1. **Support Services Report Template**

**Report Info**
- Name of the person completing this report: Rafael Hernandez
- Title of the person completing this report: Associate Dean
- Supervisor/dean reviewing report: Kathleen Rountree
- Service: Oversee departmental programs and provide administrative support services
- Division/College: College of Letters, Arts, and Social Sciences

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.

This area left intentionally blank

4. **Importance of Service**

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

As was permitted by the committee, the narrative for this has been sent under separate cover.

**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: 15%
- Faculty: 40%
- Colleges/departments: 40%
- Community outside University: 5%
- 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>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.
Evidence submitted to support the chosen selection (<60 words for each)

<table>
<thead>
<tr>
<th>Action</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The Student Services Center within the College office engages directly with applicants to the University in internal and external recruiting activities (e.g. Preview Day, visits to Community Colleges, external Arts performances and tours, visits to high schools, etc.). As well, the College office forwards inquiries it receives to Departments engage regarding individual questions potential students have about study in their respective programs at Cal State East Bay.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The College office coordinates the coursework schedules of 17 departments, including General Education courses, coordinates special instructional initiatives such as high-impact practices, facilitates the hiring of instructional personnel, and organizes the purchasing of classroom, laboratory, and performance equipment. The College ensures high educational standards by ensuring that programs are accredited by the appropriate agencies, and that learning outcomes are regularly assessed and improvements made in instruction. Finally, the Student Services Center meets with students to discuss issues of academic success and enable students to succeed through intensive one-on-one advising.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>The College office encourages its Departments and programs to maintain contact with students after graduation. Some departments have web or Facebook pages. This includes working with Departments and programs to consider ways in which small amounts of funding may open up for alums to come back as speakers or invited guests, whereby they offer up their experiences in the “real world,” so to speak, and provide further voices of encouragement and success for current students to hear.</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>Action</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>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>The College office allocates resources to Departments and programs so that Department offices may be first point of service for potential students in academic programs. Without the College office, this responsibility would lay with some other, centralized unit whereby the sheer size and scope of what the College covers would overwhelm and overtake that unit and departmental offices would result in declining enrollment, increased student confusion, and an eventual jamming up of the administrative mechanisms that help students to become matriculated students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>The College office allocates resources for instruction, coordinates curricular changes, and processes contracts for all of its faculty. Without this, Department offices would suffer from lack of a central organizing body that would lead to breakdowns in planning curriculum to hiring faculty to planning student events and activities. Almost 11,000 individual students are supported by the College. Diminishing the College role</td>
</tr>
<tr>
<td>Service (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Here would result in declining enrollment, lower student graduation rate, lower student learning and satisfaction.</td>
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<td>---</td>
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<tr>
<td>Absence of the College office here wouldn’t necessarily result in a total breakdown in this area, but certainly Departments would be overly taxed with staying in contact with alums so that they may be tapped to provide modeling, mentorship, and guidance in a limited capacity to current students. The College plays a pivotal role in alumni relations from the point of view of University advancement and the identification, cultivation, and asking of gifts from alumni in order to continue to build student success at the University.</td>
<td></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?**

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>The College office allocates resources for course development, manages centrally distributed resources and initiatives such as A2E2, and evaluates faculty and staff in order to ensure effective planning, delivery, and assessment of academic instruction in cooperation with Departments and Programs. The College plays a significant role in encouraging curricular development and innovative instructional programs.</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>
<td>The College has long held a position of leadership and commitment to diversity and social justice, through the allocation of resources to further individual research and course offerings that promote and amplify our student constituents, their concerns, and the intersection of scholarship and outreach of our faculty and students, and our community and professional service activities.</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 lifelong learner</td>
<td>The College office distributes resources for programmatic study in a wide array of disciplines that are completely focused on student, both through direct contact (advising, assisting, etc.), or through indirect activities (faculty support), or through development of innovative instruction (online, hybrid) and outreach activities (concerts, exhibits, internships, clinic supervision). This includes special attention to supervisory instruction such as found in the almost 300 hours of fieldwork in Social Work per term, more than 150 combined hours of experience working with patients in the CSD clinic, 80+ combined hours of one on one instruction in Music, and more than 500 hours per term of laboratory instruction of media production in Art and Communication, Department offices also serve students first by scheduling advising times with the Department Chair and Department faculty in order to discuss academic progress and career potential/goals.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>The College office coordinates the funding of high impact practices both directly and indirectly related to coursework and academic degree programs (e.g. Arts performances, participation in Model U.N., curating the Anthropology museum exhibits, social justice work with local communities, etc) via convening of faculty/student committees that consider proposals and make recommendations to the Dean for funding.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The College office funds coursework and curricula directly tied to sustainability, notable within the Department of Geography and Environmental Studies. Additionally, faculty throughout the College have been funded to specifically broaden their research to incorporate sustainability and, as well, include it in their curricula.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College office has enormously improved its organizational and administrative practices, its organizational effectiveness, and its ability to support faculty and students. See subsequent questions for more detail.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College leadership engages with the community and with central administration in order to build and promote partnerships through its respective Departments and programs. This includes providing resources for special initiatives, working with Department and program heads to understand workload ramifications when a faculty member engages in special programs in the community, and helping to strengthen the bond between Department and program’s goals and the University’s goals in this area. Examples of enabling such work include fieldwork placements in Sociology (undergraduate) and Social Work (graduate), Criminal Justice Administration interactions with local and municipal agencies, Arts performances, tours, and workshops; workforce development in Alameda Co. with the Public Affairs &amp; Administration MPA program, various community-centered grants such as the First Five grant within the Department of Human Development and Women’s Studies, to name a few.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College provides generous special funding geared towards faculty development and course development. This is done so that faculty will have time (mostly during summer) to devote to incorporating new ideas and pedagogies into their coursework and to keep both their minds and their student’s minds fresh and inspired about the subject in which they teach and learn. Examples of this include an initiative to incorporate the sustainability and diversity Institutional Learning Outcomes into coursework, the funding of the creation of a Digital Humanities lab in the Department of History, and investment into faculty research and travel at conferences where new ideas are discussed with others across the United States and those ideas find their way back into the curriculum.</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.**

The demand on the College office will increase due to the increase in contracts that will be required for increased coursework, more coordination of faculty and faculty-student committees will be required for new funding opportunities created by either the University central administration or the College, and the assessment of student learning and success along with the assessment of faculty and staff performance will increase commensurate to the number of new students that are accepted into its degree programs.

**5. Quality of Service**
3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

The College assessment of quality of service is an informal but ongoing process across. Items such as the failure to meet deadlines, to provide accurate records, etc. are addressed on an as-needed basis through prescribed university procedures. The College organizes new training sessions for staff and Department chairs when needed and there is regular communication regarding the efficacy of a particular procedure related to its quality control via the following of established protocols. For example, to ensure the hire of quality regular faculty, the College office shepherds the regular faculty hiring process by making sure each of the established guidelines is followed and provides explicit direction when necessary. This all enables the College’s constituents to perform at a high level.

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

Opened in 2012, the Student Services Center has helped to increase the quality by providing focused manpower in the area of academic advising and the providing of service towards assessing one’s achievement of academic goals in consort with Department advising and support. In addition to this, training sessions for staff have been held by the College office. Also, in analysis of its overall operations, the College sought to have several Department services merged into staffing centers, thus providing a better consistency of coverage for those departments and to their respective students. Financial records and student data are now cross-referenced to monitor cost and return on investment, a level of analysis never before within the College office’s capacity.

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.

As opportunities for greater synergy and collaboration have arisen during trying times, the College encourages, but does not mandate, the organization of some departments into new units called “Schools” (Arts & Media in 2012; perhaps more to come). The College office feels this has the potential to improve service in the departments by providing a cohesion between departments that provide similar services, which will result in more effective planning and more innovative partnerships. Additionally, the College office plays a pivotal role in encouraging departments to form partnerships with neighboring departments in order to achieve more consistent coverage. Lastly, the College office is beginning to produce informational materials on procedures that have proven to be confusing to staff.

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.

College office has always been focused on the ability for its majors and enrollees in GE coursework to get courses and services needed so that time to graduation is efficiently managed. Any additional resources provided would be used towards adding manpower to those parts that comprise the “machine,” so to speak, that the students don’t see – course scheduling, contract processing, procurement – and services that the student directly interacts with, such as advising via the Student Services Center and a lowering of the ratio of students to advisors in the center. Additional resources would also facilitate better service to visitors to the office (students, public, etc.) by filling a vacant position of receptionist, and a vacant position of publicist.
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.

In the College office and across the its departments and programs there is no uniform formal or informal process with enough consistent use that meets a standard to answer this question in the affirmative. The College Dean regularly meets with Department Chairs and select Program Directors and the Associate Deans are in touch frequently with College support staff in order to gauge user satisfaction based on first hand knowledge (e.g. written concerns or complaints) and anecdotal knowledge. Students may bring concerns of service at any point in the College to the College office and their needs are attended to in accordance with various University policies and procedures. The office holds an annual retreat to discuss areas where improvement is needed.

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.

There were no survey results that were applicable to the College office

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?

No

If yes, please describe in <120 words. If no, please explain

The Deans are the supervisors of the staff within the College office and each staff member is regularly in touch with their supervisor so as to understand concerns, protocols, and needs of the College's constituents. The office operates under a set of informal guidelines for routing and assisting visitors, calls, and mail according to user type (students, faculty, staff, community member). Additionally, the College office abides by the standard of the CSU Statement on Collegiality, the Cal State East Bay Standards for Student Conduct, and other applicable University and CSU System policies involving interpersonal communication and conduct in the workplace.

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.

The College office is responsible for apportioning to Departments standing annual targets and goals in a number of parameters, including maintaining the department office schedule, meeting deadlines on submission of course schedules, monitoring and managing class enrollments at certain levels, achieving changing enrollment targets, hiring lecturers by certain deadlines. Additional targets are set concerning budgetary allocations and expenditures, as well as targets for funding sources and reimbursements from grants. The College office assesses Department success on these and other goals and targets and is in communication about them with department chairs.

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 College office is responsible for establishing the Department student credit unit (SCU) targets for each quarter. In order to do so, a corresponding quantity of courses must be mounted, and the College office is responsible for processing contracts for lecturers to be hired. Additionally, the College plays a pivotal role in the subsequent evaluation process for these faculty. In the great majority of cases those goals are consistently met. In the past three years, the College has consistently met SCU targets while decreasing costs per SCU. In cases where they have not been met, the College office reassigns department resources (such as staffing levels to other departments, or positions reduced or eliminated.

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.

750000

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.

750000

Attach your allocated spreadsheet here.

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.

2027

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.

The College office has utilized numerous techniques in order to reduce cost. One is the implementation of an automated telephone greeter that provides minimal options to the caller in order to be routed to the correct person in the office (such as the Student Services Center advisor or the Dean’s assistant). Another is the move towards the distribution of all materials via Sharepoint and access by Department Chairs using provided tablet computers. Also, because of the time-sensitive nature of what the College office does, contingency measures in the form of overlapping assignment of core duties have been implemented so that there is always guaranteed coverage of critical duties.
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.

Substantial increases in efficiency have already been imperative as new initiatives have increased the responsibilities of office personnel over the past several years. Subsequently, the College office has transformed over time into an efficient provider of service to its constituents and is primed to provide deeper and more meaningful service to productively and economically with more resources allocated to the 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.

Additional resources in the College would provide the opportunity to hire several staff who specialize in high-skilled or professional areas, thus providing focused skill in areas that are currently problematic within the departments. Department staff would then focus their energies on student and faculty initiatives which are currently either being done by faculty or are being neglected. For example, a specialist in grant/contract funding within the college office would support great grant activity and more efficient fund management.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

No

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

The programs within CLASS have been severely affected by the recent budgetary downfalls. No further cost reductions are available without severe loss of performance. All staff have increased their efficiency to meet new and increasing demands, such as the addition of self-support programs. The office is at a breaking point.

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.

In an average academic quarter, the departments within the College serve students from across the University in more than 800+ individual courses, taking between 65,000 and 70,000 Student Credit Hours each quarter. These departments meet the needs of more than 300 faculty. They support more than 2000 combined hours of student internships, clinic services, and/or service learning. The College supports this output with minimal staff in relation to the size, scope, and variety of the output for this service.

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
Generally speaking, other College offices within the University and across the CSU.

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

as an increase to the word limit was granted to the colleges, answer has been provided under separate cover.

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 size of the College of Letters, Arts, and Social Sciences cannot be discounted. It serves the majority of majors, overall students, faculty, and department staff amongst the Colleges in the University. The College has students involved in study that is both traditional and non-traditional, in terms of coursework settings. On the traditional end is coursework that has been the cornerstone of contemporary thought and discourse for ages. College instructors engage 21st century students with logic, reason, historical context, the arts, and other educational endeavors held precious since ancient Greek times and forward. On the non-traditional side, students engage with their instructors through high impact practices in field work, scientific and clinical applied research and news and media production environments that change with the addition of new technology to the tools used by producers and consumers of information and knowledge. With this, the College office oversees a breadth of student and faculty work with stalwart efficiency and an eye towards the necessity to balance quality of service with quantity of service. Toward that end, the College has been able to head forward by seeing a decrease in cost with an increase in student credit unit production. Without dramatic change, this increase in efficiency has likely run its course. Though Departments and programs continue to run with mostly positive attitudes, it isn’t done without the nagging sense that the tapestry that is the rich, varied, and meaningful study within the College is more and more at risk of becoming threadbare.