In attendance: Barbara Blake Gonzalez, Beth Ann Dickie, Bob Clark, Carin Barber, Daniella Cigularova, David Metzger, David Robichaud, Denise Claiborne, Emily Ondracek-Peterson, Erin Colwell, Hali Sanders, Hong Yang, Jeanette Shaw, John Sokolowski, Karthik Navuluri, Keanen McKinley, Shelly Beaver, Siqi Guo, and Vicki Williams

Not in attendance: Andrea Jones, August Kearney, Dan Richards, Don Stansberry, Isaiah Smith, and Maggie Robinson

I. Breakout Group Reports

Team Blake Gonzales indicated their team produced quite a few ideas. The team highlighted their main goals of increasing engagement for commuter and transfer students and identifying and supporting senior undergraduates with less than 17-hours of credit to graduate. The team is also working on a few additional goals as they review data that becomes available.

Team Clark focused their attention on ways to increase student retention, enhance student connectedness across campus, increase engagement with alumni, complete a deeper dive of the exit surveys, and offer other products such as certificates or credentials to those enrolling at ODU. The subcommittee engaged in a conversation on how to measure engagement and suggested more data points related to engagement would help shape some of the goals.

Team Colwell shared their goals which focused on a more robust on-boarding program for incoming students, focusing on academic preparedness, removing financial barriers, a dual enrollment partnership with high schools or community colleges, and the mental health crisis.

Team Dickie reviewed their goals of increasing college affordability, increasing mental health support, driving experiential learning, and improving academic preparedness and support. A discussion was had related to mental health and improving the stigma around asking for help. Improving faculty’s mental health to ensure they’re engaging with students in the classroom in a post-pandemic world
was discussed. An additional conversation on timely grade submission was had, with an emphasis on ensuring students are engaged with their own academic success and that they understand areas in need of academic improvement.

Team Jones discussed the need to improve student readiness, promote 30 credit hours per year, improve data collection and how we analyze it, improve graduate packages, and increase faculty/peer supports. The committee discussed the possible need to expand academic advising, especially after declaring a major to ensure students stay on track and goals and strategies are formed to help students achieve their success.

II. Discussion on Subgroup Goals
Dr. Sokolowski asked each subgroup to take the feedback gained during the April 13 subcommittee meeting and to refine their goals. He also asked that each team tie specific strategies to those goals, approximately 3-5 strategies per goal, and around 5-7 total goals. The goals are the what and the strategies are the how. The subcommittee will then gather to review the goals and strategies and produce strategies and measures for selected goals. The subcommittee will discuss the refined goals and strategies at the next meeting. After the next session, the subcommittee members will vote on their top goals from the subgroups and the subcommittee will use those to shape our final goals, adding strategies and measures to them.