1. Support Services Report Template

Report Info

Name of the person completing this report: Lawrence Bliss  
Title of the person completing this report: Director, Academic Advising and Career Education  
Supervisor/dean reviewing report: Diana Balgas  
Name of second reviewer (if necessary): Linda Dobb  
Service: advising  
Division/College: Academic Affairs

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.

Campus Policy: Yes

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

Academic advising is at the heart of the university’s effort to serve students, as indicated in the Shared Strategic Commitments (“... enhancing each student’s educational experience and prospects for success ...”). Accurate and timely academic advising is an important service that virtually every university provides for their students as a matter of campus policy, and East Bay is no different.

4. Importance of Service

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

Academic advising is both a prescriptive service to students and a developmental service. Academic counselors help students ensure that the courses they are taking move them toward graduation by meeting all of the institution’s various academic requirements; they also engage students in discussions about how to use their degree, the potential for additional study, and how they might contribute to society. According to Light (2001), “good advising may be the single most underestimated characteristic of a successful college experience.” Hunter and White (2004) remind us that “Academic advising ... is perhaps the only structured campus endeavor that can guarantee students sustained interaction with a caring and concerned adult who can help them shape (the college) experience.”

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: 90%  
Alumni: 10%  
Total: 100%

Link to Scoring Rubric

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</th>
<th>Indirect Impact on</th>
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<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>
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</tr>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Academic advisors provide workshops and individual meetings with prospective students and family members, and outreach to community college counselors. We also provide workshops and assistance at New Student Orientation programs and “Smooth Transitions” events.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Through outreach events, individual appointments, and workshops, academic advisors interact with students to ensure that they are taking coursework that leads toward graduation. We offer workshops specifically for students on probation and those who have been disqualified, to bring them back into the system.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Through individual appointments and workshops offered immediately before and during the summer following graduation, advisors assist students in preparing for job search, salary negotiation, establishing life as an adult, and employment.</td>
</tr>
</tbody>
</table>

**Provide a brief narrative (<60 words each) explaining your selection for each area.**

**Evidence submitted to support the chosen selection (<60 words for each).**

- **Pre-college (helping students to enter the system):** Our work helps students and their families understand what this experience is all about, and eases their transition from high school or community college into this institution. Without us, students would continue to enroll at East Bay, but their preparation would be significantly negatively impacted, to the detriment of the institution.

- **During college (helping students succeed while they are at Cal State East Bay):** Without us, students would “self-advise,” relying on their own interpretation of catalog rules and regulations. Some would succeed on their own; most would take much longer than necessary to move through the system. And none would have the benefit of developmental advising with a caring and concerned adult.

- **After college (helping students establish meaningful lifework and be socially responsible contributors to society):** Without us, students could certainly leave the institution and successfully find employment,
establish meaningful lifework and be socially responsible contributors to society)

adjust to society, and become productive. But with our assistance, that process is certainly less intimidating.

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>Academic quality is reinforced through individual appointments and workshops discussing probation, disqualification, learning styles, and study skills. Our “Academic Toolkit” provided to second-year students provides advice on teaching methods and their relation to study skills and academic success.</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>Developmental advising is all about promoting students’ personal development, assisting them to negotiate social, political, cultural, emotional, and intellectual hurdles in order to succeed at East Bay.</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>Developmental advising means working with each individual student at the developmental point at which we find them, and moving them further up the developmental road, enhancing their educational experience along the way.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Our work with other student service departments definitely supports student engagement and learning. Our programs and activities, from workshops to events for sophomores, help make this a more vibrant and complete institution.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</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></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>Our work with the Puente Program for high school seniors, with Project SOAR in the Oakland public schools, and with local community colleges helps the entire east bay grow and develop. We absolutely support the development of students in the area, and through them, the civic, cultural, and economic life of the region.</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>
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</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.

We expect that student population will increase over the years, which will impact our services. Also, we continue to reach out through various means in an effort to attract those students who still attempt to “self-advice.” Those efforts, we hope, will also draw additional students to our offices.
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.

Every few years, we assess the degree to which working with our staff assists students in moving toward graduation. Our most recent study (2/20/13), with analysis by Gary Moser of the Office of Planning and Institutional Research, showed that “Among Juniors and Seniors enrolled from Summer 2010 to Summer 2012, those who visited AACE at least once were about 10% more likely to be retained or graduated by Fall 2012 than Juniors or Seniors who did not visit AACE during the same period.” This is consistent with the previous study (8/8/07), with analysis by Julia Norton of the Statistics Department, which showed that 87% of students who visited us graduated or continued compared to 64% who did not.

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

We have adopted several measures to improve the quality of our service. Two years ago, we began supplementing our bi-monthly staff meetings with counselor case study meetings on alternate weeks, to examine specific issues related to student success. We have streamlined our appointment process, to make it easier for students to be able to see the counselor who can best address her/his specific issue. We have regularly invited speakers from other campus departments, to make sure that our information is current and appropriate. And we regularly participate in professional development programs on-line, in California, and around the country, to learn new advising techniques and new ways to support student success.

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.

We do a good job of continually checking our information and our methodology currently. We would continue to hold our counselor case study meetings, and continue to hear from speakers from other departments, and we would continue to attend professional development opportunities as funds permit. We already compare our work with the Assessment Guide for Academic Advising Programs from the Council for the Advancement of Standards, and we would continue to do so. We are also developing a series of focus groups, expected to be held in the upcoming winter quarter, to give us an opportunity to hear from current students about ways to better share our information with them.

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 additional resources were available, we would expand the number of counselors able to attend professional development opportunities presented by NACADA, ACPA, and NASPA. These professional growth opportunities are an important way for staff members to learn new techniques, compare their work with their peers at similar institutions, and share information about programs and activities that work at other institutions. This would clearly improve the quality of our work on this campus.
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.

Every few years, we implement a Student Satisfaction Survey, to measure how students feel about the information they receive, the work that our counselors do, and the way that they are treated in AACE. In the most recent survey (4/9/12) ninety-one point eight percent (91.8%) reported that they were Extremely Satisfied or Somewhat Satisfied. In that same survey, ninety-nine percent (99%) reported that they thought it was Extremely Important or Somewhat Important to have this service available to students, and ninety-seven point nine percent (97.9%) would recommend our services to other students.

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 the university customer satisfaction survey, ninety-two point eighty-four percent (92.84%) of the responders rated our department as a 3, 4, or 5 in "Overall Quality," with a mean score of 4.17 out of 5.0, and ninety-six point seventy-five percent (96.75%) rated our department as a 3, 4, or 5 in "Overall Importance," with a mean score of 4.44 out of 5.0. These numbers are consistent with the scores reported in our own Student Satisfaction Surveys, as noted in 3.5 above.

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

We have a written policy for ways that our front-desk student workers should interact with people who come into or telephone our offices. We also have a written policy for graduate interns. And we talk regularly at staff meetings about issues of customer service, confidentiality, and privacy.

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.

We regularly collect data from students who use our services, to determine if we are providing the information that they expect and deserve. In our most recent survey, ninety point seven percent (90.7%) of respondents said that they would rate their understanding of the information provided as "excellent" or "very good."

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.

We periodically review the numbers of appointments that each counselor takes per week, and ensure that the numbers of students...
who request appointments are being served satisfactorily. On an annual basis, each of our counselors sees about 1,000 students in individual appointments (about 30 per week), not counting workshops, classroom presentations, on-line or email responses, and other contacts.

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.

343988

Attach your allocated spreadsheet here.

AA - AACE - Distributed Expenses.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.

56294

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.

2522

Attach your allocated spreadsheet here.

Space AA AACE.xlsx

Link to Scoring Rubric

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.

Our change in appointment policy referred to earlier in this report has definitely resulted in more efficiency. In addition, programs revolving around workshop presentations allow us to present more information to groups of students that would have been presented individually. The largest of these workshop series is our DQ workshops, offered to students who have been academically disqualified. These are now offered every quarter, to students who were disqualified following the previous quarter. Working with groups like this allows us to present information and answer questions significantly more efficiently.

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.
It would certainly make sense if the EOP and EXCEL programs were moved onto the same floor of the STUDENT SERVICE and Administration building that we are on, so we could share resources. It seems inappropriate to use this space for finance or human resources offices and house EOP and EXCEL on the opposite side of the campus.

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.

The half-time counselor position working with on-line students should be made full-time, and probably supplemented with a second position. There should be an additional position working specifically with athletes. There should be a “swing” office located someplace in Mikeljohn Hall, so that students could access our services on that side of the campus.

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 always looking for ways to reach our students in a more efficient manner. Technological advances have allowed us to provide outreach and immediate answers to quick questions by using email, Twitter, Facebook and LinkedIn. As technology improves, we’ll work to expand our network and increase availability of information. This, we think, will keep costs within reason while still providing this important and necessary service for students.

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.

Each counselor has about 30 individual appointments with students each week, for a total of about 1,000 student appointments per year. In addition, counselors offer workshops on topics ranging from study skills to how-to-return (for disqualified students) to changing majors. We participate in all Smooth Transitions workshops and New Student Orientation programs for incoming freshman and transfer students. We participate in all university outreach programs for potential students (Preview Days, Open House days) and community members (Puente program, Project SOAR, Discovery Day).

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.

Both EXCEL and EOP provide similar services, but to limited groups of students meeting specific parameters. These are both Federally grant-funded TRiO programs, which must be reauthorized every few years. The service that they provide students is important, but limited to the small groups of students meeting their eligibility parameters.
5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

The AACE staff is the only group of professionally trained academic advisors on the East Bay campuses specifically working with students to help ensure that they satisfy all of the graduation requirements in addition to their major course requirements. We provide the only ongoing “link” that students have to the administration of the university, and often provide an important retention service for students who are otherwise not “hooked in” to programs or services.

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.

We believe that we perform an important and critical service for our students. For many of them, we are their link to correct and definitive information about their process through the institution and to graduation. We are accessible to them, careful with their information, and concerned with their welfare, and we believe that they understand our importance to them.