1. Support Services Report Template

Report Info
- Name of the person completing this report: Susan Opp
- Title of the person completing this report: AVP APGS
- Service: Catalog, Curriculum, Articulation
- Division/College: APGS

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.

- Executive Order: numerous
- Title 5: Section 40500-40510
- Campus Policy: Academic Senate/CIC policies
- Any other: WASC requirements

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

APGS provides support to faculty and staff in regard to meeting Academic Senate (CIC), CSU, and WASC requirements for: curriculum proposals and approvals; University catalog; and articulation of courses with other colleges and universities. Students rely on the catalog as their legal "contract" with the university regarding policies, procedures and curriculum, and rely on APGS to provide accurate and timely articulation information through ASSIST.org.

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

- Students: 50%
- Faculty: 10%
- Administrators/staff: 10%
- Colleges/departments: 10%
- Academic Senate and/or committees: 10%
- Other: 10%
- 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></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>
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<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>Community college students need articulation information &amp; all prospective students need to know curricular requirements. The catalog is our &quot;contract&quot; with our students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>All students need to know curricular requirements and articulation with other colleges in order to meet the requirements for graduation. All policies governing students' rights are also published in the catalog.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Students refer to the catalog and course requirements for jobs, for transfer to other schools, or to apply to graduate programs.</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></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>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Without articulation agreements, students could not plan to transfer credits from other colleges. Without catalog or curriculum, students would not know what degrees were offered and would not apply to CSUEB.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Without articulation agreements, no students could transfer credits from other colleges. Without catalog or curriculum, students would not know what degrees were offered and thus could not complete degrees. Accreditation would be lost.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Without catalog or curriculum, students could not show what courses or degrees had been completed, impeding efforts to get jobs or get into graduate schools.</td>
</tr>
</tbody>
</table>
### 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>Shared Strategic Commitments</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>Curricular proposals are reviewed for rigor, appropriateness, academic quality and adherence to policies of Senate, CSUEB, CSU system, and WASC.</td>
</tr>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>Students are directly and indirectly supported by access to an accurate catalog, clear curriculum, and transparent articulation agreements, leading to an enhanced educational experience and better prospects for academic success.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td></td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td></td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>Within the constraints imposed by PS, ASSIST and the CSU, we have improved efficiency by: reducing staff; providing better online fill-able forms and curricular instructions; developing online catalog to eliminate printing costs. We are responsive to staff, faculty and Senate curricular questions and needs on a daily basis.</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>APGS works with local community colleges and K-12 schools to provide comprehensive information regarding programs for our own students and for students from other institutions through clear curriculum descriptions, agreements, and articulation.</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>APGS works with faculty and colleges to help develop innovative curricula that fit within the constraints imposed by our accreditors, the Senate, the CSU and the state.</td>
</tr>
</tbody>
</table>

### 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.

The likely move to semesters will directly impact all curriculum, catalog and articulation services. The current levels of staffing would be wholly insufficient to support a change in every single course, degree, option, minor, credential, and certificate, in addition to all articulation agreements and the entire catalog. The move to semesters could be a process spanning 3-5 years.
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.

An error-free catalog that is produced on time each year is our benchmark of quality; responsiveness to last-minute requested catalog changes is an ancillary measure. Articulation agreements that are published accurately, concisely and clearly in ASSIST are the benchmarks of quality for articulation. The submission of curricular proposals to WASC and the CSU system that are always approved and that meet all external and internal policy requirements, including timeliness, is the benchmark of quality for curriculum. We continually evaluate our work quality in each of these areas and work to change or enhance procedures to improve our products. For example, working with department chairs, we have achieved 100% success in our articulation with SB1440-required transfer model curricula.

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 streamlined the procedures by which curricular changes are added to the catalog by having the same person handle curriculum proposals, posting those changes in PS, and putting the changes into the catalog. We have improved the curricular forms used by faculty by making them fill-able PDFs. We have also provided flowcharts of approvals processes so that the required steps are easier to understand and follow. We have moved the entire catalog from a static, 2-year paper catalog to an annual online catalog that provides enhanced search capabilities, seamless integration including look and feel with our University webpages, and enhanced access.

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.

With current resource levels, little can be done to improve the quality of the service. Staff levels were reduced from 3 to 2 due to a retirement which resulted in the reallocation of duties for curriculum and catalog to a single person rather than 2 people. We do not have the staff to enable us to devote much time to improving quality further at this time.

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.

With additional resources, we could purchase an electronic enterprise system (software) that would enable posting, tracking all of the approval steps, automatic entry into PS and automatic entry into the catalog of all curricular changes. This would improve timeliness, efficiency, transparency, tracking and accuracy of all curricular changes. If we are going to move to semesters, purchase of such a system will be of paramount importance.

Link to Scoring Rubric

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

No

If yes, describe the process and most recent results in <120 words. If no, please explain.

Catalog, curriculum and articulation are services, but also products, that are required of the University. It's not clear whose satisfaction would be assessed or how the information would be collected. Curricular processes are governed by the Senate locally,
and by the CSU at the system level. Articulation is governed by Title V as well as by state legislation. All are required by WASC. It would be hard to separate satisfaction with the policies themselves from the services provided to implement those policies.

Link to Scoring Rubric

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.

The majority of faculty, unless they are chairs, and the majority of staff, unless they work in an academic department or college office, do not have experience working with the curriculum process, so overall usage is low for this service. Nevertheless, both faculty and staff rated importance and quality of the curriculum process as medium-high to high. Any dissatisfaction with curriculum policies (which are not under the control of APGS) vs. the processes in APGS was not addressed by this survey. Far more faculty and staff report using the catalog frequently, and both groups rate its importance and quality as quite high (over 4.0 average). Articulation was not surveyed.

Link to Scoring Rubric

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 informal guidelines that all service receivers, whether faculty, staff, students, or members of the public, are to be treated courteously and their requests addressed in a timely manner.

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.

We aim to have a catalog that is produced on time, has few to no errors, is easily accessed, has a consistent look and feel, and correctly indicates the policies of the University and CSU. All goals have been achieved in the 3 ½ years this AVP has been in APGS. We aim to address all curricular proposals in a consistent and timely manner. Although we cannot control either the timing or the complexity of proposals, we aim to work without a backlog of proposals and generally achieve that goal. All articulation agreements are up to date, accurate, and are posted on ASSIST.

Link to Scoring Rubric

3.9 Does your service have annual goals (targets) of achievement regarding the **quantity** of service provided?

No

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

We cannot control the quantity of curricular changes, which affect both articulation as well as catalog, so we do not have target numbers. We have to meet demand.

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.

388108

Attach your allocated spreadsheet here.

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

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.

33292

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.

479

Attach your allocated spreadsheet here.

Space AA APGS-edited.xlsx

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 reduced the number of staff and combined the catalog and curriculum staff positions into one position. This increased efficiency because one person can review curriculum and subsequently enter the curriculum into both PeopleSoft and into the catalog. There have been no changes to articulation.

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.

APGS currently operates at maximum capacity, meaning we have little to no bandwidth to improve services in either quantity or quality without at least some increase in resources. There are technological enhancements possible (see below), but the purchase of a software system would require additional resources.

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.
As stated above, APGS currently operates at maximum efficiency, meaning we have little to no bandwidth to improve services in either quantity or quality. The most cost effective way to increase efficiency would be purchase an electronic system (software) that would enable posting, tracking and automatic entry of curricular proposals for committees/approvals, and into both PeopleSoft and the catalog. This would require at least an initial increase in resources to purchase and implement the software, but in the long run would enable us to maintain overall staffing levels in APGS while increasing output.

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.

APGS plans to purchase an electronic (software) system that would enable posting, tracking and automatic entry of curricular proposals for approvals/committees on campus, PeopleSoft and the catalog. This would not reduce expenses but would enable us to provide much better transparency, faster response times, and the ability to handle much larger volumes of curricular changes with the same number of staff we currently have.

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.

Estimated annual approximate output for each of the following. Curriculum and catalog: 300 curriculum proposals, 150-200 updates/corrections to PeopleSoft, 100 word docs of catalog changes, 20 Academic Plan modifications to update options and degrees. Articulation: 2700 new courses reviewed for C-ID, 130 individual colleges/universities compared for course-to-course articulation and sent to CSUEB depts for review, links in ASSIST examined for 100 UG majors in 46 depts at CSUEB annually; 100 new courses sent from community colleges to be evaluated for articulation, and all of this has to be revised in ASSIST too.

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.

DCIE keeps a list of courses numbered 7000+, but unlike the University catalog, the DCIE listing does not include policies, nor is it required by CIC, the CSU or WASC. Also, all of their courses numbered 6999 or lower go through APGS for approval and articulation, even if the courses are only offered through continuing education.

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

APGS is the only unit on campus to provide curriculum review, catalog production and articulation services, but these services are not "unique" because they are required of every university that is accredited.
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.