1. Support Services Report Template

**Report Info**
Name of the person completing this report: Stan Hebert III  
Title of the person completing this report: Associate VP, Student Affairs  
Supervisor/dean reviewing report: Linda C. Dalton  
Service: Determine student eligibility  
Division/College: PEMSA/Judicial Affairs

3. Mandated Service

**Link to Scoring Rubric**

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

Federal Law: Title IX  
State Law: Education Code  
Executive Order: CSU Coded Memorandum AA-2012-05  
Title 5: Subchapter 4, Article 3  
Campus Policy: Student Eligibility  
Any other: ASI Bylaws, Academic Senate Bylaws

Provide a brief explanation, if necessary, in < 60 words.
Given the representative, fiduciary, legal, and other long-range policy-making responsibilities and influence of student office holders, it is the policy of the California State University (CSU) that student office holders and systemwide committee appointments have an obligation to demonstrate academic involvement, achievement, and progress.

4. Importance of Service

**Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words**
All student representatives, candidates, and incumbents for major and minor office positions must be matriculated at a CSU campus maintaining a minimum on-campus 2.0 term grade point average (GPA), meet the established academic unit load, residency and maximum allowable units, are in good standing, and must not be on academic, disciplinary or administrative probation. OSDJA verifies student office holder eligibility per established policies and regulations.

**Link to Scoring Rubric**

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

Students: 60%  
Administrators/staff: 20%
Colleges/departments: 5%
Academic Senate and/or committees: 10%
Community outside University: 5%
Total: 100%

**Link to Scoring Rubric**

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

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The eligibility standards provide an important reference as students apply for admission and during campus visits (discussions with student club &amp; activity leaders). This service does not directly impact students prior to their enrollment.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The eligibility requirements provide a fair opportunity for all students to participate in campus leadership. Minimum GPA qualifications encourage students to focus on academic achievement first before the extra curricular activities.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Student leadership and elected office positions offer co-curricular learning opportunities. Employers often cite that this kind of experience is valuable to have in their organization.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

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

<table>
<thead>
<tr>
<th>Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
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<td></td>
<td>◀</td>
</tr>
<tr>
<td>Provide a brief narrative (&lt;60 words each) explaining your choice.</td>
<td>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Student eligibility does not figure in to the university's admission decision therefore university actions will not be impacted for pre-college students without this service.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>OSDJA is the only office that can verify ALL of the eligibility requirements for students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>University offices refer graduates to OSDJA for required verification (e.g. background checks).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

**2.4 Alignment with Shared Strategic Commitments**

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

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>OSDJA's enforcement of the minimum academic qualifications for students, reinforces &quot;scholarship first&quot; for those interested in co-curricular leadership opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>OSDJA provides a fair and equitable process for students to be verified for participation as an office holder or committee member.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>Co-curricular activities and leadership participation enhances students educational experience. OSDJA supports the ground rules for their participation.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Any student can participate in student clubs and organizations as well as hold elected office as long as they meet the minimum eligibility requirements. Student participation in campus activities helps to foster a vibrant community.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Personal responsibility is key to maintaining eligibility to hold student office or participate in leadership opportunities. Eligibility standards help promote positive individual student behavior.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>The eligibility standards are applied fairly to all students. Although the reasons for student ineligibility is not shared, the process is transparent and consistent.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td>The standards for student eligibility are consistent with civic community participation. Students must meet minimum academic, conduct, residency levels to remain eligible to serve in leadership positions.</td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td>Consistent application of student eligibility standards supports leadership development of all students.</td>
</tr>
</tbody>
</table>
2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

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

The demand for determining student eligibility for holding elected office, committee appointments and other leadership positions is expected to increase as the student population increases and as the campus community desire for student involvement and leadership development increases.

5. Quality of Service

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

Yes

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

OSDJA promises one week turnaround for any student eligibility determination. In most cases, the response is returned to the requester within a couple of days. If the student wishes to appeal the decision of OSDJA, there is an established process. The rapid turnaround by OSDJA allows for a timely completion of the request including any appeals.

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

OSDJA received the most eligibility requests from ASI (for student appointments to committees). The offices have developed a new system that allows ASI to keep a running list of students so that the OSDJA doesn't have to wait to receive the eligibility request.

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

OSDJA would like to allow freshman students to participate on "minor" committees (currently they are not eligible for any office until their third quarter at CSUEB). This will allow more students an opportunity to participate in leadership and campus involvement positions.

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

A student participation management software system (like OrgSync) would greatly improve the quality of the
3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

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

This service of OSDJA is included in the ASI satisfaction survey.

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

While a majority of the respondents (both faculty and staff) indicated that never or rarely used OSDJA services (all services), a large majority of the respondents (over 84%) felt that the OSDJA services were often / very important. This is consistent with the results of other satisfaction assessments. Overall quality rating was a bit higher for staff (above the mean) compared to faculty.

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

Yes

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

The formal guidelines are included in the CSU coded memorandum "Minimum Qualifications for Student Office Holders."

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

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

OSDJA promises one week turnaround for any student eligibility determination. In most cases, the response is returned to the requester within a couple of days. If the student wishes to appeal the decision of OSDJA, there is an established process. The rapid turnaround by OSDJA allows for a timely completion of the request including any appeals.

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

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

While OSDJA doesn’t have a minimum number of student eligibility checks that it must perform, we do have a standard for the number of student eligibility checks that are conducted each year (700 - 800 in recent years).

6. Efficiency of Service (cost effectiveness)

Link to Scoring Rubric

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

18900

Attach your allocated spreadsheet here.
Student Development & Judicial Affairs Allocations.xlsx

Link to Scoring Rubric

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

100

Link to Scoring Rubric

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

55

Attach your allocated spreadsheet here.
Student Development & Judicial Affairs Allocations.xlsx

Link to Scoring Rubric

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

Yes

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

OSDJA requests should include the student identification (net id). This allows for a faster look-up (in PeopleSoft and other files) reducing time to complete the request.

Link to Scoring Rubric

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

This service can be provided by anyone with access to the student records and with training on the eligibility standards. The Judicial Affairs officer could supervise this function and free-up time for other student conduct matters.

Link to Scoring Rubric

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

The factors to determine student eligibility are mostly quantifiable (number of units, GPA, number of terms in school, etc.). It should not be difficult to develop or to purchase a system that computes the quantifiable eligibility leaving only the "good standing" to be determined by OSDJA. This would reduce time and cost of this service.

Link to Scoring Rubric

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

Yes

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

The OSDJA administrative support staff can be trained to assess student many of the "minor office holder" eligibility requests.

Link to Scoring Rubric

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

772 student leadership/eligibility requests in 2011-12

7. Other

Link to Scoring Rubric

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

Yes

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

The Office of Student Life and Leadership Programs reviews many of the requests for student club/organization officer eligibility.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.
OSDJ is not part of any student clubs, organizations, ASI committees or Academic Senate committees. Therefore, OSDJA is a true "neutral" party in determining student eligibility.

**Link to Scoring Rubric**

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

As the requests for student involvement increase, especially for participation on committees (A2E2, personnel search committees, etc.), and with the increase in scholarship opportunities, the demand for student eligibility verification grows.