1. Support Services Report Template

Report Info
Name of the person completing this report: Sara Judd
Title of the person completing this report: Director of Athletics
Supervisor/dean reviewing report: Brad Wells
Service: Recruit, develop and manage students for intercollegiate athletic (ICA) teams
Division/College: Administration and Finance

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: Educational Amendments Act, 1972, Title IX
Executive Order: CSU, 967 California Student Fair Opportunity Act; CSU Policy Number 1201
Any other: Consent Decree between CSU and CAL-NOW regarding Equal Opportunity in Intercollegiate Athletics for Women

Students NCAA and CCAA conference rules and regulations are prescriptive and mandatory as part of the institutions commitments as a participating member to both self-governing bodies

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

4. Importance of Service

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

The primary role of the coaching staff is to recruit and supervise qualified student-athletes (SA). Coaches must follow NCAA, CCAA and CSU rules and regulations relative to the recruitment, eligibility, and conduct of practice and competition activities. Coaches and management staff are also responsible for advising and guidance to support SA academic and athletic success. Coaches’ annual performance evaluations are based upon criteria that evaluate the educational quality of the student-athlete experience, retention/graduation rates and competitive success. In support of the NCAA Division II philosophy, coaches and staff work to strike a balanced emphasis on academic excellence, athletic achievement and meaningful engagement in the community.

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: 80%
Alumni: 5%
Community outside University: 5%
Faculty: 5%
Administrators/staff: 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 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>
<tr>
<td>After college (helping students establish meaningful lifework and be socially</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>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 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>The athletic program, through the coaches, actively recruits students to attend the university. Coaches engage in year-round activities throughout California and beyond to identify and recruit prospective student-athletes to attend CSUEB. Thorough analysis and information is provided to assist students in meeting the university admission and NCAA eligibility requirements.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>ICA provides support services to student-athletes which enhance both retention and graduation rates. Coaches and staff are hands-on advisors, counselors and mentors to student-athletes as they navigate their time at the university. Graduation rates of 79% and 65% for the last two student-athlete cohorts speaks to the success of the hands-on nature of the management of student-athletes by ICA personnel</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially</td>
<td>Coaches, staff and administrators regularly maintain contact with student-athletes after graduation, and provide networking and contacts with other alumni and university sponsored programs (such as career development office) in support of student success post-graduation. Community Engagement activities that are mandated for all student-athletes are also critical for developing students who will be socially responsible contributors to society.</td>
</tr>
<tr>
<td>responsible contributors to society)</td>
<td></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 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>
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<td></td>
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<tr>
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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Without active recruitment, the university would be unable to maintain a Division II athletic program. Student-athletes are recruited to attend based upon both the athletic opportunity as well as degree programs. SA most likely would not attend the University if there were no ICA program, and the University actions would be severely impacted—that is, the 250-275 highly qualified SA who comprise the ICA program would likely not be at this university.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
</tr>
</tbody>
</table>

During college (helping students succeed while they are at Cal State East Bay)
<table>
<thead>
<tr>
<th>students succeed while they are at Cal State East Bay</th>
<th>Athletics has been a model for retention, academic success and graduation rates at CSUEB. 2012 six-year grad rate = 79%; 2013 = 65%</th>
</tr>
</thead>
<tbody>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Community Engagement activities directly impact our local communities and prepare this subset of CSUEB students to continue to make positive contributions to society after graduation.</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>ICA is a curricular program which provides SA opportunities for experiential learning that promotes physical, emotional and social development. ICA is committed to the academic progress of all student-athletes and embraces the standards set forth by the NCAA and the CCAA. We prioritize academic excellence, graduation and preparation for future learning and career 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>Coaches promote Cal State East Bay through their recruiting efforts locally, nationally and globally. We attract student-athletes from diverse backgrounds and promote their academic, athletic, professional and personal development. ICA is committed to gender equity, creating fair and equal opportunities for our male and female student-athletes, coaches and administrative staff.</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>ICA is devoted to the physical, emotional and social welfare of student-athletes. We provide off-campus experiential learning opportunities and promote on-campus experiences outside of athletics and academics. Elevated retention and graduation rate relative to peers is related to the high level of engagement and contact with ICA personnel and the nature of support and services provided.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Coaches enhance a vibrant university community by fostering a positive and exciting environment for our students, faculty, staff, visiting teams and spectators. We attract a diverse population of individuals to the campus for game day experiences and special events. The program is responsible for sponsoring over 300 activities and hosts the greatest number of visitors of any program on campus.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Coaches promote Cal State East Bay through their recruiting efforts locally, nationally and globally. We attract student-athletes from diverse backgrounds and promote their academic, athletic, professional and personal development. ICA is committed to gender equity, creating fair and equal opportunities for our male and female student-athletes, coaches and administrative staff.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Coaches have an unwavering commitment to the education and welfare of their student-athletes. Coaches cultivate sportsmanship and fair play, demand ethical behavior, and hold themselves and all students in their charge to the highest standards of personal conduct. Exemplary behavior demonstrating respect for the dignity of opponents, teammates, officials, other students and the community at large is imperative.</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>Coaches support and deliver on the Division II philosophy that athletics is a gateway to the local community. Coaches working with ICA staff provided SA community engagement opportunities that last year contributed over 1,000 hours of service in a variety of settings and in support of public and non-profit agencies and community based programs.</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</td>
<td>Coaches are responsible for recruiting highly qualified student-athletes. Over 50 percent of our current student-athletes are performing at or above 3.0 GPA. Approximately forty percent of our SA are in science based majors, and are retained and graduate at a rate significantly higher than their peers (6 year graduation rate, 2012, 2013 reported to NCAA were 79% and 65% respectively).</td>
</tr>
</tbody>
</table>
5. Quality of Service

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.

As CSUEB continues to attract more first-time freshmen and expands its on-campus resident population, there is likely to be increased interest in Pioneer Athletics as a part of campus life and an increased expectation of its success. As the coaches continue to increase competitiveness of the program, the necessity to recruit more highly skilled SA that are also highly academically qualified will continue, requiring more resources (recruiting expenses). Further, increased competitive success will also increase student and community interest and participation. Changes in rules have implications for increased resources for supporting coaches and sport team competition.

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.

Graduation Rate and Academic Success Rate are reported to the NCAA annually. Academic progress is closely monitored and evaluated after every academic quarter. GPA data for student-athletes is compiled after each academic quarter and compared to previous terms. Exit interviews are conducted with student-athletes who have completed their eligibility. Coaches have informal meetings with the AD or management regularly regarding budget, SA, personnel, compliance and student services, internal operations, external operations as they relate to their sport. Formal meetings include the annual evaluation of coaches’ performance in the area of: SA outcomes (retention and graduation), program competitiveness and educational quality, and community engagement activities.

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

Formal meetings with the coaches has provided the opportunity to articulate the broader mission and vision of the ICA program and enhance planning, communication, and monitoring with management. Job descriptions have been reviewed, and expectations regarding the coaches’ evaluation criteria have been carefully reviewed and shared widely. Coaches are evaluated on the quality of their performance in recruiting qualified SA, program competitiveness and the quality of the educational experience provided SA, and the quality of the SA community engagement experience. Careful attention to performance deadlines in both communication and planning, and elimination of redundancy and duplication of services has resulted in greater compliance with important deadlines regarding the management and conduct of the teams.

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.
Part of our continuous improvement, the ICA program will develop a 3-5 year strategic plan, including goals and objectives, metrics and benchmarks to measure service levels within the program. Coaches are the engine of the ICA program. They are responsible for recruiting the SA to the University. In support of their success, it will be important to identify in the strategic plan measurable objectives and goals that might provide dashboard indicators to help coaches in the areas of their responsibilities. These indicators will help assess SA performance and more quickly identify SA at risk. Based upon these metrics coaches will be able to respond more quickly to implement actions that will enhance service levels and most importantly, SA outcomes.

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 programs competitiveness and quality of educational experience for the SA is dependent upon the coaches’ performance. While we do not expect increase in the number of sports sponsored, we do expect increase level of support by the addition of assistant coaches in several designated sports. The addition of a designated strength and conditioning coach for ICA will be important to increasing program competitiveness. There is a need for increased training and practice space to reduce pressure on the gymnasium facilities, including the weight room which has significantly impacted the coaches schedules, especially as it relates to availability for recruiting and development activities. Also, coaches need professional development opportunities (conferences, clinics, program visits) to stay current in their field.

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.

Informal mechanism of accessing SA satisfaction include visit of practices and competitions by the AD. Formal evaluations include exit interviews with SA, the annual coaches’ retention and evaluation process and surveys of fans on game day experience. More recently, results indicated that there needed to be more clarity on the role of personnel in game day support of the coaches, as well as increased level of attention to team travel arrangements in support of the coaches and SA to reduce duplication and redundancy of services.

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.

Coaches of the ICA program are to be commended on the overall performance regarding program competitiveness and the quality of the educational experience for the SA. Comments related to the customer satisfaction survey for athletics found both students and faculty viewed the quality of the program high (4), and the perceived importance of the program was also high (4.4; 4.2). While there is definitely room for growth in regards to student and faculty participation (2.1; 1.5), the findings of the survey are consistent with students’ and faculty’s view of the ICA Program over the last several years as important and highly valued.

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.

Formal guidelines are provided during annual evaluations and informal guidelines are provided during one-on-one meetings with the coaches. An extensive array of documents articulate guiding principles and values for the program. Further, NCAA, CCAA, and
CSU rules are very prescriptive regarding conduct with SA and coaches must pass a “test” of these rules before they can recruit. Coaches are evaluated on their compliance with these rules and regulations, as well as other criteria described earlier. We expect coaches to behave at the highest standards of ethical, personal conduct and integrity. Exemplary behavior demonstrating respect for the dignity of others and the community at large is imperative. In all cases, civility, professionalism, integrity, and respect and support for others are required.

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.

Coaches are responsible for recruiting student-athletes to CSUEB. Each coach has a target range roster size to fill with eligible student-athletes. Coaches are required to recruit qualified SA to ensure a competitive team, and meet gender equity goals. Coaches are evaluated on the ratio of SA who are retained and graduate. SA academic performance the last several years has exceeded their peers (graduation rate 2012=79%; 2013=65%). Intrinsic to sport is the goal to win. Increased competitiveness are quality goals which are annually assessed. The philosophy of Division II is that sports is the gateway to the community, and all coaches are active in community engagement activities and evaluated on the participation rates and quality of the experience for their SA.

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.

Noted earlier, coaches are responsible for recruiting their “team”. Each coach has a target for minimum and maximum number of SA. They are evaluated on the proportion of those students who are retained and graduate. Further, they are evaluated on the competitiveness of their season (win/loss record), and the educational quality of the experience for SA, and the participation rate and the quality and quantity of community engagement by their SA. Overall, while individual differences among teams are apparent, overall, coaches were able to meet the minimum number of recruited SA and gender equity goals. Overall, athletes are retained and graduate at rates higher than their peers. Last year, the ICA program generated over 1,000 hours of community service.

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.

1932061

Attach your allocated spreadsheet here.

AF- Athletics 2011-12 Expenses with services 11.4.13.xlsx
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.

Attach your allocated spreadsheet here.

Space AF Athletics 11.4.13.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.

As of Fall 2013, non-resident fee waivers provided to Athletics have been transitioned to Athletic scholarship dollars at a reduced rate. This change resulted in increased flexibility in recruiting and decreased overall allocation of athletic related aid. Coaches job descriptions have been reviewed and discussed with the AD and coach, which has provided clarity to expectations relative to the efficiency and effectiveness of the service coaches provide. Explicit in these meetings have been the importance of effective planning, communication and monitoring of appropriate criteria. Further, several staff positions have been refined to provide increased support to coaches and SA. These “adjustments” have eliminated redundancy and clarified expectations regarding the ICA program support to coaches in critical areas.

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.

Coaching is presently at a service level required to be competitive in moving from Division III to II in one of the nation’s most prestigious conferences. During the last two years the ICA program has made advances in increasing competitiveness, essential to providing a quality educational experience for SA. Coaching effectiveness and efficiency are being improved daily as they learn and experience the level of athletic and academic prowess necessary to be successful within the new conference. As noted earlier, resources and support services provided SA and coaches have been realigned and centralized to provide one point of contact and enhance support for coaches in the ICA programs three broad areas of service.

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.

Coaches are the engine that drives the ICA program. Support to help them be more efficient and effective in their most important responsibilities will be critical to the continuing advancement of the ICA program. As noted earlier, providing for increase in assistant coaches, athletic training support, a position to provide leadership for in-season and off season strength training would help coaches increase program competitiveness. Also, increased support for professional development activities such as, clinics, conferences and program visits will assist coaches in maintaining currency and providing a high quality educational experience for SA. Other areas of indirect help to coaches would be increase in practice and training facilities which would provide enhance access and increase flexibility within their daily schedules.
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.

Continuing to refine the roles and responsibilities of coaches, as well as the support staff will continue to improve service efficiency. Also, utilization of technology has been a way of improving the level of service by coaches. Several commercial products that integrate recruiting and communications with prospective SA are available and would reduce coaches time spent in tracking recruits, maintaining contact and scheduling and keeping track of on campus and off campus visits. Further, integration with compliance software would also reduce reporting requirements for coaches in areas of responsibility, as well as equalize the level of support to sports through the three broad service areas, internal operations, external operations, and compliance and student services.

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.

Coaches recruited 250-275 SA to participate in the ICA program, representing 15 sponsored sports, 9 for women (56%), and 6 for men (44%). SA demographics characteristically include 45% W, 17% H/L, 13% AA, 5% Asian, 3% Int., 1% NA, 15% decline to state. 46% SA were FTF, 41% transfers from 2 years schools, and 13% transfer from 4 year schools; hometown 54% Northern California, 28% Southern California, 17% other states, and 3% international. Graduation rates for SA those years exceeded the University rate. Two thirds of the SA have GPA of 3.0 or better. In both years gender equity participation numbers have been within required range. SA provided over 1,000 hours of service in community engagement activities.

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.

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

Coaches are required to recruit SA who have the academic and physical prowess to succeed. Coaches are evaluated on SA academic performance, program competitiveness and quality of educational experience, and the quality and participation rate of SA in community engagement activities. These evaluative criteria of performance are different from other instructional faculty within the University.

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.

The fundamental service the coaches and ICA staff provide is student-athlete development. Student-athletes are provided the
opportunity to develop and express sport skill in a highly competitive environment. Participation within the ICA program provides unique learning opportunities as a result of their experience. The ICA program, much like the other performing arts,-- theatre, music, dance, and art,--provides students unique programming that engages them in experiential learning that makes important contributions to their physical, intellectual, and social development and enhances retention and graduation rates. The ICA program at CSUEB, as with all other CSU institutions, is viewed as an integral part of the college experience for the participating SA their family and friends, students, faculty and staff, and community members through game day experiences and special events. In addition, the program provides a point of pride and tradition for our University which spans its history.