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 2010-2011 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:
   a. Short paper surveys will be given to customers after each support task is completed.
   b. 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
Not reported.

Conclusion
Not reported.

Program Objective #1

Proactively Re-Evaluate Students Previously Denied Graduation.

The office will proactively re-evaluate and communicate with students who had previously applied to graduate, including working with Undergraduate Studies to preemptively request substitutions and exceptions.

Beginning with the Fall 2011 semester, the office will re-evaluate graduation requirements for students who applied to graduate for Fall 2010, Spring 2011 or Summer 2011 but had missing requirements and have not re-applied to graduate. This will be the Initial Test Population that will be tracked.

1. Students who have completed requirements will be Graduated.
2. Those enrolled in remaining requirements in Fall 2011 will be reminded to apply for graduation.
3. Those who will not complete all requirements with classes they are enrolled in during Fall 2011 will be reminded again of missing requirements in the hopes that they will be able to complete requirements in Spring 2012.
4. The Office will proactively work with Undergraduate Studies for any student eligible for substitutions or exceptions of requirements.

The Office will track the Initial Test Population and will work to make sure at least 50% of them graduate by the end of Spring 2012 (retroactively, at the end of Fall 2011, or at the end of Spring 2012.)

**Rationale**
Many students close to graduation fail to enroll in missing classes and/or fail to reapply for graduation. At times, some students even believe that they have graduated and only find out much later when finally requesting transcripts that they have not yet graduated.

This process will reduce the number of students who request transcripts for employment or future education and find out that they have not graduated.

This process will also reduce the time to graduation for students who may require additional semesters simply because they fail to enroll in required classes.

**Measures**

**October 2011:** Identify initial test population:
1. The deadline to apply to graduate for the Fall 2011 semester is September 30, 2011.
2. After all Fall degree applications are entered, the initial test population will be identified. This group will be all students who applied to graduate in Fall 2010, Spring 2011 or Summer 2011 but who have not graduated nor re-applied to graduate in Fall 2011.
3. Re-evaluations of degree requirements will begin for this population.

**November-December 2011:** Communicate with students based on the results of re-evaluations:
We will then communicate with students based on their status, either proactively graduating students who have completed requirements or reminding those who have not which requirements are still missing.
1. Those who have completed requirements will be Graduated retroactively. This will include those eligible for substitutions or exceptions (reviewed with Undergraduate Studies.)
2. Those enrolled in final requirements during the Fall 2011 semester will be informed that they need to apply to graduate and will be evaluated with the Fall 2011 graduation applications.
3. Those not enrolled in all final requirements during Fall 2011 will be reminded of what requirements are still missing and will be encouraged to enroll in these courses and apply to graduate for the Spring semester. (This will be a modified version of our standard Preliminary Denial letter sent to degree applicants.)

**January-February 2012:** Final Evaluation of Fall 2011 graduation applications:
1. Graduate students, including those eligible for substitutions or exceptions.
2. Remind students to apply for Spring graduation.

**June-July 2012:** Analyze data for Initial Test Population:
1. Determine how many in the initial population graduated by the end Spring 2012. Goal is 50%.

**Results**
Identify initial test population for the Fall 2010/January 2011 degree cycle: 132 applicants applied to graduate and were denied graduation for this period.
1. Through the August 2012 degree cycle, 37 (20%) have still not graduated.
2. 59 (45%) of the 132 denied fall 2010/January 2011 were able to graduate in Spring 2011.
3. 15 (11%) more of the 132 were able to graduate in summer 2011.
4. 9 (7%) more of the 132 were able to graduate in fall 2011.
5. 9 (7%) more of the 132 were able to graduate in spring 2012.
6. 1 (less than 1%) more of the 132 was able to graduate in summer 2012.
Similarly in May 2011, 281 applicants were denied graduation. Of these, 118 (42%) have not yet graduated.

1. Of the initial 281 denied for Spring 2011, 151 (54%) earned their degree in August, 2011
2. 62 (22%) of the 281 earned their degree in Fall 2011/January 2012.
3. 30 (11%) of the 281 earned their degree in Spring 2012.
4. 16 (6%) of the 281 earned their degree in August, 2012.

**Conclusion**
The goal of graduating 50% of the students originally denied graduation for Fall 2010/January 2011 was exceeded. We actually graduated about 70% of that group.

The strategy of pro-actively working with Undergraduate Studies and communicating with the applicant helped us to achieve this goal.