1. Support Services Report Template

Report Info
Name of the person completing this report: Jennifer Aure
Title of the person completing this report: Student Service Professional III
Supervisor/dean reviewing report: Jagdish Agrawal
Name of second reviewer (if necessary): Xinjian Lu
Service: Student Service Center
Division/College: College of Business & Economics

3. Mandated Service

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

State Law: SB1440
Executive Order: Impaction
Campus Policy: Student Service Center within College

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

The CBE Student Service Center is the model for the President's request to create centers within all CSUEB colleges. We provide advising, evaluation of transfer credit, development for requirement flowcharts, and also review graduation requirements for all SB1440 Education Reform Act students. Our impacted Business Administration program and its application process is managed through the CBE Student Service Center.

4. Importance of Service

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

The CBE Student Service Center provides advising on admission, major/minor requirements, graduation requirements, and general degree information. We process admission to the impacted Business Administration major, review and apply transfer credit for all CBE undergraduate programs. We assist with orientation and recruitment for our programs throughout each quarter. We manage registration procedures for all CBE undergraduate courses providing support for faculty, students, and staff through all the registration periods. The SSC also acts as the liaison between the College and other departments, such as the Office of the Registrar, Admissions, Student Life, on campus.

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students: 60%
Faculty: 10%
Administrators/staff: 10%
Colleges/departments: 10%
Community outside University: 5%
Alumni: 5%
Total: 100%
2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>✔</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>✔</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>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 SSC provides advising via appointment and over-the-counter to all prospective students. During orientation and various recruitment events, the SSC conducts presentations, tours, and tabling services. We create brochures, manage website information, and provide feedback for distribution to prospective applicants. We maintained a presence at community college Transfer Days and various College Fairs.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>We provide students with evaluations of transfer and CSUEB credit toward their graduation requirements. We provide quarterly advising services for students with questions regarding requirements and for those needing an introduction to the requirements. We have implemented electronic methods to notify students of their requirements and also to allow students to schedule advising through an online system. We maintain contact with several CSUEB departments to help facilitate various student requests (e.g., waivers). We also post online annual schedule and roadmaps to help students graduate on time.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>We provide information to student regarding meeting with faculty to discuss CPA requirements. The SSC makes referrals to AACE for students to receive career advising and posts announcements regarding openings for internships and job opportunities.</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></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>
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<tr>
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<tr>
<th></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>With our service, the University would not be able to provide evaluations of transfer credit used toward the major or to provide students with the necessary advising to be admitted to the impacted Business Administration major. Processing of supplemental applications and maintenance of program requirements on brochures/web would disappear.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Students would have to interpret major requirements on their own or with faculty who would need to familiarize themselves with all the undergraduate program requirements. Registration procedures and processing of university forms would fall to the two department secretaries for the over 1500 Business Administration or Economics majors and approximately 1200 Pre-Business students. The graduation evaluations department or our CBE faculty would have to learn all the major requirements and be able to update graduation checks for those that have applied to graduate.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Outside businesses would continue to announce openings and opportunities through AACE, but would not be able to target specific majors or options. Students would need to find answers to their questions on CPA on the web or through word-of-mouth.</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?

| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship | The SSC has an open-door policy for student questions. We encourage students to meet with our advisors as frequently as they need for updates on their status. We constantly provide feedback to professors and the administration on the current need of our students. |
| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development | We offer several different types of advising trying to cater to every kind of student, as there is no traditional type of student at CSUEB. We employ staff that is representative of the student population from various educational and professional backgrounds. |
| Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner | By implementing an online appointment system and electronic delivery of major or minor documents, we try to keep our students well-informed through mediums that are in wide-use among college students and in the outside community. |
| Foster a vibrant community through enriched student services and student life that support student engagement and learning | Each quarter we evaluate the services that we provide and tailor them to meet current needs of our students. We’ve actively participated with business fraternities and groups whose members make up our CBE undergraduate students. |
| Contribute to a sustainable planet through our academic programs, university operations, and individual behavior | By sending documents through email, we’ve cut down heavily on the amount of paper products used in the office. The electronic documents can be sent and viewed almost instantly by students and other departments. We’ve employed the use of Peopesoft advising notes as a reminder of document delivery to students and outside advising departments. |
| Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University | To promote the student-advisor relationship the delivery of documents of students comes directly from the advisor or staff that’s processed it. This gives not only the student by other departments a direct person of contact when questions arise. Uniformity among the staff on all procedures is highly emphasized. |
| Support the civic, cultural, and economic life of the region. |  |
Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility

By providing students with all the means necessary to stay on the path to graduation and adhering to the guidelines and rules that we've established, we promote taking ownership of their education.

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

Our advisors actively participate in outside panels regarding STEM, to promote the relationship and importance of Business and Economics in these areas.

**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.**

As policies are created by Academic Senate, many of these procedures trickle down from departments such as the Office of the Registrar down to the College's Student Service Center. As we continue to grow our programs and enforce more impaction requirements, the SSC’s workload increases. Continuous changes to catalog requirements necessitates updating of brochures, roadmaps, evaluations, and graduation checks, which is all completed by the SSC staff.

**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.

We measure the quality of our service based on how well inform the student of the requirements necessary for them to graduate. We use deadlines and dates established by the Office of Admissions and the Office of the Registrar to make sure that we give students ample notice of remaining deficiencies. We have a system for reviewing the work of fellow advisors during graduation checks and also at quarterly grade updates. As marketing and recruitment efforts are new to the SSC for Fall, we will use data provided from PEM in early 2014 to determine how successful our efforts were. Registration campaigns will be determined at the time of census for the Winter 2014 quarter.

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

In the last three years, we've increased the frequency of updating lists and also established earlier dates for processing transfer evaluation and graduation checks. Only in recent quarters have we moved to electronic document delivery and Peoplesoft Advising Note integration. Since 2010, we’ve edited and updated brochures, roadmaps, and evaluations to address areas that continuously cause student confusion. We’ve tried to streamline the supplemental application process and also to published information updated. We’ve continously re-evaluated our advising practices, varying hours, types, and methods in an effort to address the needs of our students.
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 will continuously try to tailor the advising services and methods to meet the needs of our current students. Our online appointment system will be updated to address needs of the staff or of the students. As we continue to transition our documents to excel and PDF formats, we will incorporate better use of online fillable forms to improve efficiency. With the new appointment system, we will definitely begin to monitor student satisfaction and rates of use. With the reports made available on the Pioneer Data Warehouse, we hope to be able to see increases in GPA, graduation and retention rates of our students.

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 provided, we could possibly create survey or comment cards to help determine quality and effectiveness of the services that we provide. The use of a check-in system would also be helpful to determine how much student traffic currently comes through the office. This would help to identify the times when more staff is needed. We would really be able to tailor services and staffing to the needs of the students. Also, the ability to have an electronic file for a student would be essential to not only being sustainable, but also to promote more timely delivery of important documentation.

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.

There are currently no formal process to assess the level of satisfaction of our students, staff, or faculty. Informally, we have received little, to no complaints from our service users. With additional resources, we would be able to implement more formal processes and receive concrete numbers or facts.

Deans of our college receive informal feedback from students regarding our performance. We take the feedback very seriously.

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.

No survey results were attached.

Based upon the informal feedback received from students and faculty, we know that students value the services provided by our office.

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 established informal scripts that not only our staff, but our student assistants adhere to when interacting with students. The scripts are flexible, but are there to encourage interaction between advisors and students. We promote an environment where students can feel free to come in and ask a question, but are respectful of the fact that advisors not only advise, but have other pressing responsibilities. We discourage the turning away of students. The majority of student questions can be answered in less
than five minutes and we want to address each individual’s issues as our own priority.

**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.

Our annual goals are based on the deadlines set by other departments. If we’ve met their established deadlines, and informed our students with accurate and timely delivery of major documents, we feel that our annual targets are met.

**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.

Regarding quantity, as long as we have processed each and every application for admission, application for graduation, petitions, requests, emails, and any other form that comes to our office, we met our annual targets. We pride ourselves on the fact that we do not lose student documents and that all inquiries, requests, applications, etc are addressed in a timely fashion.

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

**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.**

170444

Attach your allocated spreadsheet here.

**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.**

18455

**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.**

720

Attach your allocated spreadsheet here.
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.

We have tried to reduce cost by reducing or eliminating printed copies of information that is provided online. We've extended the use of electronic delivery of information. We've increased advising services by utilizing our space more efficiently, creating better separation between advisor spaces and also separation from the front counter. We've made more use of already provided services (reports, servicedesk tickets, etc) that have increased productivity without increasing costs.

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 use resources already provided by other departments within PEM to identify students that need our immediate attention rather than focusing on all prospective students. This will help us to align our services with students who are most likely to benefit. We will continue to use marketing technologies shared with our Graduate Programs Office to share costs across budgets.

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.

If additional resources were provided we could link the Graduate Programs Office, Online BSBA office and Student Service Center together where all students could be forwarded to either one main office housing all the centers or one floor that contained each separate office. We could also purchase or buy into an online system that would house paper folders and possibly online files and major documents. The online system would in the long run cut down on all printed materials, folders, and other supplies necessary for creating such important documents. We could also use the space that houses files in a more efficient manner for either the staff or the students.

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 plan to continue our online document delivery and to streamline more of our services to reduce costs. Our ultimate goal is to eliminate the need for paper files, reducing the amount of supplies needed to run the office.

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.

As we don't track how many students we see for advising or just over the counter, I could only estimate that we see on average 25 to 50 students a day, more if it is during registration period. We advise close to 700 students each quarter during drop-in and scheduled appointments, not including those that are seen at the front counter or through group advising sessions at orientation. We process about 600-700 applications for graduation each year and review about 200 to 500 applications for the Business...
7. Other

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.

The Student Service Center in the Colleges Education and Allied Studies, Science, and Letters and Social Sciences all provides services similar to ours, but solely for their students. The Academic Advising and Career Education Office advises on General Education. Excel and the EOP provide similar services, but only for students who have qualified to be in their exclusive programs.

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

Our office is unique from the other Student Service Centers on campus because we provide advising where other centers still use faculty advisors. We also handle registration and all registrar forms and petitions that would normally be diverted to the department secretaries. Our advisors also participate in recruitment, outreach, and orientation. We also do the job that the Transfer Credit and Office of Admissions team do for general University requirements, but in terms of the major requirements and transferable major courses.

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 service that we provide is the example for the rest of the Student Service Center on campus, but it is in line with the service that other competing sister campuses. Other campuses such as San Jose State, San Francisco State, and UC Berkeley have similar centers and if we want to stay on their level of excellence, we need to not only maintain our center, but continue to evolve and improve it.