



2018 Institute on High-Impact Practices and Student Success Campus Inventory for Pre-Institute Reflection and Institute Use

Please submit the completed Campus Inventory to Siah Annand at annand@aacu.org by June 6th.

Dear Campus Team Leader:

The *Campus Inventory for Pre-Institute Reflection and Institute Use* is designed to:

- help your team reflect on your campus learning environment, the composition of your campus community, student learning outcomes and achievement, equity, and the factors influencing the implementation and sustainability of high-impact practices;
- inform your team's work to develop a concrete action plan while at the Institute; and
- help Institute faculty understand the context, constraints, and options that shape your team's work.

We are asking you to collect and review data to inform your work and the faculty liaisons who will be consulting with you. Most of the data suggested for use can be obtained through your institutional research/effectiveness office or assessment director. (Other useful sources include the HERI Freshman and Senior surveys, NSSE, FSSE, CCSSE, and CLA).

It may be beneficial to have a conversation with those who will help you gather the information to ensure the usefulness of the specific data, given your goals for participating in the Institute. Collecting too much information may lead to unnecessary distractions and be less useful to your team and the Institute faculty who will consult with you. It will be most helpful if the data is given to your team in a user-friendly format (e.g., charts, graphs, and/or matrices that may include very brief narratives).

We highly recommend that you meet with your **team prior to the Institute** to review the campus inventory and to discuss goals and expectations. In our experience, teams that meet in advance of the Institute have more productive interactions within their group, with faculty consultants, and with other campus teams.

Feel free to contact us if you have questions about collecting this information. We are looking forward to working with you and your team members.

View the Webinar: Friday, May 18, 11:00 am-Noon (Eastern). Can be found at the link above.

Old Dominion University

I. Purpose and Alignment

Discuss with your team how the work you are doing at the Institute aligns with institutional mission and current academic or strategic priorities. Clarity of purpose is a key component of success at the Institute. If your context or goals have changed since you applied for the Institute, please share updates here.

From 2012 to 2015, ODU set a goal and action plan to scale up the ePortfolio initiative as a method of harnessing technology to improve students' integrative learning and faculty teaching as documented through assessment. However, participation in AAC&U's 2015 Integrative Learning Institute revealed the need to broaden the scope of ODU's efforts to grow, support, and sustain institution-wide development of integrative learning in all of its high impact educational practices. The team outlined the following plan which led to the Provost establishing the Center for High Impact Practices (CHIP) housed in 2016.

- Design the infrastructure to support development, assessment, and implementation of HIP to improve the likelihood that these strategies will be successful; thereby, improving students' success.
- Create an administrative personnel structure that communicates and collaborates with on- and off-campus constituents to promote and support integrative learning.
- Serve as a structure for faculty engagement, providing workshops and support, in which faculty can experiment with, develop, and showcase innovative and effective HIP and integrative learning pedagogy.
- Identify and assess student ePortfolio needs, creating and implementing a structure to promote and support on-going student use of ePortfolios.

The overall aim is to introduce and promote learning and personal development from first-year to graduation and beyond.

While a great deal of work has been done, there is still more to do. Diagram 1 highlights what has been done since 2015, our current efforts, and what we hope to address at the institute. Our leadership envision the Center for High Impact Practices (CHIP) becoming a regional hub to support and collaborate with two- and four-year institutions in the development, improvement, and showcasing of high impact educational practices. CHIP is currently undertaking several major initiatives related to implementation and improvements to strengthen a model for replication. The HIP Institute goals have been updated to include the broader picture based on the 2015-2019 Strategic Plan, the new CHIP vision, and the implementation of the LeADERS (Leadership | ePortfolio | Academic Internships | Diversity | Entrepreneurship | Service Learning) program. The categories listed in the HIP Institute program provide the ideal goals to set for our time in Utah.

Goals:

- Scaling and sustaining a culture of engagement by integrating HIPs into curricular and co-curricular programs, ensuring equitable access for all students
- Designing high-impact activities that feature active, collaborative, and experiential learning and promote connections between educational experiences and long-term career success
- Faculty and leadership professional development to expand capacity to bring effective practices to scale and implement educational reforms
- Building institutional capacity for faculty-led direct assessment of student learning outcomes as a result of student participation in high-impact practices

II. Campus Learning Environment

A. High-Impact Practices

1. Identify the current high-impact practices that are being employed on your campus in the curriculum and/or co-curriculum.
 - a. If you currently employ high-impact practices, briefly describe your assessment plan. Are data disaggregated to examine inequities in student participation and achievement? If so, please include data.

HIP@ODU include: learning communities, service learning/civic engagement, undergraduate research, ePortfolio, internships, diversity/global learning, entrepreneurship, capstone courses, intensive writing, open educational resources (OER), and common intellectual experiences. However, as far as we know, most are classified as HIP in name only. Since most of these experiences/courses are decentralized, currently, there is no comprehensive assessment plan to determine success rates based on academic indicators or student learning outcome. We want to change this by developing a plan to begin the work.

For Learning Communities and Living Learning Communities, aggregate data and is collected on LC vs. non-LC participants. Data is collected to determine success toward retention, persistence, graduation rates, and sense of belonging. However, data is currently not disaggregated to examine SLO's, inequities in student participation and achievement in LCs/LLCs, but could be, providing a model for how to do this with other HIPs. In particular, we might apply this process to HIPs involved in our LeADERS program as a pilot study of how we might assess the equity of each HIP.

Upon implementing LeADERS in 2018-2019, a goal is to examine student participation for those HIPs included in the LeADERS initiative by race/ethnicity, first-generation student status, and other attributes such as online, transfer, and student athlete participation, along with institutional indicators and success beyond graduation.

To what extent are students aware of the intent and expected learning outcomes as a result of participation in high-impact practices? Are data disaggregated on student learning outcomes? If so, please include data.

- b. To what extent are students aware of the intent and expected learning outcomes as a result of participation in high-impact practices? Are data disaggregated on student learning outcomes? If so, please include data.

ODU has participated in the NSSE and FSSE surveys (2016); however, we are awaiting the data from our Assessment office. That data did reveal a lack of participation in HIP experiences, a lack of feedback and interaction between students and faculty, and we were at or below the levels of our peer institutions in every category. Faculty tended to rate their experiences higher in engaging experiences, communicating with students and providing challenging content.

The extent to which students are aware of expectations is at the program level for some of the HIP experiences. For example, [Study Abroad](#) list 10 reasons why students should participate; however, it is not clear if the expectations are communicated by the faculty. Interestingly, the language on the website offers the following support:

Following approval, the Office of Study Abroad will work with the faculty to develop and maintain a program budget, secure airfare for the group, develop the program logistics, recruit students, advise students on

study abroad and financial aid concerns, collect student applications and payments, register students, and collect evaluations. Faculty are charged with the academic components of the course, and with assisting the Office of Study Abroad in program development.

What is missing from their offerings is any support for faculty to intentionally design the course to HIP standards and integrative learning outcomes. This is common across all of the HIPs with the exception of [learning communities](#), [ePortfolio as pedagogy](#) (eP3), and [improving disciplinary writing](#) (IDW) programs at ODU. Though, the learning communities program is in its early stages in supporting faculty.

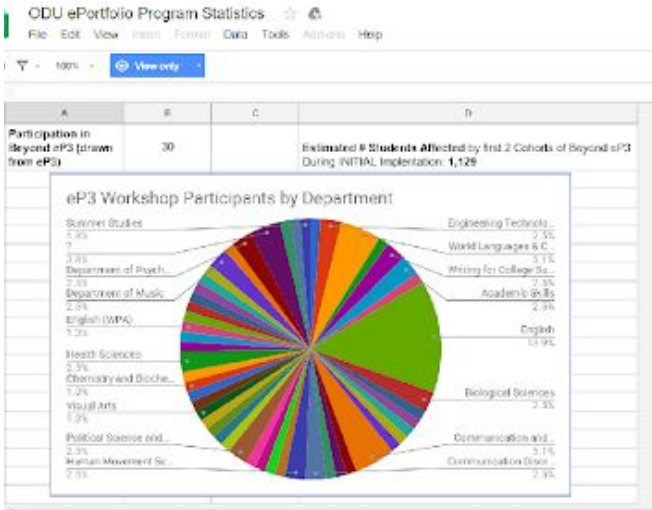
Drawing on IDW and eP3 faculty development model, we aim to build buy-in with faculty and leadership to offer support for faculty to increase students' awareness of the expectations and learning outcomes. We also aim to analyze our "passive" communication (website) and our "active" communication (marketing, orientation, support). We are also in the process of developing a Student "Street" Team, in which students speak with their peers about their understanding of HIPs, etc., as well as considering the development of a marketing position meant to work closely with students to convey information in student-friendly language.

B. Faculty, Staff, and Administrators

1. Are there institutional or departmental structures for collaboration/coordination for faculty, student affairs, academic affairs, and other campus educators (e.g., librarians, instructional technology specialists) to share responsibility for creating a learning environment that incorporates high-impact practices? If yes, briefly describe the structures.

Student Success Committee	President John R. Broderick authorized the creation of a new Student Success Committee (SSC) and charged the group with: <ul style="list-style-type: none"> • Establishing academic and other curricular/co-curricular programs and services designed to promote student success. • Implementing or enhancing practices that support student success.
Community of HIP Council	Council has been established to support the following: <ul style="list-style-type: none"> • Opportunities to showcase programs and academic work by students and faculty • Creation of a campus network to build and maintain key relationships amongst HIP partners • Advocate for institutional support to expand high impact practices • Work to improve high impact practices through data sharing and reporting.
President's Taskforce on Inclusive Excellence	Broad representation of faculty, staff, and students to move towards becoming a more consciously and deliberately inclusive community; and, to leverage the diversity to attain the goals outlined in the University's Strategic Plan.
Other	Learning Communities Committee, University Librarian, Student Engagement, Advising Taskforce, Faculty Senate, Associate Deans, Assessment and Institutional Effectiveness, Provost's Office, Student Government Association, faculty supporters

2. If you offer professional development opportunities related to increasing student engagement and the use of high-impact practices, what proportion of faculty, staff, and administrators have participated? Contingent faculty? What data or evidence do you collect to evaluate the impact with respect to student learning and engagement and faculty adoption of engagement strategies.

eP3 – ePortfolio faculty workshops	<ul style="list-style-type: none"> Over 120 faculty participants in three years across disciplines, including contingent faculty Integrative Learning Assessment involves faculty assessors reviewing samples of students' eP sites that they have developed in courses led by our eP3 faculty participants. We offer student support and we track visits and the tutoring that was done. Students and faculty are surveyed for satisfaction and suggestions toward improvements  <p>The screenshot shows a software interface for 'ODU ePortfolio Program Statistics'. It includes a menu bar (File, Edit, View, Insert, Format, Data, Tools, Add-ons, Help) and a toolbar with a zoom slider at 100% and a 'View only' button. Below this is a table with columns A, B, C, and D. Row 1 shows 'Participation in Beyond eP3 (drawn from eP3)' with a value of 30 in column B. Row 2 shows 'Estimated # Students Affected by first 2 Cohorts of Beyond eP3 During INITIAL Implementation: 1,128' in column D. Below the table is a pie chart titled 'eP3 Workshop Participants by Department'. The chart is divided into many colored slices, each representing a department and its percentage of participants. The departments and their percentages are listed in the table below the chart.</p> <table border="1"> <thead> <tr> <th>Department</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Summer Studies</td><td>5.3%</td></tr> <tr><td>Department of Poetry</td><td>2.8%</td></tr> <tr><td>Department of Music</td><td>2.3%</td></tr> <tr><td>English (WPA)</td><td>1.2%</td></tr> <tr><td>Health Sciences</td><td>2.3%</td></tr> <tr><td>Chemistry and Bioche...</td><td>1.2%</td></tr> <tr><td>Visual Arts</td><td>1.3%</td></tr> <tr><td>Political Science and...</td><td>2.3%</td></tr> <tr><td>Human Movement Sc...</td><td>2.3%</td></tr> <tr><td>Engineering Technolo...</td><td>2.3%</td></tr> <tr><td>World Languages & C...</td><td>3.1%</td></tr> <tr><td>Writing for College Se...</td><td>2.3%</td></tr> <tr><td>Academic Skills</td><td>2.3%</td></tr> <tr><td>English</td><td>11.9%</td></tr> <tr><td>Biological Sciences</td><td>2.3%</td></tr> <tr><td>Communications and...</td><td>3.1%</td></tr> <tr><td>Communication Disc...</td><td>2.3%</td></tr> </tbody> </table>	Department	Percentage	Summer Studies	5.3%	Department of Poetry	2.8%	Department of Music	2.3%	English (WPA)	1.2%	Health Sciences	2.3%	Chemistry and Bioche...	1.2%	Visual Arts	1.3%	Political Science and...	2.3%	Human Movement Sc...	2.3%	Engineering Technolo...	2.3%	World Languages & C...	3.1%	Writing for College Se...	2.3%	Academic Skills	2.3%	English	11.9%	Biological Sciences	2.3%	Communications and...	3.1%	Communication Disc...	2.3%
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Learning Communities	<ul style="list-style-type: none"> ODU offers approximately 25-30 first year communities in fall. Approximately 700/2900 first-year students participate. Faculty are required to attend a one-day training workshop. Support is offered throughout the semester. Student participants are required to complete the First Year Experience survey which asks questions related to experiences in the learning communities (sense of belonging, support from faculty, peer relationships,) 																																				
Improving Disciplinary Writing	<ul style="list-style-type: none"> Over 400 faculty have participated since 2013. Faculty attend week-long workshops to learn strategies for improving students' writing abilities related to their fields of study. Assessment office pulls samples of students' writing to determine faculty development effectiveness 																																				
Other HIP	<ul style="list-style-type: none"> At this time, most of the HIP experiences do not collect data. There is no systematic approach to collecting this data nor do we know how. 																																				

III. Institutional Data

Your campus **IPEDS**, **NSSE**, **FSSE**, **CCSSE**, **CLA**, and/or **CIRP** (freshman/senior survey) data may be useful to you in developing your campus action plan. Faculty at the Institute can help guide your interpretation of these data.

Below are suggestions about specific data to collect. **NOTE: Your campus institutional research effectiveness or assessment director can help** you gather this information. The intent of gathering the data is to provide your team with information about your student body, and faculty that will be relevant to your Institute work.

Please include a brief institutional profile, (e.g. number of students; student demographics; full-time faculty; part-time faculty; admissions profile for most recent cohort;# of transfer students; % of students in developmental education –disaggregated , if possible; retention and graduation rates—disaggregated, if possible, etc.)

IV. Your Campus Team's Work at the 2018 Institute

Answering the questions below will help prepare your team to work effectively at the Institute. These questions should be discussed prior to the Institute, which can serve several purposes including:

- a) providing a point of departure for the team's pre-Institute discussions;
 - b) helping to bring out differences of opinion and perceptions of the task ahead;
 - c) pointing to areas that need attention as you develop your action plan; and
 - d) providing text that your team can draw on for the action plan.
- Describe the supporters and opponents of the work and their reasons for the perspectives they hold. What groups on campus have yet to hear about the work?

Supporters:

- Provost Office, academic affairs, registrar, information technology services, student affairs, faculty senate, admissions, assessment, associate deans, HIP faculty "champions", student leaders/SGA, some administrators of high impact practices
- CHIP is serving as vehicle for engaging folks in LeADERS (Leadership, ePortfolios, Academic Internships, Diversity, Entrepreneurship, Research, and Service Learning)
- Students are in favor of engaged/active learning experiences

Opponents:

- Can't step on toes of Center for Faculty Development
- Different groups "own" certain HIPs; so competing ideas on how to implement, support, assess, sustain
- Faculty often express certain concerns:
 - Level of resistance to change among faculty (in terms of quality control)
 - Initiative Fatigue; "initiative purgatory"
 - Time/Investment/Pay Off
 - Sustainability
- Describe the relationship between this work and existing campus programs/policies/structures.
 - HIP Committee
 - Student Success Committee
 - LeADERS Steering Committee
 - LeADERS Advisory Group

There is a collaborative spirit and desire to work together, but often time/resources/ political boundaries can complicate this process. We all have different reporting structures, missions, and goals; creating an overarching structure in connection to HIPs can be very difficult. Other relevant units include: Center for Faculty Dev, Center for Learning and Teaching, ITS, Registrar, Advising, Assessment, Student Engagement & Enrollment Services, and Honors College.

However, there is a level of complexity as to what HIPs are, who "owns" what, and what gets funded. For example, undergraduate research is housed in the Honors College; yet, courses are in different academic departments and some faculty do not run their experiences through the Honors College program. Also, academic affairs runs learning communities; however, student affairs oversees living-learning communities. Lastly, administration for internships is led by Career Development Services in student affairs; however, the course experiences are not assessed and are "owned" by the respective departments.

- Describe the campus resources (financial, human, facilities, communication systems, technological, political) or other supports that will help you implement your goals. What resources do you need to increase the impact of your project and sustain it over time? Do off-campus resources (e.g. grants, community leaders) exist to help support this work?

Financial

- Faculty Training * (Need to develop)
- Professional Development for Admin * (Need to develop)
- HIP Lab/Studio Dev * (Need to develop)

Personnel

- Recent Positions within and connected to CHIP
- CHIP Admin
- Faculty Advocates
- Student Staff

Facilities

- HIP Lab/Studio*
- CHIP Offices
- LeADERS suite* (TBD)

Communication Systems

- Outlook
- Drive
- Social Media*

Technological

- Blackboard
- Qualtrics
- Web content management system
- SSC-Campus
- Google Teams/Sharepoint/Drive
- WordPress
- Social Media * (Need to develop)
- H/J Drive
- Access databases

*Indicates needs to be developed or pursued.

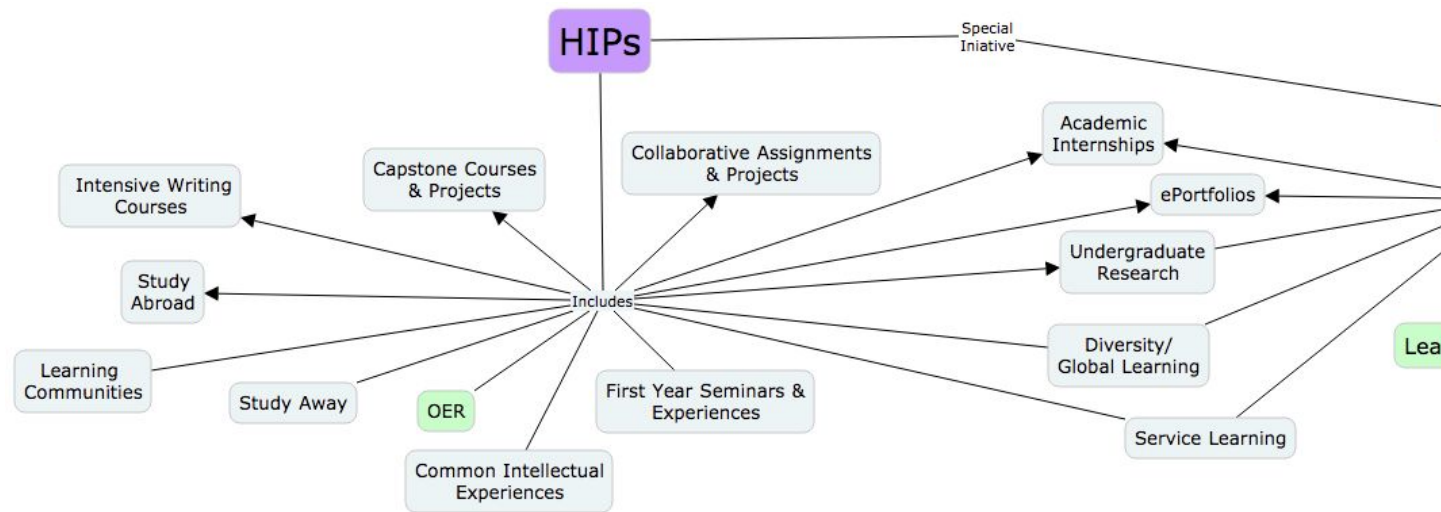
NEEDS FOR:	Implementation	Increase Impact/ Sustainability
Financial	Budget for LeADERS program Budget for Study Away Budget for eP (new initiatives) Budget for OER	Money for faculty/ admin development (e.g., workshop stipends, presenting at conferences on HIPs), HIP Lab Improvements
Personnel	CHIP Admin LeADERS Admin Individual HIP Admin/Personnel	Faculty Advocates/ Mentors Student Advocates/Mentors Increased Admin awareness of what/why of HIPs and CHIP's purpose
Facilities	Need to reimagine how to utilize new spaces: CHIP lab and LeADERS suite spaces (e.g., purposes, furniture, layout, tech for distance)	CHIP needs a larger meeting space with monitors etc, similar to CDS Conference Room
Communication Systems	Identify CRM tool for communications to program participants	Slack or Slack comparable chat/messaging system (Microsoft Teams is being explored) - in which we have dedicated channels to particular committees/projects/HIPs so on
Technological	Consistently Distance-Mediated Space (CHIP Lab?)	Grammarly (for online writing) Multiple computers/laptops for lab spaces (e.g., faculty dev, eP practice), mobile devices for multiple platforms,

- What internal and external factors might enhance or impede the implementation, evolution, and sustainability of your goals? How might your team leverage or address these factors to increase the likelihood of your work's success and sustainability?

Possible Impediments

- New and conflicting priorities at top leadership can enhance or impede goals; new or changing goals/objectives/projects
- Conflicting missions can impede (e.g., Faculty Development Center vs. CHIP faculty training for HIP best practices)

- Data collection can be difficult in pursuit of transparency if participants don't want to share or have neglected to purposefully collect
- Individuals in key admin positions may not wish to coordinate or may perceive our efforts at odds with their own agendas
- Results of the state budget allocations impact our ability to grow much needed personnel and funding to support faculty training and engagement
- There are opportunities to seek out grant funds for short term projects
- De-centralized nature of certain HIP experiences (Undergrad Research, Internships)



ODU Fast Facts:

1. Academic reasons followed by social participation factors and appearance/location factors remain most influential in students' choice of ODU in 2010. Parents influenced significantly more FY students than in past.
2. The University's social reputation and extracurricular activities are very important reasons for first year students choosing ODU.
3. More than 80% of first year students are committed to being successful academically.
4. Just over one-third of entering students are firmly grounded in their career decisions, however career enhancement is a major focus of college attendance for first year students.
5. Twenty-five percent of students are military-affiliated | 763 international students from 90 countries
6. Since 2000, the percentage of students who indicate that ODU was their first choice continues to increase.
7. The vast majority of graduate students (95%) are very satisfied or satisfied with their overall experience in graduate school.
8. Fifty-six percent of graduate students worked 30 or more hours per week during graduate school.
9. In general, graduate students are satisfied with all of the administrative and student services.
10. Eighty-one percent of graduate students would choose ODU if they had it to do over again.

Degree Programs	Enrollment	Other
91 Bachelor's degrees 41 Master's degrees 22 Doctoral degrees 2 Educational specialist degrees More than 100 online/distance programs	19,540 undergraduate 4,835 graduate 24,375 TOTAL	ODU has a high percentage of first generation college students African American students have high performance rates compared to the national averages.

Tags: ACT, admissions, first-time freshmen, GPA, institution, new students, private, public, SAT, scores, undergraduate students, years, yield



Profile of First-time Freshmen														
Abbrev.	Year	Incoming Freshmen Statistics	SAT				ACT				High School GPA			
		Total # of Entering Freshmen	Total # w/SAT	75th %ile	Median	25th %ile	Total # w/ACT	75th %ile	Median	25th %ile	Total # w/ HS GPA	75th %ile	Median	25th %ile
Four Year Public Institutions														
ODU	2014-15	2705	2183	M: 560 V: 560 W: NA T: 1100	M: 530 V: 500 W: NA T: 1010	M: 460 V: 460 W: NA T: 920	353	E: 24 M: 23 C: 23	E: 20 M: 20 C: 20	E: 17 M: 16 C: 16	2709	3.58	3.25	2.88
UNH	2015-16	2765	2115	M: 570 V: 570 W: NA T: 1130	M: 510 V: 510 W: NA T: 1030	M: 460 V: 460 W: NA T: 920	631	E: 24 M: 24 C: 24	E: 20 M: 20 C: 21	E: 17 M: 16 C: 16	2748	3.67	3.23	2.97
UNH	2016-17	2760	1684	M: 570 V: 560 W: NA T: 1170	M: 530 V: 510 W: NA T: 1030	M: 440 V: 450 W: NA T: 900	520	E: 24 M: 24 C: 25	E: 18 M: 20 C: 21	E: 17 M: 16 C: 16	2760	3.60	3.25	2.93
ODU	2017-18	2940	1040	M: 580 V: 600 W: NA T: 1180	M: 530 V: 550 W: NA T: 1090	M: 460 V: 500 W: NA T: 940	434	E: 25 M: 24 C: 24	E: 20 M: 21 C: 21	E: 17 M: 17 C: 16	2936	3.62	3.27	2.93

Notes: M: Math, V: Verbal, W: Writing, I: Intel, E: English, C: Composite

ODU Headcount fall 2017

Student Headcount

		Fall 2017																	
		Male									Female								
		Hispanic/Latino Resident	Hispanic/Latino	Not His	Asian	African	White	2+ Races	Unknown	TOTAL	Hispanic/Latino Resident	Hispanic/Latino	Not His	Asian	African	White	2+ Races	Unknown	TOTAL
Freshman	Full-Time	5	24	348	3	58	581	754	141	20	625	1	34	545	2	87	1007	132	
	Part-Time		3	4		7	29	26	8	1	38		7	17		3	36	25	
	Total	5	27	352	3	65	710	820	149	21	263	1	41	562	2	90	1043	157	
Sophomore	Full-Time	4	34	465	7	78	437	554	79	23	1095	4	19	176	3	59	667	104	
	Part-Time		2	10		13	41	81	12	10	171		1	28	1	11	58	67	
	Total	4	36	475	7	91	478	634	91	33	1266	4	20	204	4	70	725	171	
Junior	Full-Time	10	39	128	7	58	489	734	111	67	986	3	16	221	5	52	421	384	
	Part-Time	2	6	28		29	33	105	16	9	191	3	4	56	3	11	93	118	
	Total	12	45	156	7	87	522	839	127	76	1177	6	20	277	8	63	514	502	
Senior	Full-Time	8	46	110	4	106	111	941	116	18	1311	7	38	117	10	124	663	138	
	Part-Time	3	7	57	3	17	261	260	30	10	602	7	1	124	1	66	365	73	
	Total	11	53	167	7	123	1372	1201	146	28	1913	14	39	241	11	190	1028	211	
Other Degree-Seeking UG	Full-Time	1	2	6		6	11	40	3		71	1		6		11	22	36	
	Part-Time	1	1	11		7	10	25	6	1	122	1	1	24		11	36	111	
	Total	2	3	17		13	21	65	9	1	193	2	1	30		22	58	147	
Non Degree Undergrad	Full-Time		6	2				2		2		4	1					1	
	Part-Time		8	5		2	17	41	1	21		3	1		2	15	23		
	Total		14	7		2	17	43	1	23		7	2		2	15	24		
Total		35	151	719	28	488	2500	4299	542	284	8748	31	160	928	28	480	3650	816	

Headcount by Race and Gender – Fall 2017

Select Academic Period:

Headcount by Race and Gender Fall 2017	IPEDS Race									Total	Average Age
	Asian American/ Pacific	Isn. Racian Asian	Hispanic	Native American	Asian	Amern. American	White	Two or More Races	Unknwn		
Gender											
Female	36	276	1,108	48	541	8,143	8,782	698	124	12,021	21.81
Male	37	484	324	27	521	2,615	5,528	413	158	10,204	23.20
Total	73	760	1,432	75	1,062	10,758	14,310	1,111	282	24,225	
Officer (Off)											
Officer (Off)	70		1,000	67	815	8,801	11,100	1,480	637	22,893	21.21
Officer (Off)	3	2	34		147	112	130	10	14	324	28.85
Non Immigrant		181				1			8	191	28.81
Immigrant			2			1	2		4	9	29.33
Total	73	763	1,036	67	1,062	8,915	11,633	1,590	283	24,375	
Average Age											
Average Age	26.08	28.81	24.18	21.31	24.60	24.14	26.08	23.27	26.02		

Institutional Research: Figures include an unduplicated count of students enrolled for credit.
 Note: The 'Freshman Class' represented on this page is not the first-time freshman cohort (first-time, full-time, degree-seeking). The Freshman Class represented on this page includes all students who have less than 30 credit hours, including many 2nd year and part-time students.

ODU Faculty Profile

2015																	
American Indian/Alaska Native			Asian			Black (Non-Hispanic)			Hispanic			Non-Resident Alien			Race Unknown		
Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
			5	17	23	3	5	12	3	4	7	12	15	31	2	2	4
	1	1	13	20	33	7	7	14	3	4	7	4	8	12	5	13	24
						1		1								2	2
			2	3	5	15		16	5	4	9	3	1	4	13	9	22
													2	2			
1		1	3	24	27	5	5	13		5	5	1	12	13	5	27	53
1	1	2	29	64	93	20	10	56	11	13	29	20	42	62	33	55	85

Retention Rates

SCHEV Research Retention Report -
R1, First-Time, Full-Time Students

Note: Institutions showing zero (0) in the 'Retained' column have not yet locked the following year fall enrollment file

Institution	Fall Cohort Year	Cohort	Fall Term Retained	Retained	Retention R
Four-Year Public Institutions					
Old Dominion University	2013	2,908	2014	2,312	79
Old Dominion University	2014	2,764	2015	2,224	80
Old Dominion University	2015	2,927	2016	2,244	77
Old Dominion University	2016	2,727	2017	2,134	78

Headcount by Student Status		Fall 2014	Fall 2015	Fall 2016	Fall 2017
New First Timer		4,016	4,090	3,900	4,221
New Transfer		2,319	2,121	2,145	1,999
Continuing Students		17,679	17,634	17,404	17,327
Readmitted Students		618	574	618	605
New to Program		299	248	250	216
HS Scholar		1	5	5	7
Total		24,932	24,672	24,322	24,375
Freshman	New First Timer	2,795	2,956	2,757	2,938
	New Transfer	261	274	205	207
	Continuing Students	1,311	1,276	1,323	1,277
	Readmitted Students	26	24	32	33
	New to Program	5	1	2	2
	Total	4,398	4,531	4,319	4,457
Sophomore	New Transfer	715	615	597	638
	Continuing Students	2,851	2,773	2,767	2,517
	Readmitted Students	60	61	55	61
	New to Program	9	4	3	9
	Total	3,635	3,453	3,422	3,225
Junior	New Transfer	1,013	901	1,021	862
	Continuing Students	3,566	3,661	3,512	3,567
	Readmitted Students	119	106	130	119
	New to Program	18	10	12	7
	Total	4,716	4,678	4,675	4,555
Senior	New Transfer	330	331	322	292
	Continuing Students	6,047	6,154	6,093	6,125
	Readmitted Students	183	177	217	199
	New to Program	17	9	7	2
	Total	6,577	6,671	6,639	6,618
Other Degree-Seeking UG	Continuing Students	325	358	387	361
	Readmitted Students	52	56	42	45
	New to Program	139	123	122	103
	Total	516	537	551	509
Non-Degree Undergrad	New First Timer	162	140	109	105
	Continuing Students	95	78	57	57
	Readmitted Students	15	8	16	7
	HS Scholar	1	5	5	7
	Total	273	231	187	176
Total		948	931	836	897
New First Timer		4,016	4,090	3,900	4,221
New Transfer		2,319	2,121	2,145	1,999
Continuing Students		17,679	17,634	17,404	17,327

All Students:

Student Success Index - Old Dominion University			
Normal Time-to-Completion			
Status at Entry	Full-Time	Part-Time	
Time in College	Student Size	3,700	70
	within 4 years	within 6 years	
	Graduated	338	28
	Continuing Enrollment	3,362	42
	Student Size	3,820	1,170
Time to Completion	within 3 years	within 6 years	
	Graduated	854	470
	Continuing Enrollment	2,966	700
Student Success Index (Measure Completed)		56%	
Extended Time-to-Completion			
Status at Entry	Full-Time	Part-Time	
Time in College	Student Size	2,500	70
	within 4 years	within 6 years	
	Graduated	1,833	30
	Continuing Enrollment	667	40
	Student Size	2,740	1,170
Time to Completion	within 4 years	within 7 years	
	Graduated	1,011	540
	Continuing Enrollment	1,729	630
Student Success Index (Measure In Progress)		63%	

56% of all students entering in 2010-11 either graduated within the specified number of years or were continuing their enrollment in the final year of observation.

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Old Dominion University Student Success Index

The Student Success Index (SSI) provides a wholistic view of student success that goes beyond the narrow definition of the IPEDS Graduation Rate Survey (GRS) which is based on students entering as first-time in college with full-time enrollment at entry. The SSI includes part-time and transfer students and provides varying amounts of time to complete a degree or continue enrollment to be counted as success. Please note that not all subcohorts are available for all institutions. This is particularly true for subcohorts based on course enrollments or credits earned. For most of the history of the SCHEV student-level collections, private institutions did not submit course enrollment detail.

Students Entering the Institution
in Fall and Spring

Students of Color:

Student Success Index - Old Dominion University			
Normal Time-to-Completion			
Status at Entry	Full-Time	Part-Time	
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