1. Support Services Report Template

Report Info
Name of the person completing this report: India Christman Rodriguez
Title of the person completing this report: Dir. of Enrollment Planning and Matriculation
Supervisor/dean reviewing report: Linda Dalton
Name of second reviewer (if necessary): Greg Smith
Service: Early Start Program
Division/College: Planning, Enrollment Management, and Student Affairs (PEMSA)

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.

Executive Order: Executive Order No. 1048 – establishment of Early Start Program

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

Early Start was mandated by the CSU Board of Trustees in response to numbers of new freshmen requiring remediation in mathematics/English. The goals include better preparation of new freshmen in mathematics and English by starting in the summer preceding fall enrollment, provide better assessment of academic preparation and improve students' likelihood of a successful completion of a college degree.

4. Importance of Service

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

The Early Start Program at CSUEB notifies incoming CSUEB freshmen of their required participation, assists them with completing the system-wide Smart Page, assist them with registering for classes, answers questions, and tracks the completion of the mandatory requirement. CSUEB offers Early Start courses in math and English requiring faculty assignment, course set up, tracking registrations, grading, and other forms of technical support.

By CSU policy, students can take courses at their home campus, or at another CSU (called a service campus). Students who are attending another CSU (i.e., service students) also utilize CSUEB’s Early Start services.

The Early Start Program’s student functions are overseen by PEMSA. (Course functions are jointly overseen with APGS and DCIE.)

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: 70%
Colleges/departments: 10%
Community outside University: 20%
Total: 100%
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</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 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</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The Early Start Program assists and supports students prior to enrollment with completing the mandatory program requirement designed to help them be prepared for successful experiences in remedial courses upon enrollment at a CSU.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The successful completion of Early Start courses prepare CSUEB freshmen to meet remediation requirements ultimately aiding retention/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>

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</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>
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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</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>Without the Early Start Program students would not be as well prepared to begin remedial courses at CSUEB which might delay their timely degree completion. Without CSUEB's Early Start Program Office, students would not be assisted with completing this mandatory requirement</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Without the Early Start Program students will be less prepared for CSUEB's course rigor posing challenges for both the student and CSUEB faculty and support services. However,</td>
</tr>
</tbody>
</table>
many students still need remedial coursework after Early Start because it is not sufficient by itself to handle their developmental needs.

After college (helping students establish meaningful lifework and be socially responsible contributors to society)

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>Early Start helps identify and meet remedial needs earlier, by applying academic standards prior to enrollment.</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>CSUEB’s freshmen class is very diverse and a large portion of these students are below proficiency in English and mathematics. Early Start offers them a supportive service early in their academic career.</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>Through timely communication and reminders, the Early Start Programs helps new freshmen complete remediation “prep” courses helping them be better prepared for the rigor of CSU curriculum when they enroll as freshmen. Approx. 820 CSUEB students have completed the math course and 360 CSUEB students have completed the English course in 2013.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td></td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>By spreading the work over several staff in PEMSA (taking them away from their primary duties) CSUEB has been able to handle the significant volume of students required to participate in Early Start. With the Fall 2012 entering freshmen class 41% were required to do Early Start math and 18% were required to do Early Start English.</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>
<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>CSUEB offers Early Start courses to any CSU entering freshmen. Because of CSUEB’s central Bay Area location, we serve many students in the region regardless of their final CSU destination.</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>
<td></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.
Through significant recruitment efforts in PEMSA, CSUEB’s freshmen enrollment has grown significantly over the last few years and likely will continue to grow. This means the number of students required to do Early Start at CSUEB will grow too.

Students attending other CSU’s can do their Early Start courses at any campus. Because of CSUEB’s fully online math class, and centrally located (in the Bay Area) English class, there has been a steady increase in demand for students wanting to complete their requirement at CSUEB putting pressure on the program’s already skeleton-thin infrastructure support.

Moreover, the English component if the program will be expanded by CSU mandate in 2014, thus applying to more students.

5. Quality of Service

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.

Quality is measured through:

1. Students successfully completing the mandatory Early Start requirement

2. Students completing the Early Start course registration process independently

3. Students participating in CSUEB’s Early Start courses passing the classes.

4. Minimal petitions/appeals

5. Fast response rate on incoming inquiries (phone/email)

6. Successful collaboration (efficient, cooperative) with other CSUEB departments working with Early Start incoming students

7. Less students needing to be identified at Orientation as not having met the Early Start requirement.

8. Positive feedback from counselors, students, and the campus community.

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

The program is only in its second year, however measures include:

1. Workflow movement/speeds analyzed for internal benchmarks/deadlines.

2. 0.5 FTE was moved from Freshmen Admission to the Early Start Program from May-August.
3. Enhanced communication has improved students completing necessary course registration steps without reminders.

4. Hybrid math course moved fully online to be more accommodating to students.

5. Clearer internal communications about which students must do Early Start.

**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.

As many of these ideas as possible will be implemented given the current staff resources limitations.

1. Find ways to get more student feedback for continuous process improvement.

2. Improved online materials

3. Automate emails out of PeopleSoft when students register for courses or need a fee reminder.

**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.

Quality would significantly improve if:

1. The Early Start Program was funded by the University as a “stand alone” department with supporting staff resources rather than PEMSA staff trying to complete significant Early Start work on top of their existing duties.

2. Additional professional staff were available to answer the Early Start phones/emails improving response time.

3. More technical support staff were dedicated to Early Start for programmatic changes, running queries, and improving overall PeopleSoft/MyCSUEB functionality.

4. Planning for more course sections to accommodate growing demand and offering full remedial courses.

**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.

We survey students who complete the Early Start program on our campus - whether the student is planning to ultimately enroll at CSUEB or not.

**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.

The Early Start Program was not surveyed as part of the customer satisfaction 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

Guidelines include:

1. PEMSA is dedicated to a "culture of service" with routine customer service trainings.

2. Email templates and phone "scripts" used to ensure accurate information is conveyed by staff in simplified, complete, and "student-friendly" language.

3. Departmental policy and procedure, handouts, etc. are stored on a shared drive for all staff to reference.

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.

Quality goals include:

1. Increased percentages of students successfully completing the mandatory Early Start requirement

2. Increased percentages of students completing the Early Start course registration process independently

3. Increased percentages of students participating in CSUEB’s courses passing the classes.

4. Fewer petitions/appeals

5. Fast response rate on incoming inquiries (phone/email)

6. Successful collaboration (efficient, cooperative) with other CSUEB departments working with incoming students

7. Positive feedback from counselors, students, and the campus community.

8. Offer sufficient course sections and full remedial options to meet student need.

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.

Quantity goals include:

1. Prior year(s) point-in-time processing comparisons indicate students are meeting the requirement faster as a result of faster/improved communications.
2. Offer sufficient course sections and full remedial options to meet student need.

3. Courses are full and running at capacity.

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.

31614

Attach your allocated spreadsheet here.
Admissions Undergraduate & Graduate Allocations.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.

0

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.

54

Attach your allocated spreadsheet here.
Admissions Undergraduate & Graduate Allocations.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.

The program is only in its second year, so it continues to develop and build infrastructure. However after the first year new efficiency measures include:

1. Website and printed material reviews completed to ensure clear information is published regarding requirements so students understand criteria and deadlines.

2. Online students no longer receive Early Start ID.

3. Math is now all online eliminating the need for support for proctored exams (staff, facilities, technical set up, etc.)
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.

As many of these ideas as possible will be implemented given current staffing limitations.

1. Greater use of auto generated PeopleSoft email messages based on course registration so manual message sending is no longer needed.

2. Proactively promote Early Start and the importance of taking the EPT/ELM placement tests earlier and more frequently in the high schools.

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.

Ideas include:

1. Dedicated Early Start staff able to do year-round informational presentations on completing EPT/ELM early, explaining Early Start requirements, and doing outreach to students earlier in the Admission cycle.

2. Additional dedicated Early Start technical support

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.

Plans include:

1. Continued attention to administrative business process, workflow, policy and procedures.

2. Using the new Pioneer Data Warehouse to create customized reports for staff to pull their own Early Start reports to track student progress/completion rates.

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.

Fall 2012 was the first entering CSU freshman class required to do Early Start.

In the first year:

- 676 students enrolled in CSUEB’s summer Early Start math class with 68% being CSUEB entering freshmen
- 254 students enrolled in CSUEB’s summer Early Start English class with 67% being CSUEB entering freshmen
Of the CSUEB entering freshmen class:
- 650 (41% of all enrolled freshmen) were required to do Early Start math with 81% successfully completing the mandatory requirement.
- 285 (18% of all enrolled freshmen) were required to do Early Start English with 82% successfully completing the mandatory requirement.

The Fall 2013 enrolled numbers are still in progress but appear to be slightly higher than the prior year.

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.

No other office on campus administers a remediation preparation program during the summer before enrollment. However, Early Start is similar to EOP’s Summer Bridge program offering support services for a select population.

The Early Assessment Program and General Education Office do promote the importance of taking the EPT/ELM and how it works with remedial course placement and Early Start requirements.

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

Early Start is the only program in the CSU where students can enroll in classes at any campus prior to matriculation offering tremendous flexibility for a successful completion.

Early Start is the only program offering “prep” courses designed to help students be more successful in their remedial coursework when they matriculate and enroll.

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.

This report has focused on the administration of the Early Start program, which also requires close coordination with Academic Affairs in receiving test scores and, particularly, in ensuring that sufficient course sections are offered through DCIE.

Although complicated to administer, the Chancellor’s Office mandated Early Start program is one of the few initiatives in the CSU addressing the issues of remediation in a direct and hands on way. The program is designed to support students in their academic success, proactively addressing their deficiencies and giving them a strong start hopefully avoiding academic disqualification.

Through the Planning for Distinction process, it is the hope of the Office of Admission that the overwhelming workload of the Early Start program will be recognized and supported by the campus since this unfunded mandate did not provide support to build the required infrastructure needed to execute it in the most efficient manner possible.