1. Support Services Report Template

Report Info
Name of the person completing this report: Ilana Israel Samuels
Title of the person completing this report: Associate Director of Recruitment Initiatives
Supervisor/dean reviewing report: Greg Smith
Name of second reviewer (if necessary): Linda Dalton
Service: Provide visitor services, including Hayward campus tours, for prospective students and their families (Welcome Center)
Division/College: 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.

Federal Law: ADA compliance for persons with disabilities
State Law: NA
Executive Order: NA
Title 5: NA
Campus Policy: NA
Any other: NA

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

The Welcome Center at Hayward has been inspected to ensure that we are in compliance with the state law that protects disabled Welcome Center visitors so that we may offer access to all.

4. Importance of Service

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

Located at the Hayward campus
- Provides individual campus tours Monday-Friday at 11am and 2pm, group tours, and Saturday tours to engage visiting families, students and outreach groups in CSUEB’s vibrant campus life; to highlight academic quality of our programs and to promote a college going culture.
- Effectively answers admission related questions asked by phone and from walk in visitors.
- Provides pre-admission advising to prospective students and offers clear information regarding admission requirements so that students know how to meet criteria and deadlines.
- Employs Student Tour Ambassadors who reflect CSUEB’s diversity and commitment to promote a college going culture both on and off campus.
- Supports Recruitment/Communications through student data collection for prospect pool growth, event/admission marketing.

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: 95%
Community outside University: 5%
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>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></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>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
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</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>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>
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</thead>
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</tr>
<tr>
<td>Community Events</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
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### 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>Shared Strategic Commitments</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>Visitor services highlight CSUEB’s strengths, and work to recruit qualified students who can benefit from our academic programs.</td>
</tr>
<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>The Welcome Center maintains a commitment to access and diversity while cultivating a vibrant campus community that is welcoming, inclusive, respectful, and responsive to our visitors.</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>Invite prospective students/families to tour campus via the Welcome Center or at an outreach/yield event where they can meet with admission staff. Provide clear and consistent messaging to be admissible to CSUEB.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>By hiring student staff, the Welcome Center provides leadership opportunities to current students. Students are eligible to be tour leads, outreach leads and to assist in managing other students. Welcome Center staff participate in programs sponsored by Student Life and Leadership. Campus tours highlight campus life activities.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>The Welcome Center participates in sustainable activities such as the reuse of art resources, recycling and carpooling to staff events.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>The Welcome Center staff supports admissions by organizing and assisting in efficient transcript evaluations and admission decisions in addition to the primary pre-admission advising role.</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>Both regular and student staff from the Welcome Center participate in civic, cultural and economic outreach initiatives within our local communities, such as community health fairs and diversity fairs and PEMSA sponsored events, like the Education Summits.</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>Welcome Center staff serve as leaders, by presenting at conferences and serving on boards and/or providing input for professional organizations.</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.

As student interest and enrollment continue to grow, so do our demand for visitor services. Over the years, our prospect pool has grown significantly due to the increased recruitment and marketing efforts of the University. With a larger prospect and applicant pool, there will be a need for expanded visitor services to reach students. Additionally, increased interaction with students is required to keep students abreast of changing admission policies.

5. Quality of Service

5.1 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.

- Review comment sheets that guests voluntarily fill out providing their feedback and their Welcome Center experience.
- This information is used to improve services offered and to make adjustments to tour programming if needed.
- Track the number of pre-admission advising appointments provided by enrollment counselors on-site at the Welcome Center to ensure we have a minimum of 25 appointments available every week, and that we track increased demand, in addition to advising students by phone and email.

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

- Increased tour options, such as Saturday Tours, and revamping group tour reservations to meet demands.
- Hiring more student staff, opening Federal Work Study positions, and providing training and professional development to retain quality student workers.
- The Welcome Center has been in need of additional support so in the last year a staff member from the EIC, comes to the Welcome Center twice/week to provide an additional 8-10 pre-admission advising appointments for prospective students. Additionally, in the summer, our other Enrollment counselors are needed to provide additional advising appointment as needed to meet the demand of prospective students.
- Created a direct marketing piece that all campus visitors will receive post visit.
- Created "suggestion box" for visitors to offer their feedback.

5.3 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.

- Increase the number of Skype advising appointments we provide, in order to meet the demand of students for pre-admission advising and to provide face-to-face opportunities for students from out of the area.
- Create a pre-printed form for visitors to provide this feedback to make it more accessible and likely it will be completed.
- Consider sending a short survey to all campus visitors in the thank you email that is sent after their visit to assess the quality of our service.
- Potential merging two areas that have student assistants with similar roles to help increase output.

5.4 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.

- Fund additional enrollment counselor position to keep up with the high demand of pre-admission advising appointments, walk-ins, to help ensure quality service through timely responses.
- Acquire new location with more space; much needed space for the amount of staff needed for daily functions, not to mention space for inventory storage, and waiting area for guests. (This is planned for the new building next to SA.)
- Create an online web advising service where students can make appointments for pre-admission online counseling or go to a virtual "waiting room" for walk-in appointments.
- Update campus video that visitors may watch before their tour which is a critical piece to engaging visitors and introducing the campus prior to the official tour.

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.

- Groups often have their students write thank you notes, which acknowledge the good work of our student tour guides. The feedback is always positive and reflects the work our staff does to be welcoming, inclusive, respectful and responsive to the visitors’ needs.
- Some visitors provide feedback in our suggestion box.
- Staff also provide support and campus tours for events such as Preview Day, Welcome Day and the Education Summit. These events ask participants to complete surveys, and always indicate a high level of satisfaction with our campus tours.

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.

This service wasn’t included in the 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.

The Welcome Center follows a culture of service to contribute to University efforts to enhance student success through timely and effective pre-admission advising as well as support for admissions. Annual professional development is provided for all full time staff, both at a CSU hosted conference and within our own department. Monthly training is also provided to both regular and student staff.

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.

One goal is to ensure accuracy of the information that is provided to prospective students about admission policies and procedures. The Welcome Center staff stay abreast of CSU policies via professional development, staff training opportunities and conferences.
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.

- Every year we use data collected monthly and quarterly to assess the number of tours and pre-admission advising services we are offering. This helps us plan for future needs within visitor services at the Welcome Center and to anticipate increase in demand for visitor services.
- Our goal is to provide individual tours to a minimum of 5 visitors for the Monday-Friday 11am and 2pm tour times, and to provide 3-5 group tours per week. The demand for tours has increased by 45.4% from 2010-11 to 2011-12.
- Review monthly data on how many visitors served for individual and Saturday tours, as well as the number of community colleges, elementary, middle, and high schools, and outreach groups served for group tours.

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.

86720

Attach your allocated spreadsheet here.
Enr Development-Communications Allocations_092513.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.

3360

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.

688

Attach your allocated spreadsheet here.
Enr Development-Communications Allocations_092513.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.

- We have not been able to refill one enrollment counselor position that was lost due to layoffs in 2010.
- Collaborated with Parking Services to eliminate the cost for parking permits purchased by PEMSA for visitors. Parking permits continue to be free to visitors but PEMSA incurs no cost due to this arrangement.
- Added an additional tour option for out of area visitors not able to visit during the week through a Saturday Tour Program.

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.

- Merging two areas that have student assistants with similar roles to help increase output at the Welcome Center.
- Increase use of web and technology to advise students to eliminate the cost of travel; SKYPE, advising videos.

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.

- Create an online web advising service where students can make appointments for pre-admission online counseling or go to a virtual "waiting room" for walk-in appointments.

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.

- Increase productivity by increasing the number of Skype appointments and online advising sessions.
- Institute web videos to provide basic admissions information to prospective students.
- Evaluate the amount of student staffing in the Welcome Center to continually increase effectiveness of time worked per student, as well as number of students working at one time.

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.

Data from 2011-2012 shows the following:
- 636 tours provided for 6,716 guests; a 46% increase from 2010-11.
- Preliminary data from 2012-13 shows an increase of 10% from last year with 8000 guests; this percentage may grow.
- 489 Pre-Admission advising appointments were offered.
- Preliminary data from 2012-13 shows a 2% increase from last year; this percentage may grow.

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.

Similar to PEMSA:
- International Admissions offers pre-admission advising/transcript evaluation to prospective students. At this time, because International Admissions is a separate department, the Welcome Center will provide tours to International students, but does not have the capability to provide pre-admission advising.
- The Concord Campus offers pre-admission advising and tour services.
- Student Life offers tours to new students at Orientations.

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.

- We are the only department that provides a comprehensive training program for effective campus tours. - Tour staff learn how to highlight key campus buildings and programs. This includes but is not limited to: RAW, housing, VBT, Art Gallery, Old and New Unions, and academic facilities.
- Student tour leaders' energy and excitement about CSU East Bay is infectious and our guests always come back excited about what they have seen and impressed with our beautiful campus.
- The volume of visitors seen throughout the year requires a personalized touch for each visitor.
- Visitor services handles all scheduling all on-site admissions presentations, including securing rooms as needed and facilitating the logistics between departments and faculty across campus.

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 Welcome Center is imperative to the success of Cal State East Bay because it is often the first place on campus where many visitors stop, to get directions, a campus map, and information on parking. We are the face of the University.

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