1. Support Services Report Template

Report Info

Name of the person completing this report: Joanna Lee and Steve Andrews
Title of the person completing this report: Director/Assistant Director
Service: Graduate Programs Office Services
Division/College: College of Business and Economics
Supervisor/dean reviewing report: Jagdish Agrawal/Dean

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.

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 Graduate programs serves several primary functions. It serves as an admissions center, offering advising to prospective students, organizing admissions events to capture prospective students, marketing to students, reviewing student applications and admitting them to the program. It serves as a support center, generating statistics on enrollment for class scheduling, advising students on classes and curriculum choices, providing permission numbers when necessary to students from within and from outside the college. It serves to develop students outside of the core education by offering value added services such as Leadership Boot Camps, Career Expos and networking events. It also provides major checks to the Registrars office for Graduation Audits. In addition, the office responds to Princeton Review and U.S. News surveys.

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: 80%
Administrators/staff: 10%
Colleges/departments: 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>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>
</tbody>
</table>
Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>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 raises awareness of Programs offered by the college office through marketing, email and advertising campaigns. It recruits students in various graduate fairs such as in-person college fairs and QS MBA tour and online directed/interactive channels such as GMATCH virtual fair, hosts in-house MBA fairs and offers advising to incoming students and prospective students. The office also provides students with resources for taking standardized tests, information on admissions policies and when necessary plans to take pre-requisites for admission to a program. In each Fall quarter alone, the office handles an average of 518 applicants and admits 180 students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The Graduate Programs office provides supporting services to an average of 348 enrolled students and offer several tools to help them succeed at East Bay. We conduct annual major checks for all continuing students, develop and offer two year schedules and roadmaps to guide students through their studies (see <a href="http://www20.csueastbay.edu/cbe/tentative.html">http://www20.csueastbay.edu/cbe/tentative.html</a>), give orientations to help them successfully navigate their graduate studies, conduct pre-requisite checks and gives permission codes to students as needed and provide advice to students on schedule planning and class choices to enable them to find a workload they can manage while maintaining the rest of their lives. Each year, the office performs graduation checks for 150 students and helps them graduate successfully.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>The Graduate Programs Office hosts a Career Expo for the Business School Each Year in the Winter. The Office also works on the marketing of Business School Graduate Programs. In Marketing the programs, it increases the brand value of Cal State East Bay, and this in turn leads to an increased value of a student’s degree.</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.

<table>
<thead>
<tr>
<th>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>
<td>Pre-college (helping students to enter the system)</td>
<td>✔️</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>
<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>
<td>✔️</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Area</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>Without the Service provided by the Graduate Programs Office, Students would have little information on the programs available, their applications would be neither compiled nor reviewed by the program, and so no students would be admitted to the program. Awareness of the College’s graduate programs would drop, and would lead to the eventual closing down of the College's</td>
</tr>
<tr>
<td>graduate programs</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>During college (helping students succeed while they are at Cal State East Bay)</strong></td>
<td>With no Graduate Programs Office, Students would have nobody to provide them with information to complete their degrees and help them resolve issues. Roadmaps and 2 year schedules could not be offered in the same way, and Faculty would need to advise students on workload, classes and enroll students in Co-operative Education or Independent Study courses. Students cannot graduate without a graduation major check.</td>
</tr>
<tr>
<td><strong>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</strong></td>
<td>Although Students would be able to carry on without the work of the Graduate Programs office, in having support to find jobs, and build their network the students are more likely to succeed in establishing meaningful lifework.</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?

<p>| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship | The Office provides research and support for curriculum review and innovation for MBA programs. It conducts both formal and informal research and engages in intelligence gathering of our competitors and our customers (i.e., both students and their employers). Students share their desires and concerns when they come for advising. The Office proactively listens to all sources that may offer information for program improvement and channels their voices to the College. We also provide information on best practices and make suggestions for curriculum and instructional improvement to academic departments and faculty. This support helps to reinforce and further academic quality at CSUEB. In addition, the Graduate Programs office helps students enroll in cooperative education that promotes engaged learning. |
| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development | In a recent survey of students, MBA students rated the diversity as a top strength of the program. We strive to promote and further strengthen students positive experiences in a diverse learning community. To further their professional and personal development, the office offers value-added services such as the MBA Boot Camp on Leadership Communication, a full day workshop designed to build and enhance students’ skills to lead and collaborate in diverse community. 25 MBAs successfully participated in the recent Boot Camp event on September 28th, 2013 (see <a href="http://youtu.be/8n-nzKFeXx4">http://youtu.be/8n-nzKFeXx4</a>) , and acknowledged that it enhanced their potential for success academically, professionally and personally in a diverse learning community. In addition, the office staffs are sensitive to diverse backgrounds and interests of our students and faculty and respond to their requests with open-mindedness and professionalism. |
| Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner | Through two year scheduling, we help students maximize the benefits of available courses. By knowing the class schedule two years in advance, students are able to proactively plan their academic progress. This increases students access to courses and their chance to successfully graduate on time. Students learn to play an active role in planning their academic career and to organize their schedule and to better manage their time. In serving the students on a day to day basis, we practice the open door policy of ‘No Student Requests Turned Down’ in any way shape or form. Students learn to reciprocate professionalism and transparency in our interaction. Our customer oriented attitudes and practical assistance to organize their time and resources, facilitate students’ success as a graduate and as a life-long learner. |
| Foster a vibrant community through enriched student services and student life that | The office works closely with and provides support services to student clubs such as MBA Association, Entrepreneurship Association, American Marketing Association and Hispanic Student Association, etc. We hosts networking events and help students engage in the learning communities both on ground and off |</p>
<table>
<thead>
<tr>
<th>Student life that support student engagement and learning</th>
<th>ground using social media such as LinkedIn and Facebook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Through use of new technologies, the graduate programs office has digitized many of the formerly paper-based processes. In doing so the office’s operations are contributing to a sustainable planet. We now send evaluations, graduation audits via email, rather than sending them through the mail.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>We practice information based decision making and proactive communication with our constituents using public communication platforms. For example, the Two Year Course Schedule was developed to serve students more effectively and more efficiently in collaboration with CBE administrators, academic departments and faculty. Through annual major check on all students, we were able to increase the accuracy in knowing students’ needs and to develop the schedule of courses that were needed by students. In so doing, we effectively communicate with faculty members when and why their courses need or need not to be offered. Our information based decision making and proactive communication helped us continuously improve our effective efficiency with mutual understanding and respect with our students, faculty and administration who may have conflict of interests/priorities.</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>The office plays a central role in providing the CBE Career Expo, a career fair for business major students. The event promotes partnership in the communities we serve. It facilitates employers participation in the educational process by sharing their needs for talents, talking to our students about job qualifications and hiring our students. By providing a platform to learn and engage from each other, we support economic life of served communities in the region. It promotes the involvement of employers in education and that of faculty in the process of fulfilling our responsibility of supplying the ethical and socially responsible potential employees to our served communities. In addition, the office hosts New Student Orientations in which the director communicates with new students the College’s mission to “prepare students to make ethical decisions”, emphasizes the importance of ethics and social responsibility in management education and encourages students to enhance their ability to contribute to the communities in an ethical and socially responsible manner during the course of their studies at CSUEB.</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>
</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.**
Graduate Programs are a key focus for the College of Business and Economics and as more and more students opt for Graduate Education to build their career, there will be an increased demand for our programs. As the programs grow, the number of people expecting to be advised on coursework, workload etc will increase and so will the need for the Graduate Programs Office. In addition, there will be increasing demand for value added services offered by the Office. To grow graduate programs, we need to make our program more competitive and our graduates, more marketable. There will be increase in demand for services that help students succeed before, during and after their graduate studies journey in CBE.

### 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.

We assess the quality of our service through CBE Exit Surveys, EBI Benchmarking Studies and Princeton Survey. In the past EBI Benchmarking studies and CBE Exit Surveys of students helped us pay attention to and improve the overall quality of services provided by the Office. The Princeton Review has recognized the CSUEB MBA program as one of the best 295 programs for the last eight years. The 2012 Princeton Review survey report notes a high level of student satisfaction with the services provided by the Office. In addition, MBA Market Research classes are used to generate external benchmarking of our service quality in terms of friendliness, timeliness and accuracy. The 2012 survey reports above 4.0/5.0 in all three criteria.

**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.**

The graduate program has worked hard to increase the quality of the service it offers to students by doing the “right thing right.” In response to students’ concern for access to courses, we developed the Two Year Schedule and Quarterly Schedule Spread Plans to help students better informed and graduate quicker. We adopted manual prerequisite checks for MA Econ students to improve student success rate. We have introduced value-added services and an annual career expo reflecting students suggestions. We have conducted staff orientations to increase their awareness of quality of service. We improved our communication with students and prospective students through a new email system and social media channels and began to use Salesforce to improve nurturing of prospective students.

**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.**

To further increase the quality of service within existing resources, we will continue with our approach to information based service offering. We plan to utilize primary data sources such as annual student surveys of new, existing and graduating students and special event participant feedback as well as the secondary sources such as annual major check and student performance reports provided by PEM (e.g., lists of students on probation or disqualification). In addition, we would like to introduce a dropbox for feedback, where people are free to anonymously review the quality of service they have received. Furthermore we would like to follow up any appointment with any advisor with an email with a survey on the quality of service they received.

**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**
With greater resources the Graduate Programs Office would look to increase Community Outreach and strengthen the connections between the university and the community. We would like to increase our Alumni engagement services, and build mentorship programs to connect Alumni with current MBA candidates. We would like to offer further Value Added Services such as GMAT Prep and Resume Workshops to prospective MBA students. We would look to introduce a Customer Relationship Management system to more effectively engage our prospective and current students and to keep in touch with our Alumni and corporate partners. We believe that these improvements will be essential in fulfilling a strategic goal of the CBE which is to grow graduate programs.

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 Graduate Programs Office takes part in the Princeton review survey. In this survey the office was described favorably “The head of the program and the program coordinator have been excellent to work with”. The College's HIRE Center surveyed exiting MBA students in Fall 2012, 60% of Students were either Satisfied or Very Satisfied with Academic Advising with 27% being “neutral”. 80% of Students were Satisfied or Very Satisfied with Course Offering and Selection. We also surveyed students who came out of the recent communications boot camp 95% gave a 5/5 Satisfaction Rating for the Event. The Survey of MBA, conducted in Spring 2013, 74% were Satisfied/Very Satisfied with the Accuracy of Information and 84%, Friendliness of Personnel.

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.

n/a

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 Graduate Programs office has several guidelines it adheres to. One of the main guidelines is priority of receivers of the service. Visitors, then Telephone Callers then Emails. Emails should always be responded to within 24 hours in the working week. Both staff and student assistants receive guidelines with regard to how to treat visitors to the office and other recipients of the services provided by the office. For instance, office staffs and assistants are expected to offer timely and accurate services with a positive attitude, interact with our customers in a friendly and civil manner and exercise professionalism with respect during our service encounters. The Office members share the operating principle of treating recipients of our service with "respect".

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.

The Graduate Program office constantly seeks to improve the quality of service offered to students. We strive to increase access to
courses and offer conflict free schedules in each quarter and we are in a process of continuous improvement. Our goal is reduce student complaints (due to schedule conflict) to less than 1 percent and increase the satisfaction rate on our services to 90%. Last year, the complaint rates were between 0 to 5% depending on courses with 80% satisfaction on course offering per the 2012 HIRE Exit Survey. Our goal for the Office services is to reach 90 percent satisfaction. According to the 2013 MBA Survey, we achieved 74% satisfaction with accuracy of information and 84%, friendly personnel.

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 office sets targets for recruiting activities, applications, admissions and Student Intent to Register and Enrollment. In 2012, we established the benchmark in our outreach activities and recruited students in 11 graduate fairs. We generated over 700 leads to Salesforce. In Fall 2012, we did not meet our target in the number of applications and admissions with 7% decline in application and 5%, admission. In terms of Yield (SIR and enrollment), we exceeded our target by 6% with 66% Yield rate in Fall 2012. The average annual Yield rate is 55%. For 2013, our targets for MBA applications total was met, as was admissions, but did not meet the target of maintaining the Yield rate achieved in Fall 2012.

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.

97342

Attach your allocated spreadsheet here.
CBE Grad Programs Resource Allocations (5).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.

4914

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.

239

Attach your allocated spreadsheet here.
CBE Grad Programs Resource Allocations (5).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.

The Graduate Programs Office constantly seeks to improve both its quality and efficiency of service. Two years ago we created and began to use a semi-automatic major check system. This took the average time for a major check down from 15 minutes to 2 minutes. We also began our Two Year Scheduling process which allowed us to serve students more efficiently and reducing their time to graduate. Offering the courses needed but less frequently also allowed us to free up Faculty for re-purposing in other areas. In Fall 2009, 33 graduate courses were offered after cancellation of 6 courses due to low enrollment. In Fall 2012, 22 graduate courses were offered with no cancellation per the Fall 2011-Spring 2013 schedule.

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 will continue to collaborate with APGS in coordinating our outreach activities. We cooperate in sending representative to various on ground graduate school fairs and share resources (e.g., registration cost). We may also increase coordination with International Programs Office in our outreach efforts to international students. We may increase in our efforts to collaborate with other offices such as AACE and DCIE that offer services similar to those provided by the CBE Graduate Programs Office.

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.

With more resources we would expand our marketing efforts to prospective students and invest in technologies that help us better manage our marketing efforts. As we transformed the graduate course scheduling practice, we aspire to transform our marketing practice. One of the top priority would be to invest in a Customer Relationship Management (CRM) technology that enables us to automate our communication with prospective students as they progress through the stages of awareness, interest, application and enrollment. We plan to integrate with the existing Salesforce CRM we use. The integration would enable us to create workflows for the staffs and help them improve efficiency in communicating with prospective students and to create automatic Graduation Checks and incoming student evaluations.

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 in the process of beginning to use a new email system to communicate more effectively with students. This allows us to see open-rate and clickthrough rate to improve the subjects of our emails and ensure they are read by students. This system also automatically responds to people who submits web-forms, taking out the need to manually respond to prospective students, while at the same time capturing their data effectively. These plans allow us to be more productive doing more with the same and do not necessarily involve reducing 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.

The Office hosted 5 information sessions, attended a graduate fair, hosted a webinar reaching a total of approximately 200 students. It performed email marketing campaigns to 1500 prospective students two to three times a year. In 2011-2012, the Office handled estimated 519 applicants, admitted 180 students. The Office held one hundred and one person to person advising sessions to estimated 185 students and 600 Drop-In Advising/Prospective Student Counselling Sessions. The Office performed major checks on 350 continuing students in April to provide information to develop the 2012-2014 Two Year Schedule and 150 Major Checks (MBA Hayward, Oakland, MA Economics, MS Taxation), on graduating students to help them advance in their candidacy for graduation. The Career Expo produced 363 registered Attendees.

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.

Some services have similar services to our department. AACE offers 3 career fairs, although none targets business students like the CBE Career Expo. Less than 5% of total output is duplicated elsewhere.

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.

The Graduate Programs Office is very student-oriented. We offer an open-door policy where no matter when a student turns up an advisor is there to help them. No student is turned down. Our office deals with students through the whole of their graduate education, from recruiting to admitting them to the program, advising them through the program, signing off on their major check and then watching them walk on to the stage at commencements. We also provide them with tools to succeed in life as well as in the program such as Two Year Schedules, Career Expos, Networking Events and developmental exercises such as Communication Boot Camp. Our Two Year Scheduling has been recognized as a best practice by AACSB.

Link to Scoring Rubric

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

The Graduate Programs Office is a full service office. It conducts Marketing in all formats, from Market Research, Direct Marketing to prospective Students, Social Media Marketing and advertising. It handles the website updating for the College of Business and Economics, it contributes to the research and putting together of marketing pieces for the College of Business and Economics, research best practices for curriculum improvement as well as for external sources such as the AACSB committee. It strives to make life as a graduate student in the College of Business and Economics as simple as possible when it comes to administration. We aim not only to effectively serve our students but also to have our services recognized as best practices of their kind. We have created a best practice to accomplish effective efficiency through proactive and information based course scheduling process. We aspire to transform our marketing communication practice and set another benchmark in marketing of college programs to prospective students. Also to be noted that as of 2009 the CSU introduced a Graduate Professional Business Programs Fee (See http://www.calstate.edu/eo/EO-1042.html). This fee currently stands at $169 per unit, so during an MBA program a student contributes additional $10,816 to the University. The fund is used to provide Financial Aid for Graduate Business Students, to improve educational experiences of MBA students and to meet the AACSB requirements.

In summary, the Office is poised to take our service to the next level with capabilities of people, process, plan and proven records of
success.