MEMORANDUM

TO: Kate Rowe,
Executive Director of Admissions and Enrollment Management
Charles Connolly, Jeff Lang, Kathy Payette
Directors of Admissions

FROM: Michael Weissberg
Vice President for Student Affairs

DATE: December 8, 2003

RE: Collegewide Recommendations

Thank you for submitting the collegewide recommendations from your Admissions Program Reviews. The process of reviewing the recommendations (i.e., with Kate Rowe, the Deans of Student Services, and the Student Affairs Committee) has now been completed. As you will note on the enclosed, most of the recommendations have been accepted, although a few are being held pending further information or discussion.

Inasmuch as many of the accepted recommendations are in actuality being referred back to you for implementation, please feel free to contact me or any of the Deans of Student Services if further discussions are needed, or if we can assist your efforts in any way.

Please know that the Deans of Student Services and I are well aware of just how time consuming and demanding the program review process can be. In addition to offering our congratulations for a job well done, please accept our appreciation for the hard work and dedication you have shown in seeing the program review process through to a successful conclusion.

c Deans Bergen, Koodin, and Rogers

Information Copies
Executive Deans Braxton, Connors, and Pryputniewicz

MW/at

Enc.
Admissions Program Review College-wide Recommendation

1. **Mission:**
   The mission itself is good, it provides appropriate guidance, but should be more visible in our catalog.
   (Disposition: accepted with the modification that the Directors will review the mission statement and make it more visible in the Offices of Admissions rather than the catalog.)

2. **Program:**
   All administrative departments, including Admissions need to internalize student development awareness.
   (Disposition: accepted; discuss with Directors for operational activities to increase awareness)

3. **Leadership:**
   The admissions leadership should be included in the development of the broader college goals and objectives.
   (Disposition: it was determined that the Executive Director adequately represents the Offices of Admissions in discussions of college-wide goals and objectives)

4. **Organization and Management:**
   Allocate additional resources for East End media marketing.
   (Disposition: accepted; the Executive Director will present this suggestion to the Director of Marketing and the V.P. for Institutional Advancement for further discussion)

   Use the Schedule of Classes as a vehicle to increase exposure of academic programs by publishing the complete list of programs and highlighting one academic program in each edition.
   (Disposition: accepted; the Executive Director will meet with the Director of Publications to discuss how to use available/additional space in the schedule of classes to promote awareness of program availability and highlight low enrollment programs.)

   Increase the variety and supply of materials used at "face to face" recruitment events.
   (Disposition: accepted; additional copies of existing publications have been printed for this purpose, and the creation of additional materials will be explored with the Directors of Admission and the Director of Publications)

   Plan to increase full-time central support staff for expeditious processing.
   (Disposition: requires additional discussion as budget considerations allow)

   Consider on-site admissions at all campuses on a continuous basis.
   (Disposition: requires additional discussion with the Directors of Admission.)

   Create a SAIN report for ATB program.
   (Disposition: accepted; this project has already been discussed with the Computer Center)

   Award scholarships as early as possible to increase the number of academically talented students.
   (Disposition: accepted; scholarships will be awarded as early as possible)

   Increase the application pool and yield prior to June 1st.
   (Disposition: requires further discussion with Directors of Admission to examine initiatives to do this)

   Develop an Admissions Office Manual which includes guidelines and reference materials on policies, laws, regulations and procedures relevant to admissions services as well as annually updated criteria for restricted programs.
   (Disposition: accepted; the Executive Director will coordinate the development of the manual)
5. **Human Resources:**
   Greater financial support of professional development for admissions is recommended. (i.e. attendance at professional conferences.)
   (Disposition: contractual support already exists for professional development. The Executive Director will attempt to designate a campus director to represent the college on college business where possible)

6. **Financial Resources:**
   Individual campus admissions budgets are small, admissions therefore relies heavily on funding from Central Admissions. It is therefore critical that Central Admissions be given an adequate budget.
   (Disposition: accepted)

7. **Facilities, Technology, and Equipment:**
   Pursue a request to the Computer Center to allow the “real time” update of the mainframe from CARS
   (Disposition: accepted; this is currently being discussed with the Computer Center.)

8. **Legal Responsibilities:**
   A College workshop should be initiated to cover professional liability issues.
   (Disposition: accepted; appropriate resources will be explored)

9. **Equal Opportunity, Access, and Affirmative Action:**
   Uniform admissions hours should be established across the college including regular evening hours to accommodate full and part-time students.
   (Disposition: further clarification & discussion is required to establish “ideal” hours for all campuses)

10. **Campus and Community Relations:**
    A dedicated professional should be employed to work closely with community agencies, offices, businesses and private organizations.
    (Disposition: accepted; a meeting should be arranged with the VP for Workforce Development and the VP for Institutional Advancement and Admissions to explore areas of mutual interest)

11. **Diversity:**
    The College should offer workshops to increase awareness and sensitivity to all forms of diversity. Use the admissions office to increase outreach to underrepresented ethnic, racial and cultural groups through materials highlighting multicultural programs, clubs and organizations.
    (Disposition: accepted.)

12. **Ethics:**
    The College should offer workshops and training periodically on the topic of workplace ethics.
    (Disposition: accepted; refer to the Directors for implementation)
    The College should adopt a written policy/statement addressing the ethical obligations of all staff.
    (Disposition: accepted; the Directors of Admission will review the AACRAO guidelines and adapt as needed.)

13. **Assessment and Evaluation:**
    An accurate and fair instrument needs to be found which regularly assesses the admissions operation. (Disposition: the admissions operation is currently assessed through the Program Review process, the New Student (Enrollment Services) Satisfaction Survey, and a soon-to-be-completed student evaluation of Student Services faculty.)

November 14, 2003
CAS
Council for the Advancement of Standards
in Higher Education

ADMISSION PROGRAM STANDARDS
SELF-ASSESSMENT WORKSHEET

Student support services programs in higher education are dedicated to promoting learning, personal development, and retention for college students. Effective programs and services for students require practitioners who understand the foundations of higher education, the educational value of academic enhanced student affairs programs, and the standards of professional practice; can create and implement environments that are conducive to student learning and development; and are able to provide students with viable systems that encourage and enhance learning and personal development. To be effective, these programs must be well organized and professionally administered.

The CAS Standards and Guidelines describe the basic structure and other essential elements of effective programs. However, they are subject to interpretation within the context of institutional mission and policies and should not be interpreted rigidly. Creative approaches to student learning and development are encouraged.

The CAS Admission Program Standards—the essential requirements for quality programs—are presented in bold-faced type and use the auxiliary verbs "shall" and "must." Guidelines are the statements printed in smaller regular type that follow the standards. Though guidelines are highly desirable elements that program leaders are encouraged to follow, they represent approaches connected with "good practice" and are not "requirements" that a program must meet to be in compliance with the standards. Guidelines explain, amplify, or interpret the meanings of the standards through examples and more detailed explanations. The auxiliary verbs "should" and "may" are used in guidelines. It is not uncommon practice for a self-assessment team to incorporate one or more of the CAS Guidelines into the review and rating process to strengthen and enhance a program beyond expected levels of practice.

For scoring purposes, an INA [Information Not Available] response for which documentation is not available should be scored as a 1; an Exemplary (EX) response should be scored as a 5. All other ratings should be scored as a number 1 through 5.

Recommended procedures and strategies for using the "criterion measure" rating scales for program evaluation purposes are described in detail in the introductory section of this Guide. Creation of a program action plan concludes the self-assessment process and, upon its completion, the worksheet can be used to guide the action plan’s development.
CAS
COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

CAS 1998 STANDARDS
SELF-ASSESSMENT WORKSHEET

Rater ___________________________ Date ___________________________

Program Reviewed ___________________________ Administrative Unit Reviewed ___________________________

Instructions:
The assessment criterion measures in this self-assessment worksheet are based directly on the CAS Standards and Guidelines as boxed. Use the scale below to rate the program under study against the assessment criterion statements. Place ratings in the space to the right of each criterion statement. Use the Information Not Available (INA) response ONLY when documentation of other information is unavailable to support the observation. Use the Exemplary (EX) response ONLY when documentation indicates that the criterion was met in exceptional fashion.

Part 1: MISSION

The institution’s admission program 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.

College and university admission programs 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.

Admission programs 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.
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 There exists a well developed, written program mission statement that is</td>
<td>1.1 5</td>
</tr>
<tr>
<td>consistent with the stated mission of the institution</td>
<td></td>
</tr>
<tr>
<td>1.2 The program has a well developed, written set of educational goals for students</td>
<td>1.2 5</td>
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<tr>
<td>that is consistent with the stated goals and purposes of the institution</td>
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<td>1.3 The stated mission and goals are used to guide the implementation of</td>
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<tr>
<td>program activities</td>
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<tr>
<td>1.4 Program goal statements are reviewed on a regular basis</td>
<td>1.4 4</td>
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<tr>
<td>1.5 Program goal statements are disseminated on a regular basis</td>
<td>1.5 5</td>
</tr>
<tr>
<td>1.6 Program goals and objectives are consistent with all CAS functional area</td>
<td>1.6 4</td>
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<tr>
<td>standards presented within this document</td>
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<tr>
<td>1.7 The admission program</td>
<td></td>
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<tr>
<td>1.7a addresses the abilities needs and expectations of prospective new,</td>
<td>1.7a 5</td>
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<tr>
<td>transfer, and returning students</td>
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<tr>
<td>1.7b establishes, promulgates, and implements admission criteria that</td>
<td>1.7b 5</td>
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<tr>
<td>accurately represent the mission, goals, and purposes of the institution</td>
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<tr>
<td>1.7c establishes, promulgates, and implements admission criteria that</td>
<td>1.7c 5</td>
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<tr>
<td>accommodate the abilities, needs, and interests of potential students</td>
<td></td>
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<tr>
<td>1.7d reflects the mission, goals, policies, procedures, facilities, and</td>
<td>1.7d 5</td>
</tr>
<tr>
<td>characteristics of the institution</td>
<td></td>
</tr>
<tr>
<td>1.7e is compatible with the institution’s ability to bring adequate resources</td>
<td>1.7e 5</td>
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<tr>
<td>to bear upon the relevant needs and aspirations of enrolled students</td>
<td></td>
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<tr>
<td>1.7f develops and regularly reviews the institution’s admission goals with</td>
<td>1.7f 5</td>
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<tr>
<td>appropriate institutional leaders</td>
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<td>1.7g establishes and maintains goals consistent with good admission practices</td>
<td>1.7g 5</td>
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<tr>
<td>1.7h establishes and maintains goals consistent with the nature and mission of the</td>
<td>1.7h 5</td>
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<tr>
<td>institution</td>
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</tbody>
</table>

Sum of Mission Ratings: 4.8

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:
Part 2: PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the cocurriculum. Admission programs and services 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.

Admission programs must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

Admission programs 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;
- acknowledgement 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 from the admission office as well as from any financial aid office;
- providing to students who are offered admission information about academic advising and counseling, and student orientation programs and activities. Any other information regarding student services which may enhance success at the institution should be provided.

The admission program 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.
<table>
<thead>
<tr>
<th>Assessment Criteria:</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The program is purposeful</td>
<td>2.1 4</td>
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<tr>
<td>2.2 The program is holistic</td>
<td>2.2 INA</td>
</tr>
<tr>
<td>2.3 The program is . . .</td>
<td></td>
</tr>
<tr>
<td>2.3a deliberate in its intent, implementation, and outcome objectives</td>
<td>2.3a 5</td>
</tr>
<tr>
<td>2.3b coherent and congruent in its approach</td>
<td>2.3b 5</td>
</tr>
<tr>
<td>2.3c based on relevant theoretical foundations that incorporate knowledge of</td>
<td></td>
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<tr>
<td>human development and learning characteristics</td>
<td>2.3c 3</td>
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<tr>
<td>2.3d reflective of developmental and demographic profiles</td>
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<tr>
<td>of the students served</td>
<td>2.3d 5</td>
</tr>
<tr>
<td>2.3e responsive to the special needs of students being served</td>
<td>2.3e 5</td>
</tr>
<tr>
<td>2.4 The program promotes student learning and development by encouraging .</td>
<td>2.4a 4</td>
</tr>
<tr>
<td>2.4a intellectual development</td>
<td></td>
</tr>
<tr>
<td>2.4b effective communication skills</td>
<td>2.4b 4</td>
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<tr>
<td>2.4c realistic self appraisal</td>
<td>2.4c 4</td>
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<tr>
<td>2.4d enhanced self-esteem</td>
<td>2.4d 4</td>
</tr>
<tr>
<td>2.4e clarification of values</td>
<td>2.4e 3</td>
</tr>
<tr>
<td>2.4f appropriate personal and career choices</td>
<td>2.4f 5</td>
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<tr>
<td>2.4g leadership competence</td>
<td>2.4g INA</td>
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<td>2.4h physical fitness</td>
<td>2.4h INA</td>
</tr>
<tr>
<td>2.4i the ability to relate meaningfully to others</td>
<td>2.4i 3</td>
</tr>
<tr>
<td>2.4j an enhanced capacity to work both independently and collaboratively</td>
<td>2.4j 3</td>
</tr>
<tr>
<td>2.4k the capacity to function in socially responsible ways</td>
<td>2.4k 3</td>
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<tr>
<td>2.4l an enhanced capacity to engage in a personally satisfying</td>
<td>2.4l INA</td>
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<td>and productive style of living</td>
<td>2.4m INA</td>
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<tr>
<td>2.4m appreciation of cultural differences</td>
<td>2.4n INA</td>
</tr>
<tr>
<td>2.4n appreciation of aesthetic differences</td>
<td>2.4o 2</td>
</tr>
<tr>
<td>2.4o achievement of personal goals</td>
<td></td>
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<tr>
<td>2.5 The admission program . .</td>
<td></td>
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<tr>
<td>2.5a provides services designed to establish, meet,</td>
<td>2.5a 3</td>
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<tr>
<td>and maintain desired enrollment levels</td>
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<tr>
<td>2.5b promotes and maintains integrity, timeliness and</td>
<td>2.5b 4</td>
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<tr>
<td>accuracy in program delivery</td>
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<td>2.5c promotes deliberate educational planning opportunities for relevant</td>
<td>2.5c 3</td>
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<td>constituencies</td>
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<tr>
<td>2.5d provides oral and written information for relevant constituencies</td>
<td>2.5d 4</td>
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<tr>
<td>2.5e promotes and provides equal access to prospective students interested in and</td>
<td></td>
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<tr>
<td>capable of pursuing an education at the institution</td>
<td>2.5e 5</td>
</tr>
</tbody>
</table>
2.6 The institution's admission priorities, preferences, and objectives are stated clearly in formal written admission policies and procedures

2.7 The formal policy and procedures statement is easily obtainable by individuals seeking institutional admission

Sum of Program Ratings: 4

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify, and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:
Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower 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 attributes, and other professional credentials. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of admission programs and services 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; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Leaders must address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must improve the admission programs and services continuously in response to changing needs of students and institutional priorities.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 An admission program leader has been appointed and is empowered</td>
<td>3.1 2</td>
</tr>
<tr>
<td>3.2 The appointed leader is positioned appropriately within the administrative</td>
<td>3.2 3</td>
</tr>
<tr>
<td>structure to accomplish program and service goals and objectives</td>
<td></td>
</tr>
<tr>
<td>3.3 Appointed leaders are selected on the basis of . . .</td>
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</tr>
<tr>
<td>3.3a formal education and training</td>
<td>3.3a 5</td>
</tr>
<tr>
<td>3.3b relevant work experience</td>
<td>3.3b 5</td>
</tr>
<tr>
<td>3.3c relevant personal attributes</td>
<td>3.3c 4</td>
</tr>
<tr>
<td>3.3d relevant professional credentials</td>
<td>3.3d 5</td>
</tr>
<tr>
<td>3.4 The institution has clearly established and promulgated its accountability</td>
<td>3.4 2</td>
</tr>
<tr>
<td>expectations for the program leader</td>
<td></td>
</tr>
<tr>
<td>3.5 The institution fairly assesses the leader's performance</td>
<td>3.5 3</td>
</tr>
<tr>
<td>3.6 The leader exercises authority over resources for which he or she is responsible</td>
<td>3.6 3</td>
</tr>
<tr>
<td>3.7 The admission program leader . .</td>
<td>3.7a 3</td>
</tr>
<tr>
<td>3.7b sets appropriate goals and objectives</td>
<td>3.7b 3</td>
</tr>
<tr>
<td>3.7c prescribes and practices appropriate ethical behavior</td>
<td>3.7c 4</td>
</tr>
<tr>
<td>3.7d recruits and selects well qualified staff members for positions in the</td>
<td>3.7d 3</td>
</tr>
<tr>
<td>organization</td>
<td></td>
</tr>
<tr>
<td>3.7e supervises and otherwise promotes the development of staff members in the</td>
<td>3.7e 2</td>
</tr>
<tr>
<td>organization</td>
<td></td>
</tr>
<tr>
<td>3.7f manages everyday operations of the program</td>
<td>3.7f 4</td>
</tr>
<tr>
<td>3.7g leads planning efforts for the program and service</td>
<td>3.7g 3</td>
</tr>
<tr>
<td>3.7h plans and manages the program budget</td>
<td>3.7h 1/4</td>
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<tr>
<td>3.7i assures that program evaluation processes and procedures are in place and</td>
<td>3.7i 3</td>
</tr>
<tr>
<td>operational</td>
<td></td>
</tr>
<tr>
<td>3.7j communicates effectively with program subordinates and superiors alike</td>
<td>3.7j 3</td>
</tr>
</tbody>
</table>
3.7k promotes cooperation and collaboration with professional colleagues and staff members

3.7l strives to marshal cooperation from other institutional constituencies and persons outside the institution

3.8 The leader addresses the behavior of individuals who tend to inhibit program goal achievement

3.9 The leader addresses organizational conditions that inhibit program goal achievement

3.10 The leader addresses environmental conditions that inhibit program goal achievement

3.11 The leader strives to improve program services continuously in response to changing needs of students

Sum of Leadership Ratings: 3.3

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:
Admission programs and services 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 work flow graphics or organizational charts, and service delivery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes. The admission program must provide channels within the organization for regular review of administrative policies and procedures.

The institution must appoint or designate a chief admission officer. This officer 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 chief 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 chief 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 chief 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

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**Assessment Criteria:**

4.1 The program is structured purposefully to achieve its stated goals

4.2 The program is managed effectively to achieve its stated goals

4.3 Current policies and procedures have been established and are accessible

4.4 Current and accurate written performance expectations are in place for all employees' functional work assignments

4.5 There exists a current and accurate organizational chart showing functional work responsibilities and reporting relationships within and beyond the program

4.6 Current and accurate service delivery expectations are available to guide staff performance

4.7 The program organization exhibits effective management through inclusion of...

4.7a clear sources and channels of authority

4.7b effective communication practices

4.7c well considered, systematic decision-making procedures

**Scale Score**

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CAS Self-Assessment Guide 9 Admission Program
4.7d well considered conflict resolution procedures
4.7e responsiveness to changing institutional and environmental conditions
4.7f appropriate and well monitored accountability systems
4.7g appropriate staff recognition and reward processes
4.7h channels of regular review of administrative policies and procedures
4.8 The institution has designates a chief admission officer
4.9 The needs of students are well-represented and advocated at the highest levels of institutional administration by the chief admission officer
4.10 The operations of admission are well-represented and advocated at the highest levels of institutional administration by the chief admission officer

Sum of Organization and Management Ratings: 2.7

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:

Admission Program 10 CAS Self-Assessment Guide
Part 5: HUMAN RESOURCES

The admission program must be staffed adequately by individuals qualified to accomplish its mission and goals. Admission programs and services must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities.

Professional admission staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience.

Degree or credential seeking interns and others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professional staff.

Each admission unit must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate 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.

Admission programs and services must intentionally employ a diverse staff to reflect the diversity of the institution’s student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community. Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policies and local, state/provincial; and federal law.

Admission programs and services must have a regular system of staff selection and evaluation, and must provide continuing professional development opportunities for staff including inservice training programs, participation in professional conferences, workshops, and other continuing education activities.

The admission office must be provided with or have designated adequate and qualified professional staff to fulfill the mission of the agency and to implement all aspects of the program.

PROFESSIONAL STAFF

The chief 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; and
• 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; and
• 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.

CLERICAL AND 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.

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**Assessment Criteria:**

5.1 The program is staffed adequately by individuals qualified to accomplish its mission and goals

5.2 The program has established procedures for . . .
   5.2a Staff selection
   5.2b Staff training
   5.2c Staff evaluation

5.3 The program has established and set expectations for staff supervision

5.4 The program provides appropriate professional staff development opportunities

5.5 Individual professional staff members hold either an earned graduate degree in a field relevant to the position held or possess an appropriate combination of education and experience

5.6 Interns and others in program sponsored training are qualified by enrollment in an appropriate field of study and relevant experience

Admission Program 12 CAS Self-Assessment Guide
5.7 Interns and others in training receive effective supervision from professional staff members 5.7 4

5.8 Student employees and volunteers are . . .
5.8a carefully selected 5.8a 4
5.8b trained and supervised by professional staff members 5.8b 3
5.8c systematically evaluated in their work 5.8c 1

5.9 Student employees and volunteers, when their knowledge and skills are not adequate for particular situations, refer students and others to qualified professional staff members for assistance 5.9 4

5.10 The program has secretarial and technical staff adequate to accomplish its mission 5.10 4

5.11 Staff members are technologically proficient to accomplish assigned tasks 5.11 4

5.12 Clerical staff members are qualified to perform . . .
5.12a reception duties 5.12a 5
5.12b office equipment operations 5.12b 4
5.12c records maintenance 5.12c 4
5.12d mail handling 5.12d 5

5.13 Salary levels and fringe benefits for all staff members are commensurate with those for comparable positions within the institution, in similar institutions, and in the local geographic area 5.13 4

5.14 The program employs staff members from diverse cultural, ethnic, and social backgrounds 5.14 3

5.15 Program hiring and promotion practices reflect affirmative action patterns as required to ensure diverse staffing profiles 5.15 3

5.16 The admission program has a regular system of staff selection and evaluation 5.16 3

5.17 The program provides staff with professional development opportunities including . . .
5.17a inservice training programs 5.17a 2
5.17b participation in professional conferences 5.17b 2
5.17c workshops 5.17c 2
5.17d continuing education activities. 5.17d 1

5.18 The admission program is provided with adequate and qualified professional staff to fulfill its mission and assigned services 5.18 2

Sum of Human Resources Ratings: 20 3.1

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

CAS Self-Assessment Guide 13  Admission Program
C. Identify and list discrepancies between assessment criteria and actual program practice:

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D. Identify and list action plans proposed to bring program into compliance with standards:

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E. Identify and list recommended action plans proposed to enhance program quality:

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Part 6: FINANCIAL RESOURCES

The admission program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

The admission program budget must be properly prepared, clearly detailed and defined, continually monitored and adequately funded for full program support.

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; apply for admission; and, where appropriate;
- 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.

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Assessment Criteria:

6.1 Funding is adequate to carry out the designated mission and goals of the program

6.2 The program determines and sets priorities within the context of its stated mission and goals, and resources

6.3 The program determines and sets its priorities within available fiscal resources

6.4 The admission program budget is properly prepared, clearly detailed and defined, continually monitored and adequately funded for full program support

6.5 The institution prescribes policies governing...

6.5a in-kind consideration in lieu of cash payment

6.5b reimbursement

6.5c remuneration for approved admission related activity or participation

6.5d external contractual agreements

6.5e authorized recruitment travel, accommodations, and all expenditures

Sum of Financial Resources Ratings: 3.1

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

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CAS Self-Assessment Guide 15 Admission Program
B. Identify, summarize, and cross reference documentation that affect rating decisions:

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C. Identify and list discrepancies between assessment criteria and actual program practice:

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D. Identify and list action plans proposed to bring program into compliance with standards:

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E. Identify and list recommended action plans proposed to enhance program quality:

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Part 7: FACILITIES, TECHNOLOGY, and EQUIPMENT

The admission program must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health and safety.

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.

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Assessment Criteria:

1. The admission program has adequate facilities to carry out its mission and goals 7.1 2
2. The program has adequate technology to carry out its mission and goals 7.2 4
3. The program has adequate equipment to carry out its mission and goals 7.3 4
4. Program facilities are suitably located to carry out its mission and goals 7.4 4
5. Program technology is suitably located to carry out its mission and goals 7.5 4
6. Program equipment is suitably located to carry out its mission and goals 7.6 3
7. The program's facilities are in compliance with relevant federal, state, provincial, and/or local requirements to provide appropriate access, health, and safety for all users 7.7 ?
8. The program's technology is in compliance with relevant federal, state, provincial, and/or local requirements to provide appropriate access, health, and safety for all users 7.8 5
9. The program's equipment is in compliance with relevant federal, state, provincial, and/or local requirements to provide appropriate access, health, and safety for all users 7.9 5

Sum of Facilities, Technology, and Equipment Ratings: 3.9

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

CAS Self-Assessment Guide 17 Admission Program
C. Identify and list discrepancies between assessment criteria and actual program practice:

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D. Identify and list action plans proposed to bring program into compliance with standards:

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E. Identify and list recommended action plans proposed to enhance program quality:

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Part 8: LEGAL RESPONSIBILITIES

Admission program staff members must be knowledgeable about and responsive to law and regulations that relate to their respective programs or services. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution through its 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 admission program 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. Admission counselors must be aware of the legal and ethical limits and standards relevant to their professional roles, and perform any counseling or guidance functions accordingly.

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Assessment Criteria:

| Scale Score |  
| 8.1 | Admission staff members are knowledgeable about and responsive to laws and regulations relevant to respective programs and services |
| 8.2 | Staff members exhibit practice that is reasonable and informed and that limits the institution and its officers, employees, and agents to liability exposure |
| 8.3 | Staff members are well informed about institutional policies regarding personal liability and related insurance coverage options |
| 8.4 | Staff members are provided access to legal advice as needed to implement assigned responsibilities |
| 8.5 | Staff members and students are informed in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities with which they may be faced |
| 8.6 | Admission staff members are aware of legal and ethical limits and standards relevant to their professional roles, and perform their functions accordingly |

Sum of Legal Responsibilities Ratings: 4

A. Cite CAS Guidelines to be assessed as program criteria measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:

CAS Self-Assessment Guide 19

Admission Program
Part 9: EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION

Admission program staff members must ensure that services and programs are provided on a fair and equitable basis. Each program and service must be accessible. Hours of operation must be responsive to the needs of all students. Each program and service must adhere to the spirit and intent of equal opportunity laws.

Admission programs and services must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy. Consistent with their mission and goals, admission programs must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

All admission publications and forms must clearly state students' rights and responsibilities in the admission process. Admission practices must be congruent with the institution's policies on Equal Opportunity, Access, and Affirmative Action. Admission publications must reflect relevant institutional policies.

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<td>9.1 Staff members exhibit behavior that ensures the provision of services and programs on a fair and equitable basis</td>
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<td>9.2 The program and service is accessible to all eligible constituents</td>
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<td>9.3 Program hours of operation are responsive to the needs of all students, including traditionally under-represented, evening, part-time, and commuter students</td>
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<td>9.4 Adherence to the spirit and intent of equal opportunity laws are evident</td>
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<td>9.5 Nondiscriminatory personnel policies regarding age, color, disability, gender, race, national origin, religious creed, sexual orientation, and/or veteran status exists and are followed unless exceptions are required by law or institutional policy</td>
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<td>9.6 Affirmative action is taken to remedy significant imbalances in student participation and staffing patterns</td>
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<td>9.7 Admission publications and forms clearly state students' rights and responsibilities in the admission process</td>
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<td>9.8 Admission practices are congruent with the institution’s policies on equal opportunity, access, and affirmative action</td>
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<td>9.9 Admission publications clearly reflect relevant institutional policies</td>
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Sum of Equal Opportunity, Access, and Affirmative Action Ratings: 4.1

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:
C. Identify and list discrepancies between assessment criteria and actual program practice:

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D. Identify and list action plans proposed to bring program into compliance with standards:

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E. Identify and list recommended action plans proposed to enhance program quality:

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Part 10: CAMPUS and COMMUNITY RELATIONS

Admission programs and services must establish, maintain, and promote effective relations with relevant campus offices and external agencies. Admission documents used by academic advising and counseling, orientation, housing, counseling, testing, the office of records and international student services must be accurate and handled with confidentiality.

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.

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Assessment Criteria:

10.1 Intentional efforts are made to establish and maintain effective working relationships with campus offices whose operations are relevant to the mission and goals of the program

10.2 Intentional efforts are made to promote effective working relationships with campus offices whose operations are relevant to the mission and goals of the program

10.3 Intentional efforts are made to establish and maintain effective working relationships with community agencies whose operations are relevant to the mission and goals of the program

10.4 Intentional efforts are made to promote effective working relationships with community agencies whose operations are relevant to the mission and goals of the program

10.5 Admission records used by academic advising, orientation, housing, counseling, testing, records office, and international student services are accurate and handled with confidentiality

Sum of Campus and Community Relations Ratings: 2.8

A. Cite CAS Guidelines to be assessed as program criterion: measures for the self-study:

____________________________________________________________________________________________________________________________________
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B. Identify, summarize, and cross reference documentation that affect rating decisions:

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Admission Program 22  CAS Self-Assessment Guide
C. Identify and list discrepancies between assessment criteria and actual program practice:

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D. Identify and list action plans proposed to bring program into compliance with standards:

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E. Identify and list recommended action plans proposed to enhance program quality:

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Part 11: DIVERSITY

Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, admission programs and services must nurture environments where similarities and differences among people are recognized and honored.

Admission programs must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures. Admission programs must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

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**Assessment Criteria:**

11.1 The admission program makes concerted efforts to nurture environments where similarities and differences among people are recognized and honored

11.2 The program and service promotes cultural educational experiences that...

11.2a are characterized by open and continuous communication

11.2b deepen understanding of a student's own culture and heritage

11.2c respect and educate about similarities among people

11.2d respect and educate about differences among people

11.2e respect and educate about the histories of various cultures

11.3 The program, when establishing and implementing policies and procedures, addresses unique characteristics and needs of the diverse population it serves

**Scale Score**

11.1 2
11.2a 2
11.2b 1
11.2c 1
11.2d 1
11.2e 2
11.3 2

**Sum of Diversity Ratings:** 11.6

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:

C. Identify and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:

Admission Program 24 |
CAS Self-Assessment Guide
Part 12: ETHICS

All persons involved in the delivery of admission programs and services must adhere to the highest principles of ethical behavior. Admission programs must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. Programs and services must publish these statements and assure their periodic review by all concerned. Admission staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law.

Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all 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. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is subpoenaed by law. Programs and services must apply a similar dedication to privacy and confidentiality to research data concerning individuals. 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.

Admission 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 insure the fair, objective, and impartial treatment of all persons with whom they deal.

When handling institutional funds, admission staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures.

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

Admission 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 members of the institution's staff, 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.

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<tr>
<th>Scale</th>
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<td>12.5</td>
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<td>12.14</td>
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<tr>
<td>12.15</td>
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</table>

Assessment Criteria:

12.1 All staff members adhere to the highest principles of ethical behavior
12.2 Staff members have developed and/or adopted a statement of ethical standards for the program and service to use as a guide to professional practice
12.3 The adopted ethical standards are available in written form, and accessible to staff members
12.4 The adopted ethical standards are reviewed periodically by professional staff
12.5 Appropriate measures are in place to assure privacy of individuals and confidentiality of information concerning all communications and records considered confidential unless exempted by law
12.6 Appropriate steps have been taken to insure that information disclosed in individual counseling sessions remains confidential unless written permission to divulge the information is given by the student
12.7 Program policy calls for information judged to be of an emergency nature, especially when the safety of the individual or others is involved, to be disclosed to appropriate authorities in a timely fashion
12.8 Program policy requires that information contained in students' educational records not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is subpoenaed by law
12.9 The program and service protects the privacy and confidentiality of research data concerning individuals in a fashion similar to that of other confidential information
12.10 Staff members are informed about and comply with the provisions of the institution's human subjects research policy and other relevant
12.11 Staff members recognize and make concerted efforts to avoid personal conflicts of interest or the appearance thereof in their transactions with students and others
12.12 Staff members exhibit behavior consistent with the desire to ensure the fair, objective, and impartial treatment of all persons with whom they deal
12.13 Staff members function so as to ensure that institutional funds are managed in accordance with established and responsible accounting procedures
12.14 Staff members do not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment
12.15 Staff members consistently perform their duties within the limits of their training, expertise, and competence and refer individuals in need of advanced levels of assistance to staff members who possess appropriate qualifications
12.16 Staff members apply suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

12.17 Staff members maintain high principles of ethical behavior when using technology.

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

12.19 Admission personnel receive compensation in the form of a fixed salary and not commissions or bonuses based on recruitment productivity.

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

12.21 Promotional publications, written communications, and presentations:
   - 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
   - include realistic descriptions, illustrations, and photographs of the campus and community

12.22 Development of admission criteria centers on the probability of academic success.

12.23 Admission officers are guided by good judgment when evaluating applicants, particularly those with special talents.

12.24 Exceptions to established admission policies are made only after thorough and prudent evaluations of all relevant circumstances.

Sum of Ethics Ratings: 3.8

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

B. Identify, summarize, and cross reference documentation that affect rating decisions:
C. Identify and list discrepancies between assessment criteria and actual program practice:

D. Identify and list action plans proposed to bring program into compliance with standards:

E. Identify and list recommended action plans proposed to enhance program quality:
Part 13: ASSESSMENT and EVALUATION

Admission programs must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, programs and services must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

The 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 office should be regularly reviewed.

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>INA</th>
<th>EX</th>
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<tbody>
<tr>
<td>Not Met</td>
<td>Partially Met</td>
<td>Fully Met</td>
<td>Info. Not Available</td>
<td>Exemplary</td>
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### Assessment Criteria:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Scale Score</th>
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<tbody>
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<td>13.1 The admission program regularly conducts systematic qualitative and quantitative evaluations of the program to determine whether and to what degree the stated mission and goals are being met</td>
<td>13.1 2</td>
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<tr>
<td>13.2 Within the context of its systematic evaluation procedures, the program employs a sufficient range of measures to insure objectivity and comprehensiveness</td>
<td>13.2 3</td>
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<tr>
<td>13.3 Among the data collected are responses elicited directly from students and other affected constituencies</td>
<td>13.3 5</td>
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<tr>
<td>13.4 Qualified staff members apply assessment and evaluation results to the revision and improvement of program services and in recognizing staff performance</td>
<td>13.4 4</td>
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</tbody>
</table>

Sum of Assessment and Evaluations Ratings: 3.5

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A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

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B. Identify, summarize, and cross reference documentation that affect rating decisions:

---

C. Identify and list discrepancies between assessment criteria and actual program practice:

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D. Identify and list action plans proposed to bring program into compliance with standards:

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E. Identify and list recommended action plans proposed to enhance program quality:

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After completing the worksheet rating process, write the sum of the ratings for each component in the space provided and divide by the Total Possible Rating value immediately to the right. Then write the resulting percentage in the Component Compliance Score space on the right. That Compliance value reflects the difference between the highest possible rating and the self-assessment team’s ratings. The larger the resulting percentage, the greater the component’s compliance with the standards.

<table>
<thead>
<tr>
<th>Standard Component</th>
<th>Component Rating</th>
<th>Total Possible Rating</th>
<th>Component Compliance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1. MISSION</td>
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<tr>
<td>Part 2. PROGRAM</td>
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<tr>
<td>Part 3. LEADERSHIP</td>
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<td>Part 4. ORGANIZATION and MANAGEMENT</td>
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<td>Part 5. HUMAN RESOURCES</td>
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<td>Part 6. FINANCIAL RESOURCES</td>
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<tr>
<td>Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT</td>
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<td>Part 8. LEGAL RESPONSIBILITIES</td>
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<td>Part 9. EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION</td>
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<td>Part 10. CAMPUS and COMMUNITY RELATIONS</td>
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<td>Part 11. DIVERSITY</td>
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<td>Part 12. ETHICS</td>
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<tr>
<td>Part 13. ASSESSMENT and EVALUATION</td>
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</table>

**INTERPRETING THE CRITERIA SUMMARY RATINGS**

A Component Compliance Score less than 50% of the Total Possible Rating value indicates need for action plans to substantially improve the component.

A Component Compliance Score greater than 50% but less than 75% of the Total Possible Rating value indicates need for action plans targeting improvement in that area.

A Component Compliance Score greater than 75% but less than 100% of the Total Possible Rating value indicates the component is functioning in a reasonably adequate way, but action plans should be developed to strengthen the area.

A Component Compliance Score of 100% of the Total Possible Rating value indicates that the component meets all essential standards, although action plans might be considered to increase program effectiveness.

CAS: 7/98
Suffolk County Community College
Admissions Office
School Counselor Survey

Suffolk County Community College (SCCC) is conducting a program review of the Office of Admissions. As a member of the high school guidance community, your opinions and suggestions concerning our programs and services are important to us. Please use a number two pencil to fill out this questionnaire and return it to the Central Office of Admissions. A return envelope is enclosed for your use.

Name: ___________________________ (optional)  Position: ___________________________
High School: _______________________  

1. Each fall, a representative of the SCCC Admissions Office visits to provide applications and catalogs for your office.

   a) Is the supply of applications and catalogs we provide to your school adequate? ☑ Yes ☑ No

      If not, how many additional applications and catalogs do you require? __________

   b) Have the representatives provided adequate information to your school? ☑ Yes ☑ No

2. Does the information supplied by SCCC to your guidance office meet the needs of your students?
   ☑ Yes (Skip to Question 4.) ☑ No (Go to Question 3.)

3. What additional information or service would be helpful? (Mark all that apply.)
   ☑ Admissions representative visit to guidance staff
   ☑ Specific program materials
   ☑ Student outcomes information
   ☑ SCCC information workshop for guidance personnel
   ☑ Program coordinator presentations to selected classes
   ☑ High School senior on-site SCCC acceptance program
   ☑ Other, please specify: ___________________________

4. Please rate the usefulness of the materials that are provided to your office. (Rate those with which you are familiar.)  
5. Overall, the SCCC Admissions Representatives are:

   ☑ Yes ☑ No

      well-informed and helpful. ☑ ☑
   ☑ professional in demeanor. ☑ ☑
   ☑ easy to reach (accessible). ☑ ☑
   ☑ timely in responding to messages or requests. ☑ ☑

Please continue on other side -->
6. Have you ever called the Admissions Office?  □ Yes (Go to Question 7.)  □ No (Skip to Question 9.)

7. Which office did you call?
   □ Central Admissions
   □ Ammerman Campus
   □ Eastern Campus
   □ Western Campus

8. Please rate your satisfaction with the experience.
   □ Very satisfied
   □ Satisfied
   □ Neither satisfied nor dissatisfied
   □ Dissatisfied

9. If you have ever brought a group of students to visit SCCC, which campus did you visit? (Mark all that apply.)
   □ Ammerman Campus
   □ Eastern Campus
   □ Western Campus
   □ I did not visit any campuses with students. (Skip to Question 11.)

10. Please rate your satisfaction with the experience.
    □ Very satisfied
    □ Satisfied
    □ Neither satisfied nor dissatisfied
    □ Dissatisfied

11. Please make any comments you may have that will help the Admissions Offices to provide superior service to the guidance community.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Thank you for completing this survey.
Suffolk County Community College
Admissions Office Student Survey

NAME
ADDRESS
CITY

1. What is your current enrollment status?
   ☐ Full time (12 or more credits)
   ☐ Part time (fewer than 12 credits)
   ☐ Day
   ☐ Evening
   ☐ Both day and evening

2. Please indicate which of the following timeframes applies to you with regard to your application for admission to SCC:
   ☐ I applied for admission before May.
   ☐ I applied for admission in May.
   ☐ I applied for admission in June.
   ☐ I applied for admission in July.
   ☐ I applied for admission in August.
   ☐ I applied for admission in September (late admit).

3. How did you obtain the admissions application?
   ☐ At a college fair
   ☐ From my high school guidance office
   ☐ In the mail
   ☐ From the campus admissions office
   ☐ At the SCCC Open House
   ☐ Downloaded forms from the web site (or applied on line)
   ☐ Other, please specify: ________________________________

4. After your initial contact with SCCC, did you receive each of the following in the mail?

   Admissions application ☐ ☐ Yes ☐ ☐ No
   Programs of Study information ☐ ☐
   Financial Aid information ☐ ☐

5. Please comment on the materials you received by indicating your level of agreement with each of the statements below: (Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree)

   I received information in a timely manner.
   I received the materials I requested.
   The materials I received contained the information I requested.
   The materials I received were well-organized and easily understood.
   The materials I received were helpful in understanding the Admissions process.
   The materials I received were helpful in understanding the programs of study.

   Strongly agree ☐ ☐ ☐ ☐ ☐
   Agree ☐ ☐ ☐ ☐ ☐
   Neither agree nor disagree ☐ ☐ ☐ ☐ ☐
   Disagree ☐ ☐ ☐ ☐ ☐
   Strongly disagree ☐ ☐ ☐ ☐ ☐
6. Did you telephone the Admissions Office?  
☐ Yes (Go to Question 7.)  ☐ No (Skip to Question 9.)

7. Please indicate your purpose(s) for calling the Admissions Office. (Mark all that apply.)
☐ Information about application process/request application
☐ Assistance in completing forms
☐ Check on the status of application
☐ Discuss programs of study
☐ Inquiry regarding costs of attendance or financial aid
☐ Other, please specify: __________________________

8. Please indicate your experience when telephoning the Admissions Office. (Mark all that apply.)
☐ Staff member was helpful
☐ Received information I requested
☐ Persistent busy signals
☐ No answer during business hours
☐ On hold for too long
☐ Received recorded message
☐ Staff member was not helpful
☐ Left message and received return call

9. Did you have contact with a SCCC representative before attending the college?  
☐ Yes (Go to Question 10.)  ☐ No (Skip to Question 12.)

10. Where did you meet the admissions representative?  
☐ High school
☐ College Fair
☐ Campus visit
☐ Open house
☐ Other: __________________________

11. Was your meeting with the admissions representative helpful?  
☐ Yes  ☐ No

12. During the application, acceptance, and registration process, did you visit the Admissions Office?  
☐ Yes (Go to Question 13.)  ☐ No (Skip to Question 15.)

13. What was the reason for your visit?  
☐ To obtain application information
☐ To apply for admission
☐ To check on the status of admission application
☐ To discuss program of study choice
☐ To drop off required documents
☐ To learn more about the college
☐ Other, please specify: __________________________

14. Indicate the type of service your received during your visit to the Admissions Office.
☐ Received the information or help I wanted
☐ Received partial information or some help
☐ Received no information or help

15. Please indicate your overall level of satisfaction with the services you received from the Admissions Office throughout the admissions process.
☐ Very satisfied
☐ Satisfied
☐ Neither satisfied nor dissatisfied
☐ Dissatisfied
☐ Very dissatisfied

16. Using the space provided, please list any aspects of the Admissions Office services that particularly pleased or displeased you.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

1/12/2002