# 1. Support Services Report Template

**Report Info**

Name of the person completing this report: Donna Wiley  
Title of the person completing this report: Senior Director, Graduate Studies and Academic Programs  
Supervisor/dean reviewing report: Susan Opp  
Service: Graduate Studies  
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.**

- Executive Order: Yes (various)  
- Title 5: Sections 40510, 41000-2, 41010-11  
- Campus Policy: Yes  
- Any other: CSU EP&R 82-39; CSU AAP-91-04; WASC Institutional Review Process

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

The Office of Graduate Studies monitors compliance with Title 5, Section 40510, which sets forth minimum requirements for CSU masters-level education, all Executive Orders and system-wide policy documents pertaining to master’s programs (such as EP&R 82-39, which defines standards for graduate level instruction), all masters program requirements in the University Catalog, and Academic Senate policies pertaining to graduate studies.

# 4. Importance of Service

**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: 40%  
- Faculty: 20%  
- Administrators/staff: 5%  
- Colleges/departments: 10%  
- Academic Senate and/or committees: 5%  
- Community outside University: 20%
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>Impact Area</th>
<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>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Impact Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The Office of Graduate Studies recruits and advises students considering CSUEB graduate programs. It holds quarterly recruiting events and works with all graduate programs on their recruiting efforts.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The Office of Graduate Studies assists current CSUEB graduate students with questions about their graduate program requirements. It also coordinates several programs and scholarships which support and encourage students to continue with their graduate education through the doctoral level.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>The Office of Graduate Studies promotes graduate education among current undergraduate students, particularly among underrepresented students. It believes that increasing participating in graduate education will help students to pursue and be successful in meaningful lifework.</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>Impact Area</th>
<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>
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Provide a brief narrative (<60 words each) explaining your choice.

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</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Approximately 15% of the university’s enrollment is made up of graduate students. Therefore, if graduate recruitment were to cease, the university would be unable to meet its enrollment targets, and</td>
</tr>
</tbody>
</table>
students to enter the system) | graduate programs would not be able to exist without sufficient students to sustain graduate course sections. This would have a negative impact on the ability to recruit faculty, the ability of faculty to engage in scholarly activities, etc.

During college (helping students succeed while they are at Cal State East Bay) | The Office of Graduate Studies strives to ensure that all graduate programs curricula, policies and procedures are consistent with CSU requirements, and that they are clearly communicated to graduate students. It assists graduate students and coordinators with questions about these requirements and reviews all petitions for waivers of requirements. It also awards the Graduate Equity Fellowship, which assists students from disadvantaged backgrounds to attend graduate school.

After college (helping students establish meaningful lifework and be socially responsible contributors to society) | A number of other units at the university promote graduate education, including the academic departments.

<table>
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<tr>
<td>2.4 Alignment with Shared Strategic Commitments</td>
</tr>
<tr>
<td>How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?</td>
</tr>
</tbody>
</table>

| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship | Aligned. This office reinforces academic quality by upholding system-wide, WASC, and university requirements and policies that seek to maintain academic quality. It provides opportunities for engaged learning and scholarship through promotion of system-wide programs, such as the Student Research Competition, etc. |
|---|
| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development | Aligned. This office coordinates the Graduate Equity Fellowship, which grants awards to educationally disadvantaged students that allow them to finance their graduate education. It also coordinates campus participation in the Northern California Forum for Diversity in Graduate Education, which promotes graduate education among underrepresented students. It also coordinates the Pre-Doctoral Scholars and Doctoral Incentive Program, promoting doctoral education to underrepresented students. |
| Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and lifelong learner | Aligned. The office promotes graduate education to undergraduate students, expanding access to graduate education particularly among underrepresented students. |
| Foster a vibrant community through enriched student services and student life that support student engagement and learning | Aligned. The office promotes programs such as the CSU Pre-Doctoral Scholar program that support student engagement and learning. It also hosts events such as the Fall Graduate Information Fair that add to a vibrant university community. |
| Contribute to a sustainable planet through our academic programs, university operations, and individual behavior | Aligned. The office has worked continuously with academic and non-academic departments (e.g. PEMSA) to improve processes and services, both to students and to academic departments. Examples include working with Records to get most student forms online, working with PEMSA to create a one-stop Peoplesoft screen for UWSR status, & working with the University Library to enable electronic archiving of University Theses. |
| Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University | Aligned. The office works with local private and public sector organizations, such as Alameda County, the Alameda County Office of Education, the Hayward Chamber of Commerce, etc. |
| Support the civic, cultural, and economic life of all communities in the regions we serve through |  |
partnerships that promote education and social responsibility
to promote graduate education, including teacher training, public administration and health care administration.

Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)
Aligned. The office led the establishment of the Graduate Advisory Council, to promote two-way communication about graduate programs. The past year we have focused on developing and supporting a graduate culture (based on criteria described in recent WASC white paper on graduate education) in CSUEB’s graduate programs.

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to stay the same

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

The demand for graduate services depends on several factors outside of this office’s control. The University has formed a strategic enrollment committee to discuss the university’s strategy on graduate enrollments (e.g. what level of enrollment does the university want, what the appropriate mix of state-support and self-support programs should be, what the demand and supply for various graduate programs is, etc.) and then to develop strategies for achieving that enrollment. The office is represented on this committee, and will be involved in working with PEMSA, the colleges and programs to implement these strategies. Demand for graduate services is also affected by external factors, such as rising graduate tuition, decreases in graduate financial aid, and changes in employment and unemployment rates.

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.

The Office of Graduate Studies has participated in a number of mechanisms to evaluate the quality of our service. We spearheaded the university’s first graduate-student-only satisfaction survey, administered in Summer 2012, which surveyed graduate students not only about their satisfaction with the office but also with all university services and their academic programs. We also administer evaluations to participants in our graduate recruiting events.

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 worked over the past three years to improve the visibility and awareness of students and faculty about graduate services. Prior to this time, there was no “Office of Graduate Studies” – rather it was embedded in the Office of Academic Programs and Graduate Studies, and had no separate identity. We have attempted to enhance the visibility (thereby improving quality by increasing student awareness of services offered) by enhancing the website, developing online forms and processes, creating a Blackboard Organization for communicating important information about services and opportunities, etc. We have worked to increase attendance at all of our recruiting events and improved the quality of our recruiting materials. We are currently working on a graduate coordinators handbook.
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 are currently working with University Advancement to improve the quality of the recruiting materials used for graduate recruiting, but are limited by staff resources both in the Advancement Office as well as in Graduate Studies. We began efforts to train graduate coordinators on the use of university technology tools to enhance graduate recruitment efforts and will continue those efforts this year. We also plan to hold graduate coordinator training for new coordinators, and can survey coordinators at the end of the year to assess the effectiveness of these efforts. We will continue to work with Institutional Research on opportunities for collecting graduate survey feedback. However, it will be difficult to implement further measures due to lack of staff resources.

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.

The Office of Graduate Studies lost its only full-time professional staff person in the campus budget reductions in 2008-2009. If this position were restored, there would be much greater bandwidth for improving quality of services. Ideas for improved services include making additional improvements to the website, improving the quality of recruitment materials, holding more frequent information events for prospective students, participation in more external recruiting events and outreach to local businesses and community organizations, holding workshops on graduate school and aspects of the graduate admissions process, increasing the use of social media for communicating with prospective students, as well as enhancing efforts to collect and evaluate feedback from prospective and current students to evaluate the quality of services.

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.

The office worked with Institutional Research to conduct the graduate student survey in Summer 2012, assessing satisfaction with university services and with their academic programs. The survey had one item assessing student satisfaction with the office itself. The results were a score of 3.55 on a 5-point scale. However, a majority of responses were in the “Neutral” scale value. 750 (91%) of the 822 responses were either Neutral, Satisfied or Very Satisfied, possibly reflecting the office’s lack of visibility. The results of the survey were also relayed to the various graduate programs and offices, thereby working to improve overall services to CSUEB graduate students. Discussion of the survey results was a major agenda item on the Fall GAC agenda.

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 for the Office of Graduate Studies (labeled the “Office of Graduate Programs” on the survey) were only available for faculty and staff, not students, and students are the primary receivers of this office’s services. That said, the results of the survey were positive. While the mean usage results for both faculty and staff were low (1.97 and 1.74 respectively), this is not surprising as the majority of faculty and staff do not have direct interactions with this office. However, of those who responded to the Importance and Quality, the responses were positive for both. The Importance ratings were 4.42 and 4.34 respectively, and the Quality ratings were 3.94 and 4.08, above the Overall Quality ratings for both groups.

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 informal guidelines for all units and services within APGS are to provide the highest quality of customer service, including prompt and timely responses to all users, and to treat all receivers of service with courtesy and respect. We receive a large number of questions about many aspects of university processes and services that affect graduate students that are not directly related to this office, such as questions about the application or admissions process, financial aid, particular graduate program requirements, international student advising, etc., and we always strive to make sure that the students’ questions are answered, and that they are not merely directed to another office.

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.

Quality goals include producing high quality recruiting events that meet the needs of participants, including recruiters attending our Fall fair. Last year’s evaluations showed very positive ratings, with one recruiter stating that ours was the best fair he/she had attended. Quality goals also include meeting all Chancellor’s Office deadlines for system-wide program applications, and all of these deadlines have been consistently met.

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.

The quantity goals of the office are to produce three major recruiting events during the academic year, and to achieve the highest possible attendance at each of these events. In 2012-2013, attendance at our Winter and Spring events were the highest ever (Fall’s event is an open event so attendance is not easily measured, but it was also a very successful event). Indirect quantity goals also include increasing graduate enrollments at CSUEB, and preliminary data for Fall 2013 indicate a significant increase in graduate applications and new graduate student enrollments.

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.

160425

Attach your allocated spreadsheet here.

2011-12 Expenses - revised APGS-SOedits (1).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.

34477

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.

172

Attach your allocated spreadsheet here.

Space AA APGS-edited.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.

As mentioned in a previous response, one full-time professional staff position was eliminated in 2009, which significantly reduced the costs of providing these services.

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.

As a result of staff reductions, the office was left with very minimal staff - about half of one administrator position and half of one support staff’s time. It would be very difficult to further reduce staff salary costs and still provide necessary services. Operating expenses are largely out of our control, as the largest expense is the cost of registration fees at other campuses’ graduate fairs. We are considering raising the registration fee for our own graduate fair, which helps to cover the costs of conducting our event. However, the office does strive to be as frugal as possible in all areas, such as providing minimal refreshments at recruiting events, seeking low cost providers for printing promotional materials, etc.

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.

Additional resources, primarily in the form of restoration of the staff professional position, would significantly improve the services provided by this office. The focus of adding this additional staff cost would be on improving the quantity and quality of services provided, not necessarily improving the efficiency of the service. Therefore, the effectiveness of the services would be improved, but it would also incur additional costs, so it is unclear that the cost effectiveness would change significantly. However, the impact of enhanced graduate recruiting would result in higher graduate FTES, resulting in increased per student state funding and additional graduate student tuition fees, so it would have a positive impact on the university’s revenue generation.

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.)?

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.

Salary costs are already at a minimal level, as are operating expenses and space.

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.

Output for the two years above includes (but is not limited to): planning and implementing three major on-campus recruiting events (approximately 60 outside universities attending in fall, and approximately 200 attendees at Winter and Spring events); coordinating student participation in the Northern California Diversity Forum (approximately 50-80 students attending); coordinating student participation in the CSU Student Research Competition, coordinating applications to the CSU Pre-Doctoral Scholars Program (approximately 7 per year) and hosting the Pre-Doctoral Program Orientation and CDIP (approximately 4 per year); holding GAC meetings each quarter, reviewing approximately 100 petitions annually, reviewing approximately 150 students for possible disqualification at the end of each quarter; and responding to countless email questions daily from students, graduate coordinators and academic departments.

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.

Much of the university’s energy and resources is devoted to undergraduate students and their success (in accordance with the role of the CSU in the California Master Plan), but graduate students have always been a large percentage of the CSUEB student population. This office strives to provide these students with the best service possible, and to ensure that they get the services they need from other offices on campus. It is also unique among many of the other CSU’s in the role it plays in graduate student recruitment. For example, our office is the only CSU Graduate Studies office that hosts the Fall Graduate School Information Fair. All of the other events are hosted by that campus’ Career Services Office.

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 would like to reiterate that this office provides a large volume of events and services with a minimum of staff resources. The office’s visibility and capacity could greatly benefit by increasing the staff allocation. Suggestions include: a full time Graduate Dean, who could then devote more time and energy into working with departments and graduate coordinators on their recruitment and enrollment strategies as well as work with them on graduate program assessment, which will be more of a focus of our accreditation process in the upcoming review; and a full time professional staff person who could provide assistance with web
design and updates, further refinement of marketing materials, attend more external fairs and events, conduct more sessions about graduate education for current undergraduates, etc.