**1. Support Services Report Template**

**Report Info**
- Name of the person completing this report: India Christman Rodriguez
- Title of the person completing this report: Dir. of Enrollment Planning and Matriculation
- Supervisor/dean reviewing report: Linda Dalton
- Name of second reviewer (if necessary): Greg Smith
- Service: Freshmen Admission (Domestic)
- Division/College: Planning, Enrollment Management, and Student Affairs (PEMSA)

**3. Mandated Service**

**Link to Scoring Rubric**

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

   - Executive Order: CSU Admission Handbook, many new student enrollment management Executive Orders;
   - Title 5: Title 5, Division 5, Subchapter 3 - Admission Requirements for CSU
   - Any other: CSU Enrollment Reporting System’s Operational Manual, A-G subject areas course list
   - Federal Law: FERPA
   - Campus Policy: Application and document deadlines

   **Provide a brief explanation, if necessary, in < 60 words.**

   The Office of Admission follows the admission standards provided by Title V and the CSU Chancellor’s Office. For freshman admission this includes specific required college prep courses and a GPA/SAT score within set ranges. In addition, residency determination guidelines are provided by the Chancellor’s Office which the Office of Admission tightly follows.

**4. Importance of Service**

**Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words**

   The Office of Admission provides admission processing services for incoming domestic students. Admission staff process applications and related documents, determine residency, evaluate transcripts, render admission decisions, and proactively communicate with students in an accurate, timely and efficient manner. Attention to efficiency and detail serves the university by taking students from applicants to matriculants in numbers sufficient to meet overall enrollment goals. (Note: The International Admission Office oversees the admission process for non-U.S. residents.)

**Link to Scoring Rubric**

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

   - Colleges/departments: 40%
   - Community outside University: 60%
   - Total: 100%

**Link to Scoring Rubric**

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while
managing utility services would be indirect).

<table>
<thead>
<tr>
<th></th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th></th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The Office of Admission assists and supports prospective students through the college admission process. This includes receiving applications, processing transcripts and test scores, and rendering admission decisions. Staff proactively communicate requirements/deadlines to students, answer questions and provide guidance to students, parents, counselors/teachers and members of the community throughout the Bay Area, California and regional states.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The achievement of sufficient application volumes and efficient application processing gives the University the ability to admit only fully-admissible students able to succeed in their coursework, ultimately aiding retention/graduation.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th></th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>During college (helping students succeed while they are at Cal State East Bay)</td>
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<td>✔</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
<th></th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The Office of Admission delivers appropriate volumes of new students each quarter to meet CSUEB’s enrollment goals. Without this service, or without timely application processing, the university would not be able to bring in new students or meet enrollment goals.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Sufficient application volumes and efficient processing allow for enrollment targets to be reached.</td>
</tr>
</tbody>
</table>

During college (helping students...
Link to Scoring Rubric

2.4 Alignment with Shared Strategic Commitments
How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>SSC</th>
<th>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative</td>
<td>The freshman admission process supports academic quality by applying adopted standards to all applicants (high school GPA and test scores, known as the eligibility index).</td>
</tr>
<tr>
<td>teaching, engaged learning, and distinguished scholarship</td>
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</tr>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and</td>
<td>Through timely application processing, the Office of Admission enrolls qualified prospective students in numbers sufficient to meet CSUEB's overall enrollment goals. As a result, freshmen enrollment has grown 50% in five years offering greater opportunities for California's students.</td>
</tr>
<tr>
<td>interests of our diverse community and promoting their academic,</td>
<td></td>
</tr>
<tr>
<td>professional and personal development</td>
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</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each</td>
<td>Cross-training, creative workflow and leveraging technology have been employed to handle the significant freshmen application volume growth experienced while 2007 (105% in 6 years) since staffing levels have not grown.</td>
</tr>
<tr>
<td>student’s educational experience and prospects for success as a</td>
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<tr>
<td>graduate and lifelong learner</td>
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<tr>
<td>Foster a vibrant community through enriched student services and</td>
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<tr>
<td>student life that support student engagement and learning</td>
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<tr>
<td>Contribute to a sustainable planet through our academic programs,</td>
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<tr>
<td>university operations, and individual behavior</td>
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<tr>
<td>Continuously improve our efficiency, transparency, and</td>
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<tr>
<td>accountability while practicing mutual respect, responsiveness,</td>
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<tr>
<td>and collaboration across the University</td>
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<tr>
<td>Support the civic, cultural, and economic life of all communities</td>
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<tr>
<td>in the regions we serve through partnerships that promote education</td>
<td></td>
</tr>
<tr>
<td>and social responsibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in</td>
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<tr>
<td>higher education, focused on 21st century skills, including</td>
<td></td>
</tr>
<tr>
<td>science, technology, engineering, and mathematics (STEM)</td>
<td></td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

Through significant recruitment efforts in PEMSA, freshmen application volumes have grown from 6,800 files (2007) to 14,000 files (2013). This rapid 105% increase indicates application volumes will continue to rise at a sharp rate as interest in CSUEB grows.
In 2012, 91% of applicants were admitted by March 1; however only 18% actually enrolled. This means the Office of Admission’s work volume is trending up at a steeper climb than the overall University community; however infrastructure and resources have not kept pace.

5. Quality of Service

**Link to Scoring Rubric**

3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Quality is measured through:

1. Achieving new student enrollment targets within a desired threshold
2. Increases in applications received and admitted students choosing to enroll
3. Meeting internal processing benchmarks and deadlines
4. High level of student satisfaction (low complaints)
5. Responses to admission processing questions on new CSUEB freshman survey
6. Low error rate in evaluations, coding, etc.
7. Minimal petitions/appeals
8. Fast response rate on incoming inquiries (phone/email)
9. Successful collaboration (efficient, cooperative) with other CSUEB departments working with incoming students
10. Positive feedback from counselors, students, and the campus community.

**Link to Scoring Rubric**

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

Measures include:

1. Workflow movement/speeds analyzed for internal benchmarks/deadlines.
2. There are 2.5 freshmen admission evaluators with a file load of 5,600 applicants each. To ensure applicants receive high quality service in an acceptable time frame, additional staff help seasonally, including Graduate Admission, Outreach Counselors, and Enrollment Information Center counselors, and temps.
3. Staff training, quick reference guides, and enhanced communication (internal and to campus community) has improved accuracy
4. With increased application volumes and improved planning tools, exceptions to the admission standards are no longer needed to reach enrollment targets.

5. In conjunction with Planning and Institutional Research, predictive modeling reports are used to better predict enrollment volumes for campus planning.

**Link to Scoring Rubric**

**3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in <120 words.**

As many of these ideas as possible will be implemented given the current staff resources limitations.

1. Recoup loss of 0.5 staff FTE from Early Start Program; give back to freshmen admission

2. Automate email notifications from PeopleSoft as student coding changes

3. Improve functionality of PeopleSoft allowing for the Admission Checklist to be comprehensive and easier to understand

4. Code documents “received” at the time of imaging rather than as a separate step to prevent documents “slipping through the cracks”

5. Use the Data Warehouse for predictive modeling reports so Admission can better predict incoming student enrollments.

6. Find ways to get more student feedback for continuous process improvement.

**Link to Scoring Rubric**

**3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.**

Freshmen Admission has the equivalent of 2.4 PEM Reps, who manage document processing/residency, and 2.5 Evaluators making admission decisions. Significant dependence on other PEMSA departments and temps is necessary to manage processing volumes. Efficiency, student satisfaction, and admitted student yield would improve if:

1. Professional staff answered the phones/emails during business hours instead of temps/student assistants from 10 a.m. – 3 p.m. Monday-Thursday (current model).

2. More professional admission staff were available to work on files rather than temps/staff from other PEMSA departments.

3. More technical support staff were dedicated to Admission for programmatic changes, running queries, and improving overall PeopleSoft functionality.

4. Workflow software was purchased helping with issues of work duplication and processing “slipping through the cracks.”

**Link to Scoring Rubric**

**3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?**
Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

The new freshmen survey, administered by GE each fall, had questions about the admission process added in Fall 2012. Newly enrolled students indicated 89% were satisfied or neutral with admission process, 87% felt the admission process was timely/somewhat timely, and 88% felt staff were helpful/somewhat helpful. Acceptable scores but there is room for improvement.

Other informal tools include:

1. Low number of complaint indicates satisfied students.
2. Low "dropped calls" on daily phone reports, and low email in box volumes indicates questions are addressed in a timely manner.
3. Low coding errors identified during preparation for quarterly ERSS/ERSA Chancellor’s Office reports indicates accuracy.
4. Smooth workflow internally and with campus departments indicates efficient processing.

Link to Scoring Rubric

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

Students indicated Admission was an important service (4.40) with good quality (4.06). Staff had a similar opinion indicating a slightly higher level of importance (4.48) and slightly lower level of quality (3.97) – although it was still considered good.

Given the high scores on importance of service, and the existing resource limitation (both human and technical), the Office of Admission considers the score acceptable; however they do demonstrate room for improvement.

Link to Scoring Rubric

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain

Guidelines include:

1. PEMSA is dedicated to a "culture of service" with routine customer service trainings.
2. Email templates and phone "scripts" used to ensure accurate information is conveyed by staff in simplified, complete, and "student-friendly" language.
3. Staff refer students to a petition and appeals coordinator to ensure issues are handled consistently and fairly.
4. Processing staff attend weekly meetings with managers to discuss procedure and protocol for processing files and handling student issues.
5. Routine email updates are sent to Admission, PEMSA and campus departments on student enrollment topics. "Open Door" meetings are held monthly sharing Admission processing updates.
6. Departmental policy and procedure is stored on a shared drive for all staff to reference.
3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

New student enrollment goals are being met consistently and CSUEB’s enrollment is stable - not declining. As a result, the Office of Admission now has the ability to hold students to all CSU standards for admission (i.e., very few exceptions) without compromising the university’s ability to meet Chancellor’s Office targets.

Procedural consistency and policy enforcement consistency are always goals. In recent years both have improved significantly enabling staff to work faster, for students to be more satisfied with admission processing response time, and for campus departments who coordinate with Admission routinely to be pleased with partnership efforts.

3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Quantity goals include:

1. Each quarter new student enrollment targets are set. It is the responsibility of the Office of Admission to ensure that processing moves swiftly to meet these numeric goals.

2. Benchmark processing volumes and calendared deadlines are set each quarter for document processing, transcript evaluation, and admission decision-making. Managers check in weekly to ensure workflow is moving accordingly.

3. Prior year(s) point-in-time processing comparisons are done weekly to ensure workflow is moving at the necessary pace to complete all files by internally set deadlines.

4. Policy and procedure adjustments are made routinely to ensure workflow moves faster producing more file processing output than the prior year.

6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

319994

Attach your allocated spreadsheet here.

Admissions Undergraduate & Graduate Allocations.xlsx

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services
provided to reach an educated or reasonable estimate of the cost of providing the service.

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

New efficiency measures include:

1. To improve staff processing speeds of staff, student assistants and temps help answer phones and phone hours are reduced to 10 a.m. - 3 p.m. Monday-Thursday.

2. The Office of Admission general email account was split into several accounts to spread the ability to answer emails among staff.

3. Outreach staff, Enrollment Information Center staff, select PEM Reps (admission document processing staff) and temp staff are cross-trained to do transcript evaluations during peak seasons.

4. Website and printed material reviews completed to ensure that clear information is published regarding admission requirements so students understand criteria and deadlines.

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

As many of these ideas as possible will be implemented given current staffing limitations.

1. Programmatic coding changes to student records in batches rather than individually/manually by staff.

2. Coding documents "received" when imaged rather than as a separate step.

3. Adjusting processing workflow reports to be more efficient for staff to pull their own work and for managers to track work completed.

4. More auto generated PeopleSoft email messages based on applicant coding so manual message sending not needed.

5. Simplifying PeopleSoft coding to reduce errors.
6. Bringing EOP Admission/Housing Contracts into PeopleSoft so manual coding and list cross referencing is no longer needed.

7. Collaborate with recruitment staff for evaluation support/document processing to have faster admission decisions.

**4.6** What idea(s) do you have for improving the **efficiency** (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

Ideas include:

1. Professional staff answering phones (rather than temps/student assistants) provide more thorough and proactive answers and fix “issues” at the time of a call rather than passing the student around.

2. Additional full-time evaluators would result in faster workflow, more consistent processing speeds and procedures, less errors, and elimination of the need for constantly training temps and “helpers.”

3. Additional technical support could do programmatic “global” changes to student files rather than having many highly trained/specialized staff doing high volume clerical coding.

4. Workflow software would ensure all files are addressed in an organized and timely fashion without applicants “falling through the cracks.”

**4.7** Do you have any plan(s) to improve the **efficiency** (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)? Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

Plans include:

1. Continued attention to administrative business process, workflow, policy and procedures.

2. Creating a “lead” staff person to help student assistants and temps answering the phones know current policy and protocol.

3. Bringing more “temps” and “extra hands” from other PEMSA areas into the workflow if hiring additional admission staff is not an option.

4. Offering monthly admission information updates, and regular email updates to PEMSA and other campus departments to ensure everyone is providing accurate and consistent information to applicants.

5. Using the new Pioneer Data Warehouse to create customized reports for staff to pull their own work in lieu of workflow software.

6. Further coordination with EOP and Housing to streamline processing.

**4.8** Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.
Approximately 14 applications must be processed by admission staff to yield one enrolled freshman.

In 2007-08 approx. 6,803 freshmen applications were received with 1,064 enrolling. In Fall 2013 alone, 14,000+ applications were received with an anticipated enrollment of 1,500 students. This rapid applications volume increase (105% in 6 years) will likely continue and stretch resources - even if enrollment volumes needed by CSUEB to reach targets do not change.

7. Other

Link to Scoring Rubric

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

Yes

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

The International Admission Office oversees application processing for students with international transcripts. They are supposed to follow the same admission standards as the Office of Admission.

EOP does admission processing; however, they do their processing in a stand alone Access database. The Office of Admission does the manual processing/coding of their applicants in PeopleSoft.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

In addition to being the office that oversees the administration of admission standards, the Office of Admission reinforces academic quality by highlighting CSUEB’s strengths; recruiting qualified students who can benefit from these programs; promoting a college going culture; offering clear information regarding admission requirements so that students are able to meet criteria and deadlines; and providing timely and accurate data for evaluations.

Continuous attention to administrative business processes, fostering a “Culture of Service,” and providing on-going staff development and cross-training enables the department to provide a high-volume of service within limited resources.

Link to Scoring Rubric

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

It is important to note that although the university’s new student enrollment has grown in small increments, the total number of applications received (requiring processing) has climbed at a very steep rate.

This rapid freshman applications volume increase (105% in 6 years) has resulted in stable CSUEB enrollments, the ability to tightly adhere to published admission standards, and a broader state-wide reach of students enrolling at CSUEB. All of this has been achieved with the same number of processing staff and some very creative workflow strategies.

Through the Planning for Distinction process, it is the hope of the Office of Admission that the overwhelming workload increase will be highlighted alongside the fact the department’s size and infrastructure/technical tools have remained the same.