1. Support Services Report Template

**Report Info**

Name of the person completing this report: My-Lan Huynh  
Title of the person completing this report: Orientation Coordinator  
Supervisor/dean reviewing report: Stan Hebert III  
Service: Freshman Orientation Program  
Division/College: PEMSA  
Name of second reviewer (if necessary): Linda Dalton

3. Mandated Service

**Link to Scoring Rubric**

1. Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

   - Campus Policy: Campus Fee Advisory Committee  
   - Any other: Orientation Advisory Committee

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

   Campus Fee Advisory Committee approved the implementation of a mandatory Freshman Orientation fee in 2007.

4. Importance of Service

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

Freshman Orientation is designed to assist new students on how to make a successful transition into CSUEB. Orientation Team Leaders, University staff, and faculty will guide students through the one day or two day program to provide students with opportunities to receive academic advising, learn about academic expectations, explore campus resources, and engage in the campus community. The campus-wide program serves multiple purposes from providing required information, supplying important resources that impact student success, introducing students to peer leaders/mentors, and setting the expectation for success at CSUEB. Orientation, "The Start of a Successful Journey" is also a collaborative program to ensure that students understand this is the beginning of their journey with the end goal of graduation.

**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%  
   - Faculty: 2%  
   - Administrators/staff: 15%  
   - Colleges/departments: 13%
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>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>1. Intro to campus community. Orientation is often the first time students visit campus. Students are still making the decision on if CSUEB is the right fit for them. 2. Resources: Academic advising, pre-college needs (Bay Card, parking), campus resource overview 3. Requirements check-points: Support for topics relating to admission status, transcript deadline, Early Start, EOP.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During college (helping students succeed while they are at Cal State East Bay)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vital &quot;how to&quot; workshops for students success: course registration, buy books/utilize bookstore, campus community involvement, connect with faculty members, college transition (academically, socially, locational move, etc.)</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>Workshops that promote life-long learning and personal growth around topics of developing support networks, ethics/values, diversity, and leadership. Workshops with long-term impact are exposed to students at Orientation to encourage them to continue to develop throughout college and life. Orientation also touches upon career readiness from the general view of choosing majors and resources offered through AACE.</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>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>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>🔵</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>
<td>🔵</td>
</tr>
</tbody>
</table>
## Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Orientation program is the primary vehicle to help new students transition into the campus through abundant amount of resources, guidance, and required services. The Orientation program also provides services to the Admissions, General Education, and EOP departments as it is used to predict the final entering yield numbers and provides environment for required processes (advising, ES reg, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Orientation is designed to give an overview of all vital resources. The program is stated to be &quot;the start of a successful journey&quot; to allow students opportunities to become more educated on how to find support financially, academically, socially so they can create a college experience that is both healthy and successfully. Sample of showcased: SHCS, UPD, Housing, RAW, etc.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Career focused workshops encourage building networks with faculty, clubs/orgs, and establishing professional image. Other workshops include topics such as diversity and ethnic/values. Students are encouraged to have open discussion about these &quot;hard&quot; topics to promote life-long learning, identity development, roles as contributors to society.</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>Orientation provides academic guidance via advising, panels, resource sessions. There are also opportunities for engagement with faculty, staff, and college administrators that promote academic inquiry and engaged learning. The concept of quality is established through setting expectations and outlining topics of success and providing resources to strengthen academic experience. -Engagement opportunities: networking/meeting with faculty, staff, and college administrators.</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>Promotes inclusive campus and personal development through diverse workshops (academic, professional, and personal growth) and presenters, clubs/orgs, student leaders available. -Orientation Team (ct60). Six months of intense training regarding: diversity, sensitivity, professionalism, campus resources. Promotes safe and inclusive campus both amongst team and incoming students. -Sample of workshops with diverse theme: First generation, Diversity Session, Power/Privilege</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>Sessions such as &quot;Freedom&quot; highlight that student have to take action and accountability on their own life. We emphasize that success is in their hands from academic choices to social to healthy living. All workshops have messages that introduce students to important topics, but encourage them to continually enhance their learning by maximizing the resources available.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>All programs serve both students and departments/resources. -Student feed into departments and gain vital services to aid in engagement and learning. Departments have opportunity to serve larger pool of student and promote their services. -Student Life &amp; Engagement promoted through: student leadership, ASI, clubs/organizations, Orientation Team. Extracurricular activities (engagement and leadership roles) support student retention and foster community.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Orientation promotes model of a sustainable planet initiatives by taking action to reduce waste and highlight sustainable programs at CSUEB. - Online App for program (electronic method to providing information) - Promote Recreation and Wellness Plaza (highlights sustainable gym and emphasizes CSUEB's priorities) - Are You Smarter Than Pioneer Pete - Interactive, multimedia gameshow (electronic/interactive method to showcase resources)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>To create transparency and accountability, Orientation's agenda is published on various mediums for campus community to view prior. Mediums include website, social media, campus-wide mail. The planning and implementation of Orientation is a collaborative effort via the Orientation Advisory Committee (OAC). The OAC is open for all departments to join and new involvement/contribution is always encouraged.</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>Showcase departments and student organizations that serve the local community. Examples: -Student Leadership for Community Engagement (CSUEB's Service Learning). Promote Freshman Day of Service and importance of civic engagement. - Samoian club - Promotes cultural education. Performed at Orientation. -Gamma Zeta Alpha - Greek organization with community service theme. Example projects - Cinco de Mayo and Toy Drive Benefit.</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>Introduce faculty and clubs that promote STEM field. -Faculty invited to Academic Success panel -Numerous clubs in science field that is promoted at Campus Resource Fair (Forensics, Pre-Nursing, etc.)</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.

- incoming Freshman class has increased the last few years
- growing demands for first-generation student support (workshops have high popularity and positive feedback, faculty/staff/research all emphasize that first generation students need more support)
- steady transition to move Orientation back to full Two Day Overnight program
- current research promotes importance of Orientation and impact of success for new students. Research show correlation between Orientation better retention rate, more supported students, higher community engagement via Orientation.
- Remedial numbers and initiatives to support students who under perform (such as Early Start) have become a higher focus across CSU system. Orientation can increasingly provide support services to students to provide them with tools to better navigate academically and succeed in college setting.

---

### 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.

Planning Stages
- Timeliness/Meeting Deadlines - Orientation Planning timeline with Orientation Advisory Committee
- Informing campus community regarding formal agenda and roles for the event
- Quality of customer service
- Breadth of information/resource provided to match ILO/Strategic Commitments
- Safety procedures planned for emergency
- Improvements made from prior year.

During/post-Orientation
- Flow of event (programming, professionalism, transition, theme)
- Accuracy of information
- Tracking of students
- Number of students served
- Streamlined messages and themes communicated
- Accommodations provided for special needs
- Amount of improvements

External markers
- Freshman & Staff Survey
- Orientation dates/availability

Support/Staffing
- Orientation training (Team leaders, campus fair, etc.)
- Department partnership
- Support staff available
- Ration of team leader to student

External:
- Freshman Survey
- Staff Survey
- Provide Orientation dates/availability

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.

- Marketing materials & resources (postcards, Family handbook, printed agendas, new emails)
- Website (up to date information, weekly posts for upcoming permits/agendas)
- Social media (mobile app, facebook, etc).
- Overnight Orientation (brought back within last two years)
- Workshops cover more diverse topics. 1) Academics, 2) Diversity, 3) Personal Growth
- New topics tailored to specific interest and populations: 1st generation, peer support, study abroad
- Restructured Orientation Team selection and training. New focus and commitment to quality service and Pioneer Pride (in regards to CSUEB's ethics, expectations, and academic success).
- Offer more accommodations
- More campus partnerships (new departments invited to partake in workshops, strengthen relationship between campus departments such as GE and admissions).
- Launch new “Start of Successful Journey” to highlight student's experience
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.

- Utilize focus groups based on student leaders.
- Collaborate with Admissions and General Education department to develop a united plan for students once they are admitted (versus currently, focus more on connecting individually planned programs).
- Collaborate with Housing office to develop Orientation immediately before Jumpstart program.
- Offer ways for students to be guided to resources (as opposed to just introduced).
- Restructure Orientation Team to maximize on leadership growth and ownership.
- Build community service as a larger emphasis to be introduced at Orientation.
- Invite more faculty.
- Continue to add programs that promote self-development and exploration.

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.

Additional Funds
- Hire admin staff fully focused on processing Orientation tasks such as logistics planning, data collecting, surveying student needs, processing follow-up between admissions/EOP. Will open more time for Coordinator to implement new programs and initiative.
- Hire full-time paraprofessional staff throughout the year to further develop plans at Orientation (at least four more). This would provide both additional support to Orientation and another opportunity for students to gain valuable career experience and leadership growth (through paid incentive).
- More support for post-Admissions/pre-Orientation questions (post 5PM support).
- Impactful workshop and speakers (i.e. renowned Key note speaker).
- More interactive workshops (funds to hire staff to creatively build/support).

Additional Space
- Allocate and organize work space for Orientation prepping and storage.

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.

Yes - Survey.

Standard Questions:
- Please rate the following Orientation sessions. Choices: Very Useful, Somewhat Useful, Of Little Use, Not Useful At All, Did Not Attend.
- What aspects of Orientation were the most helpful to you?
- Are there areas that were not addressed that should be included in future programs?
- How could future programs be improved?
- What is your impression of CSUEB before/after Orientation & Team Leaders.
- How did the Orientation Team Leaders best serve your needs?

Frequent answers seen:
- Majority of required events rated under "very useful"
- Majority students' impression of CSUEB as "good" prior to Orientation, but rated their impression of CSUEB as "excellent" after participating in Orientation
- 96.1% thought the overall Orientation as "Good/Excellent"

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.

In regards to the ranking of usage, the Freshman Orientation program is a mandatory program that students only go through once. Students are not required (or permitted) to attend more than once. Thus, the ranking for usage - rarely, sometimes, often, does not pertain to this service.

In regards to the category of importance and quality, we would like to highlight that the majority of responses are "very important" and "good." Based on the Likert scale, overall importance is 4.40 and the overall quality if 4.06.

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

Orientation Team Leaders
- Leadership Survey
- 10 week long training
- Leadership Retreat
- Monthly All Team Meeting
- Debrief meetings post-all Orientations.

Student Leaders
- Campus Resource Recruitment Meeting
- Props for speeches for student leaders (i.e. Peer mentors/ASI)

Orientation Advisory Committee Meeting to re-affirm:
- Theme
- Purpose
- Common Messaging
- Protocol for Question/Referral

Orientation embraces a "culture of service" that includes training all staff to address student concerns, questions and problems immediately rather than to pass them to another person or department. This approach starts by acknowledging the student, listening clearly to their concern and (in most cases) fulfilling their need by obtaining the answer or escorting them to the person/department that can best respond.

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.

-positive feedback of survey from the following questions:
1) Pre/post Orientation
2) Benefits of Orientation Team
3) Recommendations

**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.

Goal to provide Orientation service to all entering students who are planning to matriculate, marked by:
- Amount of dates provided (both in quantity of events, as well as timing of events). This is often paired with other required deadline and timeline of Admissions, Early Start, and advising/class registration.
- Breadth of information provided (quantity of workshops, topics, and departments/clubs represented).

**6. Efficiency of Service (cost effectiveness)**

**Link to Scoring Rubric**

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.

67580

 Attach your allocated spreadsheet here.

 **Student Life & Leadership Allocations.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.

102868

**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.

433

 Attach your allocated spreadsheet here.

 **Student Life & Leadership 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.

- Increased output without increasing cost
- Accommodate more Two Day Orientations (vs One Day)
- Expanded to offer services to more students (rise in incoming Freshman class)
- Trained more student leaders
- Broaden marketing/online support
- Created interactive, multimedia programs for more effectiveness and efficiency
- Partnership with more organizations
- Provided more "paperless" option for providing 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.

Reducing the cost of the orientation meals (without reducing quality or quantity) would increase the efficiency of the program. Food is the most costly expense category of orientation.

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.

An online pre-orientation session would allow for students to have more exposure to several important orientation topics. Students would have to complete this online session prior to arriving on campus. We would need outside assistance to develop an effective interactive online pre-orientation module. We can then spend more time engaging students in activities, workshops and assistance to give them the best start to university life at CSUEB.

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.

We are exploring menu options that can reduce our food costs.

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 Freshman Orientation

Sessions Presented (F1 = Freshman Session 1)
F1 297
F2 280
F3 293
F4 318
F5 392
F6 77
TOTAL Students Served: 1657
Total Sessions: 6
Total Days: 8 Days (2 Two Day Overnight Orientations, 4 One Day Orientations)

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.

1. EOP Welcome: Only EOP admits.
2. Welcome Center: Campus tours. Though both provide tours, Orientation tours focuses more on resources as well as first year experience, and is only offered for Orientation attendees.
3. General Education: Pre-Advising. Offered to incoming students prior to Orientation. Orientation attendees who have had pre-advising, can alternate program on academic overview and panel.

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.

Freshman Orientation is the only program that caters to the entire entering Freshman class while working collaboratively with various departments on campus to promote all resources relating to the success of the Freshman students. The program often serves a higher student population than the actual matriculation number as many students are still in the process of deciding. The program also serves to help departments promote their services in the united goal to help students find success and integrate into the community at CSUEB. Freshman Orientation uniquely focuses on immediate needs/resources (such as advising, books, matriculation status), while still have larger messages of success via personal development, academic focus, and overall success at CSUEB.

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.
1. In addition to serving the incoming Freshman students and many other departments/services that also provide services to this population, the Orientation program plays a large role in training and establishing a new group of ~60 student leaders and campus liaisons every year - Orientation Team Leaders. These team leaders are often asked to provide additional services (i.e. workshops, training, tours), act as CSUEB liaisons at large events (i.e. Service Day, Welcome Day), and represent CSUEB at national conferences.

Orientation Team leaders follow a strict one year commitment:
- Multi-step selection process in the Fall quarter
- Two full quarters of training (Campus Resources, policies, safety, customer service, diversity/sensitivity training, retreat, etc.).

2. Summer 2012 and Summer 2013, the Freshman Orientation program has brought back the Two Day Overnight Orientations. Based on survey results, there is a higher percentage of attendees who ranked the "excellent" impression of the Two Day program as compared to students who attended the One Day Program. Results also show a wider margin between the pre- and post- positive "impression" of CSUEB after having attended the Freshman Two Day Orientation than the One Day program. The Two Day Orientation program was brought back as an option for students to choose from. The Two Day program has an extra full day of program (6AM-10PM), in contrast to the One Day program. Although we have doubled our services, the department has not increased in staff, size, or budget. The 2013 season, we offered more Two Day programs.