1. Support Services Report Template

Report Info
Name of the person completing this report: Martha Lucero Wallace
Title of the person completing this report: Director, University Scheduling
Supervisor/dean reviewing report: Dr. Linda Dalton, VP, PEMSA
Service: Other instructional scheduling
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
State Law: Education code, Fire Marshall codes
Campus Policy: Time, Place & Manner; Quarterly class schedule; space prioritization policy

Provide a brief explanation, if necessary, in < 60 words.
Other Instructional room scheduling must follow University space priorities, and so is not addressed until the quarterly class schedule is live; and requires extensive negotiation with programs for schedule adjustments. ADA needs for both students and faculty must be met, as well as compliance with Fire Marshall regarding room capacity, and follow the Time, Place and Manner policy.

4. Importance of Service

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

Manages the space assignments for instructional classes taught to students who are not CSUEB matriculated; classes that do not generate academic credit; and classes which are not on the state supported side of the University. Examples are Continuing Ed, certificate programs (e.g., PHAP) and American Language Program (ALP).

The service works with:
Division of Continuing and International Education
Academic Scheduling (quarterly)
Facilities Reservations and Rentals
Accessibility Services
ITS Classroom Services &
Facilities Operations

The scope of the service is to assign classroom space for all Other Instructional classes that meet on the Hayward campus.

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

Students: 5%
Faculty: 45%
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) |
|---------------------------|-----------------------------|
| Pre-college (helping students to enter the system) | Without appropriate capacity, the students could not register for a class or be admitted to a program. |
| During college (helping students succeed while they are at Cal State East Bay) | Students in self-support programs need an appropriate space for learning just as students do in regular courses. |
| After college (helping students establish meaningful lifework and be socially responsible contributors to society) | |

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>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
</tr>
</tbody>
</table>
During college (helping students succeed while they are at Cal State East Bay) | Without being able to use instructional space, self-support and related programs on the Hayward campus would not be able to function.
---|---
After college (helping students establish meaningful lifework and be socially responsible contributors to society) | 

**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?**

| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship | If aligned or contributing, provide a description. (<60 words for each SSC)
---|---
| Appropriate classroom assignments facilitate learning, innovative teaching and instructional technologies; and accommodate alternative space for special activities.

| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development | Accessibility needs of both students and faculty must be accommodated.

| Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner | Strive to accommodate classes and activities in locations and at times that enhance access and minimize conflicts.

| Foster a vibrant community through enriched student services and student life that support student engagement and learning |

| Contribute to a sustainable planet through our academic programs, university operations, and individual behavior |

| Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University |

| Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility |

| Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM) |

| Collaborate to implement new business processes with mutual respect for their program needs.

| This service continues to apply new technologies with enhanced software, and data analysis tools. |

**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.**

Other instructional programs are on the rise through the Self-support sessions and the Division of Continuing and International Education. This demand for use of instructional spaces reinforces the need for a service that is responsive to the changing needs of the programs.

### 5. Quality of Service

**Link to Scoring Rubric**

### 3.1 Do you assess the quality of the service you provide?
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 providing instructional space tangible to the programs who offer Other Instructional opportunities at the Hayward campus. If classes do not have a space to meet, it quickly becomes quite obvious.

This service:
- Maintains a process for communication of any classroom needs or changes
- Runs reports to monitor class enrollment
- Processes room swaps to accommodate program needs

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

- Created a new process to place all ALP classes and events in a Google doc so that every person with a need-to-know would have access to the most updated space assignments
- Streamlined of the request/change process by removing redundant requests and multiple emails
- These new processes have also recently been applied to Continuing Education classes

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.

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.

- This service has been staffed by 40% time of one coordinator position.
- With the migration of DCIE classes to the PeopleSoft Student Administration (PSSA) system, an additional resource, has been provided (.40 time base) to process only the ALP classes between PSSA and R25 scheduling software. All remaining Other Instructional classes, as well as special space requests, continue to be handled by the original coordinator.

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

Yes

Informally, the service collects email feedback on issues. Most issues are resolved to the service user’s satisfaction, but sometimes
the resolution is unsatisfactory to the service user. For example, an academic class can bump an other instructional class from a classroom based on the University’s space prioritization policy.

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. I interpret this as staff understand the constraints of scheduling space on the Hayward 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 trials of finding appropriate space for all classes and events. Faculty experience their classroom assignment subjectively and may not understand the space prioritization policy that gives academic classes higher priority than other instructional classes.

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:
Respond to requests within one hour even if to explain that a solution will take longer or is not available
If communication is not available, provide a forward to a person that can assist the receiver of this service
Use professional grammar in emails and while on the phone
Refer to policies when offering an explanation for a request

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.

Appropriate space for all classes must be assigned on both a quarterly and ad hoc basis. This requires extensive communication and negotiation with program coordinators so that they understand the space prioritization policy.

This service has to date been able to provide space for Other Instructional programs, and that is due in large part to the collaborative approach and consistent communication with the program coordinators.

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.

This service depends on the quantity of classes offered by the other instructional departments, and the space availability on the Hayward campus. These needs are regularly met with timely communications and advance notice to the Other Instructional programs of any issues that will affect their proposed class schedules.
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.

29114

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.

3084

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.

42.25

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 0.40 of her time) responsible for this entire operation, it has been 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.

Efficiencies might be gained by reducing the number of changes that academic departments make after the schedule goes live. this would reduce any changes that then need to be made for Other Instructional programs.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were
Please describe your idea(s) in <120 words.

One person (at 0.40 of her time) has been added to the staff to process ALP classes in PeopleSoft and R25 scheduling software. This salary is not included in 4.1 because the position did not exist during the 2011-12 year, and just became available during spring 2013.

**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.

With ALP now in PeopleSoft we are working on new processes that will result in earlier dates for having their schedule built and rooms assigned. This will allow for a more complete analysis of campus room availability.

**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.

Managed classroom assignments for:
- 310 ALP classes
- 286 Continuing Ed classes

**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.

- Concord scheduling will assign approximately 15 Continuing Ed classes per term
- Oakland Center manages space needs for Continuing Ed classes
- Athletics will reserve space in R25 for Athletic practices

**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.

This is the only service to accommodate the classroom and special space needs for Other Instructional programs on the Hayward campus and assigns the space in the R25 scheduling software. For the ALP classes, this requires the Transactional Interface between PeopleSoft and R25; for the remaining Other Instructional classes, this requires the creation of unique events/reservations in R25 that represents each unique class.

**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 <250 words.
This service depends on the classroom assignments for regular academic classes on the Hayward campus. Other Instructional space needs cannot be accommodated until after the academic classes are assigned preliminary space. This is problematic due to the changeable nature of the academic classroom assignments which are based on enrollments that cannot exceed room capacity, or if new academic class sections are added to the class schedule. These academic class properties can create scenarios where classes are moved and potentially Other Instructional classes would need to rearrange their schedule.

In 2010, the task of scheduling the Computer Lab classrooms for the entire campus was transitioned to this service without additional resources. A year later in 2011, the access keys to the computer labs were changed and again the primary responsibility for communication of the changes fell on this service - with no additional resources. The service user generally contacts this service office with inquiries and requests when needs arise. Even to direct a service user to the appropriate department usually entails a minimum of three emails, which when compounded by the number of requests, significantly adds to the coordinator’s daily workload.