1. Support Services Report Template

Report Info

Name of the person completing this report: Corey Gin
Title of the person completing this report: Director
Supervisor/dean reviewing report: Brad Wells
Service: LEEP
Division/College: Administration and Finance

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.

Any other: WASC Accreditation

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

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives. See Standard 1.4
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability. See Standards 3.1, 3.2, 3.6, 3.7

4. Importance of Service

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

The primary function for this service is to provide professional skills development and support to all employees in a variety of areas. From soft skills training in improving communication, collaboration, and working more efficiently to learning how to use web-based tools and resources for presentations and workshops, this service is critical in systematically addressing the professional needs of all of our employees. The purpose of this service is to eventually provide a more centralized, effective, and robust talent management and learning system that addresses employee needs through formal and informal offerings, delivered in a multitude of options (ie. face-to-face, online, hybrid, mobile, on-demand, etc.)

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)

Faculty: 25%
Administrators/staff: 75%
Total: 100%

Link to Scoring Rubric

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Evidence submitted to support the chosen selection (&lt;60 words for each)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<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>Developing and nurturing talent requires a commitment to providing the proper tools, resources, and learning experiences for each one of our employees. This service seeks to improve employee engagement and productivity by addressing identified gaps in knowledge and practices in the course of serving students while they are enrolled at CSU East Bay.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></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>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></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>We need to be able to efficiently deliver learning solutions to each of our employees so that they can respond quickly and confidently to our students. We commonly fail to provide adequate tools and resources to meet these challenges, especially with new processes and policies. Without this service, we will not be able to adequately address these shortcomings.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></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>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
</tr>
</thead>
<tbody>
<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>
</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>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</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>
</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>
</tr>
</tbody>
</table>

- This service directly contributes to promoting the professional development needs of all our employees. We not only offer sessions that we create, but we also collaborate and promote solutions offered by others on campus.

### 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.

One of the keys to meeting the University’s talent management challenges now and in the future is the commitment to the development and implementation of a robust learning and development system. To successfully grow and strengthen this organization based on the overall mission, shared commitments, and institutional learning objectives, we need to be able to easily assess our current skills, practices, and strengths. We have started to do this now and already we see a positive response to many of the professional development opportunities that have been made available since the start of this service.

## 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.

Our initial assessments in terms of quality of our professional skills development workshops include measuring how well the learning experiences have matched up to the learning outcomes. This feedback is then shared with the instructor/curriculum designer for improvement. We provide these assessments shortly after the learning experience.

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

After each of the workshops we offered during our first year of the program, we have provided an online survey to the participants. It has been designed to measure their level of satisfaction with the content, the instructor, and the overall learning experience. Our long-term assessment instrument includes an annual survey of all employees, seeking their feedback on the quality and breadth of the professional development services we have offered through our program.

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.

In addition to measuring the quality of our service through online surveys for past participants, we will build in individual and small group, face-to-face meetings to discuss the quality of the program offerings, what areas were received well, which areas needed improvement, and our participant's thoughts on additional ways we can meet their current and future professional development needs. We will also reach out beyond those who have participated in our sessions to include additional representatives throughout the University who have an interest in seeing more and better offerings but who may not have had the opportunity to attend, or who did not find any that met their needs.

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.

We could use some additional help from other experts within and beyond the organization to meet our University's needs. With additional resources, we could bring in those with more experience and or those who can help a larger number of our employees gather and refine new skills, attitudes, and habits. We can also create much more dynamic programs that incorporate better tools and resources, including diagnostic tools for self-assessment, professional learning communities, learning development planning, peer mentoring and coaching, and professional eportfolios for talent management and support.

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.

At the conclusion of each learning event, an evaluation is provided to all attendees. Data is gathered on content relevance, subject matter delivery, participation and completion rates. Later, we hope to be able to gather data on retention and application to work in the current position. Currently, we have a very high satisfaction rate based on the feedback we have gathered after each session.
Since the formation of this service was initiated shortly before the survey was given, and this particular service has yet to be implemented widely, there wasn’t much data to accurately describe the use and impact of this service to the University community over time.

**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 on how we expect our teachers and facilitators should treat the receivers of this service. We believe that people inherently want to do a good job. We not only must provide quality learning services and support, but we must adapt instruction to the needs of the learner(s). We take them where they are and help guide them to where they need to be. We align our curriculum to the University’s mission, shared commitments, and institutional learning outcomes. Ultimately, we do believe that by supporting and enhancing the work of our employees, they are positively impacting student success and retention.

**Link to Scoring Rubric**

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

No

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

We have not yet developed any metrics for measuring quality for this service. We will do so as we develop the service.

**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 are currently in the discovery process, as we seek to find out what are the critical current and future needs that must be addressed for large numbers of employees. We have some general feedback from our first survey of employees, but we still need to gather more, and on a regular basis. Once those needs have been determined, we can then map out the best ways to meet them on both an individual and group basis. Only then can we start to articulate the quantity of professional skills development learning solutions that we could reasonably offer during the coming year.

**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.

39000

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.

38250

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.

59.4

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.)?

No

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.

This is a new service for a program established last year. We will be using existing space across the campus for our programs and services. We hope to provide expertise and experience from within the University to design, develop, teach and assess courses and workshops. By doing so, we limit our expenses from outside experts and invest time and resources on our own faculty and staff.

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 hope to improve efficiency by centralizing any duplicate services that may be offered by other departments and programs within the University. For example, the Human Resources department now offers limited professional development opportunities that typically address individual and group behaviors and skills that have not been identified or addressed in the early stages. Additionally, each department or program may offer their own professional development to address performance issues. With this service, we can focus more clearly on common issues and concerns that many departments and programs are facing, and provide the just-in-time learning and support that is scalable and adaptive. We also plan to use technology and data in more efficient ways to design and deliver better learning solutions.

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.

The best way to be more efficient is to ensure that learning takes place when it is needed. This service seeks to provide learning solutions that are timely, effective, and with minimal cost to the University. We currently do not maximize the use of technology to deliver quality online and blended learning solutions. By increasing resources in this area, we can not only provide more and better...
tools to help our employees succeed in their current roles, we can give them additional opportunities and practice to take on new ones.

**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.)?

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 have just signed a contract with one of the leading providers of online resources for training and development. We are currently reviewing additional providers that would enhance and support the work of this newly signed provider. With these online resources, we will be able to reduce travel-related, time-related, and conference-related costs that are incurred when we have to send people away to get the needed certifications and training. We also plan to bring in some outside providers where we don't have internal expertise to provide learning solutions that address the lack of skill sets that would be open to a larger audience than individual departments and programs. This will help reduce costs overall while increasing benefits.

**Link to Scoring Rubric**

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.

This is a new service. There was no service of this kind in 2011-2012.

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.

Human Resources provides some offerings through the Employee Assistance Program (EAP). On occasion, through one-to-one and small group sessions, they will provide ones on business soft skills and management training. Information Technology Services provides IT training, much of which we market through our web site and newsletter.

**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.

We are unique in that with this service, we are taking a big picture view of talent management and support, then matching up current resources to those needs. Our focus is to offer just-in-time delivery of learning opportunities in those areas where none are available, or where we can provide the most efficient and effective services, and which we can then serve a larger percentage of staff and faculty. We also envision a process where individuals can easily search, discover, and offer expertise in support of others. The most difficult and yet rewarding challenge will be to do so in ways that are meaningful, timely, and simple.

**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
One of our biggest goals with this service is for all employees to embrace learning as a lifelong process and which is critical to the success of our students. We also want to help managers and supervisors respond to the complex demands and threats that their teams face, and that it’s imperative that we provide each of them and their teams with the correct tools, skills, resources, and experiences. Doing so takes time and resources, much of which has been lacking, disorganized, and inappropriately applied over the last few years. This is our best opportunity to invest in our most basic resource: our employees. This service can be one of the most powerful ways to bring about positive change across the entire University.