1. Support Services Report Template

Report Info

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.

Executive Order : #811, 1047, 209, 255, 341, 794, 795
Title 5 : Sec. 40200, 40202, 40300, 40400, 89704, 89708, 40407.1, 40101, 40103, 40303, 89709
Any other : Standing Orders of the Board of Trustees Chapter 3.b

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

4. Importance of Service

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

The Division of Continuing and International Education (DCIE) furthers the University's mission through innovative approaches that expand student access to high quality degree programs and advanced professional education.

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 : 92%
Administrators/staff : 3%
Alumni : 5%
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 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.

Evidence submitted to support the chosen selection (<60 words for each)
<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Through Open University, DCIE provides the opportunity for individuals who have been out of school for a long time to explore University level academic offerings, and/or to enhance their GPA prior to admission.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>DCIE offers over forty degree and certificate programs (ranging from Art to Business to the Sciences), to help adult learners advance or change careers.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>The core mission of DCIE is to provide lifelong learning, ranging from opportunities to change or enhance careers to specialized educational programs for mature learners (via OLLI).</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.

| Pre-college (helping students to enter the system) | 4 - Service provides evidence of direct impact in more than one area | 3 - Service provides evidence of direct impact in one area | 2 - Service provides evidence of indirect impact in more than one area | 1 - Service provides evidence of indirect impact in one area |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During college (helping students succeed while they are at Cal State East Bay) |                                                                                                                                                                                                   | ✓                                                                 |
| After college (helping students establish meaningful lifework and be socially responsible contributors to society) |                                                                                                                                                                                                   | ✓ ✓                                                                 |

Provide a brief narrative (<60 words each) explaining your choice.

<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 selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Absent the opportunities provided by Open University to “try” college-level work, or improve GPAs, fewer students would apply, or be admissible, to the University.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>DCIE provides expanded access to 11 undergraduate and graduate degree programs, some of which are fully online, for students who are willing to pay the full cost of their education. Classes are guaranteed and students can complete some advanced degrees in as little as a year to 18 months.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>More than any other unit at the University, DCIE provides ongoing opportunities for students to continue their education (both personal and professional) following the completion of their undergraduate degree.</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>DCIE continues to develop high quality degree programs in partnership with various colleges at the University. Most recently, we started a fully online MS in Health Care Administration (with CLASS), and an MS in Accounting (with CBE).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and</td>
<td>Programs provided by DCIE foster lifelong learning through courses that address</td>
</tr>
</tbody>
</table>
interests of our diverse community and promoting their academic, professional and personal development.

Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner.

Foster a vibrant community through enriched student services and student life that support student engagement and learning.

Contribute to a sustainable planet through our academic programs, university operations, and individual behavior.

Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University.

Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility.

Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM).

The Oakland Center is a certified “Bay Area Green Business”. Additionally, DCIE offers a "Green" Business Management Certificate Program that addresses the roles, responsibilities, and impact of Green Business Management in a continuously changing business environment; and considers the practical applications of "Green Business Management" across various industries.

DCIE utilizes principles of QI to assess program viability, and evaluate course instruction and student satisfaction.

DCIE is actively involved in providing training to corporations and institutions throughout the greater Bay Area region. Recent training partnerships have included: BART, Contra Costa County Workforce Development.

DCIE partners with area employers/WIBS to develop innovative training programs for their employees (e.g., PG & E, BART, Lawrence Livermore Labs).

### 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.

Continued underfunding of education by the State of California will most likely result in even greater need for both degree and certificate programs/courses offered through Continuing Education.

### 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.

Student evaluations are conducted on all courses provided by DCIE. For some programs, additional evaluations such as focus groups and alumni surveys have been implemented.
Training programs provided to area employers also include an evaluation component.

**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.

We have hired an instructional design specialist to work with faculty to enhance their use of educational technologies in face to face, online, and hybrid programs.

Additionally, we have instituted a continuous quality improvement review of course evaluations (in the past, evaluations were not consistently reviewed by program coordinators/administrators).

**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.

Explore additional ways to make innovative, effective use of educational technologies in the classroom (e.g., podcasts; mobile apps).

Implement a “one stop service” philosophy within DCIE -- i.e., whenever a student first makes contact with (either in person or via phone or email) takes responsibility for researching and solving the student’s issues/concerns and conveys the necessary steps for resolution to the student.

Review and revise the existing alumni and course surveys to make sure that we’re getting appropriate data (some questions, as currently written, do not provide useful data).

Continue to leverage campus-wide partnerships, and send employees to professional development programs provided by the campus.

**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.

Given additional staffing resources, DCIE could implement a more comprehensive approach to providing support services to students in degree programs by assigning both a faculty academic lead to each program and a program support coordinator to work with each student from the initial point of contact and application process, to the student’s graduation and beyond. The academic lead would work with the faculty to ensure that the curriculum and instructional plan proceed as planned; while the program support coordinator would provide guidance, encouragement and a single point of contact to help navigate the University’s wide-ranging support services.

**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.

Certificate and degree programs conduct formal course evaluations. A few programs conduct post-graduate surveys of student satisfaction; e.g., Paralegal Program graduates are emailed a survey six months after completing their program. Results from the most recent survey of Paralegal certificate graduates indicate that, over the preceding 4 years (through 2012), 88% of respondents
rated the overall quality of their educational experience as "superior" or "good".

The Paralegal Program also conducts a survey of prospective employers of Paralegal students (both our own program’s students, and others). In 2012, while the number of respondents was quite small (N=21), all of the employers who had hired our program graduates rated the graduates overall skills and knowledge as either "excellent" or "good".

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.

Results indicate that a majority of faculty have never used CE services, yet over 70% rate the importance of these CE services as a "4" or "5" on a 5 point scale (with "5" indicating "very important"). A similar inverse relationship between use and importance is found in the staff survey, where 57.56% of respondents had never used CE services, yet 78.52% rated the importance of CE services at a level of "4" or "5".

The major "take away" from this survey is that CE needs to educate and reach out to more faculty and staff, in order to increase awareness and utility of our services.

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

Informal (i.e., verbally communicated) guidelines given to all new employees (and frequently repeated) include the need to dress professionally; to be professional, respectful, and courteous to customers at all times; the need to follow through with customers in a timely fashion (either personally, or by communicating the issue to a supervisor, or the employee whose hours follow yours); and ways to de-escalate irate customers.

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

No

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.

While there are no formal quality goals, all employees are encouraged to provide input to strengthen programs and promote the highest quality service. Additionally, DCIE continually strives to increase the number of high quality degree and certificate programs we provide.

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.

Individual programs have quantity goals. (For example, specific courses will not be offered unless a predetermined number of
students enroll.) The Division itself does not have annual quantity goals, because we are continually refining the programs we offer, eliminating under-performers, and creating new offerings. However, we have nearly doubled the number of degree programs we offer (from 6 to 11) over the last two years.

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.

879774.

Attach your allocated spreadsheet here.

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.

1235130.2

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.

1996.56

Attach your allocated spreadsheet here.

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.

As stated previously, DCIE nearly doubled the number of degree programs we offered over the last two years (from 6 to 11), during which time we had a slight decrease in the number of employees.

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.

We conducted a review of our operational processes during AY 2012/13, resulting in some restructuring of staff positions, tasks and responsibilities. At present, the Division is particularly "lean", and it would benefit from additional human resources (i.e., staff positions).

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.

Given 4 or 5 additional positions, I believe DCIE could become one of the leaders in Continuing Education within the CSU. We have an AVP with many innovative ideas; we just need the staff to fully implement these ideas.

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.)?

No

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.

As indicated in previous responses, DCIE already has significantly increased efficiency and productivity over the last 1-2 years. To continue expanding program offerings at a similar rate, we will need additional staff.

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.

Approximately 6,000 students were served by Continuing Education during FY 2011/12.

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.

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

Yes. DCIE is the only fully self-supporting division in Academic Affairs, funded entirely without General Fund dollars. DCIE also specializes in continuing education, professional development, and workforce training -- areas that traditionally are not a focus of state supported programs.

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 potential for DCIE is unlimited, given sufficient support.