1. Support Services Report Template

Report Info
Name of the person completing this report: Robert Phelps
Title of the person completing this report: Director, University Honors Program
Supervisor/dean reviewing report: Donna Wiley
Division/College: Academic Programs and Graduate Studies
Name of second reviewer (if necessary): Susan Opp
Service: University Honors Program Support

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.

Provide a brief explanation, if necessary, in < 60 words.
Not applicable.

4. Importance of Service

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

The University Honors Program provides outstanding students the opportunity for academic challenge through the completion of additional course work under the direction of faculty mentors. UHP students also complete a senior seminar focused on civic engagement projects, are eligible to attend program workshops and social events, and play an important role in the annual Honors Convocation. The program enriches the academic life of high achieving students, and has recently been used by the university as a recruiting tool for academically gifted first time freshmen. Students are also currently engaged in a grant program engaged in the mentoring of high school students at Oakland Technical High School.

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: 90%
Community outside University: 10%
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>Service Description</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>
</tbody>
</table>
Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Area Description</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>UHP is currently engaged in a Bank of America grant program whereby UHP students mentor high school students at Oakland Technical High School. UHP also recruits high achieving students from local high schools via an invitation letter campaign.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Additional course work required of the program enriches the academic life of UHP students with in depth study and close ties to faculty mentors. Students are also eligible to attend program workshops and social events, and may seek advising from the UHP Director.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Students leave the university as graduates of the University Honors Program, an honor that is typically displayed prominently on resumes. Students receive recommendation letters upon request from the Director of UHP</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>Action Description</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>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Area Description</th>
<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>Absence of UHP will restrict the university's ability to recruit high achieving high school seniors.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The lack of UHP prestige, academic challenge, and mentoring ties will impact the ability of high achieving students to succeed at Cal State East Bay. While these students are predisposed to graduate, without UHP these high achievers may choose to go elsewhere for their education.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Graduation from UHP is an honor that is regularly used to highlight the academic success of job candidates. Its absence will make our alumni less competitive in the job market.</td>
</tr>
</tbody>
</table>

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>If aligned or contributing, provide a description. (&lt;60 words for each SSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
</tr>
<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>
</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>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</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>
</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>
</tr>
</tbody>
</table>

**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.

The President’s mandate to increase student retention will likely result in enhanced efforts to recruit high achieving students, and to provide opportunities for academic enrichment for students enrolled in the university. Increased outreach has resulted in increased interest and participation in the program.

### 5. Quality of Service

**Link to Scoring Rubric**

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

No

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.

Student inquiries and submitted contracts are handled promptly by the staff supporting the UHP, but whether or not this is an assessment of quality is difficult to determine.

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

No, although the program has grown in recent years from about 45 students to 175 students. We believe word of mouth regarding the positive UHP experience is in many ways an informal measurement of the program quality.

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.

We would like to begin to develop data on graduation rates/time to graduation of UHP students. Students need to be coded in Peoplesoft in order to track them however, something that we have not been able to get done.

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.

We would like to develop an ePortfolio system for all UHP students, as well as a slate of Honors courses that all UHP students would be required to take. This would improve the quality of instruction, as well as program retention, as the current contract system makes the quality of instruction somewhat uneven.

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

No

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

We have not formally assessed how satisfied UHP students are with our services, although all of our graduates have expressed great appreciation for our support services.

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.

NA

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
All inquiries are to be answered promptly, and students, staff and faculty treated with respect and courtesy.

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 program consists of a part-time faculty director and a half time staff member. Each year the program director, in consultation with APGS, determines which components should be improved or added depending on resources. Examples would be student resume workshops, improvements to the Honors Student Room, the organization of the Honors student club, etc.

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.

The UHP Director sought to increase the numbers of students in UHP through direct contacts with incoming freshmen and transfers. This has succeeded in that the number of UHP students has gone from about 45 to over 175 in three years.

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.

51814

Attach your allocated spreadsheet here.

2011-12 Expenses - revised APGS-SOedits (1).xlsx

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.

9527

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.

82

Attach your allocated spreadsheet here.

Space AA APGS-edited.xlsx
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.

In the past three years, UHP has increased its annual number of graduating UHP students to over 30, from the previous 7-10. The total student body of UHP has grown from roughly 45 students to, according to our latest census, 175-200 students, resulting in a major decrease in the program’s cost per student because staffing levels have not changed.

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.

Under the current contract-based system, which does not compensate faculty for their work with UHP students, the financial efficiency of the program can be enhanced by continued growth. However, such growth would place an undue burden on faculty and the current administrative staff. We recommend holding at the current student numbers until additional resources can be allocated to program expansion.

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.

Student numbers can increase and the cost per student decrease with a modest investment in additional administrative staff time. However, this growth will be limited by the lack of faculty time available to supervise student UHP contracts.

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.

The program is as efficient as it can possibly be because there are so few resources allocated to it. Increased output or effectiveness in terms of numbers of UHP students would be possible if increased resources were available, but increasing costs to increase output does not increase efficiency.

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 University Honors Program has between 175 and 200 students for the current year, although the program was considerably smaller in 2011-12 (approximately 45 students). The number of program graduates should remain steady at approximately 30 this year, although fewer than 10 graduated in 2011-12.
7. Other

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

No

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

N/A

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

The UHP is the only Honors program for students at CSUEB.

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.

CSU East Bay is one of 12 CSU campuses that have a University Honors Program, and is the only one that relies on faculty volunteers to mentor students through their honors work. The program cannot grow beyond its current level without a faculty incentive system and/or dedicated Honors classes, designed not only to enhance the UHP student experience, but also to decrease the voluntary workload of dedicated faculty. The assigned time provided to the UHP Director does not appear in the salary figures indicated in this report because the assigned time is not expensed through APGS. The UHP Director has been receiving 8 WTU/year but in 2013-14 is due to receive 12 WTU/year. The UHP uses student space in the form of the Honors Study Room in the Library, but that space is not included in this report.