

*Council for the Advancement of Standards
in Higher Education*

CAS Self-Assessment Guide for
Admission Programs



One Dupont Circle, NW, Suite 300, Washington, D.C. 20036-1188

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THE ROLE of COLLEGE ADMISSION PROGRAMS

CAS Standards Contextual Statement

When colonial colleges were founded, their primary mission was similar to the English tradition of providing liberal education and professional study for young men of intellectual and financial ability. Admission programs focused on identifying and admitting young men for the ministry. However, as other colleges were subsequently founded, chartered, and funded, their missions changed to address changes in student needs, ages, religions, social class, identities, and proximity to campus.

The role of admissions professionals and the process of admissions today might best be understood by considering two competing forces: service to the institution and service to prospective students. In general, the overall responsibility of admissions professionals is to help students understand the process of transition to college, admission criteria, and the competitiveness of their credentials. These tasks are typically accomplished through personal interactions, group presentations, publications, and other recruitment and counseling strategies.

The admissions professional must also have a firm understanding of the institution's mission, enrollment goals, fiscal priorities, and student and departmental needs. When performing well, the successful admissions professional serves a vital role establishing good matches between students and institutions. Just as changes in demographics, finances, laws, and shifts in the competitiveness of their credentials have affected prospective college students, the role of the admissions officer has also changed over time, from the functions suggested by titles such as registrar, counselor, dean and director, marketer, and recruiter to that of enrollment manager.

In general, admission professionals . . .

- provide information and assistance to prospective students (first time students as well as potential transfer students), families, and secondary school and community college counselors on the academic, financial, curricular, and co-curricular offerings of their institutions
- evaluate the qualifications of applicants
- develop, implement, and coordinate the institution's strategic marketing or recruitment plans
- work with the college faculty and administration to develop, implement, and evaluate enrollment policies and goals for the institution

- establish cooperative relationships with secondary school and community college counselors and other relevant constituencies
- work in concert with other campus offices to ensure that students are not only recruited but retained and eventually graduate

The admissions professional today is faced with many challenges: diverse students and student needs, high college costs, limited financial aid, and intense competition for students. They must also apply new technologies to deliver messages about the institution. Today, admission policies range from being “open-admission” to highly competitive and selective. Similarly, the hundreds of thousands of applicants present varying ability levels, financial concerns, personal challenges, and academic interests, and admission officers must be prepared to serve them all. Admissions offices must have appropriate and adequate staff, policies, and skills in human relations to manage their important roles.

As the new century approaches, admissions professionals recognize the benefits of cooperating with other student affairs professionals to enhance students’ educational experiences. During the past decade, enrollment management models have been developed to bring greater sophistication in efforts to recruit, retain, educate, and graduate students. On today’s campuses, models for admissions offices may include such areas as admissions, recruitment or outreach, financial assistance, orientation, housing, transfer counseling, and academic advising—all reporting to a central administrator. Enrollment management assumes the establishment of activities based on an understanding of market research, student impact research, and organizational theory. Enrollment management paradigms are viewed as on-going processes that can enable college and university administrators to exert greater influence over factors that shape their enrollments. Clearly, today’s admissions professionals must continue to respect students and their need for quality counseling and support throughout the whole admission process, while they also address institutional expectations. The *Admission Program Standards and Guidelines* that follow have been designed to facilitate the admission professional’s response to these increasingly complex demands.

References, Readings, and Resources

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American Association of Collegiate Registrars and Admission Officers (AACRAO)
One Dupont Circle, NW, Suite 330, Washington, DC 20036-1171
202-293-9161; 202-872-8857 (fax); <http://www.reg.uci.edu/aacrao>
Publisher of *College and University*.

The College Board
45 Columbus Avenue, New York, NY 10023
212-713-8000; <http://www.collegeboard.org>
Publisher of *The College Review*

The National Association for College Admission Counseling (NACAC)

1631 Prince Street, Alexandria, Virginia 22314-2818

703-836-2222; 703-836-8015 (fax); <http://www.nacac.com>

Publisher of the *Journal of College Admission*

The National Association of Graduate Admissions Professionals (NAGAP)

www.nagap.org

Publisher of the *NAGAP Journal*

Contributors:

Current edition: Jan Arminio, Shippensburg University

Previous editions: Joyce Smith, National Association for College Admission Counseling

CAS

Admission Programs Self-Assessment Guide (SAG)

Introduction and Instructions

I Purpose and Organization of the Guide

This *Self-Assessment Guide* (SAG) translates the *CAS Admission Programs Standards and Guidelines* into a format enabling self-assessment. Educators can use this *Guide* to gain informed perspectives on the strengths and deficiencies of their services and programs and to plan for improvements. Grounded in the self-regulation approach to quality assurance in higher education endorsed by CAS, this SAG provides institutional and agency leaders a tool to assess programs and services using current generally accepted standards of practice.

The *Introduction* outlines the self-assessment process, describes how to put it into operation, and is organized into four sections. These include I Purpose and Organization, II Self-Assessment Process, III Rating Examples, and IV Formulating an Action Plan. The introduction is followed by the *Self-Assessment Worksheet*, which presents the *CAS Admission Programs Standards and Guidelines* and incorporates a series of criterion measures for rating purposes.

SAG Worksheet Format. CAS standards and guidelines are organized into thirteen components.

- Part 1. Mission
- Part 2. Program
- Part 3. Leadership
- Part 4. Organization and Management
- Part 5. Human Resources
- Part 6. Financial Resources
- Part 7. Facilities, Technology, and Equipment
- Part 8. Legal Responsibilities
- Part 9. Equity and Access
- Part 10. Campus and External Relations
- Part 11. Diversity
- Part 12. Ethics
- Part 13. Assessment and Evaluation

A rating scale designed for assessment purposes is displayed following the standards and guidelines along with a series of criterion measures to be rated. Making performance judgments by applying the rating scale to individual items (criterion measures) facilitates an initial assessment of the program.

II Self-Assessment Process

CAS self-assessment procedures involve several steps, including:

- A. Establishing the self-study process and review team
- B. Understanding the CAS Standards and Guidelines and the Self-Assessment Guide
- C. Compiling and reviewing documentary evidence
- D. Judging performance
- E. Completing the assessment process

Step A: Establish and Prepare the Self-Assessment Review Team

The first step is to identify an individual to coordinate the self-assessment process. Once a leader is designated, members of the institutional community [e.g., professional staff members, faculty members,

and students] need to be identified and invited to participate. Whether a sole functional area or a full division is to be reviewed, the self-study team will be strengthened by the inclusion of members from outside the area(s) undergoing review.

As a group, the review team should examine the standards carefully before implementing the study. It may be desirable for the team, in collaboration with the full staff, to discuss the meaning of each standard. Through this method, differing interpretations can be examined and agreement generally reached about how the standard will be interpreted for purposes of the self-assessment. Whatever procedures are used to arrive at judgments, deliberate discussions should occur about how to initiate the rating process and select the optimal rating strategy. In such discussions, it is expected that disagreements among team members will occur, and that resulting clarifications will inform all participants. It is important that the team achieve consensual resolution of such differences before proceeding.

Step B: Understanding the CAS Standards and Guidelines

CAS *Standards* represent best practices as formulated by representatives of multiple professional associations concerned with student learning and development in higher education. CAS *Guidelines*, on the other hand, are suggestions for practice and serve to elaborate and amplify standards through the use of suggestions, descriptions, and examples. Guidelines can often be employed to enhance program practice. Following a long-standing CAS precedent, the functional area standards and guidelines published in *The CAS Book of Professional Standards for Higher Education 2006* and presented in this SAG are formatted so that standards (i.e., essentials of quality practice) are printed in **bold type**. Guidelines, which complement the standards, are printed in slightly smaller, light-face type. Standards use the auxiliary verbs “**must**” and “**shall**” while guidelines use “should” and “may.”

In this SAG, the CAS Standards and Guidelines, presented in boxed text format, have been translated into multiple criterion measures for rating purposes. Each criterion measure focuses on a particular aspect of the standard. For each of the 13 component parts, there is a series of numbered criterion measures that team members may rate. If the assessment team decides to incorporate one or more of the guidelines into the review process, each guideline can be similarly sub-divided to facilitate the rating process.

Step C: Compile and Review Documentary Evidence

Collecting and documenting evidence of program effectiveness is an important step in the assessment process. No self-assessment is complete without relevant data and related documentation being used. It is good practice for programs routinely to collect and file relevant data that can be used to document program effectiveness over time.

Documentary evidence often used to support evaluative judgments includes:

- *Student Recruitment and Marketing Materials*: brochures and other sources of information about the program, participation policies and procedures, and reports about program results and participant evaluations
- *Program Documents*: mission statements, catalogs, brochures and other related materials, staff and student manuals, policy and procedure statements, evaluation and periodic reports, contracts, and staff memos
- *Institutional Administrative Documents*: statements about program purpose and philosophy relative to other educational programs, organization charts, financial resource statements, student and staff profiles, and assessment reports
- *Research, Assessment, and Evaluation Data*: needs assessments, follow-up studies, program evaluations, outcome measures and methodologies, and previous self-study reports
- *Staff Activity Reports*: annual reports, staff member vitae; service to departments, colleges, university, and other agencies; evidence of effectiveness; scholarship activities, and contributions to the profession
- *Student Activity Reports*: developmental transcripts, portfolios, and other evidence of student contributions to the institution, community, and professional organizations; reports of special student accomplishments; and employer reports on student employment experiences

Having a variety of evidence assists raters to make judgments about the wide range of program expectations articulated in the standards. Whatever is determined appropriate under given circumstances, multiple forms of evidence used should be reviewed and reported in the narrative section of the SAG worksheets. The self-study rating process may identify a need to obtain additional information or documentation before proceeding to lend substance to judgments about a given assessment criterion. Support documentation should be appended and referred to in the final self-assessment report.

Step D: Judging Performance

Assessment criterion measures are used to judge how well areas under review meet CAS Standards. These criterion measures, provided in the *Work Form* section of the SAG, are designed to use a 4-point rating scale. In addition to the numerical rating options, *Not Rated* (NR) and *Not Done* (ND) ratings are provided. This rating scale is designed to estimate broadly the extent to which a given practice has been performed.

CAS CRITERION MEASURE RATING SCALE

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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Under rare circumstances, it may be determined that a criterion measure used to judge the standard is not applicable for the particular program (e.g., a single sex or other unique institution that cannot meet a criterion measure for that reason). In such instances, a ND rating can be used and the rationale for excluding the practice reflected in the criterion measure presented in the self-study report. The NR response can be used when relevant data are unavailable to support a judgment. When either the ND or the NR ratings are used, an explanatory note should be entered. NR items should generate careful group consideration and follow-up action as appropriate.

Program leaders may wish to incorporate additional criterion measures, such as selected CAS Guidelines or other gauges, into the rating procedures before the self-assessment process begins. Such practice is encouraged and space is provided to incorporate additional criterion measure *yardsticks* for judging the program. In such instances, additional pages to accommodate the additional criterion measures may be required.

Step E: Completing the Assessment Process

A two-tiered (individual and group) judgment approach for determining the extent to which the program meets the CAS Standard is suggested. First, self-assessment team and functional area staff members individually should rate each criterion measure using separate copies of the *CAS Self-Assessment Guide*. This individualized rating procedure is then followed by a collective review and analysis of the individual ratings.

When the individual ratings have been reviewed and translated into a collective rating, the team is ready to move to the interpretation phase of the self-assessment. Interpretation typically incorporates considerable discussion among team members to assure that all aspects of the program were given fair and impartial consideration prior to a final collective judgment. At this point, persistent disagreements over performance ratings may call for additional data collection. After the team review is completed, a meeting with concerned administrators, staff members, and student leaders should be scheduled for a general review of the self-assessment results. The next step, including discussion of alternative approaches that might be used to strengthen and enhance the program, is to generate steps and activities to be incorporated into an action plan.

III Rating Examples

Rating Standard Criterion Measures

All CAS Standards, printed in **bold type**, are viewed as being essential to a sound and relevant student support program and include the verbs “**must**” or “**shall**.” Likewise, many standard statements incorporate multiple criteria that, to facilitate more precise judgment, have been subdivided into measurable parts for rating purposes. Consequently, a single standard statement may require several criterion measure statements that allow raters to judge it part by part rather than broadly. This approach often requires multiple judgments concerning a specific standard statement, but facilitates accomplishing

a more precise assessment. Using a “Program” standard as an example, the following illustrates how several criterion measures are used to assess a single standard statement:

Part 2: Program

Programs must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

	ND	1	2	3	4	NR
	Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
Criterion Measures						Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic	ND	1	2	3	4	NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND	1	2	3	4	NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes	ND	1	2	3	4	NR

Using Guidelines to Make Judgments about the Program

The CAS Standards are often accompanied by guidelines. Because many guidelines can provide additional evidence of good practice, program leaders may wish to include selected guidelines to be rated along with the standards. To accomplish this, criterion measure statements must be written for the guidelines selected. The self-study team can readily create statements to be judged as part of the rating process. Programs generally considered as being in compliance with the standards can benefit especially by using guidelines in this way because guidelines typically call for enhanced program quality. The following “Human Resources” program guidelines rating example illustrates the process.

Part 5. Human Resources

The program must employ qualified professional, technical, and support staff members who have the ability to provide well-maintained facilities, services, and programs that are responsive to student development goals, student input, and student participation inherent in its mission.

Desirable qualities of staff members should include: (a) knowledge of and ability to use management and leadership principles, including the effective management of volunteers; (b) skills in assessment, planning, training, and evaluation; (c) interpersonal skills; (d) technical skills; (e) understanding the program’s mission; (f) commitment to institutional mission; and (g) understanding of and ability to apply student development and learning theories.

	ND	1	2	3	4	NR
	Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated
Criterion Measures						Rating Scale
Guideline 5: Staff members possess knowledge and skills to:						
5a manage volunteers	ND	1	2	3	4	NR
5b train volunteers	ND	1	2	3	4	NR
5c evaluate volunteers	ND	1	2	3	4	NR
5d apply student development theory	ND	1	2	3	4	NR
5e apply learning theories	ND	1	2	3	4	NR

Not all programs under review will incorporate guidelines to be rated as part of its self-study. Even though the guidelines are optional for rating purposes, raters are strongly encouraged to read and review them as part of the training process. When CAS Guidelines or other criterion measures are rated, they should be treated as if they were standards.

IV Formulating an Action Plan

Typically, the assessment process will identify discrepancies between the program and the standards. Action planning designed to overcome program shortcomings and provide program enhancements must then occur.

To complete the process, a final summary document that (1) explains the mission, purpose, and philosophy of the program; (2) reviews available data; and (3) recommends specific plans for action needs to be prepared. Following is an outline of recommended steps for establishing a comprehensive

plan of action using the CAS self-assessment worksheets. Space is provided in the SAG for recording relevant information.

Step 1. Answer Overview Questions (In the Instrument)

- a. Respond, in writing in the space provided, to the *Overview Questions* (A., B., C., etc.) that immediately follow the rating section of each of the 13 components.
- b. Use answers to the Overview Questions to stimulate summary thinking about overarching issues, to facilitate interpretation of the ratings, and for development of the self-study report.

Step 2. Identify Areas of Program Strength (Work Form A)

- a. Identify criterion measure ratings where *excellent* performance or accomplishment (i.e., program exceeds criterion and is viewed as excellent or exemplary) was noted.
- b. identify criterion measures in which performance was found to be *satisfactory or good* (acceptable practice).

Step 3. Identify Areas of Program Weakness (Work Form A)

- a. Identify criterion measures where program weaknesses (i.e., program shortcomings that fail to meet criterion measures and/or rating discrepancies among raters of two points or more) were noted.
- b. Identify criterion measures viewed as being *Unsatisfactory* by one or more reviewer.

Step 4. Describe Practices Requiring Follow-up (Work Form A)

- a. Note criterion measure numbers deemed less than satisfactory and describe practice shortcomings that need to be strengthened.

Step 5. Summarize Actions Required for the Program to Meet Standards (Work Form B)

- a. List each criterion measure and/or related practices that the self-study process identified as being "Not Done," "Unsatisfactory," or wherein rater discrepancies were noted. Be specific when noting the rationale for each shortcoming identified.
- b. List *specific actions* identified in the self-study that require implementation
- c. Prioritize the list by importance, need, and achievability of the desired change.

Step 6. Summarize Program Enhancement Actions (Work Form C)

- a. List each specific action identified in the self-study that would enhance and strengthen services.
- b. Establish specific priorities for the action plan.

Step 7. Write Program Action Plan

- a. Prepare a comprehensive action plan for implementing program changes.
- b. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement.
- c. Set dates by which specific actions are to be completed.
- d. Identify responsible parties to complete the action steps.
- e. Set tentative start-up date for initiating a subsequent self-study.

CAS

Self-Assessment Guide Admission Programs

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Part 1: MISSION

The Admission Programs (AP) in higher education must incorporate student learning and student development in its mission. The program must enhance overall educational experiences. The program and service must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The AP must operate as an integral part of the institution's overall mission.

College and university AP must:

- address the abilities needs and expectations of prospective students as they move from secondary to postsecondary education, from one postsecondary institution to another, or as they return from a period of non-enrollment to formal learning
- establish, promulgate, and implement admission criteria that accurately represent the mission, goals, and purposes of the institution, and that accommodate the abilities, needs, and interests of potential students
- reflect the mission, goals, policies, procedures, facilities, and characteristics of the parent institution, and must be compatible with the ability of the institution to bring adequate resources to bear upon the relevant needs and aspirations of all students accepted for enrollment
- develop and regularly review institutional goals for admission with appropriate individuals within the institution; such goals must be consistent with good admission practices and with the nature and mission of the institution

Generally, in higher education, the terms "admission," "admission program," and "admission counselor" refer respectively to the processes, the agencies, and the institutional agents involved in the many activities that are related to the formal entry of students into postsecondary institutions. These generally include recruitment, counseling, selection, enrollment, orientation, advisement, and retention of students. In practice, institutions may establish separate agencies to provide these programs and services.

The AP should provide or ensure personalized counseling that is responsive to the needs and expectations of each prospective student and his or her family, with particular attention given to the transition process.

Admission criteria should also reflect a variable approach which includes the student's academic record (e.g., grade point average, test scores, class rank), personal characteristics, and extracurricular involvement.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 4 NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 4 NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 4 NR

1.4 The program functions as an integral part of the host institution's overall mission.	ND 1 2 3 4 NR
1.5 Program goal and objectives are consistent with CAS functional area standards presented within this document.	ND 1 2 3 4 NR
1.6 Admission programs:	
1.6a address the abilities needs and expectations of prospective new, transfer, and returning students	ND 1 2 3 4 NR
1.6b establish, promulgate, and implement admission criteria that accurately represent the mission, goals, and purposes of the institution	ND 1 2 3 4 NR
1.6c establish, promulgate, and implement admission criteria that accommodate the abilities, needs, and interests of potential students	ND 1 2 3 4 NR
1.6d reflect the mission, goals, policies, procedures, facilities, and characteristics of the institution	ND 1 2 3 4 NR
1.6e are compatible with the institution's ability to bring adequate resources to bear upon the relevant needs and aspirations of enrolled students	ND 1 2 3 4 NR
1.6f develop and regularly review the institution's admission goals with appropriate institutional leaders	ND 1 2 3 4 NR
1.6g establish and maintain goals consistent with good admission practices	ND 1 2 3 4 NR
1.6h establish and maintain goals consistent with the nature and mission of the institution	ND 1 2 3 4 NR

Part 1: Mission Overview Questions

A. What is the program mission?

Our mission is to recruit, admit, and enroll students who are the best fit for Utah State University. Our programs and services are intended to maintain the livelihood of the university and achieve annual enrollment goals by keeping the individual student as our focus. We delight in serving as the front door to Utah State University and setting the tone for the unique experience awaiting our future and returning students. GO AGGIES!!!

B. How does the mission embrace student learning and development?

The mission, while broad in scope, maintains the student as the focus of all that we do. We do have an obligation to meet specific enrollment goals for the University, but we are seeking students who are the best fit for our institution. We look for students who want and would benefit from a traditional/residential college experience. We feel this type of experience enhances the learning and development that takes place inside the classrooms of a research university. In concert with the entire campus community, we promote the successes awaiting our potential students when academics and combined with a one-of-a-kind social environment. We strive to share this message with all our audiences while keeping the individual student's best interest as the focus of our efforts.

C. In what ways does the program mission complement the mission of the institution?

Our University's mission is to become one of the premier student-focused land-grant and space-grant institutions on the nation. Our administration keeps students at the heart of every decision and goal made. They are dedicated to enhancing recruitment and retention efforts for the betterment of the students, as well as to insure the legacy of the University. Another goal our Admissions program strives to complement is to build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students. This provides a great profile for our office when it comes to identifying students who will "fit" and contribute to the overall mission of USU.

Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Admission Programs (AP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

AP must provide evidence of its impact on the achievement of student learning and development outcomes.

The table below offers examples of evidence of achievement of student learning and development.

Relevant, Desirable Student Learning and Development Outcomes	Examples of Evidence of Achievement
Intellectual Growth	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
Effective Communication	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
Enhanced Self-Esteem	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
Realistic Self-Appraisal	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
Clarified Values	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work and lifestyle values and explains how they influence decision-making
Career choices	Articulate career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
Leadership Development	Articulates leadership philosophy or style; Serves effectively in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader;

	Exhibits ability to visualize a group purpose and desired outcomes
Healthy Behavior	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and wellness and accomplishing life long goals; Exhibits behaviors that advance a healthy community
Meaningful Interpersonal Relationships	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
Independence	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
Collaboration	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
Social Responsibility	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
Satisfying and Productive Lifestyle	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values; Articulates long-term goals and objectives
Appreciating Diversity	Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulate the advantages and challenges of a diverse society; Challenges appropriately abusive use of stereotypes by others; Understands the impact of diversity on one's own society
Spiritual Awareness	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
Personal and Educational Goals	Sets, articulates, and pursues individual goals; Articulate personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and educational goals on others

AP must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals.

AP must:

- **provide programs and services designed to establish, meet, and maintain desired enrollment**
- **promote and maintain integrity, timeliness and accuracy in program delivery**
- **promote deliberate educational planning opportunities for all relevant constituencies**
- **provide oral and written information for all relevant constituencies**
- **promote and provide equal access to all eligible prospective students interested in and capable of pursuing an education at the institution**

Admission priorities, preferences, and objectives must be stated clearly in the formal admission policies and procedures of the institution. This statement must be easily obtainable by individuals seeking admission. Not every student is suited for a particular

postsecondary institution. Proper student-institutional matches are a major factor in the persistence of students toward graduation.

The distribution of current and complete information is an important priority for admission offices. Students and parents require comprehensive information on admission policies, requirements and procedures, as well as on institutional program offerings, selection criteria, acceptance decisions and financial aid opportunities. All admission personnel should be well informed and able to share such information in a variety of contexts in the interest of deliberate planning.

All admission professional staff members should be expected to perform the admission counseling function. This includes the following activities and interventions:

- assistance and direction of students engaged in the admission process to encourage an appropriate match between student interests and available postsecondary opportunities
- acquisition and dissemination of timely, accurate and relevant information regarding postsecondary opportunities,
- curriculum choices, and future educational plans
- promotion and development of individual problem-solving practices by students
- referral of students to appropriate institutional or other resources in response to particular needs
- encouragement of students toward deliberate choices and realistic expectations regarding institutional and personal standards of performance
- effective work with students of different levels of ability
- acknowledgment and positive use of proper interest in the student on the part of high school counselors, faculty, administrators, and students' families
- facilitation of proper exchange of non-restricted information among high schools, postsecondary institutions, families, students, and others involved in the admission process
- encouragement of students to engage in effective life planning
- provision of opportunities for a personal interview to students who are being considered for enrollment where appropriate
- making available to prospective students information regarding financial aid opportunities and deadlines; standard financial aid forms should be available through the admission office as well as through any financial aid office
- providing to students who are offered admission information about academic advising and counseling, and student orientation programs and activities

AP may be accomplished through practices which may include but are not limited to:

- recruitment, marketing and public relations activities (e.g., high school visits, college fairs, direct mail campaigns, publications, alumni relations and assistance, dissemination of admission and financial aid information)
- admission counseling (e.g., evaluation of student credentials, selection, and notification)
- pre-enrollment counseling (e.g., academic advisement and orientation)
- establishment of institutional policies regarding advanced placement, prior college level credit, or credit for equivalent experience

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 2. PROGRAM <i>(Criterion Measures)</i>	Rating Scale
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 4 NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose.	ND 1 2 3 4 NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 4 NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.	

<u>List student learning and/or developmental outcomes in spaces provided</u>		
2.4.1 <input checked="" type="checkbox"/> Intellectual Growth <u>Teach prospective student how to get into college. Willing to answer all questions in a timely and accurate manner. Provide supportive written materials.</u>		ND 1 2 3 4 NR
2.4.2 <input type="checkbox"/> Effective Communication		ND 1 2 3 4 NR
2.4.3 <input checked="" type="checkbox"/> Enhanced Self-Esteem <u>Treat students as individuals. Personalize communications and contacts.</u> <u>Encourage assertive behaviors such as taking the ACT and applying for college.</u> <u>Give student hope and encouragement. List options and ways he or she can improve academic record and possibly qualify for admission. Treat all students with courtesy and respect.</u>		ND 1 2 3 4 NR
2.4.4 <input checked="" type="checkbox"/> Realistic Self-Appraisal <u>Encourage students to reflect on interests, abilities, and strengths and how they match with potential career and, major and university choices. Ask questions such as: "What is important to you in selecting a college?"</u>		ND 1 2 3 4 NR
2.4.5 <input type="checkbox"/> Clarified Values		ND 1 2 3 4 NR
2.4.6 <input checked="" type="checkbox"/> Career Choices <u>Provide information about programs and encourage students to research fields of Study. Collaboration with SOAR and Career Services offices.</u>		ND 1 2 3 4 NR
2.4.7 <input checked="" type="checkbox"/> Leadership Development <u>Identify and train student leaders through University Ambassador program.</u>		ND 1 2 3 4 NR
2.4.8 <input type="checkbox"/> Healthy Behavior		ND 1 2 3 4 NR
2.4.9 <input type="checkbox"/> Meaningful Interpersonal Relationships		ND 1 2 3 4 NR
2.4.10 <input checked="" type="checkbox"/> Independence <u>Encourage students to take responsibility for admissions process. Parents and high school counselors can help but ultimately it is the student's responsibility.</u>		ND 1 2 3 4 NR
2.4.11 <input type="checkbox"/> Collaboration		ND 1 2 3 4 NR

<p>2.4.12 <input checked="" type="checkbox"/> Social Responsibility</p> <p><u>Work closely with the Student Life and Leadership Office to highlight the importance of service and social involvement during education. This office is actively involved in all of our recruitment and campus host events to showcase and encourage the many opportunities for students to contribute to the campus and community.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.13 <input checked="" type="checkbox"/> Satisfying and Productive Lifestyle</p> <p><u>Emphasize benefits of a balanced life. Get involved socially as well as academically at the University.</u></p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.14 <input type="checkbox"/> Appreciate Diversity</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.15 <input type="checkbox"/> Spiritual Awareness</p>	<p>ND 1 2 3 4 NR</p>
<p>2.4.16 <input type="checkbox"/> Personal and Educational Goals</p>	<p>ND 1 2 3 4 NR</p>
<p>2.5 Program offerings are designed to meet the developmental needs of relevant student populations and communities.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.6 The program is reflective of demographic profiles of the student served.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.7 The program is responsive to the special needs of students being served.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8 The admission program:</p>	
<p>2.8a a provides services designed to establish, meet, and maintain desired enrollment levels</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8b promotes and maintains integrity, timeliness, and accuracy in program delivery</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8c promotes deliberate educational planning opportunities for relevant constituencies</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8d provides oral and written information for relevant constituents</p>	<p>ND 1 2 3 4 NR</p>
<p>2.8e promotes and provides equal access to prospective students interested in an capable of pursuing an education at the institution</p>	<p>ND 1 2 3 4 NR</p>
<p>2.9 The institution's admission priorities, preferences, and objectives are stated clearly in formal written admission policies and procedures.</p>	<p>ND 1 2 3 4 NR</p>
<p>2.10 The formal policy and procedures statement is easily obtainable by individuals seeking institutional admission.</p>	<p>ND 1 2 3 4 NR</p>

Part 2: Program Overview Questions

A. What are the primary elements of the program?

Prospect list procurement and publication mailings; high school and college visits, communication with prospective students; campus events, scholarships, personalized service, ambassador program

B. What evidence exists that confirms the program contributes to student learning and development?

All our student learning and development should impact enrollments in a positive way. For example, teaching prospective students what they need to know to get into college and giving students encouragement should increase the odds the students will apply for the university and enroll. Increased communication with students through events, verbal and written communications should increase yield.

C. What evidence is available to confirm program goals' achievement?

Increased numbers of newly enrolled students; increased yield rates; decrease in turnaround time processing student applications.

Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Admission Programs (AP) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal skills and competencies, relevant professional credentials, as well as potential for promoting learning and development in students, applying effective practices to educational processes, and enhancing institutional effectiveness. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of AP must exercise authority over resources for which they are responsible to achieve their respective missions.

Leaders must:

- **articulate a vision for their organization**
- **set goals and objectives based on the needs and capabilities of the population served**
- **promote student learning and development**
- **prescribe and practice ethical behavior**
- **recruit, select, supervise, and develop others in the organization**
- **manage financial resources**
- **coordinate human resources**
- **plan, budget for, and evaluate personnel and programs**
- **apply effective practices to educational and administrative processes**
- **communicate effectively**
- **initiate collaborative interaction between individuals and agencies that possess legitimate concerns and interests in the functional area**

AP leaders must identify and find means to address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must promote campus environments that result in multiple opportunities for student learning and development.

AP leaders must continuously improve the admissions programs in response to changing needs of students and other constituents, and evolving institutional priorities.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 3. LEADERSHIP <i>(Criterion Measures)</i>	Rating Scales
3.1 The Admission Program has selected, positioned, and empowered a program leader.	ND 1 2 3 4 NR
3.2 Program leaders at all levels are qualified on the bases of education, experience, competence, and professional credentials.	ND 1 2 3 4 NR
3.3 Program leaders apply effective practices that promote student learning and institutional effectiveness.	ND 1 2 3 4 NR
3.4 Clearly defined leader accountability expectations are in place.	ND 1 2 3 4 NR
3.5 Leader performance is fairly assessed on a regular basis.	ND 1 2 3 4 NR
3.6 The leader exercises authority over program resources and uses them effectively.	ND 1 2 3 4 NR
3.7 The program leader:	
3.7a articulates an organizational vision and goals that include promotion of student learning and development based on the needs of the population served	ND 1 2 3 4 NR
3.7b prescribes and practices appropriate ethical behavior	ND 1 2 3 4 NR
3.7c recruits, selects, supervises, instructs, and coordinates staff members	ND 1 2 3 4 NR
3.7d manages fiscal, physical, and human resources effectively	ND 1 2 3 4 NR
3.7e applies effective practices to educational and administrative processes	ND 1 2 3 4 NR
3.8 Communicates effectively and initiates collaborations with individuals and agencies to enhance program functions.	ND 1 2 3 4 NR
3.9 The leader deals effectively with individuals and environmental conditions that inhibit goal achievement.	ND 1 2 3 4 NR
3.10 The leader encourages campus environments that promote multiple opportunities for student learning and development.	ND 1 2 3 4 NR
3.11 The leader strives to improve the program in response to evolving student needs and institutional priorities.	ND 1 2 3 4 NR

Part 3: Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

Program leaders each have several years of experience in recruitment and admissions counseling. They are knowledgeable in regards to the programs and opportunities available to students at the university, and work closely with other campus entities to encourage a "team approach" to the recruitment of qualified students.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

Program leaders are solely responsible for all recommendations related to admission criteria, scholarship requirements, recruitment events, communication with prospective students, and the coordination of all undergraduate recruitment efforts. Leaders are included in all decisions as they relate to enrollment strategies for the university and are supported by the administration with staff and resources necessary to the accomplishment of enrollment goals. They are also provided with open access to university leadership and appropriate levels of accountability and control as it relates to their

responsibilities.

C. How are program leaders accountable for their performance?

Program leaders perform an annual assessment of all activities strategies completed. Summaries of this assessment are provided to university leadership as part of the planning process for the upcoming year's goals. Leaders are subject to upward, peer, and supervisory evaluations annually. They also provide weekly, bimonthly, and monthly updates to university leadership addressing recruitment activities, prospective student communications, number of applicants/enrollees, and budgetary decisions.

D. What leadership practices best describe program leaders?

Program leaders are very student-focused and strive to serve each student with the highest level of customer service. Leaders are found working in the trenches along with the rest of the staff and consistently try to improve conditions in the office. They share close relationships with members of the full-time, part-time and student staff, exuding a great level of passion for the university and its students. Leaders are positive, involved, ambitious, and maintain an open-door policy to all they work with and serve.

Part 4: ORGANIZATION and MANAGEMENT

Guided by an overarching intent to ensure student learning and development, Admissions Programs (AP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated service delivery expectations.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability and evaluation systems, and recognition and reward processes. AP must provide channels within the organization for regular review of administrative policies and procedures.

The institution must appoint or designate a leader in the AP. This leader must be positioned in the institutional organization so that the needs of students and the operations of admission are both well-represented and advocated at the highest levels of administration.

The specific title and lines of accountability may vary among institutions in light of particular settings and institutional needs. Selection of the chief admission officer should be based on personal characteristics as well as formal training.

The lead admission officer should be able to develop advocate, and implement a statement of the mission goals and objectives for the admission program on campus.

The lead admission officer should create an effective system to manage the programs, services, and personnel of the admission office. He or she should plan, organize, staff, lead, and regularly assess programs. The leader should also be able to coordinate the admission program with other institutional services and with institutional development activities.

The lead admission officer should attract and select qualified staff members who are capable of making informed decisions about policies, procedures, personnel, budgets, facilities and equipment. He or she should assume responsibility for program and staff development, assessment, and improvement.

Administrative policies and organization structures should be written, properly disseminated and posted, and modified when necessary.

Admission programs, policies, and procedures should minimally include:

- an organizational chart which depicts areas of accountability and reporting relationships for units and personnel as appropriate
- job descriptions that accurately reflect the duties and responsibilities for all admission program personnel
- clearly stated criteria used in the decision making process for admission to the institution and the source of authority for the criteria employed
- steps for appealing, evaluating, or revising policies and procedures

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 4. ORGANIZATION AND ADMINISTRATION (<i>Criterion Measures</i>)	Rating Scale
4.1 The program is structured purposefully and managed effectively.	ND 1 2 3 4 NR
4.2 Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND 1 2 3 4 NR
4.3 Effective management practice exists that includes access to and use of relevant data, clear channels of authority, and viable communications, accountability, and evaluation systems.	ND 1 2 3 4 NR
4.4 Channels are in place for regular review of administrative policies and procedures.	ND 1 2 3 4 NR

Part 4: Organization and Management Overview Questions

A. What are the institutional organizational structures that define, enable, or restrain the program?

The Office of Undergraduate Admissions houses two very critical functions: 1) the recruitment of all domestic undergraduate students, and 2) the processing of admissions materials for all undergraduate applicants. Within the office, there is an experienced associate director to oversee each of these functions. The two associate directors meet regularly with the director to address areas of improvement within the office and identify critical strategies to achieve university goals. The director shares this information directly with the Vice President for Student Services during bi-monthly meetings and has monthly open dialogue with the Executive Enrollment Management Team, which includes the VP for Business/Finance, the Provost, and the President's Chief of Staff.

B. What protocols or processes are in place to insure effective management of the program?

The director of Admissions is evaluated annually by the VP for Student Services. The director also supervises and performs annual performance appraisals of all staff members to ensure their effectiveness and understanding of the office's mission. An annual retreat is held with the members of the Executive Enrollment Management Team to assess admission standards, scholarship parameters, recruitment strategies, and other pertinent items as they relate to realistic enrollment goals. A summary of these recommendations is presented to the President of the University for approval.

Part 5: HUMAN RESOURCES

Admission Programs (AP) must be staffed adequately by individuals qualified to accomplish its mission and goals. Within established guidelines of the institution, programs and services must establish regular procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities. AP must strive to improve the professional competence and skills of all personnel it employs.

Professional admissions staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

AP must have technical and support staff members adequate to accomplish its mission. Staff members must be technologically proficient and qualified to perform their job functions, be knowledgeable of ethical and legal uses of technology, and have access to training. The level of staffing and workloads must be adequate and appropriate for program and service demands.

Salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

AP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community.

AP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals.

AP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

PROFESSIONAL STAFF

The senior admission officer should be an experienced and effective manager and have substantial work experience in admission-related employment.

Professional staff members should be competent to provide assistance to the prospective student and to work effectively to assist each student with his or her educational goals. This assistance may include, but should not be limited to, the following:

- ethical and objective presentation of the institution's programs and opportunities; careful and concerned analysis of each student's goals
- establishment of a clear understanding of likely student-institution compatibility
- responsible decision-making in the selection of an institution
- knowledgeable guidance and counseling on all admission issues and concerns; interpretation of tasks and statistical data
- explanation of and placing in a proper context any relevant governmental policy or practice on education

The professional staff should be knowledgeable in the areas of marketing, financial aid, and testing, and should demonstrate knowledge and sensitivity to the needs of traditionally under-represented students and students with a special talent. Activities in these special areas of concern should contribute positively to the reputation of the institution and its position in the higher education marketplace.

Each admission staff member should be specifically trained to articulate the institution's unique and essential aspects. This training should be supplemental to formal outside training. While no specific timeline is prescribed, a minimum of two weeks' specialized training is recommended. Included in this training should be:

- a thorough tour of the campus
- familiarization with the college catalog, all academic programs, freshman and transfer admission policies, and all service and social aspects of the institution
- systematic orientation to relevant other facets of the institution
- familiarization with clerical and financial aid operations

Institutions should provide ongoing opportunities for career-related information and professional growth to the entire admission staff. This process will promote effective admission services and encourage the continued involvement of admission personnel in the field. Numerous avenues promote professional growth. These include in-service workshops, membership and participation in professional organizations, and the development of an admission library. A library should include current scholarly literature, research findings, trade journals, and newspapers.

Continuing education is essential for all admission officers. It is important to be alert to changes within the field and to be able to integrate changes into daily practice when appropriate. Every admission officer should be:

- willing to seek out and implement new ideas
- able to translate new ideas into practical methods for improving the overall operation of the admission function
- willing to seek out and use new conceptual frameworks and equipment that bring information to students more clearly and effectively
- aware of relevant developments in the broad context of formal education and able to incorporate these developments in his or her work

For formal training in preparation for professional admission work, suggested areas for graduate work include student services administration and higher education management. Additional course work may include computer literacy, research and statistical methods, counseling, enrollment management, legal issues relating to admission and higher education, leadership skills, transcript evaluation and public relations.

SUPPORT STAFF

Support staff members such as administrative assistants, transcript evaluators, and office assistants, should possess the academic background, experience, personal interest, and competence necessary for effective performance of their responsibilities. Support staff should be skilled in interpersonal communications, public relations, referral techniques, and dissemination of information.

Training in procedures, policies, and good office practices should be included in the employment orientation for clerical and support staff. Such training will promote a consistent presentation of the institution and dependable performance of staff.

An annual admission staff workshop to plan and review admission programs is recommended. Topics and components of the workshop may include current issues in college admission, team development, marketing, computer operations, and financial aid issues and status.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 5. HUMAN RESOURCES <i>(Criterion Measures)</i>	Rating Scale
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5.1	The program is staffed adequately with personnel qualified to accomplish its mission.	ND 1 2 3 4 NR
5.2	Procedures are in place for staff selection, training, evaluation; supervision, and professional development opportunities.	ND 1 2 3 4 NR
5.3	The program strives to improve the professional competence and skills of all staff members.	ND 1 2 3 4 NR
5.4	Professional staff members hold either a relevant graduate degree or possess an appropriate combination of formal education and related work experience.	ND 1 2 3 4 NR
5.5	Degree or credential-seeking interns are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional staff members with appropriate credentials and work experience.	ND 1 2 3 4 NR
5.6	Student employees and volunteers are carefully selected, trained, supervised, and evaluated and have access to a qualified supervisor for guidance when exposed to situation beyond their training.	ND 1 2 3 4 NR
5.7	Student employees and volunteers are provided precise job descriptions, pre-service training, and continuing staff development.	ND 1 2 3 4 NR
5.8	Technologically trained and proficient staff members who are knowledgeable of ethical and legal uses of technology are in place to carry out essential program functions.	ND 1 2 3 4 NR
5.9	Staffing and workload levels are adequate and appropriate to meet the demands placed on the program by students and other constituents.	ND 1 2 3 4 NR
5.10	Staff member compensation is commensurate with those in comparable positions in comparable institutions and situations in the relevant geographical region.	ND 1 2 3 4 NR
5.11	Hiring and promotion practices are fair, inclusive, and non-discriminatory.	ND 1 2 3 4 NR
5.12	A diverse program staff is in place that provides readily identifiable role models for students.	ND 1 2 3 4 NR
5.13	Position descriptions for all staff members are in place and used for performance appraisal and planning purposes.	ND 1 2 3 4 NR
5.14	The program has a system for regular staff evaluation.	ND 1 2 3 4 NR
5.15	The program provides staff members with continuing education and professional development opportunities including in-service programs and professional conferences and workshops.	ND 1 2 3 4 NR

Part 5: Human Resources Overview Questions

A. What is the strategic plan for staffing the program?

The plan is to staff the program to meet the demands of our customers and enable goal achievement. Due to the multiple functions provided by the office, we intend to have adequate numbers of educated staff available to serve students. Our current staff consists of five full-time admission processors, one residency coordinator, one full-time front desk receptionist, and 7-10 part-time student workers to assist with the in-coming calls, walk-in traffic, and the processing of applications. To address the recruitment needs, we have five territory managers, one program coordinator/campus host, 7-10 student workers and 70 student ambassadors to assist with campus tours, direct mail campaigns, telecounseling, and electronic communications.

B. In what ways are staff members' qualifications insured and their performance judged?

Student workers are evaluated on a semester-by-semester basis by their direct supervisor as well as the director. Under the direction of the Human Resources Department, all classified and professional staff participate in a uniform performance appraisal conducted by their direct supervisor and signed by the director. Both associate directors and the director also receive anonymous peer evaluations, which are reviewed with their supervisors as part of their performance appraisals. Employees are given the opportunity to both comment and sign-off on their individual evaluations.

C. In what ways does the program train, supervise, and evaluate staff members?

All classified and professional staff participate in a weekly staff meeting conducted by the director. Student ambassadors also meet weekly with the recruitment staff to report on assignments and coordinate activities and communication with students. Monthly training meetings are held for all student workers, which also serves as a forum to get answers to questions and reaffirm the office's mission to serve students. Full-time employees attend an annual conference for all admissions and registration staffs across the state. This is a chance to address change, share ideas, and adopt best practices. Program leadership also attend national conferences to learn more about trends and laws affecting recruitment and admissions.

Part 6: FINANCIAL RESOURCES

The Admission Programs (AP) must have adequate funding to accomplish its mission and goals. Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources.

AP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

The institution must prescribe policies governing:

- **in-kind consideration in lieu of cash payment, reimbursement, or remuneration for approved admission related activity or participation**
- **any necessary external contractual agreements (e.g., professional consultation fees, special mailings)**
- **travel, accommodations, and all expenditures authorized for recruitment purposes; reimbursements for out-of-pocket expenses**

Institutions should provide support for an admission program that offers prospective students ample opportunities to:

- inquire about the entrance requirements and nature of the institution
- inquire about and receive counseling regarding the institution's admission process and apply for admission
- receive financial aid information and forms
- be interviewed as applicants for admission
- receive assistance in orientation and academic advisement

Institutional admission offices should be able to respond in a timely manner to requests for information, literature, programs and services upon the request of prospective students.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 6. FINANCIAL RESOURCES <i>(Criterion Measures)</i>	Rating Scale
6.1 The program has adequate funding to accomplish its mission and goals.	ND 1 2 3 4 NR
6.2 Funding priorities are determined within the context of program mission, student needs, and available fiscal resources.	ND 1 2 3 4 NR

6.3 The program demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols.	ND 1 2 3 4 NR
6.4 The admission program must prescribe policies governing: 6.4a in-kind consideration in lieu of cash payment, reimbursement, or remuneration for approved admission related activity or participation	ND 1 2 3 4 NR
6.4b contractual agreements	ND 1 2 3 4 NR
6.4c travel accommodations, travel expenditures and reimbursements	ND 1 2 3 4 NR

Part 6: Financial Resources Overview Questions

A. What is the funding strategy for the program?

Funding strategies are identified with help from the Admissions staff as well as the Executive Enrollment Management Team. The strategy is to find the best investments to help students make an educated decision and ensure the University enrolls the best-qualified students. Allocation of new funds always have a specific, intentional purpose and are subject to intense assessment.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

The Admissions Office submits a written assessment of all programs and services to the VP for Student Services. Expenses are tracked by the administrative assistant and shared monthly with the director. Updates are discussed regularly with the two associate directors, who share responsibility for portions of the budget.

Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

Admission Programs (AP) must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

Sufficient office space should be allocated for confidential interviews and counseling, processing of all relevant documents, files, and staff supervision.

Office space should be adequate and properly equipped for the secure and confidential storage of student records as appropriate.

Security measures, facilities, and equipment appropriate for handling cash or negotiable paper should be provided when necessary.

The admission office should be readily accessible to prospective students, parents and others who have need for admission services or personnel.

Special concern for providing readily accessible and nearby parking, or the availability of convenient public transportation is strongly recommended.

Campus maps and highly visible signage that will assist visitors and prospective students to locate the admission office are strongly recommended.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 7. FACILITIES, TECHNOLOGY, and EQUIPMENT (<i>Criterion Measures</i>)	Rating Scale
7.1 The program has adequate, suitably located facilities, technology, and	

equipment to support its mission.	ND 1 2 3 4 NR
7.2 Program facilities, technology, and equipment are evaluated regularly.	ND 1 2 3 4 NR
7.3 Facilities, technology, and equipment are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users.	ND 1 2 3 4 NR

Part 7: Facilities, Technology, and Equipment Overview Questions

A. How are facilities, technology, and equipment inventoried and maintained?

Technology is tagged and inventoried by the USU equipment inventory personnel. Admissions computer programmer keeps track of technology rotation/updates. Student Center custodial staff maintains facilities.

B. What evidence exists to confirm facilities, technology, and equipment access, health, safety, and security for all who are served by the program?

We have a scheduled inventory. Fire marshal inspects for safety issue. Custodial staff has a regular check list. Weekly staff meetings where issues of concern can be addressed.

Part 8: LEGAL RESPONSIBILITIES

Admission Programs (AP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities. Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution’s policies.

Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 8. LEGAL RESPONSIBILITIES <i>(Criterion Measures)</i>	Rating Scale
8.1 Program staff members are knowledgeable about and response to laws and regulations relevant to their respective responsibilities.	ND 1 2 3 4 NR
8.2 Staff members inform users and officials of legal obligations and limitations associated with implementing the program.	ND 1 2 3 4 NR
8.3 Staff members use informed practice to limit the liability exposure of the institution and its personnel.	ND 1 2 3 4 NR
8.4 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options.	ND 1 2 3 4 NR
8.5 Legal advice is available to staff members as needed to carry out assigned	ND 1 2 3 4 NR

responsibilities.	
8.6 Both staff and students are informed in systematic fashion about extraordinary or changing legal obligations and potential liabilities.	ND 1 2 3 4 NR

Part 8: Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

FERPA, FLSA, AA/EO

B. How are staff members instructed, advised, or assisted with legal concerns?

Every new staff member is trained on regulations. Daily questions are referred to Director and Associate director for clarification. All employees receive annual training on FLSA and AA/EO. Employees are encouraged to bring matters to the attention of management before problems escalate. Campus departments also have access to the University’s general legal counsel.

Part 9: EQUITY and ACCESS

Staff members must ensure that Admission Programs (AP) are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. Each program and service must adhere to the spirit and intent of equal opportunity laws.

AP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Consistent with their mission and goals, programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 9. EQUITY AND ACCESS <i>(Criterion Measures)</i>	Rating Scale
9.1 All programs and services are provided on a fair and equitable basis.	ND 1 2 3 4 NR
9.2 All program facilities and services are accessible to prospective user.	ND 1 2 3 4 NR
9.3 Program operations and delivery are responsive to the needs of all students and other users.	ND 1 2 3 4 NR
9.4 All services adhere to the spirit and intent of equal opportunity laws.	ND 1 2 3 4 NR
9.5 Program policies and practices do not discriminate against any potential users.	ND 1 2 3 4 NR

9.6 The program acts to remedy imbalances in student participation and staffing.	ND 1 2 3 4 NR
9.7 Services are conveniently available and accessible to distance learner students or arrangements have been made for students to have access to related services in their geographical area.	ND 1 2 3 4 NR

Part 9: Equity and Access Overview Questions

A. How does the program insure non-discriminatory, fair, and equitable treatment to all constituents?

The admissions standard is published and students must meet the admissions policy to be admissible regardless of age, color, creed, cultural heritage, disability, ethnicity, gender identity, nationality, political affiliation, religious affiliation, sex, sexual orientation, or social, economic, marital, or veteran status. Students can apply for admission over the web 24/7. Paper applications are available upon request.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of staff members?

The Admissions Office coordinates regularly with members of the distance education staffs to promote common practices and mission. The office has helped regional campuses plan open houses and recruitment publications to reach targeted groups of students. The office has also participated in planned training sessions with campus staff to discuss policies and educate employees regarding our services.

Part 10: CAMPUS and EXTERNAL RELATIONS

Admission Programs (AP) must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

Institutional organizational functions and constituencies linked to admission typically include financial aid, student development, student activities, athletics, student accounts, academic support, counseling, career planning and placement, the registrar, records, the faculty, the alumni, and institutional advancement. Residents of the larger community in which the institution is located may also have special interests regarding institutional admission practices.

Students with special needs should be identified and referral made to the appropriate office. Special needs may include those with learning disabilities, physical handicaps, deficiencies in certain academic skills, and those who come from educationally disadvantaged backgrounds. Financial aid and admission decisions should be made independently. However, the financial aid office should have access to appropriate information in the student's admission file. After financial aid has been allocated, the admission office should have access to information regarding the amount and characteristics of the financial aid award. Admission decisions should be based on the establishment or a match between the student's needs and the characteristics of the institution. A student's apparent ability to pay for the services of the institution should not affect the admission decision.

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

PART 10. CAMPUS and EXTERNAL RELATIONS (<i>Criterion Measures</i>)	Rating Scale
10.1 The program has established, maintained, and promoted effective relations with relevant campus and external individuals and agencies.	ND 1 2 3 4 NR

Part 10: Campus and External Relations Overview Questions

A. With which relevant individuals, groups, campus offices, and external agencies must the program maintain effectively relations?

Internal audiences include academic departments/colleges, student service offices, marketing/public relations, alumni relations, financial aid, registration, public design and production, distribution, scheduling, Provost's Office, President's Office, budget and finance, development, student involvement and activities, housing, motor pool, the Board of Trustees, etc. External audiences include local tourism officials, high school and college administrators and advisors, State Office of Education, the Board of Regents Office, and national organizations such as NACAC and AACRAO.

B. What evidence confirms effective relationships with program constituents?

The Admissions Office conducts monthly meetings with on-campus entities to coordinate all recruitment activities and communications. This committee determines the agenda for on-campus events, sets dates for off-campus events and open houses, develops written communication for students, and reviews previous and current practices. Other campus committees include the Alumni Events Planning Committee, Student Center Scheduling Meeting, and Conference Services. Admissions staff also meet regularly with the valley's tourism department to coordinate calendar items and collaborate on prospective student publications. Recruiters and office leadership participate in quarterly meetings with recruitment staffs from the other schools across the State.

Part 11: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Admission Programs (AP) must nurture environments where commonalities and differences among people are recognized and honored.

AP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. AP must educate and promote respect about commonalities and differences in their historical and cultural contexts.

AP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 11. DIVERSITY <i>(Criterion Measures)</i>	Rating Scale
11.1 The program nurtures environments wherein commonalities and differences among people are recognized and honored.	ND 1 2 3 4 NR
11.2 The program promotes experiences characterized by open communication that deepens understanding of identity, culture, and heritage.	ND 1 2 3 4 NR
11.3 The program promotes respect for commonalities and differences in historical and cultural contexts.	ND 1 2 3 4 NR
11.4 The program addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND 1 2 3 4 NR

Part 11: Diversity Overview Questions

A. In what ways does the program contribute to the nurturing of diversity?

The University has numerous outreach programs for multicultural students. We assist with the delivery of Gear-Up activities, a federal program offered to low-income, underrepresented students encouraging them to pursue a higher education. Our staff provides workshops addressing admission standards, test preparation, and college choice. We also publish literature specific to multicultural audiences.

B. How does the program serve the needs of diverse populations?

Utah has a growing population of multicultural students. In an effort to serve this population, the Admissions Office has hired two bilingual recruiters (both speak Spanish) who coordinate recruitment and outreach efforts with the Multicultural Student Services Office. Special visits with high school groups are scheduled to encourage students to pursue higher education and assist them with identifying necessary financial and educational resources. The office also hosts an annual campus program for multicultural students to experience university life for a weekend and interview for scholarship money.

Part 12: ETHICS

All persons involved in the delivery of Admission Programs (AP) must adhere to the highest principles of ethical behavior. AP must develop or adopt and implement appropriate statements of ethical practice. AP must publish these statements and ensure their periodic review by relevant constituencies.

Staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others.

Staff members must strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

AP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must maintain the highest principles of ethical behavior in the use of technology.

All printed material including application forms, financial aid information, and promotional literature must accurately represent the institution’s goals, services, programs, and policies.

As professional AP members, admission personnel must receive compensation in the form of a fixed salary, rather than commissions or bonuses on the number of students recruited or enrolled.

Admission officers must insure timely and fair administration of policies regarding: admission decisions; proper notification; wait-listing; evaluating student competencies, credentials, and prior credits and confidentiality in keeping with federal and state laws.

Promotional publications, written communications, and presentations must:

- **state entrance requirements clearly and precisely;**
- **include a current and accurate admission calendar;**
- **provide precise information on opportunities for financial aid;**
- **offer accurate and detailed information regarding special programs; and**
- **include realistic descriptions, illustrations, and photographs of the campus and community**

Development of admission criteria must be centered around the probability of academic success. When evaluating applicants, particularly those with special talents, admission officers must be guided by their best judgment and should make exception to established admission policies only after a thorough and prudent evaluation of all relevant circumstances including where appropriate, consultation with relevant other agencies.

In some cases applicants may possess outstanding talent in drama, music, athletics, art, or other areas. These students might not meet all established criteria for academic success. However, in some cases a special talent can motivate a student to perform well in a secondary school program. Where this is possible, admission officers are encouraged to acknowledge the special talent when evaluating the applicant.

In some cases, the applicants may possess special needs. For instance, students with learning disabilities or those from academically disadvantaged backgrounds might be admitted. Ethical practices would insist that the appropriate support services be available for these students if they are admitted.

Any comparisons made between or among institutions must be based on accurate and appropriate data. General comments of a disparaging nature about other institutions must be avoided.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 12. ETHICS (<i>Criterion Measures</i>)	Rating Scale
12.1 All program staff members adhere to the principles of ethical behavior	ND 1 2 3 4 NR

	adopted, published, and disseminated by the program to guide ethical practice.	
12.2	The program has a written statement of ethical practice that is reviewed periodically.	ND 1 2 3 4 NR
12.3	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and program statements of ethical practice.	ND 1 2 3 4 NR
12.4	Information contained in students' education records is never disclosed without written consent except as allowed by law and institutional policy.	ND 1 2 3 4 NR
12.5	Information judged to be of an emergency nature when an individual's safety or that of others in involved is disclose to appropriate authorities.	ND 1 2 3 4 NR
12.6	All staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals.	ND 1 2 3 4 NR
12.7	Staff members avoid personal conflicts of interest or appearance thereof in transactions with students and others.	ND 1 2 3 4 NR
12.8	Staff members strive to ensure the fair, objective, and impartial treatment of all persons with whom they deal and do not condone or participate in behavior that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR
12.9	Staff members ensure that funds are managed in accordance with established institutional fiscal accounting procedures, policies, and processes.	ND 1 2 3 4 NR
12.10	All staff members perform assigned duties within the limits of training, expertise, and competence and when these limits are exceeded referrals are made to persons possessing appropriate qualifications.	ND 1 2 3 4 NR
12.11	Staff members confront and otherwise hold accountable others who exhibit unethical behavior.	ND 1 2 3 4 NR
12.12	Staff members practice ethical behavior in the use of technology.	ND 1 2 3 4 NR
12.13	Staff members do not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.	ND 1 2 3 4 NR
12.14	Admission staff members perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.	ND 1 2 3 4 NR
12.15	Staff members use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.	ND 1 2 3 4 NR
12.16	All printed material including application forms, financial aid information, and promotional literature accurately represent the institution's goals, services, programs, and policies.	ND 1 2 3 4 NR
12.17	Admission personnel must receive compensation in the form of a fixed salary, rather than commissions or bonuses on the number of students recruited or enrolled.	ND 1 2 3 4 NR
12.18	Admission programs must insure timely and fair administration of policies regarding: 12.18a admission decisions	ND 1 2 3 4 NR

12.18b proper notification of admissions decisions	ND 1 2 3 4 NR
12.18c wait-listing	ND 1 2 3 4 NR
12.18d evaluating student competencies, credentials, and prior credits and confidentiality in keeping with federal and state laws.	ND 1 2 3 4 NR
12.19 Promotional publications, written communications, and presentations must:	
12.19a state entrance requirements clearly and precisely	ND 1 2 3 4 NR
12.19b include a current and accurate admission calendar	ND 1 2 3 4 NR
12.19c precise information on opportunities for financial aid	ND 1 2 3 4 NR
12.19d offer accurate and detailed information regarding special programs including realistic descriptions, illustrations, and photographs of the campus and community	ND 1 2 3 4 NR
12.20 Admission criteria is centered around the probability of academic success.	ND 1 2 3 4 NR
12.21 When evaluating applicants admission officers are guided by their best judgment.	ND 1 2 3 4 NR
12.22 Exceptions to established admission policies are made only after a thorough and prudent evaluation of all relevant circumstances.	ND 1 2 3 4 NR

Part 12: Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

By adhering to FERPA, AACRAO, and NACAC policies and codes of conduct, we strive to maintain fair and just requirements, decisions, and communications with all our audiences.

B. What is the program's strategy for managing student and staff member confidentiality issues?

All records are kept in secure and supervised locations; computer screens are shielded from public view; staff are trained annually on University and national guidelines as they relates to confidentiality.

C. How are ethical dilemmas and conflicts of interest managed?

The director shoulders all responsibility for the actions of the office. If an employee encounters such a dilemma, they are instructed to inform/consult with the director or immediate supervisor immediately. All matters relating ethical conflicts are approved and made by the director under the supervision of the VP for Student Services. If employees do not adhere to this structure, actions may be grounds for dismissal.

D. In what ways are staff members informed and supervised regarding ethical conduct?

Specific questions or issues are welcomed as a discussion item during our weekly staff meeting and monthly student meetings. The Admissions Leadership Team also discusses such items regularly and the associate directors are responsible for educating their employees. The division of Student Services also hosts an annual training for all employees.

Part 13: ASSESSMENT and EVALUATION

Admission Programs (AP) must conduct regular assessment and evaluations. Programs and services must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

AP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Each institution should require that its admission offices, programs, and staff be evaluated regularly. This evaluation should determine the effectiveness of services to students and their families, achievement of departmental and institutional goals and direction toward more efficient cost-effective operations. The periodic study of needs, interests, and expectations of prospective and current students and others served by the program may be conducted in conjunction with these evaluations. Data collected from the study should be used to determine the effectiveness of institutional admission policies and programs. Marketing and recruitment techniques used by the admission officer should be regularly reviewed.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 13. ASSESSMENT AND EVALUATION (<i>Criterion Measures</i>)	Rating Scale
13.1 The program conducts regular assessment and evaluations and employs both qualitative and quantitative methodologies to determine how effectively its stated mission and student learning and development outcomes are being met.	ND 1 2 3 4 NR
13.2 The assessment process employs measures that ensure comprehensiveness and data collected include responses from students and other affected constituencies.	ND 1 2 3 4 NR
13.3 The program evaluates periodically how well it complements and enhances the institution's stated mission and educational effectiveness.	ND 1 2 3 4 NR
13.4 Results of these evaluations are used to revise and improve the program and to recognize staff performance.	ND 1 2 3 4 NR

Part 13: Assessment and Evaluation Overview Questions

A. What is the grand assessment strategy for the program?

Each year, the office produces a strategic enrollment plan designed to reach desired enrollment goals. The strategies included in this plan are a direct result of the assessments conducted of previous plans. It is our intent to consistently improve our efforts and numbers, while reaming fiscal responsible and enrolling the best possible students to USU.

B. How are tangible, measurable outcomes determined to ensure program mission and goal achievement?

The staff assess such things as amount spent per student, number of attendees at events and activities, number of inquiries and requests, number of communications per student, profile of students from prospective level to enrollment, individual staff workload, participation form other campus entities, yield rates, etc.

C. How are student learning and development outcomes determined to ensure their level of achievement?

With the help of our Marketing/Public Relations Office, a professional consulting company is identified to conduct survey research with both prospective and current students. The periodic study of needs, interests, and expectations of our prospective and current students served by our programs helps us to identify the success of our efforts as they relate to student satisfaction and success rates. The AAA Office also conducts regular surveys amongst current students that also measure student satisfaction and help determine "best fit." This data is reviewed regularly and used to determine the effectiveness of institutional admission policies and programs. This data also helps to whether marketing and recruitment techniques used by the admission officers should be maintained or replaced.

CAS

Admission Programs

Work Form A Assessment, Ratings, and Significant Items

INSTRUCTIONS:

This work form should be completed following individual ratings of the participants. For each of the 13 Parts, identify (**circle**) the criterion measure item number(s) in the column labeled for which there is a substantial rating discrepancy (two or more ratings apart). Items not circled should reflect consensus among judges that practice in that area is satisfactory. Items where judgment variance occurs need to be discussed thoroughly by team members. Follow this action by determining which practices (criterion measures) can be designated as “excellent” or “unsatisfactory” and record them in the *Step One* column. In *Step Two*, list the items requiring follow-up action including any criterion measure rated as being unsatisfactory by any reviewer.

						Step One	
Part	Items					Excellent	Unsatisfactory
1. Mission	1.1 1.6a 1.6f	1.2, 1.6b 1.6g	1.3 1.6c 1.6h	1.4 1.6d	1.6 1.6e	X	
2. Program	2.1 2.4.3 2.4.8 2.4.13 2.6 2.8d	2.2 2.4.4 2.4.9 2.4.14 2.7 2.8e	2.3 2.4.5 2.4.10 2.4.15 2.8a 2.9	2.4.1 2.4.6 2.4.11 2.4.16 2.8b 2.10	2.4.2 2.4.7 2.4.12 2.5 2.8c	X	
3. Leadership	3.1 3.6 3.7e	3.2 3.7a 3.8	3.3 3.7b 3.9	3.4 3.7c 3.10	3.5 3.7d 3.11	X	
4. Organization & Management	4.1	4.2	4.3	4.4		X	
5. Human Resources	5.1 5.6 5.11	5.2 5.7 5.12	5.3 5.8 5.13	5.4 5.9 5.14	5.5 5.10 5.15	X	
6. Financial Resources	6.1 6.4c	6.2	6.3	6.4a	6.4b	X	
7. Facilities, Technology, & Equipment	7.1	7.2	7.3			X	
8. Legal Responsibilities	8.1 8.6	8.2	8.3	8.4	8.5	X	
9. Equity and Access	9.1 9.6	9.2 9.7	9.3	9.4	9.5	X	

10. Campus and External Relations	10.1					X	
11. Diversity	11.1	11.2	11.3	11.4		X	
12. Ethics	12.1 12.6 12.11 12.16 12.18 d 12.20	12.2 12.7 12.12 12.17 12.19 a 12.21	12.3 12.8 12.13 12.18 a 12.19 b 12.22	12.4 12.9 12.14 12.18b 12.19c	12.5 12.10 12.15 12.18c 12.19d	X	
13. Assessment & Evaluation	13.1	13.2	13.3	13.4		X	

Step Two: List item number(s) for each Part determined to merit follow-up and describe the practice weaknesses that require attention

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

CAS

Admission Programs

Work Form C Summary Action Plan

Step Four:

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required.

Please refer to the current Enrollment Management Plan for detailed action plans and assessment. A copy is available in the Admissions Office.

Part 1: Mission

Review mission statement and goals on a more regular basis; post a copy in the office for employees and customers to read.

Part 2: Program

Overall, the office would like to focus more on student learning and development as an outcome of all we do. This will need to start at the top with the office's leadership team, who all need to become less day-to-day task masters and focus more on creating and instilling vision amongst the team.

Part 3: Leadership

Continue to improve the program in response to evolving student needs and institutional priorities by reviewing current literature, attending national conferences/meetings, and meeting regularly with other campus leaders and administration

Part 4: Organization and Management

Continue to evaluate staffing needs and maintain open communication between lines of authority

Part 5: Human Resources

Continue to improve the professional competence and skills of all staff members, including student workers and ambassadors; provide opportunities for additional professional development and training

Part 6: Financial Resources

Continue to evaluate the necessary resources needed to maintain our level of operation and meet enrollment needs

Part 7: Facilities, Technology, and Equipment

Continue to maintain a strong working relationship with facility staff; seek options to expand workspace within the office; support computer specialist with required technology upgrades and equipment

Part 8. Legal Responsibilities

Continue to encourage staff members to use informed practice to limit the liability exposure of the institution and its personnel; when necessary, insure timely dissemination of policy/law changes affecting our students and campus community

Part 9: Equity and Access

Continue to build relationships and collaborate with our continuing education colleagues and provide opportunities for students to be educated regarding requirements and options

Part 10: Campus and External Relationships

Continue to build relationships with key constituencies both on and off campus; share successes and recognition with all who contribute to our efforts; continue to refine referral processes; maintain forums for educational updates and event planning

Part 11: Diversity

Continue our focused efforts to insure all students who seek a USU education are aware of available resources and opportunities; continue to produce literature and information specific to segments of our audiences and maintain staff members who have bilingual capabilities and a desire to work with multicultural students

Part 12: Ethics

Continue to train our employees regarding fair and equal standards; communicate efficiently and honestly with our audiences

Part 13: Assessment and Evaluation

Continue to review available research and survey outcomes as we shape annual plans and conduct assessment.