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.

N/A

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)

<table>
<thead>
<tr>
<th>Students</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

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

<table>
<thead>
<tr>
<th>Impact Area</th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td></td>
<td></td>
</tr>
<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>
<th>Impact 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>Departments and programs across the College of Letters, Arts, and Social Sciences engage directly with applicants</td>
</tr>
</tbody>
</table>
The primary opportunity to enhance student success is through direct support of classroom activities – administrative, organizational, and advising/assisting students. Departments and programs across the College of Letters, Arts, and Social Sciences engage directly with students currently enrolled in coursework both inside and outside the context of a degree program through advising. The College includes students in numerous high-impact activities such as community outreach, service learning, internships, volunteerism, and arts events, to name a few. Departments and programs across the College of Letters, Arts, and Social Sciences engage indirectly with alums in the arrangement of speaking opportunities with current students, post-graduation followups and conversations, and consideration of the student when approached by 3rd parties for potential resources for work, knowledge, or other stated needs.

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

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

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department offices are the first point of service for potential students in academic programs. Lack of involvement by departmental offices would result in declining enrollment, increased student confusion, and eventual jamming up of the administrative mechanisms that help students to become matriculated students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During college (helping students succeed while they are at Cal State East Bay)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department offices are the organizational point for all instruction, from planning curriculum to hiring faculty to planning student events and activities. Professional staff are essential to maintain and coordinate use of equipment and materials in high-tech and high-equipment fields. They are essential to the academic endeavor. Almost 11,000 individual students are supported by the College. Diminishing this support would result in declining enrollment, lower student graduation rate, lower student learning and satisfaction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>Commitment</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>Department offices are the primary point of planning, delivery, and assessment of academic instruction.</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>CLASS has long held a position of leadership and commitment to diversity and social justice, through the academic programs we offer, the 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 life-long learner</td>
<td>Department office activities 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). Examples include a combined total of 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 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>Department offices coordinate 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.)</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>The Department of Geography and Environmental Studies is the leading program for sustainability on campus. 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>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual</td>
<td>Over the past three years, the College 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>
Academic programs within the college are active within the local community. Examples 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 & 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.

Departments and programs within the College continue to pursue innovative fields of research in order to adapt to and, in some cases, set the course for new areas of study. This includes the Department of History’s recent work with students within the burgeoning field of digital humanities, applied research within the Department of Communicative Sciences and Disorders on brain injuries and as well research on autism. Students in the Multimedia Graduate Program create prototypes of new interactive artworks and products that incorporate new technologies and methods for interacting with computers.

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

The demand for the service of Department offices is directly related to the flow of students into and out of the various academic degree programs within the College of Letters, Arts, and Social Sciences. New curricular objectives and increased focus on student success will add substantially to the responsibilities of the department offices, as will increasing requirements of accreditation, assessment, and record-keeping.
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, several Department services have been merged into staffing centers, thus providing a better consistency of coverage for those departments.

### 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.

The organization of some units into new units called “Schools” (Arts & Media in 2012; perhaps more to come) has the potential to improve service in the departments by providing a cohesion between departments that provide similar services. Departments are being encouraged to form partnerships with neighboring departments to achieve more consistent coverage. 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.

The quality of the service provided by the Departments and programs within the College of Letters, Arts, and Social Sciences is largely dependent on the available staff manpower relative to the time of the academic year and other requirements of the office. For instance, a Department or program in the midst of scheduling coursework for a future term will have its time and attention diffused by multiple tasks, thereby putting at risk the quality of the service. It stands to reason that an allocation of more manpower to discreet components of the service (such as student advising, procurement of supplies and services, contracting instructors for coursework, etc.) may significantly improve the quality of the service overall.

### 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.

Across the College of Letters, Arts, and Social Sciences, there is no uniform formal or informal process with enough consistent use among the College’s Departments that meets a standard to answer this question in the affirmative. Instead, Department Chairs and select Program Directors are in touch frequently with their support staff in order to gauge user satisfaction based on first hand knowledge (e.g. written concerns or complaints) and anecdotal knowledge (such as the recounting of a particular moment by a staff member dealing with a concern or complaint).

### 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 that were applicable to department offices were provided.

### 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

As supervisors of the department staff, department chairs guide personnel in this area, informed 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.

Departments have 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. Department success on these and other goals and targets is constantly monitored by both department chairs and the College office.

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.

Departments are regularly informed of the quantity of student credit hours that are to be achieved each quarter. In order to do so, a corresponding quantity of courses must be mounted, and lecturers hired and evaluated. In the great majority of cases those goals are consistently met. In cases where they have not been met, department resources (such as staffing levels) have been reassigned to other departments, or positions reduced or eliminated.

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.

15000000

Attach your allocated spreadsheet here.

Link to Scoring Rubric

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

5000000

Link to Scoring Rubric

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.
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.

Departments have established of a shared staffing center for four (now 3) departments, and staff sharing by several other combinations of departments. Professional staff positions that once served one department now sometimes serve two. There are similar efficiencies in space. This is done on a case-by-case situation and is not the norm. In fact, certain staff who took timebase reductions during the 2009-10 layoffs had their timebases restored to previous levels within the past academic year as a response to increased needs for service according to new University initiatives (such as A2E2) and the growth of majors.

At this time, while reducing costs, these measures have resulted in thin staff coverage, causing gaps in service during staff absences.

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.

The College itself can achieve no more cost reduction without severely damaging services. However, improvements in service in other units could result in greater efficiently – for example, streamlined personnel procedures, travel guidelines, and increased use of reliable technology would enable department staff to work more effectively.

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.

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.
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.

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.

Generally speaking, other academic programs in the other Colleges on campus.

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.

As mentioned many times throughout this document, the vast size and diversity of the Departments and programs within the College of Letters, Arts, and Social Sciences. This size and diversity affords the diverse student body at Cal State East Bay a rich and varied instruction while presenting an immense challenge to ensuring that the disparate needs of these Departments and programs can be attended to. Since academic year 2009-10, the Departments and programs have been able to immensely make more efficient their operations and provide quality service to students and other constituents. This has led to an enabling and empowerment of ability amongst staff across the College with the general sense that even more is possible, without sacrificing current levels of service, if the additional investment of resources is made. With this, it is the hope of all of the Departments and programs in the College that this process expose more clearly the good work going on within, especially in relationship to the work of other units funded disproportionately in terms of the relationship of student credit units produced to manpower and service provided.