelly Beaver, and Vicki Williams

I. Data

Carin shared the definition of student success, which includes two components; student success: retention, progression, and graduation (RPG) and student learning in the form of personal, civic, or professional lives.

Carin offered an overview of data as it relates to student success. Cohort was defined as a first time, full-time, degree seeking student, first to second year. Current retention percentages, as well as pre-pandemic retention percentages were reviewed. Six-year graduation rates based on the national measure of 150%, were presented. For example, a four-year degree would be measured at the six-year mark or 150% of 4-years.

A gap analysis was reviewed for the following categories: male retention, male graduation rates, Hispanic and African American male 6-year graduation rates, percent of financial need met, military affiliated, Pell retention and 6-year graduation rates, out-of-state retention and 6-year graduation rates, and first-generation and 6-year graduation rates.

The team discussed financial award packages. Greater award amounts are typically given to first-year students and award totals decline thereafter for sophomore, junior, and senior level students. Additional fees experienced by students for licensing, exams, certifications, and other fees associated with credentialing were discussed. It was suggested that ODU create a user-friendly webpage for students to find all of the university's available financial

resources. A one-stop shop for tutoring services, in addition to the tutoring center, was suggested.

The team discussed truly online versus traditional students. Since the pandemic, students have been choosing their schedule with a mix of both in-person and online courses.

An overview was given of the customized ODU IPEDS data feedback report for 2021. Data highlights included average amount of grant aid award, four-year graduation rates, and how we fare overall as a university.

Additional data requests by the team included:

- Why students decided to not come back.
- Where did the students who left go?
- Number of credits students are taking to graduate; are they on the right path or deviating?
- How many credits are students taking before they leave ODU; are they closer to graduation; how many of those credits are in line with their degree vs. not?
 - What was their term GPA when they left vs. their cumulative GPA?
 - Did they have financial aid before or did something change in the previous term?
 - Were they taking online courses before or not?
 - How many appointments did they have with their advisors/coaches; were there any issues they were dealing with; what was the level of engagement in terms of events they were attending on campus?
- High school GPAs for admitted students and how those students progressed compared to what their GPA was?
- Changes in major and what that means for our students.
- Number of students who participate in degree works.
- Surveys on why students left ODU.
- Transfer rates: who transferred in and who transferred out?
- Are we losing seniors due to economic concerns?
- Data on ODU Online students and students who are taking classes online but are traditional students.

II. Defining student engagement and success at ODU

Student success was defined as: provide a learning experience that promotes progression through graduation and prepares students for success in their personal, civic, and professional lives. Dr. Sokolowski asked the group to think about the definition and provide any feedback related to students at ODU.

Social mobility, diversity, equity, and inclusion, flexibility in learning experience, global citizenship, emphasis on graduation as the end goal versus certification programs/bootcamps, removing hurdles for students, providing a supportive and inclusive learning experience that promotes progression, and high-quality learning and extensive opportunities for social mobility were additions to the student success definition suggested by the group.

III. Next Steps

Drs. Sokolowski and Stansberry agreed to present data on student engagement and discuss topics surrounding student engagement at the next subcommittee meeting. From there, the group will begin to craft strategies for both student engagement and success. At that point, subcommittees per goal may be identified. Both co-chairs asked the subcommittee to post any alternate definitions for student success in the TEAMs folder.

The next meeting is scheduled for Friday, April 1, 2022 from 2pm-3:30pm.