1. Support Services Report Template

Report Info
- Name of the person completing this report: Greg Smith, Ph.D.
- Title of the person completing this report: Associate Vice President
- Supervisor/dean reviewing report: Linda Dalton, Ph.D.
- Service: Enrollment Development and Management
- Division/College: PEMSA

3. Mandated Service

Link to Scoring Rubric

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

- Federal Law: FERPA, Financial Aid
- State Law: Financial Aid, Admissions, Registrar's
- Executive Order: all areas
- Title 5: CSU eligibility, admissions procedures
- Campus Policy: all areas
- Any other: NACAC, College Board, WASC, NASFAA, AACRAO

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

All areas overseen within PEMSA are subject to mandates; the oversight function involves making sure that managers and their staffs comply with federal and state laws and CSU and East Bay policies that apply and meet deadlines. Also, admissions and outreach are governed by professional standards (College Board, NACAC, WACAC, etc.), Financial Aid by NASFAA, and Registrar’s area by AACRAO.

4. Importance of Service

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

The Associate Vice President for Enrollment Development and Management in PEMSA is responsible for leading, coordinating and facilitating the activities of Enrollment Development/outreach, Admissions, Registrar, Financial Aid, and the Enrollment Information Center. The AVP supports PEMSA’s organizational philosophy, placing students at the center of the division’s work. Within the context of our mission, vision, and values, PEMSA acts strategically, and operates consistently to be effective in supporting our primary University commitment “to serve students first by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and lifelong learner.” The AVP is liaison with many professional organizations as well as other divisions within the University.

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: 55%
- Faculty: 5%
- Administrators/staff: 10%
- Colleges/departments: 10%
- Community outside University: 20%
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>Impact 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>Impact 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>Much of the work of the AVP’s office is directed toward increasing students’ and counselors’ awareness of CSUEB, helping them meet eligibility standards and navigate CSU admissions, financial aid, and registration systems.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Much of the AVP’s work is focused on ensuring timely awarding of financial aid to new and continuing students, awarding of transfer credit, and registration in classes - culminating in timely graduation evaluations.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>By facilitating students’ admission to and successful graduation from the University, and always stressing in key messaging the need to be responsible citizens and help others with the college going process.</td>
</tr>
</tbody>
</table>

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

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<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The outreach, recruitment and admission functions would not be effective without the leadership and direction provided by the AVP, who is extraordinarily well connected and active in the high school and community college counseling communities. This would have an impact on CSUEB reputation and attractiveness to prospective students.</td>
</tr>
</tbody>
</table>
During college (helping students succeed while they are at Cal State East Bay)

The Registrar, Financial Aid, Enrollment Development, Admissions, and Enrollment Information Center functions would not be effective without the leadership and direction of AVP with respect to the context, direction, goals and priorities for each activity.

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

This is more indirect and requires less oversight from the AVP.

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**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>The AVP provides direction to PEMSA units with respect to applying admission criteria, graduation standards, and approving requests for exceptions. Also, the AVP strategizes and helps fulfill recruitment and outreach plans that attract qualified students.</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>The AVP ensures that CSUEB reaches out to students of all backgrounds and covers all of our admissions and recruitment service areas, and ensures commitment to diversity (ethnic, cultural, gender, sexual orientation) of all units under AVP direction.</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>The AVP promotes a philosophy of seamless service to all students.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>The AVP contributes through the development and promotion of an inclusive and attractive vision of CSUEB to prospective and continuing students.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>The AVP oversees efforts to continuously evaluate and improve services in all areas - and solicits input from and works collaboratively with other key areas - i.e. Student Financial Services.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>The AVP oversees key events such as the annual, and growing educational summit for first generation and traditionally under-represented groups - one of the marquee events for CSUEB in the community, as well as many smaller events.</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 AVP partners with key faculty and staff on campus to develop the vision for prospective students to make CSUEB a STEM destination.</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></td>
</tr>
</tbody>
</table>

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**Link to Scoring Rubric**

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

Likely to increase

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

CSUEB will have to work even harder to stay on top of demographic and cultural changes affecting our potential and actual
applicant pool and to stay competitive with other CSUs, UCs, and private universities and colleges.

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.

The AVP seeks feedback from the VP, and key managers within and outside PEMSA. Also, the AVP stays in constant contact with the high school and community college counseling communities, seeking and receiving input on CSUEB’s reputation and “popularity” as a reflection of the work done by the PEMSA areas directed by the AVP.

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

Yes, strategic analysis of outreach efforts to high schools, community colleges, and community organizations; refinement of messaging via printed material and talking points about the University; specific efforts to target and cultivate students from “high achieving” high schools; implementation of deadlines and clear communication on admissions, financial aid, and registration; constant efforts to remove obstacles to student success; development of separate transfer credit section of the Registrar’s Office to expedite transfer credit evaluation.

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.

Continued refinement of roles and responsibilities; continued evaluation of deadlines and communication.

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.

The addition of one counseling and one analyst position within Financial Aid would allow us catch up to industry standards (as defined by the National Association of Student Financial Aid Administrators) for a school our size and allow us to keep up with the increase in the number of students applying for and receiving aid. The addition of another position in the Transfer Credit Evaluation area would allow us to deliver transfer credit evaluations for new students within one to two quarters of enrollment. The addition of a permanent full time recruiter would allow us to continue to meet our enrollment goals by further cultivation of the part of the state with the largest population of potential students.

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.
Surveys, solicitation of comments, continuous checking with counselors outside of CSUEB.

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.

The AVP’s office was not covered by the survey.

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.

PEMSA has adopted (and posted on the web) its values stressing service, as follows: “Committed to always providing a high level of service, the Division of PEMSA is dedicated to putting our constituents first by providing excellent and efficient professional service, encouraging innovative thinking with ethical and transparent decision making, fostering teamwork, and treating others with compassion. Individuals in PEM strive for enthusiasm, respect, inclusiveness, accountability, and the pursuit of the highest level of student service possible.”

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.

The AVP discusses how he supports the division within his annual performance self-appraisal and goals for the subsequent year. An example is: “Continued striving to provide seamless service to students.”

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

No

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 no formal goals exist, there has been a reduction in complaints about service overall, and virtually no complaints have been found that have a basis in inappropriate action or unsatisfactory service from PEM staff.

6. Efficiency of Service (cost effectiveness)

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

128400
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.

5470

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.

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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.

Efficiency has had to increase of necessity as the University has seen a very large increase in applications for admissions and financial aid over the last few years, and a corresponding in increase in enrollment, and yet staffing has actually been cut at times. From 2007 to 2013, we have seen a doubling of Financial Aid applicants to 26,000, and a 2/3 increase in Financial Aid recipients, to 10,127. During this same period, applications for admissions have increased by 50% to 34,454.

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.

Continued focus on establishing deadlines and encouraging students to meet deadlines - for admissions, financial aid, registration, etc. Continuous examination of ways to streamline procedures - for instance evaluating paper transcripts rather than imaged transcripts for admissions and transfer credit.

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.

Delivering transfer credit evaluations to new transfer students within 2 quarters of enrollment or sooner; delivery of preliminary graduation evaluations at least one full quarter in advance of the quarter of graduation (or at least before the end of drop/add of the penultimate quarter of attendance; ability to complete needs analysis on all financial aid applicants before the beginning of the quarter with a generous deadline (perhaps 2 weeks in advance of the quarter for all documents being turned in).
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.

Examination of the paper trail - imaging of admissions documents and improvement in the process of evaluation; development of new workshops to address large scale student concerns about financial aid, registration, graduation, etc. These do not involve reduction of salary costs, operating expenses, or use of space.

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.

The AVP has overseen areas responsible for a doubling of applications for admission, increase in enrollment of new and continuing students, and a significant increase in academic quality of the incoming class (through reduction of admissions to students who are not fully eligible).

Link to Scoring Rubric

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.

International Admissions Office (IAO) and all services provided under Academic Affairs to international students - these mirror the services of PEMSA to domestic students. The AVP for DCIE thus has similar responsibilities, devolving through the IAO Director. APGS handles recruitment for post-baccalaureate and graduate students, mirroring PEMSA undergraduate recruitment services. Inconsistencies in practices applying policy can be a result.

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.

PEMSA is a very mission-driven division, applying the University's mission, values, and commitments to the work within our division. PEMSA prides itself in a teamwork approach to leadership and internal decision-making. In addition to weekly meetings with the VP and other AVPs, PEMSA holds a monthly policy group meeting for directors and a quarterly town hall session for all staff. PEM has no exact counterparts in the CSU or other universities due to its emphasis on strategic planning, particularly enrollment management, and the array of units included, ranging from enrollment services, administrative system support, university scheduling, and student development to institutional research.

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.
Key to a successful effort to enroll and retain students is the development and implementation of a coherent vision of student service - and in our case that vision is of seamless service to students who are attracted by the "small college" feel of East Bay, complimented by the advantages we offer as a major university. It is vital to have this vision shared and reinforced by and among various offices involved in recruitment and retention of students - Enrollment Development, Admissions, Financial Aid, Enrollment Information, and Registrar. This is accomplished by those areas all reporting to the same AVP.