Mission Statement

Undergraduate Admissions serves applicants, students, parents, high school, college and other academic counselors, the Campus, the CSU Chancellor’s Office and external community stakeholders by making final decisions regarding admission, awarding of transfer credit, graduation, and residency for tuition purposes. Undergraduate Admissions strives to maintain the highest possible decision-making integrity while providing complete, accurate, timely and user-friendly information and customer service. Undergraduate Admissions also provides information technology development and support and strives to maintain uninterrupted services and timely user support while continuing to analyze, recommend and implement new technology solutions.

Rationale: Undergraduate Admissions assists the university’s mission of attracting, retaining and graduating a diverse student body, while serving communities with which students and faculty are engaged. Acting as the first official point-of-contact, Undergraduate Admissions provides a positive environment for the introduction to the University, allowing students to begin the process of learning.

Planning Goals

Goal #1: Assure an evaluations decision-making process that is complete and efficient for application review, degree verification, transfer course articulation and residency determination.

Goal #2: Improve office organization, resource allocation and management practices to support the office mission and values and provide a positive environment for managers, staff and student workers.

Goal #3: Improve quality and timeliness of network, hardware and software support to the admissions office and to all Enrollment Management offices.

Goal #4: Improve applicant understanding of admissions requirements and the application process.

Student Learning Outcome #1

Admissions Office System Support Group Technical Student Assistants (TSAs) will demonstrate knowledge of:

1. Computer hardware and software installation, maintenance, troubleshooting and repair
2. Planned/Preventive Maintenance Cycle execution, inclusive of inventory tracking.
3. Customer Support Principles
4. Technical Support Values
5. Documentation of processes and support

Timeline: New assessments will be conducted for Technical Student Assistants hired for the Summer 2010 semester. Assessments will continue for current TSAs. Assessment tools will be updated.
**Rationale**

This is a continuation of a 2009-2010 Outcome. Enrollment Management is constantly implementing new technology. TSAs must become proficient in new technologies. As their training becomes more advanced, they become responsible for a wider range of support. Some examples of new technology implemented and additional support responsibilities in the past year include Exchange/Communicator, Printer maintenance, additional tracking via a database and documentation. Also, as additional offices are supported, a senior TSA has become responsible for some coordination. Assessment tools will be updated to include any new areas to be evaluated.

The training provided to the Technical Student Assistants while employed in the System Support Group/Office of Undergraduate Admission will be the fundamental building block of their professional development.

The skill set they acquire; the methodology to problem solving; the enforcement of process adherence such as developing and maintaining standard operating procedures, tracking help support problems and solutions and ownership of their task through documentation will help them in future employment and education.

**Measures**

1. A short answer assessment test will be given at the time of hire and at the end of each quarterly maintenance cycle. This will help to gauge improvement and learning expectations.
2. Direct supervisor observation.
3. Comparison of customer satisfaction surveys over time:
   - Short paper surveys will be given to customers after each support task is completed
   - Longer online surveys will be given to all users supported each semester.

Please note that measures are taken as a gauge of overall development and not used as a means of selection or promotion. We want to offer to our Technical Student Assistants the tools they need to succeed and the measurement is to only assess the fundamental utility of those tools, to determine how well we are training them.

**Results**

Assessment Tests were given in interval at the end of each semester, where the answers were quantified into a raw aggregated score with a maximum of 100. The breakdown is as follows:

**Assessment Survey of Self 2009-2010 (Knowledge & Understanding):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Summer 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSA #1</td>
<td>58</td>
<td>72</td>
<td>83</td>
</tr>
<tr>
<td>TSA #2</td>
<td>58.5</td>
<td>77</td>
<td>87</td>
</tr>
<tr>
<td>TSA #3</td>
<td>N/A</td>
<td>32</td>
<td>N/A</td>
</tr>
<tr>
<td>TSA #4</td>
<td>N/A</td>
<td>N/A</td>
<td>55 / 58 (21 days later)</td>
</tr>
</tbody>
</table>

**Assessment Survey of Student 2009-2010 (Performance & Interaction):**

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating %</th>
</tr>
</thead>
<tbody>
<tr>
<td>How courteous was the TSA?</td>
<td>93.33</td>
</tr>
<tr>
<td>Knowledge of file restoration</td>
<td>83.78</td>
</tr>
<tr>
<td>Knowledge of bookmark restoration</td>
<td>75.68</td>
</tr>
<tr>
<td>Knowledge of Outlook Setup</td>
<td>91.89</td>
</tr>
</tbody>
</table>

**Assessment Survey of Self 2010-2011 (Knowledge & Understanding):**

For the Spring 2011, we changed the format of the assessment test. The scores came in lower but showed the same marked improvements.

<table>
<thead>
<tr>
<th>Name</th>
<th>Summer 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSA #1</td>
<td>85</td>
<td>85</td>
<td>69</td>
</tr>
<tr>
<td>TSA #2</td>
<td>87</td>
<td>88</td>
<td>57</td>
</tr>
</tbody>
</table>
Conclusion
We tracked a significant improvement of the TSA’s general knowledge over the course of one year. Their expertise grew in the area of Knowledge, Understanding, Performance and Interaction with staff.

The TSA are an integral part of the support operations and their skill set is constantly being tested and improved upon.

We will continue to give more advance versions of the Assessment Survey to both the TSA and the Staff in order to derive some measure of their experience they are gaining working as part of a technical unit.

Program Objective #1

Through adding additional staff resources and trying to maximize efficiency, particularly of transcript and document processing, as well as additional coordination with additional impacted major departments, the office will increase the number of impacted major applications we process but meet the same impacted major processing dates as we did in Fall 2010.

The office will make 25% of final decisions for impacted majors before April 1, 2011 and 75% of all final decisions will be made before April 15, 2011.

Rationale
As additional programs/majors declare impaction, the impact on application processing is significant. The number of partial transcript evaluations increases substantially.

At the same time, the need for timely admissions decisions is critical for impacted departments to manage enrollment. April 1 is the deadline for departments to make admissions decisions. This allows admitted applicants time to declare their intents to enroll by the May 1 deadline. The Intent to Enroll data can then be used to admit from the wait lists if necessary.

The Office of Undergraduate Admissions must evaluate mid-year transcripts for basic eligibility for all impacted major applicants in order to provide departments with both a final pool of applicants and data to make decisions. All of these transcripts arrive between January 1 and mid-February.

Fall 2009: 930 Impacted Major applications.
- 91% of final decisions were made before April 1, 2009.
- 95% of final decisions were made before April 15, 2009.

Fall 2010: 2,370 Impacted Major Applications (154% increase).
- Additional departments declared impaction.
- No additional staff was provided to complete additional review. In fact, budget reductions forced a reduction in staff. As a result, the Admissions Office struggled to complete processing of all applications due to increased workload from both campus and program impaction and could not make the majority of final decisions before April 1.
- 21% of final decisions were made before April 1, 2010.
- 77% of final decisions were made before April 15, 2010.

Fall 2011: 3,300 Predicted Impacted major applications. (40% increase from Fall 2010 and 255% increase from Fall 2009.)
- 3 Additional departments have declared impaction. The predicted numbers indicate that we will receive 3.5 times as many impacted major applications as we are staffed for based on Fall 2009 staffing. Note however, staff has been reduced from Fall 2009 level due to budget reductions.
• The office will process these additional applications, complete additional mid-year transcript evaluations and coordinate decisions with each impacted department in order to make 25% of final decisions by April 1, 2011 and 75% of final decisions by April 15, 2011.

Measures
Impacted major applications will be monitored throughout the Fall 2011 application cycle to make sure processing and evaluation and coordination with departments is on target.

Admissions date statistics for all impacted majors will be calculated at the end of the Fall 2011 admissions cycle.

Results
Fall 2011 Results: A total of 4,153 applications for Impacted Majors were received for Fall 2011 (a 75% increase over Fall 2010 and a 346% increase over Fall 2009.)

A total of 1,382 Impacted Major Applicants have been admitted as of May 31, 2011. 1240 were initially admitted by departments. Another 142 were admitted later off of the department wait lists.

Excluding applicants admitted off of department waitlists and excluding other special late admits:
• 21% of final decisions were made before April 1, 2011. (262 out of 1,240)
• 96% of final decisions were made before April 15, 2011. (1,197 out of 1,240)

Conclusion
Although the Objective was met for Fall 2011, the objective was intentionally conservative because of the predicted increase and lack of staffing to support the increase in impacted major departments and applications.

The continuing Objective for future application cycles is to increase the percentage of impacted major decisions made before April 1st.

The Office of Admissions has recently filled a supervisor position to coordinate much of the impacted major application process. This additional resource should help the office increase the percentage of decisions made before April 1st. The Office will continue to monitor impacted major decision making.

Additionally, other measures are being taken to increase the efficiency of all transcript processing.