1. Support Services Report Template

Report Info
Name of the person completing this report: Angela Schneider
Title of the person completing this report: University Registrar
Supervisor/dean reviewing report: Greg Smith
Name of second reviewer (if necessary): Linda Dalton
Service: Athletic Certification
Division/College: PEM

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

   Any other: National Collegiate Athletic Association (NCAA)

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

   The National Collegiate Athletic Association - Division II Network mandates how the academics of athletes must be monitored and reported. FERPA applies in the protection of student information.

4. Importance of Service

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

   The service of athletic certifications is performed by staff in the transfer credit evaluation unit reporting under the Office of the Registrar. The primary purpose is to provide timely and accurate certification of academic information for each athlete at CSU East Bay following the NCAA Division II requirements.

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)

   Faculty: 10%
   Administrators/staff: 40%
   Colleges/departments: 50%

   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>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>
</tr>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Evidence submitted to support the chosen selection (&lt;60 words for each)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Providing timely and correct athletic certifications allows athlete students to continue participating in their sport while completing their outlined academic plan with no delays to graduation.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**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>Pre-college (helping students to enter the system)</th>
<th>During college (helping students succeed while they are at Cal State East Bay)</th>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
<th>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The athletic department would not be able to continue their program under the Division II Network without submission of accurate and timely athletic certifications to the NCAA governing body.
<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>Athletic certifications support academic quality by documenting how athletes are staying on track toward their degrees.</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>Athletic certifications help to promote student’s academic development by ensuring they are on track with all degree requirements.</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 success of an athletic partially depends on proper reporting of their academic progress. Their ultimate achievements in their sport and academic goals increases their prospects for success after graduation.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Athletic certifications allow students to continue participating in their sport, which enrich their student life experience and the University community.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Working closely with the athletics faculty and staff to achieve the goal of submitting certifications within the established time frames. Collaborate on ways to increase efficiencies and show respect and responsiveness to issues that arise.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td></td>
</tr>
</tbody>
</table>
2. Lack of errors in the reporting of course applicability or academic progress.
3. Positive feedback from staff and faculty in the athletics department.

**Link to Scoring Rubric**

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

On June 1, 2013 a transfer credit evaluations unit (including the service of athletic certifications) was created under the Office of the Registrar so that staff could be dedicated to providing evaluations to all incoming transfer students. Prior to this, the service of transfer credit evaluation and athletic certifications was housed in the Admissions Office. In addition, after the transition a report was created in the data warehouse to track athletes and used to record all certification information so that work can be completed accurately and timely without the need to print multiple transcripts for each student.

**Link to Scoring Rubric**

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.

1. Continue to use and develop reports to assist in tracking and completing the work.
2. Continue to train all staff in the transfer credit evaluations team to process certifications.

**Link to Scoring Rubric**

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 primary goal of the transfer credit unit is to provide transfer credit evaluations for new students so they can make accurate course selections. Currently, the need to process athletic certifications by an established deadline detracts from the main goal of providing these evaluations, so additional resources would be used to hire dedicated staff who focus solely on processing the athletic certifications.

**Link to Scoring Rubric**

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.

Informally, the Assistant Registrar monitors any complaints or issues from the staff and faculty in the Athletics Department related to athletic certifications.

**Link to Scoring Rubric**

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.

This service was not covered in the survey.

**Link to Scoring Rubric**

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.

Consistent with PEMSA’s culture of service, the staff are trained to respond to inquiries when possible even if outside their area of service, and to provide professional and detailed responses.

Link to Scoring Rubric

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 goal is to process all athletic certifications accurately within the deadlines established by the Athletics Department. These goals are met, but often with the need for overtime and shifting other priorities, primarily the service of providing transfer credit evaluations to new students.

Link to Scoring Rubric

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.

There are up to 250 athlete students per term who require certification.

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.

47778

Attach your allocated spreadsheet here.

Registrar 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.

0

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.

77

Attach your allocated spreadsheet here.
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.

1. This service was moved from the Office of Admission to the Office of the Registrar on June 1, 2013 as part of the transfer credit unit so staff could be dedicated to processing transfer credit evaluations and athletic certifications.
2. New reports were created to track and process athletic certifications.

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.

The service would be more efficient if moved to another department/division under an academic advisor with involvement from the student's major department so athletes can receive dedicated advising and course validation and certification. The transfer credit evaluators in PEM cannot determine which courses are applicable to the major, exceptions granted, etc. which reduces efficiency in the certification process.

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.

Hire a dedicated staff member who could serve as an academic advisor and complete all athletic certifications. This would allow the athletes to receive quality advising and ensure the certifications are completed in the most efficient manner with one staff expert working with the major departments and athletic department.

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.)?

No

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.

It would be difficult to make this service more cost effective without changes to the operational structure, such as moving the service to an academic advising area and/or hiring more staff.

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.

There are up to 250 athletic certifications to process each term.
7. Other

<table>
<thead>
<tr>
<th>Link to Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in &lt; 60 words.</td>
</tr>
<tr>
<td>This is the only service on campus that processes athletic certifications.</td>
</tr>
<tr>
<td>Link to Scoring Rubric</td>
</tr>
<tr>
<td>5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in &lt;120 words.</td>
</tr>
<tr>
<td>This is the only service with staff trained to process athletic certifications.</td>
</tr>
<tr>
<td>Link to Scoring Rubric</td>
</tr>
<tr>
<td>5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in &lt;250 words.</td>
</tr>
<tr>
<td>The need to process athletic certifications within narrowly defined time frames definitely detracts from the main mandate of the transfer credit team which is to process evaluations for all new transfer students. It is an extremely time consuming process, especially when attempting to certify courses outside of general education. The service could be more efficient if there was a dedicated staff member to handle the processing, particularly if it was in an academic advising department.</td>
</tr>
</tbody>
</table>