1. Support Services Report Template

Report Info

Name of the person completing this report: Martha Wallace
Title of the person completing this report: Director, University Scheduling
Supervisor/dean reviewing report: Dr. Linda Dalton, VP, PEMSA
Service: Academic Class Schedule (quarterly)
Division/College: PEMSA

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.

Federal Law: ADA
Campus Policy: Class schedule patterns; Final exam schedule; Student registration dates; Space assignment priorities; Time, Place, and Manner Policy
State Law: Education code, Fire Marshall codes
Any other: Standard contact hours by mode of instruction

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

The class schedule needs to follow standard scheduling patterns, accommodate required contact hours for each class, meet ADA needs for both students and faculty, comply with Fire Marshall regarding number of seats in rooms, and follow University priorities and Time, Place and Manner policy. Deadlines for creating the quarterly schedule precede student registration dates.

4. Importance of Service

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

Manages policy issues for creating the quarterly class schedule, balancing requests from academic departments with classroom capacities/technology, ADA accessibility, etc. in order to distribute classes across the day and week, using PeopleSoft and R25 scheduling software to optimize utilization. Assigns all academic classrooms and handles spaces changes for maintenance, emergencies, etc.

The office works with
Academic Department Chairs and Schedulers
College Associate Deans
Accessibility Services
ITS Classroom Services & Facilities Operations

The scope of the service includes all spaces assigned for instruction, including classrooms, seminar rooms, laboratories, computer labs, gymnasium spaces, and outdoor fields on the Hayward campus; and includes analysis of scheduling patterns and space utilization, preparation of regular and ad hoc reports to the University community and decision-makers.

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

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

<table>
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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>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>
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**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>Strategic 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>Appropriate classroom assignments facilitate learning, innovative teaching and instructional technologies; and accommodate alternative space for special activities.</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>Accessibility needs of both students and faculty must be accommodated.</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>An optimal schedule ensures that classes and activities are offered in locations and at times that enhance access and minimize conflicts.</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></td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>Annual planning and advance classroom assignments with some flexibility to accommodate changes help to ensure that the University can use its capacity most effectively and efficiently. Clarity about scheduling policies helps to balance competing requests.</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></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>This service continues to apply new technologies with enhanced software, and data analysis tools.</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.

Student enrollment and living on campus are expected to continue to increase, resulting in additional classroom demand and more...
interest in events on the Hayward campus even with an increase in online courses. This demand for use of instructional spaces reinforces the need for a well-managed academic schedule. At the same time, faculty preferences for specific classroom layouts and instructional technologies place greater emphasis on the need for a holistic class schedule with improved utilization across the day and week.

5. Quality of Service

Link to Scoring Rubric

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 benchmarks for the success of academic scheduling are tangible to the whole university. If classes do not have a space to meet, it quickly becomes quite obvious.

Also daily reports are run to monitor:
- class enrollment does not exceed room capacity
- processes to accommodate, as best as possible, back-to-back teaching by faculty
- potential room swaps to accommodate larger classes

Ad hoc reports created are to monitor:
- space utilization
- scheduling issues and conflicts

Documentation is kept on instructional special needs

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.

Academic scheduling now runs earlier analysis to determine feasibility of proposed quarterly class schedules across all academic departments.

New deadline dates were set for an earlier process and assignment of classrooms: this allows for a realistic model for campus capacity to accommodate academic needs.

New processes have been developed to process room change requests from departments that need assistance.

The office designed and built the University Scheduling website as a repository for policies, procedures, references and forms.

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.

Informal feedback as well as the PFD survey suggest that some university constituencies do not understand the policies and constraints associated with academic class scheduling. Systematic surveys would be excellent tools in order to better understand the perceptions and expectations that the university has for academic scheduling. Then, future communications and training where
appropriate can better address these perceptions and expectations.

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.

Formation of a centralized scheduling office where all scheduling services can be provided - not only classroom assignments - would help everyone understand where and how space can be scheduled. A more centralized approach would also help to address policy issues and address specific needs, such as the following:
- special room access - e.g., computer labs
- instructional technology issues
- classroom physical environment issues

Link to Scoring Rubric

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.

Informally, the office collects email feedback on issues. Most issues are resolved to the service user's satisfaction, but sometimes there can be no resolution. For example an instructor might want a room with a *Doc Cam* but there may be no such rooms available at the time of the class; or the room that is the appropriate size may be too far across campus for the instructor's preference.

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.

Since the survey combined all three services under University Scheduling, it is difficult to interpret the aggregated results. For *Overall Quality* the results showed an 45.2% satisfaction from staff and a 38.17% satisfaction from faculty. This can be interpreted as staff understanding the constraints of scheduling space, and faculty may not have the same understanding. Since the staff work directly and closely with this service, they have the opportunity to understand the challenges of finding appropriate space for all classes and events. Faculty typically experience their classroom assignments more subjectively and may not understand or be willing to adjust to the impacted distribution of classes that cluster around TTH & MW mid-day meeting patterns.

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.

This service has informal guidelines: to respond to room requests within one hour even if to explain that a solution will take longer or is not available.

If University Scheduling cannot address the problem because it is the responsibility of another department, the office forwards the concern to a person who can assist.

University Scheduling also consistently refers to policies when offering an explanation for a request so that clients understand the underlying reasoning.
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.

- Assign appropriate space for all classes each term - several phases to reach this target.
  - Class schedule created in PeopleSoft (PS); analyze meeting patterns for large classes (>55 enrollment) to determine room availability; identify conflicts, communicate with the academic departments to change meeting patterns.
  - 3 weeks prior to registration, export the Class Schedule into R25 Software; begin batch room assignments - two full-days to determine if all classes will be accommodated.
  - Import the classes back into PS - data now available in Data Warehouse
  - Send analysis to Associate Deans noting classes to lower enrollment to match room cap; classes lacking a room assignment due to lack of availability
  - Juggle classes and rooms to accommodate all

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.

The academic class schedule must be posted by a firm date four times a year so that students and advisers can see course offerings before registration begins. The office accomplishes this by setting deadlines and working with departments in advance.

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.

44998

Attach your allocated spreadsheet here.

University Scheduling Allocations.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.

4602

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.
University Scheduling Allocations.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.)?

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.

With just one person (at 0.65 of her time) responsible for this entire operation, it is currently being done with less personnel than other universities of comparable size and complexity.

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.

Producing the class schedule is extremely efficient with its limited resources. Efficiencies might be gained by reducing the number of changes that departments request and require other courses to be moved after the schedule goes live.

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.

Improved planning for Associate Deans and academic Chairs by providing scenario-based projections using more current software.

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.

As noted earlier, a more centralized approach to university scheduling and state-of-the-art software could increase the efficiency as well as the quality of the class scheduling function.

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.

Per Term (four times per year):
- Oversee and proof the data entry of the all academic department personnel
- Run the PeopleSoft-R25 Transactional Interface minimally 10 times/day during schedule development to ensure synchronization between the systems
- Manage room assignments for over 1,000 classes on the Hayward campus
- Manage 200+ back-to-back teaching assignments for the entire faculty/instructor pool
- Configure approximately 60 class sections for combined meetings in PeopleSoft
- Fulfill all academic requests for computer lab classrooms - approx 50 per term

Per Month:
- Respond to an average of 250 requests for special classroom accommodations
- Respond to an average of 150 emails for other academic scheduling issues

On going:
- Address policy issues

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.

Concord events coordinator manages room assignments for approximately 90 class sections per term

The following departments pre-assign rooms in PeopleSoft only - the classes still require processing in R25 by academic scheduling:
- SCI lab, MUS, ART, THEA/DANC, KIN - activity sections
- ASI - schedules UU/RAW spaces
- Housing - schedules space within Pioneer Heights

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

The Transactional Interface between R25 scheduling software and PeopleSoft Student Administration (PSSA) is configured specifically to CSUEB business processes. The academic scheduling office is the custodian of R25 and is the only office within the university that knows the processes to run the Transactional Interface and therefore allow posting of classroom assignments in PSSA and maintaining synchronization of the systems.

This service supervises the work of Other Instructional class scheduling and Facilities Reservations and Rentals.

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.

Managing the complex process of classroom assignments for each term requires extensive negotiation across the university. Decisions are made for classroom prioritization where the importance of a class is not always obvious to everyone. For example, a General Studies class is a guaranteed class for incoming freshmen, and there may be competition for a room between a GS class and a required Graduate seminar.

Simultaneously, this service also provides:
Consultation to Associate Deans and department Chairs for their quarterly class schedules
- Data analysis, communications, policy development
- Collaboration with IT Classroom Services for instructional technology and
- Collaboration with Facilities Management for classroom environmental controls such as furniture, air conditioning, chalkboard/whiteboard needs and computer lab classroom requests.

One of the challenges for this service is the trend toward larger academic class sections and the need to comply with State Fire Marshall codes. This requires daily analysis and tracking of class enrollments. Many times rooms must be swapped and classes moved in order to accommodate enrollments. For the class requesting the larger room this is quality service; however, for other classes that are required to move, this can create an unsatisfactory experience for students and instructors.

This service also troubleshoots all technical problems that arise working with the scheduling software. The class schedule feeds a quarterly file sent to the Chancellor’s Office (known as APDB) so its accuracy is critical to proper reporting and, ultimately, calculations of space utilization and the generation of demand for additional classroom space.