1. Support Services Report Template

Report Info
Name of the person completing this report: Susan Opp
Title of the person completing this report: AVP APGS
Service: Accreditation
Division/College: APGS

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: Department of Education
Any other: WASC; various discipline-specific accrediting bodies

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

Eligibility for federal funding requires regional accreditation:
http://www2.ed.gov/admins/finaid/accred/accreditation.html
WASC (Western Association of Schools and Colleges), Senior College and University Commission is our accreditor: http://www.wascsenior.org/about

4. Importance of Service

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

We provide support to the University for regional accreditation from WASC and, as needed, for discipline-specific accreditation. We provide the planning and organizational structure, expertise and knowledge of accreditation policies and procedures, and staff assistance for successful accreditation efforts. Without regional accreditation from WASC, CSUEB could not receive Federal financial aid or any other Federal funds. Regional accreditation also assures that our courses are transferable to other institutions in the US. Specific programs may elect or may be required to have discipline-specific accreditation as well. For lists of our programs that are accredited, go to: http://www20.csueastbay.edu/about/institutional-effectiveness/accreditation/disc-specific-accreditation.html

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: 50%
Faculty: 20%
Colleges/departments: 15%
Academic Senate and/or committees: 10%
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>Pre-college (helping students to enter the system)</th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<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>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without accreditation, students could not receive Federal financial aid.</td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Without accreditation, students could not receive Federal financial aid.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Accreditation allows students to transfer courses to other institutions and provides quality assurance to employers.</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>Pre-college (helping students to enter the system)</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>Without accreditation, students could not receive Federal financial aid.</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>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<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>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students will not apply if they cannot receive</td>
<td></td>
</tr>
</tbody>
</table>
Many students will not be able to afford to attend college without financial aid.

Many employers would doubt the quality of our degrees without accreditation and many colleges would not allow our courses to transfer.

| During college (helping students succeed while they are at Cal State East Bay) | Many students will not be able to afford to attend college without financial aid. |
| After college (helping students establish meaningful lifework and be socially responsible contributors to society) | Many employers would doubt the quality of our degrees without accreditation and many colleges would not allow our courses to transfer. |

**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?

| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship | Accreditation assures and requires the demonstration of academic quality through self-study and assessment of learning. |
| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development | Accreditation assures and requires the demonstration of inclusiveness and diversity. |
| Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner | Accreditation assures and requires that institutions demonstrate student success including the acquisition of life-long learning skills. |
| Foster a vibrant community through enriched student services and student life that support student engagement and learning | Accreditation assures and requires that institutions have student services and student life that support student engagement and learning. |
| Contribute to a sustainable planet through our academic programs, university operations, and individual behavior | Accreditation assures and requires that institutions demonstrate that they have sustainable fiscal and physical operations. |
| Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University | Accreditation assures and requires that institutions be transparent and accountable in their dealings, in addition to showing evidence of respectful collaboration and shared governance. |
| Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility | Accreditators request that institutions demonstrate their connections with and influences upon the civic, cultural and economic lives of their communities and regions. |
| Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM) | Accreditators request that institutions demonstrate their plans for and commitments to preparation for the changing environment of higher education. |

**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.
Ever greater accountability is being demanded of institutions of higher education via regional accreditation. Demonstrations of student learning, cost effectiveness, preparation of students for jobs, and relevancy of degree programs are under increasing demand by the public, the Federal DoE, the CSU, and the state legislature.

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.

Reaffirmation of accreditation is the ultimate benchmark of success. Other benchmarks include successful applications for substantive change (a WASC process for programs to be offered online and in new locations) and a successful interim report (http://www20.csueastbay.edu/about/institutional-effectiveness/wasc-archive/files/wasc-2011/wasc-irc-8-4-11.pdf). In addition, enhanced accreditation activities on campus are indicators of a well developed and implemented plan for reaccreditation.

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

We have greatly enhanced the efforts to prepare for a successful reaccreditation by organizing and/or supporting: a university-wide WASC planning structure; assessment of student learning at the course, program and institution levels; assessment of co-curricular programs; and CAPR program review efforts. We have changed our structure for supporting program learning assessment from a centralized, single person to a decentralized college-based model with development of a group called the Educational Effectiveness Council (EEC). The EEC is functioning very well and assessment efforts are expanding in the colleges.

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.

With an integrated data system for academic and co-curricular programs campus-wide, we would be able to conduct analyses, advise students and support student success, and support accreditation efforts more fully. It is not clear at this time if a change of this sort could be cost-neutral.

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 be able to support assessment efforts better if we had a dedicated assessment professional as well as a fully-staffed assessment office in addition to the EEC. In addition, we are badly in need of an integrated data system for academic and co-curricular programs to enhance advising services to support student success and to enable analyses needed for accreditation efforts.
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.

The service users are distinct from the ultimate service recipients who are the students. Students are by and large unaware of accreditation services but if we lost accreditation, they would lose financial aid, so they are the ultimate service recipients. The direct service users are faculty, staff and administrators who conduct assessments, do analyses, and seek accreditation of their programs. While we do not assess satisfaction directly, we also do not get complaints about the services we provide in support of accreditation.

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.

N/A

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

We have informal guidelines that all service receivers, whether faculty, staff, students, or members of the public, are to be treated courteously and their requests addressed in a timely manner.

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.

We aim to submit all annual accreditation reports in a timely manner and without errors. We have never been late with our reports. Our reports have occasionally contained data errors stemming from incorrect data that were provided to us by others on campus, but where possible we verify data independently prior to submission, and we correct any errors we find after submission as well. We have never received complaints from our accreditors.

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.

Accreditation is not annually quantifiable.

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.

264711

Attach your allocated spreadsheet here.

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

31786

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.

152

Attach your allocated spreadsheet here.

Space AA APGS-edited.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.

We have eliminated the faculty assigned time position to act as assessment coordinator and replaced that position with the college-based Educational Effectiveness Council (EEC). The faculty on EEC receive assigned time out of college allocations of funds to support assessment, so the formation of the EEC was a redirection of funds that were already allocated, not a new cost. The EEC has been very effective.

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.

We are already operating at minimal staffing levels so wringing more efficiency out of this operation does not seem possible within existing resources.

**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.**

Both quality and effectiveness would be enhanced if we had a dedicated assessment professional as well as a fully-staffed assessment office in addition to the EEC. In addition, we are badly in need of an integrated data system for academic and co-curricular programs to enhance advising services to support student success and to enable analyses needed for accreditation efforts.

**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.)?**

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.

We cannot reduce our expenses below our current level because we have our WASC self-study due in 2014 and our next WASC visit in 2015. If anything, we should be increasing our efforts now. Our current staffing levels are very minimal.

**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.**

Accreditation is not quantifiable in terms of output.

**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?**

No

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

**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.**

We are the only accreditation support office on campus because each campus has only a single Accreditation
Liaison Officer (ALO) with WASC. Our ALO is AVP Opp.

**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.

Our WASC self-study is due to WASC in Spring 2014. They will hold their off-site review of the self-study in Fall 2014. Our on-site visit from WASC for reaccreditation purposes will be held in Spring 2015.