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: Plan and implement community engagement activities for Athletics
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 Athlete Fair Opportunity Act; CSU Policy Number 1201, Intercollegiate Athletics Administration
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 Division II Model Athletics Department Document states, "A model Division II athletics program shall be committed to the Division II Community Engagement Initiative for developing student-athletes and communities by actively engaging in shared experiences." The primary function of this service is to facilitate shared experience community engagement activities for our student-athletes, coaches and staff both on and off campus.

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: 40%
Faculty: 5%
Administrators/staff: 5%
Community outside University: 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>Pre-college (helping students to enter the system)</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔️</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.

<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>A robust community engagement program is one of three prongs of our student-athlete success model that we promote in our recruiting efforts. (“Pioneer Student-Athletes will Graduate, Win Championships and Engage in the Community”). This service also impacts recruitment of potential SAs and potential students who may have been impacted by our service in the local schools.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>During college (helping students succeed while they are at Cal State East Bay)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Shared meaningful community engagement experiences help build a balanced life and lasting relationships for student-athletes. A balanced and engaged student is more likely to stay in school and persist to degree completion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Division II approach provides growth opportunities through academic achievement, learning in high-level athletic competition and development of positive societal attitudes in service to community. The balance and integration of these different areas of learning opportunity provide Division II student-athletes a path to graduation while cultivating a variety of skills and knowledge for life ahead.</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>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>During college (helping students succeed while they are at Cal State East Bay)</td>
<td><img src="image" alt=" " /></td>
<td><img src="image" alt=" " /></td>
<td><img src="image" alt=" " /></td>
<td><img src="image" alt=" " /></td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
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<td><img src="image" alt=" " /></td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Community engagement activities draw positive attention to the university as a whole and support the overall outreach efforts of the campus.</td>
<td></td>
</tr>
</tbody>
</table>

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<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-athletes would continue to succeed in the classroom and in competition without community engagement programming. However, their learning and development would be relatively narrow and would be lacking the key component of development of positive societal attitudes through service.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After college (helping students establish meaningful lifework)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community engagement activities are critical for cultivating skills and knowledge for</td>
<td></td>
</tr>
</tbody>
</table>
and be socially responsible contributors to society)

navigating life beyond the university and for becoming socially responsible contributors.

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?

| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship |  
| --- | --- |
| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development |  
| Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner |  
| Foster a vibrant community through enriched 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 |  
| Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University |  
| Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility | Pioneer Athletics is committed to the Division II Community Engagement Initiative for developing student-athletes and communities by actively engaging in shared experiences. |
| Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM) |  

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.

There is so much need in our community and especially in our local schools. When we talk with schools about participation in our “Read with the Pioneers” program or our BAWSI play program, the question is never whether they are interested in partnering with us but rather how much we can provide. There will always be more demand than supply.

5. Quality of Service

Link to Scoring Rubric

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.

Quality is assessed informally in weekly meetings and in yearly evaluations. Timelines, deadlines, goals for upcoming events and ongoing events are discussed weekly. Summaries of programs and events are written and discussed at conclusion of events and on a yearly basis. Increased participation in annual events and repeat customers are also indicative of high quality programming.

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.

- Increased staffing with dedicated attention to Community Engagement.
- Improved and formalized event staff training.
- Formalized post-event evaluation and debriefing.
- Partnered with Bay Area Women’s Sports Initiative (BAWSI) for elementary school PLAY program.

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.

- Collaborate with Hayward Promise Neighborhood.

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.

- Provide LiveScan background checks for all student-athletes such that they are all readily available to participate in community engagement opportunities with youth as they arise.
- Develop a math/science program for elementary school students similar to our “Read with the Pioneers” program.

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, we ask for feedback (e-mail, face-to-face and phone calls) from parents, kids, coaches, school principals, school teachers and CSUEB Student-athletes.

We track participation numbers and repeat customers with increased participation being an indication of satisfaction.

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.

n/a

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

All coaches and SAs involved with community engagement activities undergo background checks before participation. Informal guidelines are provided during team meetings. An extensive array of documents articulate guiding principles and values for the program. Further, NCAA, CCAA, and CSU rules and guidelines are very prescriptive regarding conduct with SA. While striving for excellence we demand ethical behavior, and hold all athletics personnel and SA to the highest standards of 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 of all program personnel.

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.

Increased youth participation in both on and off campus engagement activities relative to past years.
We are in the process of developing a survey to assess satisfaction.

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.

Expand "Read with the Pioneers" program: 2010 (20 elementary school students), 2013 (450 students)

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.

190143

Attach your allocated spreadsheet here.

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

22075

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.

290

Attach your allocated spreadsheet here.

Space AF Athletics 11.4.13.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.

This service is relatively new (5 years). We are still in the process of building up this service. This past summer, the department’s organizational structure was assessed and realigned to provide higher efficiency, quality and timely service. All position descriptions have been reviewed, and several positions have been rewritten to describe service level expectations and reduce redundancies. Several personnel have been moved to new roles to gain benefit from their skills, interests and competencies.

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.

This service currently has more demand than resources. We will continually assess organizational structure for potential efficiency gains and utilize technology to assess current programming. Collaboration with Promise Neighborhoods is logical and desired on our part.

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.

We could impact more local youth with increased visibility and access to Hayward Unified School District. With additional staff (student workers, interns) to handle day-to-day office operations, the leaders of this service could spend more time off-campus generating interest and creating partnerships in the local community.

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.)?

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.

Without a reduction in outreach programming, I do not foresee any reduction in costs in this area. Increasing productivity and efficiency is a continual goal in all areas.

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.

We do not have solid data for 2011-12.

Read With the Pioneers 2010-11 (20 participants). 2012-13 (448 participants read 205,000 pages)

Pioneer Student-Athletes provided 1000+ hours in Community Engagement Activities in 2012-13

600 youth participated in five "Youth Days at the Bay" during 2012-13

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.

Many entities on campus are engaged in community outreach activities. Athletics reached out to several of them during the summer of 2013 to express interest in collaboration. Athletics’ community engagement initiatives are unique in that the student-athlete "work force" are visible role models for local youth. Our community engagement activities are also highly regulated by NCAA legislation.

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.

Division II is committed to developing students and communities by actively engaging in shared experiences. Beyond, providing assistance to an individual or group of individuals in need, the focus is on the sharing of an experience as a powerful instrument of change.

We are committed to providing these shared experiences both on and off campus. We want to bring the community to campus to experience Division II collegiate events but we are equally committed to being a presence in the Hayward schools and providing student-athlete role models for local youth.

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.

The emphasis for the student-athlete experience in Division II is a comprehensive program of learning and development in a personal setting. The Division II approach provides growth opportunities through academic achievement, learning in high-level
athletic competition and development of positive societal attitudes in service to community. The balance and integration of these different areas of learning opportunity provide Division II student-athletes a path to graduation while cultivating a variety of skills and knowledge for life ahead.

Meaningful community engagement activities are the link that prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society.