

**WPUNJ Faculty Senate
Admissions & Enrollment Management Council**

Annual Report 2010-2011

Council Members: Aria Cheo, Iris Dimaio, Cesar Perez, Letizia Sutera, Nancy Vitalone-Riccaro, Robert Wolk (Chair)

Standing Charges:

1. Review and recommend policy for recruitment, admission and retention in undergraduate and graduate programs.
2. Liaise with administrators responsible for admission, retention, and enrollment management issues to review the effectiveness of current policies and practices on an ongoing basis.
3. Report to the Senate on the acceptance of transfer credits from community colleges, and propose recommendations for a policy on the maximum number of transfer credits to be allowed in accordance with the new State Transfer Agreement and the new minimum credit floor of 120 for graduation.
4. Recommend policy for a timely and accurate assessment of transfer credits for each transfer student.

Additional Charges for 2010-2011:

1. Review and make recommendations to the Senate on the appropriate criteria for Regular Admission, including CSAT, Academic Index, Class Rank, and TOEFL scores.
2. Work with the appropriate offices to create a central tracking system for all at-risk students so that faculty could report to, and request assistance from, one central office.
3. Review graduate admissions, enrollment and recruitment initiatives.

During the Academic Year, September 2010-May 2011, the Council conducted eight meetings. The Council met with Jonathan McCoy and Christine Fuller from the Office of Enrollment Management, Patrick Noonan, Coordinator for Transfer Students, and with Glen Sherman, V.P. for Student Development

Transfer Credits from Community Colleges: pursuant to WPUNJ instituting a new minimum credit floor of 120 for graduation, Council recommends that a maximum of 66 credits should be accepted from Community Colleges. Transfer students will have to complete a minimum of 54 credits in residency at WPUNJ. Council also recommends that students take a minimum of 60 credits to be eligible for Latin Honors.

Admissions: the Council supports the initiatives of the Admissions Office designed to recruit and enroll students. These include:

- Conducting focus groups with High Students and their counselors
- Connecting with parents
- Student to student mentors during visitation periods
- Developing a branded message
- Promoting Early Decision Days leading to faster decisions about financial aid
- Taking Pride in WPUNJ campaign

Testing & Remediation: the council is encouraged by the new emphasis on having students take minimum standard examinations in the summer. But Council believes that testing is not enough. **Students requiring remediation should be encouraged to take online courses during the summer** so that they are prepared to take college courses in their first semester. This will also promote timely graduation. Offering these courses online would obviate the difficulties of residency requirements when the dormitories are closed.

Retention: in light of the poor graduation rate at WPUNJ, highlighted in the February 3 issue of the *Star Ledger* Council recommends:

- To keep students plugged in and focused, expand the tracking of courses that all students need to take and expand it over two or three semesters – similar to models in Art, Music and Nursing. This can apply to undeclared as well because they have GenEd requirements to fulfill as well
- Initiate a new campus information network that provides up-dates and summaries of ongoing programs/committees. This would include a monthly calendar that will allow faculty to budget their time for meetings they want to attend. Also allows everyone to see what progress has been made
- Organize new campus committees focused on retention issues that will develop specific recommendations for retaining freshman and sophomore students. Conversations should start at the Department level.
- Need to know what Departments do that have high retention rates. This might lead to “Best Practices” recommendation
- Re-start the conversation about Learning Communities as both a retention initiative and seminar for pedagogical reform

Prepared by:
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