

EM Freshmen Committee Meeting & Recommendation Summaries

- **Variations on Admissions Criteria**
 - Changing the University's high school curriculum recommendation (possibly suggesting required courses) for admission
 - Varying criteria by academic major
 - Impact on freshman class size
 - Freshman criteria vs. transfer criteria, what message are we sending when students are denied and can earn admission within a semester/year
 - Use of SAT/ACT in admissions; waiver of test scores for high gpa
 - Grade inflation
 - Use of non-cognitive measures in admission; formalizing the second review process for borderline students
 - Developing an Admissions Index – indicating gpa/test score and the likelihood for academic success through the first-year
- **Transitional Programs for High-Risk Students**
 - Provisional admissions program; restricting number of credits a student can enroll in and requiring a specific course, i.e. UNIV 100
 - Summer preparation programs
 - Developmental classes; tuition charge to students for non-credit courses
 - Support systems – review what is available to students
- **Math Performance of First-Year Students**
 - Students not taking math after junior year in high school, not fully prepared for college-level math classes
 - Develop a minimum math requirement for admission
 - Advisors have access to final high school transcript to see what math courses the student has been exposed to, grades received and last math course taken
 - Track when a student stops taking high school math and create comparisons of performance/academic success
 - Provide better information to students regarding course expectations
- **Faculty Involvement with Recruitment & Mentoring**
 - Research shows that relationships with faculty/staff are a major contributor to retaining students
 - Faculty are not recognized for contributions to recruitment and mentoring/advising
 - Role of faculty in recruitment of undergraduate students
- Discussed sending a final Admissions check list to check AP scores including previously awarded scores from the junior year, dual admissions, do not repeat courses.
- Discussed a Faculty “re-orientation” and invitation to preview sessions so they might understand what students are experiencing during their introduction to the University. Allow faculty to go through the transfer orientation module, too.

Recommendations:

- Develop a Freshman Recruitment plan that effectively responds to pressures such as economic decline, population shifts and demographic changes. Additionally, this plan should target the type of student that is successful at Old Dominion University, taking into account several factors beyond

high school GPA and standardized test scores. (Admissions will need to establish a new position or upgrade a current position to monitor the recruitment plan.) Maintain a small advisory group, 7 - 10 people, to review current trends in recruitment of students. This group will focus on the following objectives:

- Use all available market and institutional research to identify students who represent the best fit for ODU programs, campus and culture.
- Create and enhance recruiting programs and plans to ensure strategic enrollments.
- Increase efficiency and effectiveness of recruiting activities.
- Continue to attract and enroll a diverse student population.
- Assess and evaluate current practices and identify new opportunities for recruitment.