Student Success Committee/Enrollment Steering Group
Data Retreat
Friday, May 18, 2012
9:00 AM – 1:00 PM

Items for Later Discussion

COMPLEX ENROLLMENT
- Data by college
- Online growth: who is taking online classes:
- Campus policies that impact online courses
- Course enrollment (location/breakdown)
- Headcount vs. registrations
- Average credit load (completing at what pace)?
- Measure transfer retention
- Charging by credit hour (by classification)
- Identify who needs what data
- Breakdown of age for part-time vs. full-time student
- What has been the impact of changes in the G.I. Bill?

RECRUITMENT
- Need more current data on projections of high school graduates
- A decrease in high school graduates is projected in 2013: what is our solution to this?
- Need data on high school graduates attending community college
- How does ODU compare to demographic changes with other institutions?
- Where do students who do not enroll at ODU live?
- Dig deeper into students who do not enroll: what else can we learn?
- Share data on competitors with this group, including costs, SAT scores
- Regarding "Top Five ODU Competitors & Academic Profile and Cost Factors" slide: redo the pyramid to include costs of attending each school.
- Price elasticity study – modes of delivery
- Further explore cost variable (cost of charging per credit hour vs. one cost for attending full-time)
- Compare retention and graduation rates with other schools
- What factors contribute to student success?
- Learn more about students that leave the area to attend schools out-of-state
- What is the impact of ODU's academic policy? Do students stay?
- How many in-state/out-of-state students? Import/export data?
- What other factors contribute to our out of state yield (academic programs, athletics, etc.)?
- In the slide: "First Choice Major Categories – 2011 SAT Score Senders to ODU" break out the categories of engineering ("engineering" is listed more than once; specify whether it is mechanical, civil, aerospace, etc.).

- In the slide: "Transfer Feeder Institutions, 2010," are the out-of-state students really out-of-state or are they returning home students?
- How many students enrolled at community colleges in Virginia are high school students taking dual enrollment courses?
- What is the impact of the community college in Richmond?
- How many students at VCU are transfer students?

RETENTION
- How does ODU compare with its competitors on male/female retention rates; African American retention rates; and Hispanic/Latino graduate rate?
- Why are students succeeding/failing?
- Why do students leave ODU?
- What is the impact of the academic suspension policy on retention?
- What is the impact of the number of credit hours to retention?
- What is the role of the number of credit hours to retention?
- Perhaps students who leave ODU are not in a program (no other path after gated major?)
- What role do CME and CMC play in major and career counseling?
- Need a breakdown of off-campus and on-campus students (at JMU, VCU, GMU, Va Tech, and Radford)
- How does ODU's alcohol policy compare to its competitors' (number of violations, etc.)?
- How many students participated in the graduate student survey (see "Graduate Needs" slide)? We need those numbers.
- What are ODU's expectations? How is this communicated?
- Rejection is good PR (prestige/pride)
- What are the barriers to communication and how do we combat them?
- What does service and communication mean?
- Tie into Foundations of Excellence and EM groups
- How do students learn the ODU "culture?"
- In what areas should staff be cross-trained (to better assist students)?
- Discourage use of acronyms among faculty/staff/administrators when assisting students.

WHAT WE DON'T KNOW
- Growing online population: we need to understand their needs, wants, and characteristics
- Consider partnering with Higher Ed Centers and Distance Learning staff (data retreat)
- Develop series of learning: associates and supervisors; advisors; strategic groupings
- High-level help desk
- When assisting students, consider a focus on the issue rather than which office to handle the issue
- How are we preparing to support Hispanic students?