

California State University, San Bernardino
COLLEGE OF EDUCATION
Annual Support Services Office Report

Office: CASE

Person Submitting Report: Melody Neill

Year: 2001/2002

Introduction:

Credential Assistance for Students in Education (CASE) serves as the Program Admissions and Credential Processing Unit for the College of Education at California State University, San Bernardino. CASE staff work in collaboration with the College of Education administration, local school districts, county offices, and the California Commission on Teacher Credentialing (CCTC) in facilitating students through the various phases of their credential program. In addition, the office maintains a sophisticated student database accessed by COE faculty and staff to track progression of students' individualized program plans.

Response to Feedback and Recommendations:

Recommendation #1 - It was recommended that CASE provide informational meetings/workshops for students and/or District Personnel with regards to the documentation required for recommendation of the Designated Subject(s) Preliminary Credential.

Response – A meeting with District representatives identified criteria that could streamline the initial Designated Subject credentialing process. An initial informational meeting has been scheduled for July that will assist in the joint effort to assist students in completing their paperwork for the initial Designated Subject credential. In addition, the coversheet to the Designated Subject(s) Credential Application contains check-off boxes to ensure that the credential candidate submits a complete application packet.

Recommendation #2 – Re-evaluate the telephone system in C.A.S.E.

Response – After careful review of the current ACD telephone line system established in CASE and other University departments, it was determined that the ACD system does not adequately serve the needs of CASE due to the constant interruptions of staff designated to answer the telephones, and the length of time per average call. A meeting was set up with Telecommunications to review options. In August, the CASE Office will return to the multi-line system that will help CASE staff better manage the volume of calls. The ACD line will remain attached, however, in the event that at some future date, the system could be a viable resource for CASE.

Recommendation #3 – Build a stronger communication network with other College of Education staff to ensure an on-going cooperative team effort.

Response – Forms have been reviewed to ensure that information is complete and accurate and reflects vital information to those students at the Palm Desert Campus. Important information regarding the credentialing process is communicated to all department personnel in the COE so that students are given consistent and accurate information. Continued and friendly dialogues

take place between CASE and all departmental staff in an effort to bridge the gap between information and functions.

Other enhancements to the office include:

- *Installation of additional modular workstations.*
- *Implementation of a follow-up Admission Letter indicating no remaining conditions.*
- *Drop-off/Pick-up only line during peak traffic.*

Feedback to the Office

How Are We Doing forms are available in the office at all times for students to address the quality of service in the CASE. Additional feedback forms are attached to each credential application packet, requesting students to summarize and rate their overall experience in the credential program. Both forms include space for the student to request a personal interview with the Director regarding any concerns they might have.

Feedback Summary Table

Rating Scale: 5 = Strongly Agree; 1= Strongly Disagree

Multiple Subject (730 respondents)

Average Rating

Program information was available in CASE.	4
Staff were knowledgeable of credential requirements.	4
CASE staff were courteous and understanding of students' needs.	5
I was treated without racial or gender bias.	5
COMMENTS (positive): <i>"CASE personnel become more friendly, helpful and knowledgeable, every time I contact them."</i> <i>"Very Helpful!"</i> <i>"Thank you for all you do!"</i> <i>"Good experience."</i> <i>"CASE was most helpful!"</i> <i>"My last two visits were great!"</i> <i>"Excellent service and information"</i>	COMMENTS (negative): <i>"Wait was too long!"</i> <i>"Has not improved."</i> <i>"Sometimes give conflicting information from other education staff."</i>

Single Subject (192 respondents)

Program information was available in CASE.	4
Staff were knowledgeable of credential requirements.	4
CASE staff were courteous and understanding of students' needs.	5
I was treated without racial or gender bias.	5
COMMENTS (positive): <i>"They are wonderful!"</i> <i>"CASE staff are very professional and polite."</i> <i>"Very helpful in the CASE Office."</i> <i>"Very friendly and helpful staff."</i> <i>"Staff went out of their way to help me – the best office on campus!"</i>	COMMENTS (negative): <i>"I would not recommend CSUSB due to my treatment at the CASE Office."</i> <i>"Lost my file 2x."</i> <i>"Hours need to be extended and more staff are needed – wait is too long."</i>

Education Specialist (83 respondents)

Program information was available in CASE.	4
Staff were knowledgeable of credential requirements.	4
CASE staff were courteous and understanding of students' needs.	5
I was treated without racial or gender bias.	5
COMMENTS (positive):	COMMENTS (negative):

<i>"Staff knew about international credentials – they were great."</i>	<i>"Had to make two 3-hr. trips because of wrong information given by CASE office."</i>
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Advanced Credentials (69 respondents)

Program information was available in CASE.	4
Staff were knowledgeable of credential requirements.	4
CASE staff were courteous and understanding of students' needs.	5
I was treated without racial or gender bias.	5
COMMENTS (positive): <i>"Services were good, staff were very professional and friendly."</i>	COMMENTS (negative): <i>"Telephone wait is too long."</i>

Designated Subjects (49 respondents)

Program information was available in CASE.	5
Staff were knowledgeable of credential requirements.	5
CASE staff were courteous and understanding of students' needs.	5
I was treated without racial or gender bias.	5
COMMENTS (positive): <i>"Personalized, competent response. Thanks!"</i>	COMMENTS (negative): <i>"Had to wait several minutes with no acknowledgement."</i>

Summary:

Overall, CASE is improving the services to students and streamlining processes. Students continue to offer praise and support for the efforts of CASE staff to assist them. Written feedback suggests that some students still perceive CASE staff to be neither knowledgeable nor helpful. While this can be disheartening for those of us who have struggled to provide the best possible service, complaints are often not specific or relate to an incident that could not have been remedied by anyone in CASE. It is also clear that misinformation is often the result of students obtaining information from other students and/or other IHE's. One of the goals for next year will be to have regular meetings with other COE staff in an effort to help bridge the communication gap between departments and staff.

Staffing continues to be an issue in CASE. Despite the hiring of an additional staff member, and utilizing the secretary half time to assist at the front counter and on telephones, there are times when limited staffing creates congestion in the office. This is compounded when our efforts to provide the best customer service include contacting other departments on behalf of the student rather than simply sending the student elsewhere. This is another area where communication and a spirit of teamwork will enhance the overall image of the COE.

Due to the preparation for both the State and National accreditation teams, some of the goals and objectives for CASE were put on the back burner. These goals will be CASE's priority this year as we gear up for the Legislative changes to credentialing in the near future.

Goals:

Goals for C.A.S.E. during the Academic Year 2002/2003 include:

1. Complete the set-up of electronic bulletin board. This project was delayed due to receipt of a broken monitor and failed efforts to have it repaired.
2. Revise "How Are We Doing" form to more accurately record student feedback.

3. Collaborate with other COE Departments in an effort to communicate more effectively and present a more positive image to students.
4. Continue the editing of the CASE Website to include video enhancements.