1. Support Services Report Template

Report Info
Name of the person completing this report: Angela Schneider
Title of the person completing this report: University Registrar
Supervisor/dean reviewing report: Greg Smith
Name of second reviewer (if necessary): Linda Dalton
Service: Graduation Evaluation
Division/College: PEMSA

3. Mandated Service

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: Yes
Title 5: Yes
Campus Policy: Yes
Federal Law: FERPA

Provide a brief explanation, if necessary, in < 60 words.
There are clear mandates dictating the requirements a student must complete in order to confer a degree at CSUEB.

4. Importance of Service

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

Graduation evaluations provides the essential functions of evaluating and graduating all undergraduate and graduate students (both in state and self-support programs) while ensuring all policies and requirements are enforced. The service is responsible for ensuring that preliminary evaluations are completed accurately and efficiently, and providing clarification and information to students, staff, and faculty with the goal of facilitating graduation.

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students: 75%
Faculty: 10%
Colleges/departments: 15%
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>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Evidence submitted to support the chosen selection (&lt;60 words for each)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>This service provides a crucial final review to let students know which course requirements are remaining to facilitate graduation, confers degrees in a timely manner, provides information and assistance to faculty and staff with the goal of assisting the student in reaching graduation.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>This service assists students in reaching their graduation goals so they can reach their subsequent goal of obtaining employment, continuing their education, etc.</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></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>4</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>3</td>
<td></td>
<td></td>
<td>1</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>There would be no impact on students who are not yet admitted.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Students would not have their degrees conferred without this service which is a crucial and required function of the University. In addition, students would not have the official information to confirm completion of requirements prior to their last term of attendance.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Without conferring degrees, students could not progress to their subsequent goals of employment, further education, etc 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>The completion of the official final graduation review by this service plays a vital role in providing academic quality to students by ensuring the outstanding degree requirements are recorded and there is a clear path to graduation.</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></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>Provide clear, consistent and timely information to students regarding their graduation requirements.</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>Providing clear, consistent and timely information to students, advisors, and the university community in general. Ensuring that others on campus understand the graduation process and policies.</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></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>

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### 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 the number of admitted students increases the demand for graduation services will also increase. Also, the increase in self-support programs means that these students require graduation evaluations.

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### 5. Quality of Service

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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.
1. Lack of errors reported in the graduation evaluation and conferral of degrees and the timeliness in which they are completed.
2. Meeting established deadlines for providing a final review and conferring degrees
3. High level of student/staff satisfaction (low complaints)
4. Fast response on incoming inquiries
5. Successful collaboration with other CSUEB departments
6. Positive feedback from academic advisors.
7. Fewer petitions for exceptions

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.

1. Implemented a communication to students and faculty for missing major checks, the result being that more major checks were received and in a more timely manner allowing evaluators to issue a final graduation review and confer degrees much sooner than in the past.
2. Presentation of graduation workshops for students so they are aware of the process and procedures, resulting in fewer delays in graduation
3. Ongoing staff training so fewer errors are made particularly as policies change
4. Increased communications to students with important information and reminders
5. Documentation of all internal policies and procedures related to graduation.
6. Changed the graduation filing requirements so that undergraduate students require 135 units to file for graduation.

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.

1. Conduct cross training between graduate and undergraduate evaluators
2. Continued documentation of policies and procedures related to graduation
3. Continue to work closely other departments (e.g., AACE, Athletics) to streamline efficiencies and provide consistent and accurate information to students.

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.

If extra staff resources existed, degree reviews and conferrals would be processed more quickly. The evaluation of masters degrees is currently done by one evaluator and requires overtime to complete all final review evaluations and confer degrees by the established deadlines.

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, e-mails and phone calls are monitored and weekly meetings with staff are held to determine if there are patterns of concern such as taking too long to process a certain type of document or a process not functioning correctly. Feedback from faculty, staff and students is used to assess satisfaction. Student complaints measuring the level 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.

The survey was completed by faculty/staff but not students for graduation services.

For staff and faculty who completed the survey for Grading/Records the usage was also low (rarely) but the ratings were also high for importance (4.7 out of 5 for faculty and 4.8 for staff). Staff rated quality high (3.94 out of 5 - close to the university average), while faculty rated quality a little lower (3.67, above the PEMSA average but below the university).

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

Consistent with the PEMSA culture of service, the staff are trained to respond to inquiries when possible even if outside their area of service, and to provide professional and detailed responses. Feedback is given to staff when communications are not up to the required standard. There is also a policy document maintained and accessible to staff, and coding procedures are documented so that consistent information and service is applied when dealing with the receivers of the service.

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.

Deadlines for providing final graduation reviews and conferring all degrees are established, and the work must be very accurate. This service is always able to meet those deadlines provided the necessary documents from the academic departments and students are submitted. Overtime is required to meet the deadlines for masters students as there is only one evaluator assigned to this task. The achievement of these goals is a always a challenge given the various constraints and deadlines of graduating students in all four terms per year.

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.

A final degree review must be provided for all students who file for graduation: approximately 5000 - 5500 annually. Each file must be reviewed again at the end of the term and the degree is either conferred or graduation is moved/cancelled. The deadlines are met unless the the proper documentation is not submitted by the departments/students or petitions must be filed with the General Education Office. In addition, overtime is required to meet the deadlines for masters students as there is only one evaluator assigned to this task. In addition to providing evaluations and conferring degrees, evaluators must also respond to e-mail and phone correspondence with staff, faculty, and students regarding general and specific graduation inquiries.

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.

265881

Attach your allocated spreadsheet here.
Registrar 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.

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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.

404

Attach your allocated spreadsheet here.
Registrar 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.

1. Increased communication and the delivery of graduation workshops has helped to decrease the volume of phone calls and email inquiries.
2. Created reports in the data warehouse to track workload and provide efficiency in accessing information.

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.

1. Cross training between graduate and undergraduate evaluators
2. Creating more reports in the data warehouse
3. Continued work with other departments and the technical staff to ensure the CAAR (degree audit system) runs correctly to reduce time of manual work done at graduation
4. Work with evaluators in other areas to ensure the transfer units are recorded accurately so less time needs to be spent at graduation making corrections
5. Work with faculty to ensure major checks are completed correctly and in a timely manner.
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.

1. Additional technical resources could allow for automation of updating graduation terms and dedicated maintenance of the CAAR (degree audit system) so that fewer manual corrections are made by staff.
2. Providing a way for students to update their graduation term in self service would save staff time coding each request manually.

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.

1. Cross training between undergraduate and graduate evaluators will prevent the service from ceasing if staff members are out of the office for short or prolonged periods of time.
2. Working with other areas on campus (transfer evaluation, admissions, international admissions, faculty, advisors) so that their work is accurate and timely this will increase the efficiency in completing a reviews and conferring degrees.

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.

In 2011-12 there were 5,060 final reviews processed for all graduation candidates and 3,731 degrees awarded. This does not include phone and e-mail inquiries with specific and general graduation related questions. In 2012-13 the number of final reviews increased to 5585.

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.

This is the only service that provides an official final graduation review for students and confers degrees. Each student’s major completes a graduation check list; however, the Registrar’s graduation evaluation unit is responsible for verifying completion of all general education and degree requirements.

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

This service is soley responsible for confirming all graduation requirements have been met, processing the final review and conferring the degree.
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.