

EM Transfer Committee Meeting & Recommendation Summaries

- Admission process and standards were discussed.
 - Institute a transfer deposit.
 - Should the transfer GPA be increased incrementally until 2.5 gpa standard is achieved?
Considered differential standards based on AS/AA degree holders versus those without.
 - Set a firm deadline for applications.
- Repetitive coursework and how that is addressed when a student is short credits for graduation.
- Academic difficulty in first semester of enrollment, what is the cause (admission requirements, course availability or transition issues)?
- Articulation agreements.
- PREVIEW/Orientation. How can transfer students who do not attend PREVIEW have a similar experience as those who do, especially with advising? Can/Should an online orientation be required for all transfer students?
- More data is needed on transfer students to understand them. Can a method be devised to calculate the transfer GPA as BANNER does not allow for this to be done, nor does it have a field for the data required for the calculation? Establish a coding system for traditional vs non-traditional transfer students admits.
- Advising for transfer students is too decentralized; can a unified system for advising transfer students be established?
- Is a “Transfer Student Welcome Center” needed to help resolve issues transfer students face as they transition?

Recommendations:

- Implement a three-year plan that will increase the minimum GPA requirement gradually. This will allow time for the university to increase the applicant pool while maintaining the necessary enrollment for financial security purposes.

Year	No Transferable Assoc Degree* -or- Only 2-yr Institution Attendance	Transferable Assoc Degree** -or- 4-yr Institution Attendance
Fall 2010	2.35	2.20
Fall 2011	2.50	2.35
Fall 2012	2.65	2.50

- Effective for Fall 2010, require transfer student orientation for all incoming transfer students (main campus, higher education centers, distance learning). All transfer students will be required to complete the on-line orientation and will be given the option of registering for the on campus orientation at the conclusion of completing the on-line modules. This will ensure that all new transfer students have access to current and accurate information since not all topics can be covered in a one-day orientation. This will allow for the on campus orientation to focus primarily on advising/registration, gaining campus familiarity, and student activity exploration. Continue current on-line orientation contract with Vizualzen through Summer 2010. This will provide the necessary time to explore our options for in house development (perhaps via blackboard), develop, test and pilot with a select population. An in house orientation should prove to be a more cost effective method with added flexibility. The on-line version should include numerous modules, which allow the student to tailor the orientation to specific needs, issues and interests. Some module recommendations include one for each college, distance learner, high education center student, military affiliated, etc... The on-line orientation should include the ability to complete the Writing Sample Placement Test (name change also recommended for the WSPT because it does not appropriately communicate the purpose of the test to transfer students).
- Create a stronger, more proactive review process of admitted student folders. Once a transfer deposit is received, the student record will go through a stringent pre-advising review process to ensure the record is as accurate and complete as possible prior to a student's initial academic advising appointment. Upon receipt of the deposit, the Admissions Office will begin a review of the student file in an effort to confirm the following: a.) Completion of lower level general education foreign language requirement via high school, obtaining official transcript if necessary, b.) Obtain and evaluate all non-required, but outstanding, documents that could affect the effectiveness of advising (national testing transcripts, military transcripts, SAT scores for Teacher Prep students and math placement, outstanding semester grades and/or earned associate degrees, etc...)Create a central office focusing on transition issues associated with the transfer and military population.
- Adopt a more seamless and data driven approach within transfer admissions that mimics that of the freshman process.
 - Create an application deadline that provides an acceptable allotment of time for all required services to be performed (i.e., financial aid, housing, transcript evaluations, orientation, advising, etc.) in an accurate, effective and efficient manner that is best for both the student and the university in the long term.
 - Establish a transfer deposit of \$200 with an acceptable deadline. Freshmen have a deposit of \$200 and it provides opportunity for better planning of additional resource needs (i.e. additional classes, housing). There is no justification for not implementing a deposit for the transfer population, doing so will enable the university to better serve

our students, faculty and staff. Deposit must be made prior to participation in the virtual or on-campus orientation.

- Create a NT (non-traditional) admit type for the transfer student type (already in place for the freshman student type). (SCHEV appears to define non-traditional transfer student as equal or greater than 25 years of age.)
- Create a US (university scholar) admit type to recognize the high academic achievers within the transfer population.
- Input a manually calculated cumulative transfer GPA and post to SOATEST under the code of TGPA for all transfer applicants.
- Enhance our ability to interpret data related to our transfer population by implementing the following:
 - Compile data on a regular basis about how many of our transfer students are from the VCCS and other feeder institutions. Develop reports detailing the following information: transfer by degree status (with or without associate degree), transfer by type of associate degree, transfer by type of sending institution, transfer from any kind of higher education institution anywhere in U.S., retention rates, graduation rates, exit GPA, transfer students by race/ethnicity and gender.
 - Create a means for more individual access to report development that will enable colleges and departments to personalize needed information.
 - Develop a series of reports (to be generated each semester) that will enable ODU to work more effectively and also provide much needed feedback to the individual VCCS institutions. Data should include: how many students we are receiving from each of the 23 VCCS institutions, average GPA, retention rates, graduation rates, intended majors, success rates in pre-requisite courses, and associate degrees earned (and type). If these types of reports are already being done then they need to be accessible to the colleges and departments. It would appear there was an excellent start in 2002. Yang & Sharpe, "VCC transfer to ODU: Academic Performance, Retention & Graduation. Very extensive report and some of it should be done annually.