
Lean Six Sigma Gold – Black Belt Project

An Increase in GSU Graduate Admission Yield

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Abstract

This is a documentation of the application of Lean and Six Sigma methodologies to Georgia State University's graduate-level admission yield. Following Six Sigma's DMAIC process, this project identifies a decreasing trend in graduate admission and suggests ways to increase enrollment rate. This project is a part of a broader project that covers how to reduce graduate application processing time and cost as well.

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DEFINE

D1. Objective

Increase graduate-level admission yield by 100%. By increasing admission yield, school will receive a bigger school budget to expand program offerings, school facilities and campus, which in turns attracts more potential candidates.

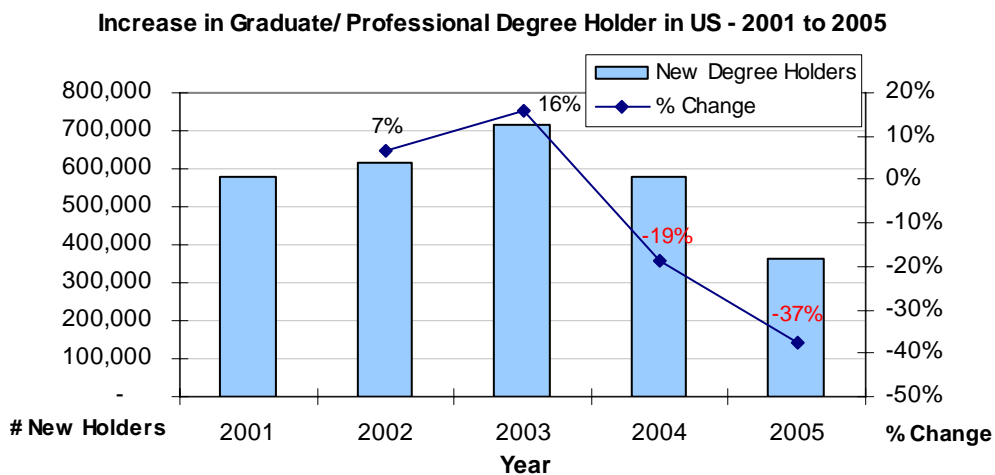
D2. Current State

According to the [American Community Survey](#) results provided by the U.S. Census Bureau, the US population with a graduate or professional degree is 18.8 millions in 2005, 18% higher than that of 2000, reported with less than 16 millions graduate or professional degree holders. That is 2.85 millions of new graduate/ professional degree holders.

Figure 1 below shows the number of increase and percent change of number of new graduate/ professional degree holder from 2001 to 2005. The number of increase went up in the first three years and peaked in 2003, and headed downwards.

Compare to the prior year, percent increase in new graduate degree holders has decreased by 19% in 2004, followed by another 37% in 2005.

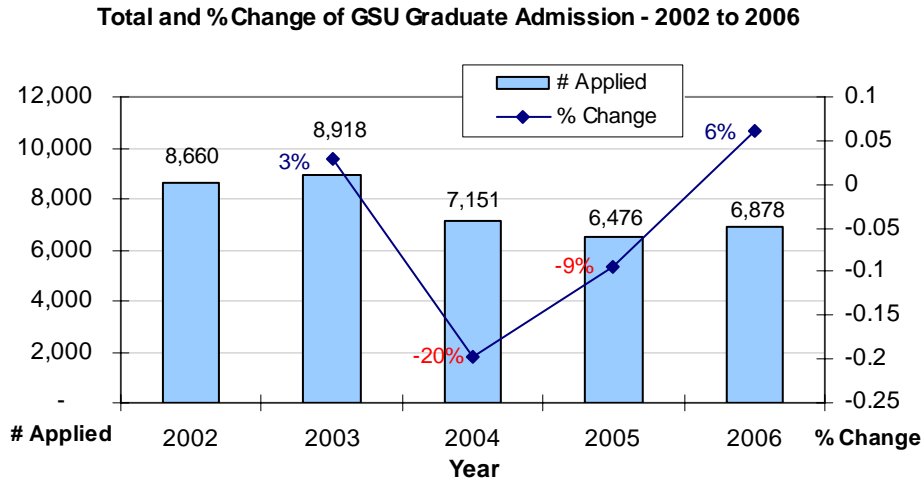
Figure 1



Does this downward trend have an impact on GSU's graduate-level admission? Let's take a closer look at GSU's graduate admission data.

Figure 2 below shows the total number of graduate-level applications GSU received from 2002 to 2006, and its percent change compared to the prior year.

Figure 2

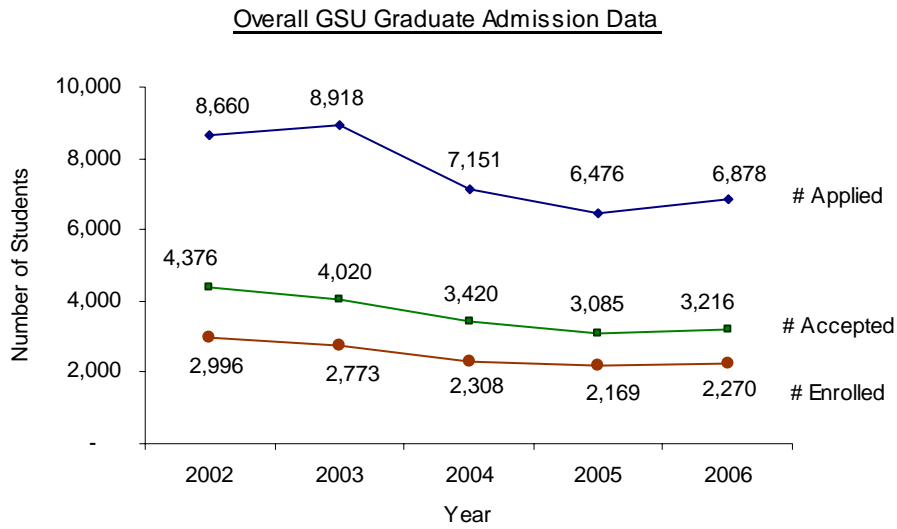


Note that all GSU admission data presented in this report shows only representative programs in each college, including mostly the master-degree programs and other programs with high enrollment ratio. Program exclusions in this data are shown in Appendix 1. Yearly admission data by college is available in Appendix 2.

Based on Figure 2, the number of graduate admissions GSU received peaked in 2003, and has decreased 20% in 2004, followed by another 9% decrease in 2005. Overall, the total number of graduate admissions received by GSU has declined by 20% from 2002 to 2006. The downward trend shown in Figure 1 potentially explains the 20% decrease in the number of graduate-level admissions at Georgia State University (GSU).

With the decrease in the number of applications, the total numbers of accepted and enrolled applicants have decreased consequently, by 26% and 24% respectively from 2002 to 2006. See Figure 3.

Figure 3



While GSU alone may not be able to change the overall trend of higher education pursuit, it may be able to increase its number of enrollment and admission yield by increasing acceptance rate and encouraging enrollment to admitted candidates.

References:

2005 American Community Survey, US Census Bureau

[http://factfinder.census.gov/servlet/ADPTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_DP2&-ds_name=&-lang=en&-redoLog=false&-format=http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&-submenuId=&-lang=en&-ts=](http://factfinder.census.gov/servlet/ADPTTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_DP2&-ds_name=&-lang=en&-redoLog=false&-format=http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&-submenuId=&-lang=en&-ts=)

Statware

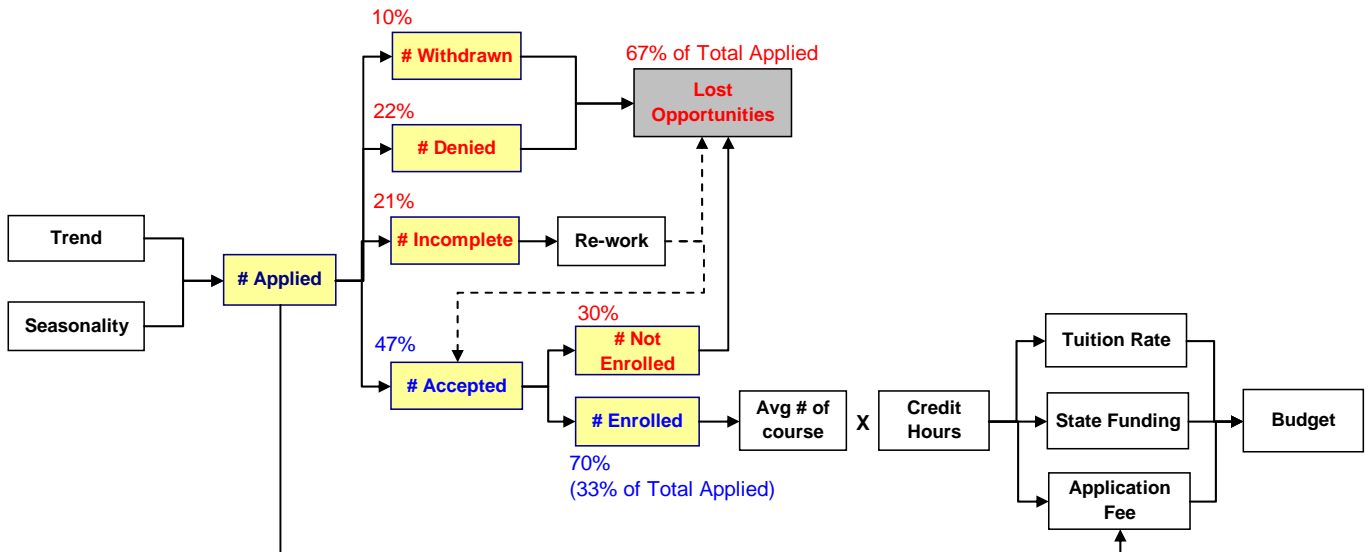
<http://dss.gsu.edu/~statprd/cgi-bin/admissions>

MEASURE

M1. Influence Diagram – Current State

The first step in identifying current admission yield was collecting GSU's admission data through Statware. Figure 4 presents the overall flow of the admission process. Missed opportunities are colored in red, while utilized opportunities (i.e. completed enrollments) are colored in blue. 2006's graduate admission data including percentages of withdrawal, denial, incomplete applications, acceptance and enrollment are indicated in the influence diagram.

Figure 4

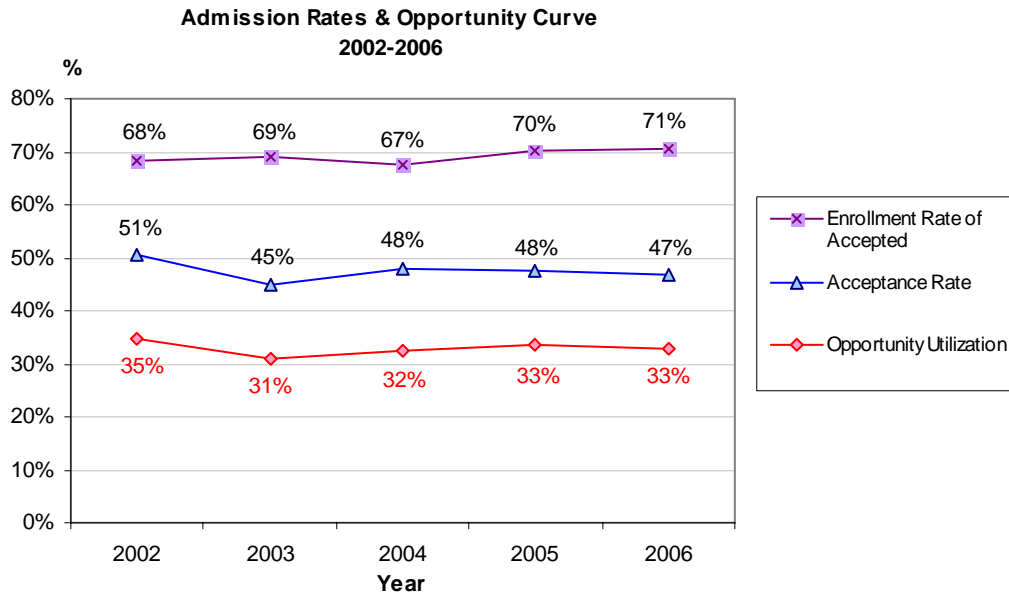


In 2006, GSU accepted 47% of all the graduate-level applicants. At 70% enrollment rate, about 2,270 applications were converted into the 33% utilized opportunities. The remaining 67% applicants (approximately 4,600) were lost, and are identified as lost opportunities in this analysis.

M2. Current Admission Yield

To look at this closer, acceptance rate (number of accepted out of applied), enrollment rate (number of enrolled out of accepted) and opportunity utilization rate (number of enrolled out of applied) from 2002 through 2006 were measured, and are shown in Figure 5.

Figure 5



Compared to admission rate of 2002, acceptance rate has decreased by 8%, down to 47% in 2006. This explains the even higher percentage decrease (26%) in the total number of acceptance than the percentage decrease (20%) in the number of applications, referenced in Figure 3.

In the Analyze phase, we'll look into admission yields by colleges; this will allow us to see if the overall trend is driven by any particular college or if it's a universal trend.

M3. Voice of Customer

To understand how GSU can increase enrollment rate, we first of all need to understand what graduate students (customers) considered as they decide to apply to and enroll in different schools. To find out what those factors are, two focus groups were carried out, targeting about 80 existing GSU graduate students.

Based on the focus groups results, the three most important factors to applicants in a school admission process are:

1. Process simplicity, accuracy and speed
2. Online application capability and inquiry
3. Timely and personal assistance

About half of the respondents applied to other graduate schools, mostly in Georgia. Based on their experience, they found Emory University, Georgia Institute of Technology (GA Tech) and University of Georgia (UGA) provide better customer service and navigation on its graduate admission site.

This group of respondents enrolled in GSU's graduate-level programs because of the following factors:

1. School reputation
2. School/ campus Location
3. Program availability
4. Low tuition

A formal questionnaire (Appendix 3) was then designed to survey GSU's previous and current graduate-level applicants. With the time constraint in this research, 150 responses to enrollment and non-enrollment factors were simulated and results will be elaborated in the Analyze phase.

ANALYZE

A1. Admission Yield by College

An analysis of the current admission yield by college allows us to determine if the trend is driven by a particular college or if it's a universal phenomena.

Figure 6 below indicates GSU's acceptance rate as well as the rate at each separate college. With the exception of the College of Art and Science, GSU's colleges have shown substantial declines in admission acceptance rates. The College of Art and Science, the Andrew Young School of Policy Study and the College of Education, all have a higher than average acceptance rates, with the Andrew Young School of Policy Study having the highest at 56%.

Figure 6

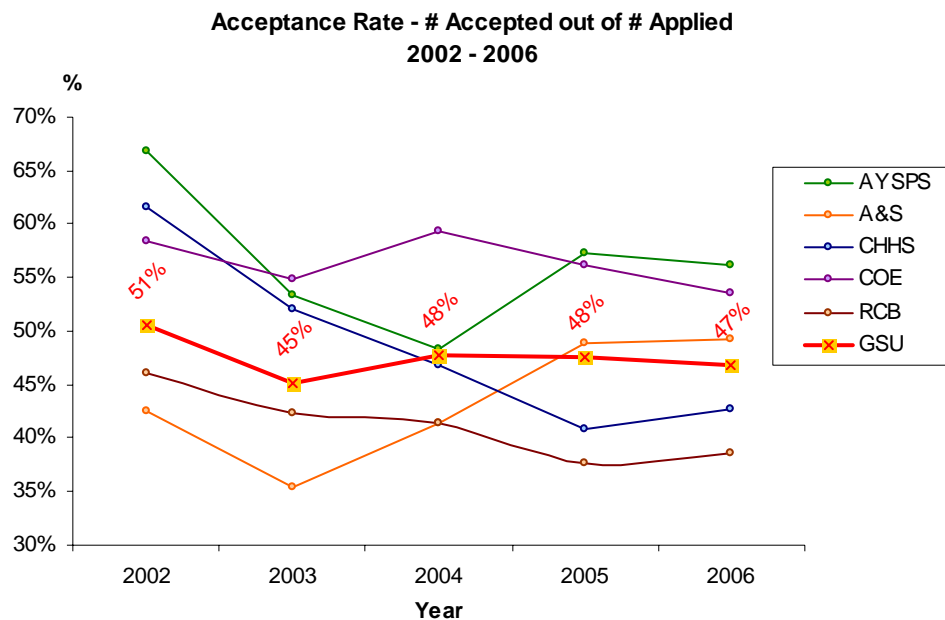
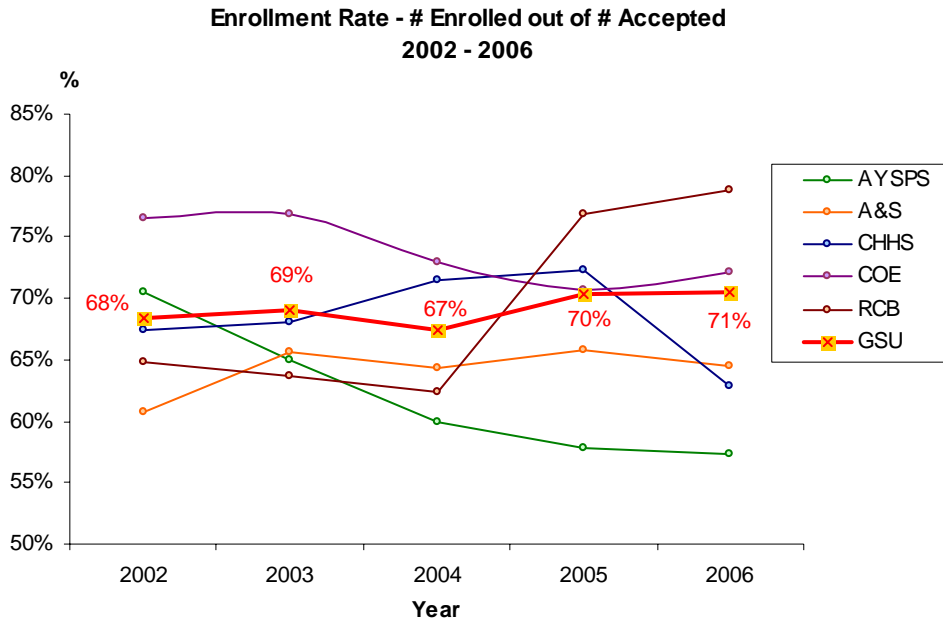


Figure 7 shows overall GSU enrollment rate as well as the rates at each GSU college. While the enrollment rate of the College of Art and Science has remained relatively flat, the enrollment rate of the Robinson College of Business has shown significant increases in 2005 and 2006. Compared to 2002, Robinson College of Business has increased its enrollment rate by nearly 22%, to 79% in 2006.

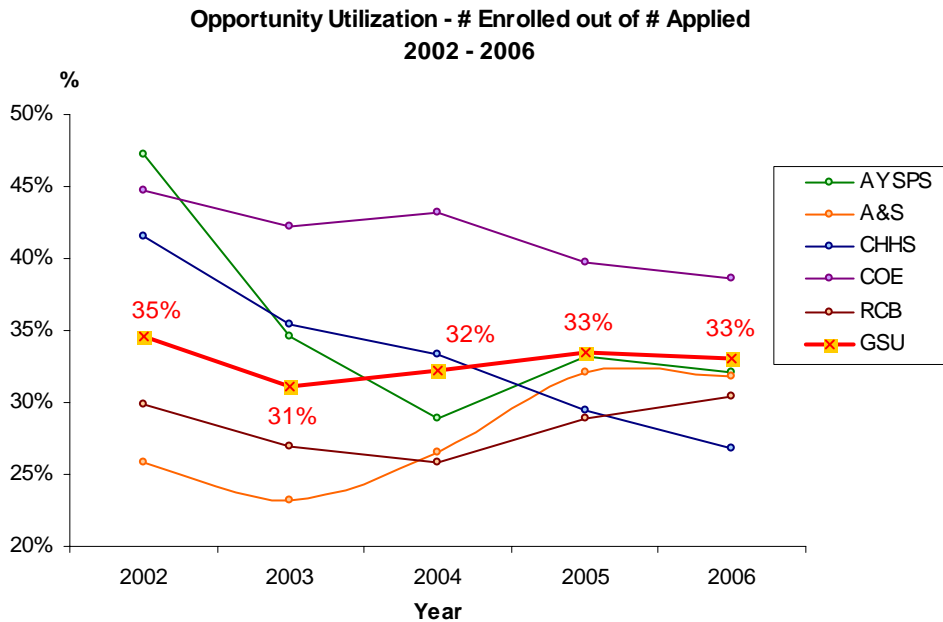
Surprisingly, the Andrew Young School of Policy Study, which has the highest acceptance rate of all GSU colleges, show the lowest enrollment rate.

Figure 7



The overall opportunity utilization by college, shown in Figure 8, shows that the College of Art and Science has jumped to 32% from 26%. Even so, it is still under the overall GSU opportunity utilization curve. Even with a 6% decline from 2002, the College of Education is the only college with a higher than average opportunity utilization rate, at 39%.

Figure 8



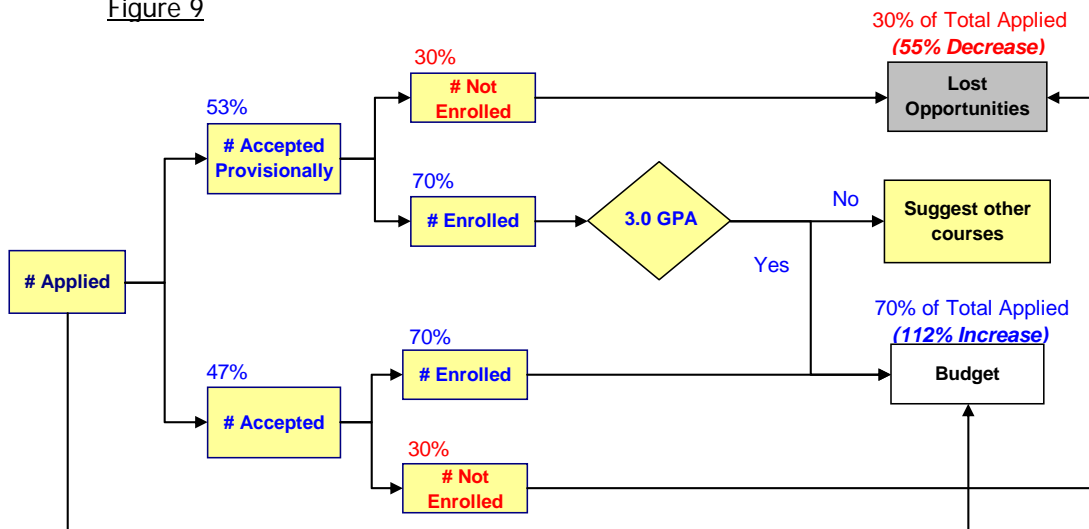
In summary, even with the College of Art and Science increasing its acceptance rate and the Robinson College of Business showing effort in increasing its enrollment rate, the overall GSU opportunity utilization rate remains flat. To raise the bottom line of GSU's opportunity utilization rate, consistent effort will need to be provided by all colleges.

While whether an applicant enrolls or not, cannot be dictated by GSU, the school can implement a strategy to increase its acceptance rate.

A2. Influence Diagram – Future State

The entire admission process is divided into three sections in this project: cycle time, cost reduction and admission yield. The incomplete and re-work portion is being focused on in the "Cycle Time Analysis", which discusses ways to eliminate any incomplete applications and re-work in the admission process in order to shorten admission cycle time. The cost-related portion is discussed in the "Cost Reduction Analysis", determining cost savings and revenue maximization channels. In this analysis, we focus on the admission yield portion, colored in Figure 4 on page 6. The influence diagram for the future state, in Figure 9 below, shows only this admission yield section.

Figure 9



The proposed admission strategy introduces Provisional Acceptance. Provisional Acceptance would allow applicants who failed to meet the entrance requirements to be tentatively admitted. Requirements for acceptance need to be determined to ensure quality of students and thus retain GSU's academic reputation. Although, graduate admissions place significant importance on undergraduate results, life experience and personal motivation should also be considered as critical elements. One must remember, we simply cannot learn everything from textbooks. This

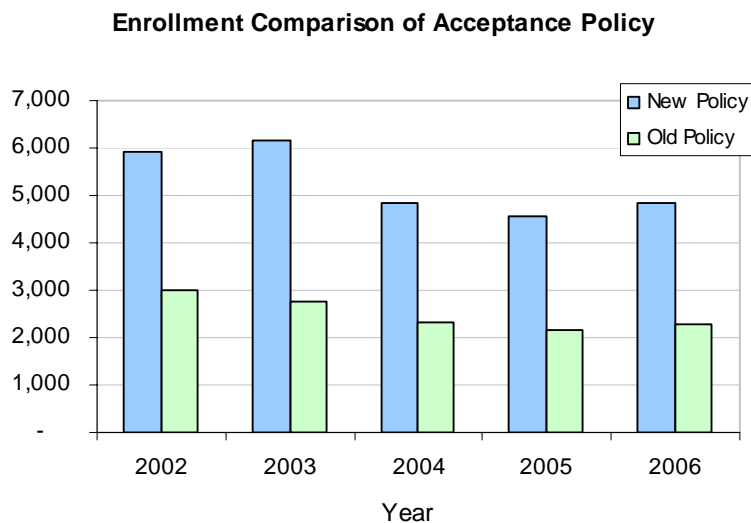
group of applicants deserves an opportunity for higher education as much as any other. They should not be punished for failing to obtain higher education because they may not have realized the importance of education at their younger age; or that they may be less intelligent relatively. If this group of student is willing to work hard, they might just do as well as the top-tiered students, If they are given the opportunity to participate in the program and could not keep up with their peers, then one can say that graduate-level programs may be too advanced for them. However, without being given the opportunity, no one could say for sure that they are cut out for higher education.

With the new admission strategy, this group of applicants will be accepted tentatively. They will be allowed to enroll just like all the other admitted candidates. The only difference is that they will have to maintain a 3.0 GPA for the first 2 semesters or 12 credits. With this new strategy, the number of lost opportunities will decrease dramatically. Instead of having 67% of all potential applicants lost, there will only be a 30% loss assuming the enrollment rate remains unchanged, at 70%. In other words, the utilized opportunities will increase 112% compared to the existing admission model, thus increase the overall school budget.

A3. Forecasting Analysis

In this analysis, we assumed that the number of applications GSU received, its enrollment rates and all other factors to be unchanged for the past five years. The only change is with the new acceptance policy implemented. Figure 10 below shows the comparison of the enrollment numbers between the old (current) and the new (future) acceptance policies.

Figure 10



With this change in place, the enrollment rate became equivalent to opportunity utilization rate. The weighted average of opportunity utilization rate under the new policy is 110% higher than that of the old (current) policy, see Table 1.

Table 1

	Old Policy	New Policy	% Change
# Applied	38,083	38,083	0%
# Enrolled	12,516	26,314	110%
Opportunity Utilization	33%	69%	110%

Based on enrollment data from 2002 to 2006, the numbers of enrollment from 1997 to 2001 was estimated for building the following forecasting model. In this analysis, a moving average technique was applied; enrollments for 2007 to 2010 were then forecasted. Results are indicated in Table 2:

Table 2

This forecasting analysis provides GSU a better idea of enrollment trends for the near future, thus allowing them to be better prepared for it. In this example, expecting a significant increase in upcoming years, GSU could start planning on facility expansion and staff recruiting well in advance to get ready for the change.

Date Type	Year	Enrollment
Estimates	1997	4,600
	1998	4,800
	1999	5,000
	2000	6,000
	2001	6,200
Collected from Statware	2002	5,929
	2003	6,152
	2004	4,826
	2005	4,553
	2006	4,855
Forecast	2007	5,267
	2008	5,733
	2009	6,043
	2010	6,094

A4. Logistic Regression Model

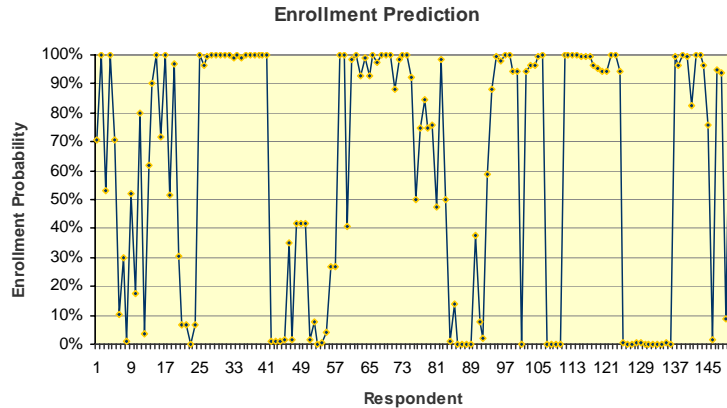
While higher acceptance rate plays a critical role in raising GSU's bottom line on increasing utilization rate, the importance of understanding students' needs can not be ignored as their these factors in students' decision on enrollment. If GSU can do better on these factors, enrollment will improve.

To further look into the factors applicants take into account as they make their enrollment decisions, 150 ratings on the following enrollment factors, namely "GSU Reputation", "Program Offerings", "School Location", "Tuition", "Pace of Admission Process", "Quality of Customer Service" and "Acceptance by Other Schools" were simulated based on findings collected from focus groups. A logistic regression model was then built based on this set of simulated data.

The dependent variable in this analysis is "Enrollment", 1 refers to "Enrolled" and 0 refers to "Not enrolled". All the enrollment factors indicated in the paragraph above were included in this analysis as independent variables. The first seven independent variables were analyzed based on a 5-point scale, with 5 being "Excellent" and 1 being "Poor", 0 refers to "No Comment" or "Not Applicable (NA)". For the last independent variable "Acceptance by Other Schools", 1 represents "Yes" or that student has been accepted by other school, while 0 represents "No". The table below summarizes all the variables used in this analysis:

Variable	Field Name	Description	Not						
			Enrolled	Enrolled					
Dependent	ENROL	Enrolled to GSU or Not	1	0					
Variable	Field Name	Description	Excellent	Good	Average	Below Average	Poor	NA	
Independent	REP	GSU Reputation	5	4	3	2	1	0	
Independent	POS	Program Offerings	5	4	3	2	1	0	
Independent	LOC	School Location	5	4	3	2	1	0	
Independent	TUT	Tuition	5	4	3	2	1	0	
Independent	PAC	Pace of Admission Process	5	4	3	2	1	0	
Independent	CUS	Customer Services	5	4	3	2	1	0	
Variable	Field Name	Description	Yes	No					
Independent	ACC	Accepted by Other Schools	1	0					

Result of this analysis suggests 84% R-square accuracy on the model.



Model Summary

R-Square	0.843
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Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
PAC	0.450	0.446	1.017	1	0.313	1.568
CUS	1.728	0.409	17.816	1	0.000	5.628
REP	2.117	0.566	13.995	1	0.000	8.307
ACC	-1.706	0.818	4.349	1	0.037	0.182
TUT	0.987	0.386	6.540	1	0.011	2.682
LOC	-1.388	0.624	4.952	1	0.026	0.249
POS	1.459	0.380	14.708	1	0.000	4.300
Constant	-15.642	3.456	20.484	1	0.000	0.000

Enrollment Probability (Y) =

$$-15.64 + 0.45*(PAC) + 1.73*(CUS) + 2.12*(REP) - 1.71*(ACC) + 0.98*(TUT) - 1.39*(LOC) + 1.46*(POS)$$

Using this model, applicants' enrollment decision can now be predicted. GSU can utilize this prediction model to direct its limited resources to applicants who are more likely to enroll.

Based on this model, the factors that encourage and discourage enrollment are identified. In the order of impact, the factors that encourage enrollment are "School Reputation", "Quality of Customer Service", "Program Offerings", "Tuition" and "Pace of Admissions", while the factors that discourage enrollments are "Acceptance by Other Schools" and "School Location".

While GSU can not prevent its potential applicants from applying to other schools or control the acceptance decision made by other schools, it can focus its effort on improving school reputation, customer service, increasing the number of program offerings and financial aids, shortening its admission processing cycle time, and expanding campus location in order to encourage enrollment rate and thus, utilizing opportunities available.

IMPROVE

I1. Implementation – Future State

Acceptance Guidelines needs to be clearly written and distributed to all admission teams in each college. Guidelines should be built based on inputs from customers (potential candidates) and staff.

a. Set up a Minimum Entrance Requirement

Each college should come up with a minimal entrance requirement. Applicants that do not meet the entrance requirement will be accepted provisionally.

b. Requirements to pass Provisional Period

It is suggested that all colleges agree to one policy for to manage this group of tentatively accepted candidates, as this can then be easily managed by the Centralized admission system. In this report, maintenance of 3.0 GPA for the first two semesters or 12 credits was recommended for candidates to fulfill this provision period.

c. For those who Fail to meet requirements to pass Provisional Period

Other course offerings should be made to students who failed to meet the fulfillments required in the provisional period.

I2. Central Facility

Facilities currently in place may require updates and changes in order to accommodate the new acceptance policy.

a. Tracking

Provisionally accepted candidates need to be clearly identified in the system. Students in the borderline of passing the requirement to fulfill the provisional period need to be flagged and warnings should be sent to them automatically.

b. Centralized Admission System

Easy tracking to identify student status is required in the centralized admission system, which also supports automated warning notification or communications to students.

According to survey results discussed in A4, admission pace is an influencing factor for enrollment for applicants. With a centralized system in place, not only would the admission

status and policy be tracked easily, but the admission cycle time would also be shortened, which is further discussed in the Cycle Time Reduction Analysis.

c. Campus Expansion

Classroom availability is critical in accommodating twice the current students. In a case where current facility is not sufficient, expansion will be required.

Based on the regression analysis discussed in section A4, the second most common reason for applicants not to enroll in GSU was location. GSU should research on students' preference on campus location before the expansion takes place.

13. Training

Training will need to be provided to admission staff, advisors and counselors. With the change on the admission policy, the admission process will be altered. Admission staff will need to be aware of changes to ensure smooth transaction at all times.

Advisors and counselors should be notified that the new admission policy is likely to allow candidates with lower qualifications to enroll. This group of students may be more likely to seek counseling. In a case where students feel the program to be inappropriate to them, advisors should be prepared to recommend other program offerings of better fit.

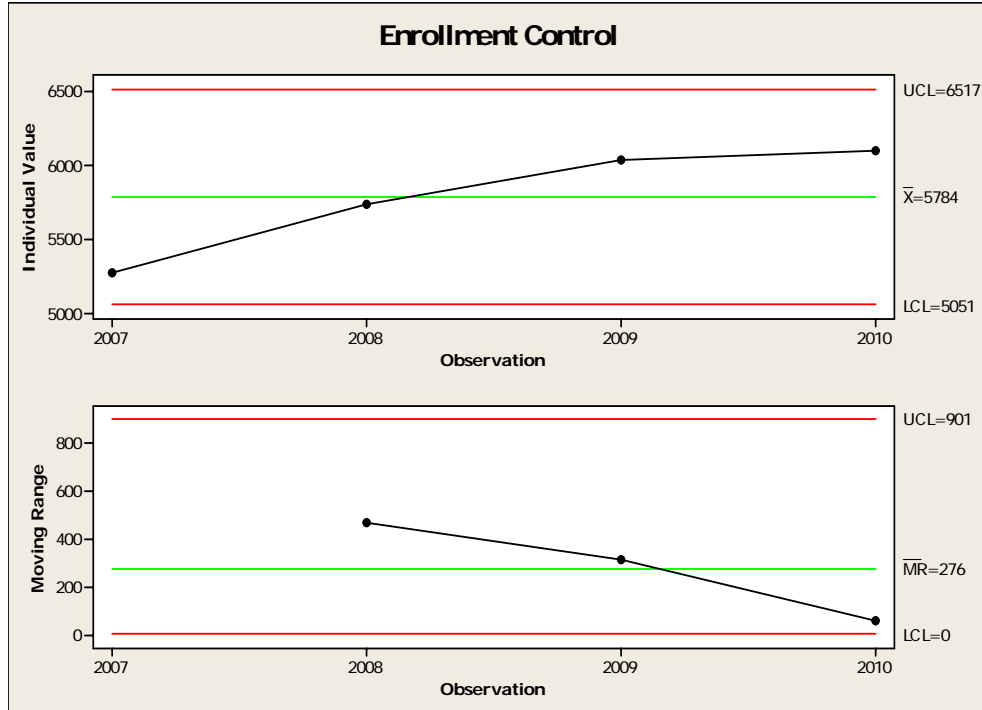
14. Kaizen

An empowered team including deans and admission offices of all colleges should be formed. Budget needs to be granted for the team to carry out a customer survey targeting graduate program applicants in all colleges for the last one to two years, identifying their needs and reasons to why applicants chose other schools over GSU. Results of this survey convert to actionable information for the team to encourage higher enrollment rate, which in turn increase the bottom line (admission yield) even further.

CONTROL

C1. Control Charts

With school/ campus capacity measures, control charts were produced to provide GSU a better idea on the maximum and minimum student intakes GSU facility allows. Numbers above upper limit or fall below lower limit is a sign for current process/ facility review.



Estimating student intake capacity GSU currently has, the above charts were created. Keeping all other factors constant, GSU should try to keep its graduate enrollment number within 5,000 and 6,500.

C3. Continuous Improvement

As additional admission data available, forecasting model should be refreshed to predict future enrollment. Control charts should consequently be updated as well for better control.

CONCLUSION

Urgency of Implementing New Admission Policy

There is an urgent need for lowering admission opportunity loss GSU is facing. With the application numbers going downhill, number of enrollment will soon start to decrease as well. GSU's commitment and heavy investment on campus expansion for the next five years will further increase its capacity on classes and students. In order to utilize facility available, GSU needs to increase its number of students. Opportunities exist, GSU just need to grab these opportunities to raise the opportunity utilization curve.

Enrollment Encouragement

Enrollment can not be dictated by GSU. However, if GSU adds additional resources on identifying enrollment and non-enrollment factors, it can then utilize the information to do better on what it's doing great and areas where it requires improvements.

Word of Mouth is one of the most effective marketing tactics. The more students GSU has, the more opportunities it will get on acquiring new students through its graduates and existing students.

Importance of a centralized system needs not be neglected to support the implementation of this new policy.

APPENDIX

APP1. GSU Admission Data Exclusions

***Blue** – Representative Program Inclusions

***Grey** – Exclusions

Andrew Young School of Policy Studies (AYSPS)

CERT IN PLANNING & ECON DEVELO (CPED)
GRADUATE CERTIFICATE (CERG)
CERTIFICATE IN DISASTER MGT (CDM)
CROSSREGISTERED-GRADUATE (CRG)
DOCTOR OF PHILOSOPHY (PHD)
GRADUATE CERTIFICATE (CG)
MASTER OF ARTS (MA)
MASTER OF PUBLIC ADMIN (MGA)
MASTER OF SCIENCE (MS)
NON-DEGREE (ND)
TRANSIENT - GRADUATE (TRG)

College of Art and Science (A&S)

CERT DEGREE IN GEOG INF SCI (CGIS)
CERTIFICATE IN HERITAGE PRESER (CHP)
CERTIFICATE IN TRANSLATION (CTL)
CROSSREGISTERED-GRADUATE (CRG)
DOCTOR OF PHILOSOPHY (PHD)
GRAD CERTIFICATE-HYDROGEOLOGY (CHG)
GRADUATE CERT IN LATIN AM STU (CLAS)
GRADUATE CERTIFICATE (CERG)
MASTER OF ART EDUCATION (MAED)
MASTER OF ARTS (MA)
MASTER OF ARTS FOR TEACHERS (MAT)
MASTER OF FINE ARTS (MFA)
MASTER OF MUSIC (MMU)
MASTER OF SCIENCE (MS)
MASTER-HERITAGE PRESERVATION (MHP)
NON-DEGREE (ND)
TRANSIENT - GRADUATE (TRG)

College of Health and Human Sciences (CHHS)

CERTIFICATE IN NURSING (CER)
CERTIFICATE IN PUBLIC HEALTH (CPH)
CROSSREGISTERED-GRADUATE (CRG)
DOCTOR OF PHILOSOPHY (PHD)
DOCTOR OF PHYSICAL THERAPY (DPT)
GRAD CERTIFICATE-GERONTOLOGY (CGT)
GRADUATE CERTIFICATE (CERG)
MAST OF PUBLIC HEALTH (MPH)
MASTER OF PHYSICAL THERAPY (MPT)
MASTER OF SCIENCE (MS)
MASTER OF SOCIAL WORK (MSW)
NON-DEGREE (ND)
POST MASTERS CERTIFICATE (CERM)
TRANSIENT - GRADUATE (TRG)

College of Education (COE)

ADVD CERT-APPLD BEH ANALYSIS (CABA)
CROSSREGISTERED-GRADUATE (CRG)
DOCTOR OF PHILOSOPHY (PHD)
GRADUATE CERTIFICATE (CG)
MASTER OF EDUCATION (MED)
MASTER OF LIBRARY MEDIA (MLM)
MASTER OF SCIENCE (MS)
NON-DEGREE (ND)
SPECIALIST IN EDUCATION (EDS)
TRANSIENT - GRADUATE (TRG)
POST MASTERS CERTIFICATE (CERM)

Robinson College of Business (RCB)

5 YR BACHELORS AND MASTERS (BA/MA)
CERTIFICATE IN ACCOUNTING (CAC)
CERTIFICATE IN REAL ESTATE (CRE)
CROSSREGISTERED-GRADUATE (CRG)
GRAD CERT-ELECTRONIC COMMERCE (CECM)
DOCTOR OF PHILOSOPHY (PHD)
GENERIC BACHELORS DEGREE (BACH)
GRADUATE CERTIFICATE (CERG)
GRAD CERT-PERS FIN PLANNING (CPFP)
MASTER IN HEALTH ADMIN (MSHA)
MASTER OF INFORMATION SYSTEMS (MSIS)
MASTER OF ACTUARIAL SCIENCE (MAS)
MASTER OF BUSINESS ADMIN. (MBA)
MASTER OF HEALTH ADMIN (MHA)
MASTER OF REAL ESTATE (MSRE)
MASTER OF SCIENCE (MS)
MASTER OF TAXATION (MTX)
MASTER-INTERNATL BUSINESS (MIB)
MSTR OF PROFESSNL ACCOUNTANCY (MPA)
NON-DEGREE (ND)
POST MASTERS CERTIFICATE (CERM)
TRANSIENT - GRADUATE (TRG)

APP2. Annual Admission Data by College

YEAR	APPLICATION STATUS	AYSPS	A&S	CHHS	COE	RCB	Total GSU
2002	Applied	426	1,985	354	2,514	3,381	8,660
	Accepted	285	844	218	1,469	1,560	4,376
	Denied	54	450	44	454	1,235	2,237
	Enrolled	201	513	147	1,125	1,010	2,996
	Pending	82	686	83	163	536	1,550
	Withdrawn	5	5	9	428	50	497
2003	Applied	439	2,406	409	2,548	3,116	8,918
	Accepted	234	852	213	1,399	1,322	4,020
	Denied	117	529	68	421	965	2,100
	Enrolled	152	559	145	1,076	841	2,773
	Pending	69	1,017	113	249	773	2,221
	Withdrawn	19	8	15	479	56	577
2004	Applied	398	1,646	644	2,219	2,244	7,151
	Accepted	192	680	301	1,316	931	3,420
	Denied	117	379	151	425	774	1,846
	Enrolled	115	437	215	960	581	2,308
	Pending	22	587	172	133	487	1,401
	Withdrawn	67	-	20	345	52	484
2005	Applied	347	1,422	715	2,136	1,856	6,476
	Accepted	199	695	292	1,200	699	3,085
	Denied	84	310	239	434	539	1,606
	Enrolled	115	457	211	849	537	2,169
	Pending	24	385	166	92	562	1,229
	Withdrawn	40	32	18	410	56	556
2006	Applied	367	1,503	566	2,112	2,330	6,878
	Accepted	206	740	242	1,130	898	3,216
	Denied	70	321	165	415	515	1,486
	Enrolled	118	477	152	815	708	2,270
	Pending	57	402	135	82	776	1,452
	Withdrawn	34	40	24	485	141	724



Georgia State University is conducting a research on customer satisfaction on graduate admission services being delivered by Georgia State University to graduate school applicants.

You have been identified as the current or past customer who has submitted applications to Georgia State University's graduate programs.

We greatly appreciate your participation in this important study. After you complete the survey, please seal it in the pre-paid envelope that came with the survey and drop it in the mail.

- This study has been made possible by Georgia State University.
- Please do not write your name anywhere on this survey.
- Individual responses will not be reported, but the aggregated findings will be compiled to better serve you and your needs.
- Your participation is appreciated and extremely important to collecting accurate and helpful information for Georgia State University.

SECTION A

1. Have you applied to Georgia State University's graduate programs?
Yes ___ No ___ (**→ Go to Section C**)
2. Which college(s) did you apply to?
Andrew Young School of Policy Studies ___ College of Arts and Science ___
College of Education ___ College of Health and Human Science ___
Robinson School of Business ___ Other ___ please specify _____
3. When was your last application submitted?
Spring 2006 ___ Summer 2006 ___ Fall 2006 ___
Spring 2007 ___ Other ___ please specify _____
4. How did you submit your last application?
Online ___ Mail ___ In office ___
5. Did you seek customer services regarding admissions before submitting application?
Yes ___ No ___ (**→ Go to Question 7**)
6. How would you rate the convenience of reaching a customer service representative?
Very Satisfied ___ Satisfied ___ Neutral ___ Unsatisfied ___
Extremely Unsatisfied ___

After application was submitted,

7. Were you contacted by Georgia State University regarding your admission application before admission decision?
Yes ___ No ___ (**→ Go to Question 10**)
8. How long before you were contacted?

Less than 1 week ___ 1 to 2 weeks ___
2 to 3 weeks ___ Over 3 weeks ___

9. What were you contacted about?
Missing Documentation ___ Application Fee ___
General Support ___ Other ___ please specify _____
10. Did you require assistance from an admissions coordinator?
Yes ___ No ___ (**→ Go to Question 12**)
11. How would you rate your experience with the help provided by the admissions coordinator?
Very Satisfied ___ Satisfied ___ Neutral ___ Unsatisfied ___ Extremely
Unsatisfied ___
12. Did you require assistance from front desk staff?
Yes ___ No ___ (**→ Go to Question 14**)
13. How would you rate your experience with the help provided by the front desk staff?
Very Satisfied ___ Satisfied ___ Neutral ___ Unsatisfied ___ Extremely
Unsatisfied ___
14. After completing your graduate admissions application, how long before your admissions decision arrived?
Within 2 weeks ___ 2 to 4 weeks ___ 4 to 6 weeks ___
6 to 8 months ___ Over 8 weeks ___ Not Applicable ___
15. What is your expectation on the admissions decision timeline?
Within 2 weeks ___ 2 to 4 weeks ___ 4 to 6 weeks ___
6 to 8 weeks ___ Over 8 weeks ___ No opinion ___
16. How would you rate the timeliness of the admissions decision?
Very Satisfied ___ Satisfied ___ Neutral ___ Unsatisfied ___ Extremely
Unsatisfied ___
17. How would you rate your overall experience with Georgia State University's graduate admissions process?
Very Satisfied ___ Satisfied ___ Neutral ___ Unsatisfied ___ Extremely
Unsatisfied ___
18. Were you accepted by Georgia State University?
Yes ___ No ___ (**→ Go to Section C**)
19. Did you enroll in Georgia State University?
Yes ___ No ___ (**→ Go to Section B**)
20. Other comment(s) regarding Georgia State University's graduation admission process:

(End of Survey - Thank you for your participation!)

SECTION B

21. Did you apply to any other graduate schools?

Yes ___ No ___ (→ Go to Section D)

22. Which other schools did you apply to?

Emory University ___ Georgia Institute of Technology ___

Kennesaw University ___ University of Georgia ___

Other ___ please specify _____

23. What is/are your reason(s) for non-enrollment?

Accepted by other schools ___

Customer Service ___

Location ___

Pace of Admissions Process ___

Program Availability ___

School Reputation ___

Tuition ___

Other ___ please specify _____

24. Please rate the importance of these reasons: (1-Least important / 5-Extremely important)

Accepted by other schools ___

Customer Service ___

Location ___

Pace of Admissions Process ___

Program Availability ___

School Reputation ___

Tuition ___

Other ___ please specify _____

25. How would you rate Georgia State University's graduate admissions process compared to these other school(s)?

Very Satisfied ___

Satisfied ___

Neutral ___

Unsatisfied ___

Extremely

Unsatisfied ___

26. Other comment(s):

(End of Survey - Thank you for your participation!)

SECTION C

27. Did you apply to any other graduate schools?
Yes ___ No ___ (→ Go to Section D)
28. Which other schools did you apply to?
Emory University ___ Georgia Institute of Technology ___
Kennesaw University ___ University of Georgia ___
Other ___ please specify _____
29. Were you accepted by any of these other schools you applied to?
Yes ___ No ___ (→ Go to Section D) Do not know yet ___ (→ Go to Section D)
30. Did you enroll in any of these other schools
Yes ___ No ___ (→ Go to Section D)
31. How would you rate Georgia State University's graduate admissions process compared to these other school(s)?
Very Satisfied ___ Satisfied ___ Neutral ___ Unsatisfied ___ Extremely
Unsatisfied ___
32. Overall, what is your expectation on the admissions decision timeline?
Within 2 weeks ___ 2 to 4 weeks ___ 4 to 6 weeks ___
6 to 8 weeks ___ Over 8 weeks ___ No opinion ___
33. Other comment(s):

(End of Survey - Thank you for your participation!)

SECTION D

34. Are you currently a graduate student?
Yes ___ No ___
35. Would you re-apply to Georgia State University's graduate program(s) in the future?
Yes ___ No ___ (→ Go to Question 37) Unsure ___ (→ Go to Question 37)
36. When would you re-apply?
Within the next 3 months ___ In 3 to 6 months ___
In 6 to 12 months ___ After a year ___
37. Overall, what is your expectation on the admissions decision timeline?
Within 2 weeks ___ 2 to 4 weeks ___ 4 to 6 weeks ___
6 to 8 weeks ___ Over 8 weeks ___ No opinion ___
38. Other comment(s) regarding Georgia State University's graduation admission process:

(End of Survey - Thank you for your participation!)