



OE RESOURCE REQUEST APPLICATION

University of California, Berkeley

I. SPONSORSHIP

A. Initiative

Initiative	Student Services		
Initiative Manager	Anne De Luca		
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B. Sponsorship

Sponsor Name	Associate Vice Chancellor and Dean of Students Jonathan Poullard		
Sponsor Signature		Date	
Sponsor Name	Associate Dean of Students Christina Gonzales		
Sponsor Signature		Date	
OE Program Office Signature		Date	

C. Give the title of the resource

One Stop Center for Student Organizations

II. PROBLEM STATEMENT/CASE FOR CHANGE

A. Identify and describe what needs the proposed solution is seeking to address.

1. Students must communicate with various offices: In order to address business or administrative activities (e.g., alcohol permits sound permits, etc.), as well as address their personal needs (e.g., developing a connection with other students), students must communicate with multiple offices located around campus. The time to travel between the offices and the varying service hours (i.e., not available when students need or want them) often make it difficult for students to conduct business in a time efficient manner.

2. Improve the student experience by moving from "advising" to "mentoring:" Staff that work to integrate student development theory into their practice with students and their organizations will be empowered to focus their efforts on these higher level needs as many of the administrative tasks will be handled by the on line tools and the One Stop Center.

3. Reducing our Risk: There are risks involved with students planning and implementing functions for their organizations. This risk can be better managed through this integrated concept. For example, obtaining the proper insurance, adhering to fire codes, and other campus policies. An entire university website is dedicated to Student Event Insurance. As it states on the website:

<http://ethicscompliance.berkeley.edu/RiskServices/Insurance/StudentEventInsurance.shtml>

Registered Student Organizations (RSOs) are independent entities and therefore are not covered by the University

of California's own insurance programs. This can be a problem for both students and the University because:

ly on personal or family financial resources to defend a claim or lawsuit

ial recourse when its property is damaged by student activities or when it receives a claim or lawsuit arising from

To remedy this problem, the University has purchased a commercial insurance policy to cover virtually all on-campus events hosted by Registered Student Organizations.

4. Students avoid following required practices and policies: Students often resort to taking short cuts and skipping policies due to time consuming and often outdated policies and practices. For example, some student organizations develop splinter organizations in order to work around the current space reservations processes so that they can secure the space they prefer for their events (i.e., increasing their chances for space by making more reservations than actually needed or allowed). This is inefficient, as the space is ultimately not used in many cases.

5. Maintaining our brand image: As the leading public institution in the United States, our University needs to consider how we compare to peer institutions with regards to student service and student support functions (i.e., best practices in student affairs). There is risk inherent in not providing quality administrative and business support for our students. Student and parent/family perceptions of reduced or even poor service may tarnish the brand image that is important to our institution, especially in light of increased tuition and fees.

B. Describe the solution that is being proposed to meet the identified need(s).

With a campus population of over 35,000 students, and more than 1000 student organizations and clubs, there is a tremendous amount of activity in the co-curricular arena of students' lives. These activities require a high-level of planning and organization in order to effectively manage all the "outside the classroom" activities, ranging from tabling on Sproul Plaza to planning weekend conferences that host hundreds of participants. The proposed solution for managing these various functions is to create a physical office that can serve as a single point of service/referral for students. This "one-stop" location will be staffed with service-oriented, cross-trained individuals who would strive to answer 80% of business-related inquiries and/or problems for students, with the rest of the issues requiring detailed and high-level assistance. The One Stop Center will be supported and supplemented by on line tools that assist student organizations in managing their functions.

Business-related issues may include:

- a single system for campus room reservations, that is online and real time
- cross training of staff to address shared universal skills
- use of peer advisors that can help provide extended and expanded shifts that allow the One Stop Center to be open when students are most likely to use the services (i.e., the student standard of time)
- single point for students to access information related to their organizational functions (e.g., room reservations, guidance on how to market events, completing necessary forms to secure such things as security, etc.)

C. Describe the alternate approaches you evaluated in the process of developing this proposal and why those alternatives were not selected.

1. No changes: Keeping the status quo was considered as an option. Some may perceive creating and implementing the One Stop Center concept to be rife with obstacles and challenges, most namely being the paradigm shift that is needed in order to fully embrace this concept. This alternative approach was not chosen as there is a university-wide commitment to increase efficiencies through the Operational Excellence process.

2. Hire more staff: In service functions, an option is to hire and train more staff to address the needs of the over 1,000 student organizations. While a One Stop Center may require hiring additional staff, it is believed that a change in the paradigm of how we serve students and their organizations can lead to both greater economy of scale and provide a high level of guidance and mentoring for students that is more cost effective than simply

hiring a greater number of staff.

3. **Limit the number of student organizations:** Another option considered was to limit the number of organizations. This would calibrate the number of current staff advisors to the number of organizations that can realistically be served. However, limiting the creativity and involvement of our students through their organizations is not consistent with our core values as an institution (e.g., freedom of expression).

4. **Limit the function of student organizations:** Similar to the previous option discussed, we could limit the types of activities and functions in which we allow our student organizations to engage. Again, this is inconsistent with our core values as an institution; we also believe it will lead to even greater policy violation and potential risk exposure, as students will pursue their desired goals regardless.

III. IMPACT AND STRATEGIC ALIGNMENT

A. Describe how the proposed solution aligns with the OE goals:

- Reduce administrative costs and enable the campus to direct more resources to teaching and research
- Advance an effective and efficient operating environment
- Instill a culture of continuous improvement that leads to high quality performance and outcomes

- **Reduce administrative costs:** The One Stop Center will embrace efficiency as students' ability to address their planning and organizational needs will be enhanced. By providing an economy of scale for addressing the needs of the multitude of student organizations, efficiencies will be gained.
- **Advance an effective and efficient operating environment:** By bringing various offices on campus under a new paradigm of centralized service to student organizations, this will streamline the varied functions and tasks that are required to support student organizations by increasing communication, collaboration, and sharing of resources between student organizational advisors, as well as leverage the individual expertise and experiences that each staff member brings to their work.
- **Instill a culture of continuous improvement:** The One Stop Center will allow increased skill building for students as their basic administrative needs are met (e.g., scheduling rooms, submitting required forms). The ultimate goal is to bring a level of challenge and support for students involved in co-curricular activities that are on par with our academic standards and reputation.

B. Identify any other anticipated benefits in implementing the proposed solution.

Increased satisfaction in staff roles: The work experience of staff will be improved once the One Stop is implemented, as staff will not have to focus so much of their time and effort on putting out fires and dealing with urgent matters. This highly intense work environment leads to low morale and high turnover due to burnout.

Increased staff retention: With increased satisfaction comes the desired effect of retaining staff longer in their professional roles.

More positive perception of the student experience: The time and attention spent with students on higher level needs leads to an increased level of satisfaction with their overall student experience.

Best practice experts for the field of student affairs: A successful One Stop Center concept will enable UC Berkeley to serve as a role model of "best practice" for the field of student affairs related to service to all students engaged in co-curricular activities.

C. Identify the risks of not implementing the solution.

Continued risk susceptibility: Because of the nature of student events and functions, our campus is constantly managing the risks associated with the diverse programming efforts of our student organizations. The One Stop Center will help to ameliorate the risks associated with these events by increasing communication and awareness around policy and compliance issues, allowing our student organizations to function in greater alignment with the

campus expectations.

Impact on our brand image: With the increasing cost of attending college, as well as the continued scrutiny from external stakeholders (e.g., state legislators) on the financing of higher education, the Cal brand image as the top public institution is at risk as the value of a student's education is called into question. The One Stop Center will help improve the experience that students have while involved in co-curricular activities, thus helping to better the overall brand image of UC Berkeley.

Reduced educational impact: The One Stop Center will allow students to conduct their essential logistical student organizational matters in a convenient, efficient way. This enables students to maximize the learning outside the classroom in the co-curricular laboratory since the mundane administrative tasks are addressed more easily. Not implementing a One Stop Center for student organizations will limit the learning potential (e.g., leadership skills, problem solving, etc.) for students due to the amount of time needed to handle basic administrative duties.

D. Describe the constituency that is intended to benefit from the proposed solution (e.g. students, faculty, staff, 1-many units)

This proposed solution will primarily benefit students involved in clubs, organizations and other co-curricular functions. In addition, staff and some faculty (e.g., those that serve as organizational advisors) will see benefits because their job quality will be enhanced by a more integrated approach to managing the affairs and functions of student clubs and organizations. Finally, some offices on campus that serve student organizations in some direct or tangential way may find that their missions are more easily achieved by the creation of the One Stop Center.

PROPOSAL

E. Describe the extent to which this proposed solution is a collaborative effort either within campus or with external partners.

In order for the One Stop Center for Student Organizations to work properly, it will require the input, support and collaboration of several campus entities. Essentially, any office that in some way touches on the planning and implementing of campus events, or is even impacted by student events, will need to be involved in both the planning and implementation. Such offices include but are not limited to the following:

- Dean of Students Offices
- ASUC Auxiliary
- ASUC Student Government
- UCPD
- Office of Public Affairs
- Facilities Services
- Office of the Registrar Special Events Scheduling
- Risk Management
- Other offices that advise student organizations and clubs
- Alumni Affairs

F. If applicable, describe how the proposed solution may enable additional projects to be considered.

Students connect to the campus through a variety of ways. If this model proves successful, additional One Stop Centers should be considered in order to leverage the natural connections that students develop as they become engaged in co-curricular activities. For example, the Lower Sproul project provides a natural location for a One Stop Center given that it will be a nexus for campus activity. Additionally, the One Stop Center will rely on access to information and services on line through the student portal/academic commons; in essence, this center and the student portal may function symbiotically. Similarly, given that a One Stop Business Center that is also being proposed through the Student Services Initiative process, there may be some opportunity for collaboration between these two centers. Finally, given the reliance on peer advisors to do much of the work of the center, opportunities may exist for enhancing current leadership development programs, allowing students to progressively move from emerging leaders (i.e., a new employee in the center) to a more seasoned position that requires a higher level of skill and expertise as a student lead for a team of other students.

This should be MANDATORY for participation.

G. What is the impact of the proposed solution on the existing systems and processes? Does it eliminate the need for existing systems and processes?

The greatest impact expected from the One Stop Center is the opportunity to refine existing systems and processes. Ideally, campus community will be improved, as it will be easier for students to plan and implement events/functions. Additionally, this will improve the job satisfaction of those impacted by the One Stop Center, allowing student organization business to function more smoothly. It is expected that the proposed solution will eliminate some overlapping processes for student organizations (e.g., multiple processes for reserving meeting rooms).

H. What is the impact on the proposed solution on the workload?

Profile/Impact in hours	Current Workload	1-time workload requirement	Ongoing workload requirement
Students involved in campus organizations	Estimate of 4-5 hours to plan large-scale campus events (often in non-sequential work over multiple days or weeks)	1-2 hours per event	1 hour in follow up before and/or after an event
Student	Student worker hours currently vary by individual offices.	Will require initial training time (estimated at 24 to 40 hours)	The initial estimate is that the Once Stop will require 3 "Student organizational consultants" at a time for 12 hours per day (10:00 am to

			10:00 pm), Sunday through Thursday.
Staff	Staff currently work 40+ hours in various offices, dedicating various amounts of time to advising student organizations.	Initial increased hours through training and meetings to coordinate the One Stop Center implementation.	A conservative estimate is that advisors to student organizations may reclaim 5-10 hours per week once the One Stop Center is fully operational.
Faculty	Varies depending on which organization they advise.	n/a	The workload will change depending on how each organization uses the One Stop Center.

IV. WORK PLAN AND PROPOSED SOLUTION DESIGN

A. Provide a statement of:

- Deliverables — results the solution must deliver to achieve the stated objectives.
- Constraints — factors that may limit the options for providing the solution (*e.g., an inflexible deadline*).

Deliverables: The solution must be able to deliver a physical center, staffed by professionals and peer student advisors (i.e., “student organizational consultants”) who are equipped to address 80% of the questions/problems presented by student organizations. The One Stop Center will offer expanded hours (i.e., evening hours), and will provide on line options for handling critical business matters of student organization. The One Stop Center will achieve the outcomes as included in the Assessment Plan of this document.

Constraints: Possible constraints include: current and/or future space limitations, poor timing or lack of availability of campus technological advances to support the center and to supplement one stop services with online tools, the inability to attract and retain the necessary student peer advisors that are critical to this effort, and clear leadership to implement this paradigm change.

B. Provide a work plan for the proposed solution with high-level steps to complete the solution, including timeline. (Try to limit your plan to no more than seven steps.)

	MILESTONE	TIMELINE
1.	Identify and set-up physical space, including equipment, telecommunications, network, computers, system accesses	July – December 2011
2.	Identify staffing needs; hire and train staff and students, and develop a process for ongoing cross-training	July-September 2011
3.	Create website of the One Stop center and provided services, and market the center to students and parents/families	September 2011 – March 2012
4.	Open center for business with pilot program	March – May 2012
5.	Evaluate center and recommend changes to enhance services	May-July 2012
6.	Implement changes and re-evaluate (assessment and evaluation will be continuous)	August – December 2012
7.	Consider and recommend additional one stop centers on campus; begin building a plan for the next center	January – May 2013

C. What are the data requirements for the proposed solution?

<p>Access be needed to:</p> <ul style="list-style-type: none"> -Student Organizations database (student contact information) -Number of free rooms available for student reservations (real time and up to date) -Student portal to communicate important club and organization news -Number of classrooms reserved & not used -Classroom scheduling roadblocks -Student schedules for scheduling ongoing cross training -Preferred times for managing student activities/clubs (i.e., peak hours of need) -Current tools students are using to manage their student organizations (e.g., Google docs, doodle, current on line forms) -Clear delineation of policies, procedures, forms and resources available for addressing student organization needs
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D. What are the technical requirements for the proposed solution?

<ul style="list-style-type: none"> -Single Portal for students accessing information. -Chat program with student operator for students advising seeking information after business hours (i.e., 5 pm) -Online real time room scheduling system -Online real time equipment check scheduling system (e.g. Tables, chairs, sound system, microphones, etc.) -Shared access across systems -Student organization software with the capabilities to articulate applicable campus restrictions (e.g., such as OrgSync, a community management system, www.orgsync.com) -Online appointment scheduler for advisors -All necessary, forms, permits, events etc., completely online that can be processed, submitted, and status update made available to all staff and students online -Support for productive use of social media (e.g., Facebook, Twitter, etc.) in planning, organizing and implementing events

E. What are the greatest risks for the proposed solution and the plan to reduce or eliminate the risks.

RISK	MITIGATION PLAN
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1.	Some of the technology and the heavy reliance in it may hinder student development that is gained in face to face meetings, which allow for the acquisition of certain skills (e.g. negotiation skills, compromising, awareness of multiple perspectives, working with different work styles & personality temperaments)	<p>Balance between technology and face to face interactions</p> <p>Better preparation of staff in understanding student development theory and approaches, and an awareness of how technology can aid in this process.</p>
2.	Some offices that now advise and support students may lose connections with students if they use the One Stop Center to address all their needs.	<p>All staff that advise students will need to be aware of the Center and supportive of the mission; it must be seen as a resource for staff in the work that they do.</p> <p>Staff that work in the One Stop Center will need to be mindful of how to properly refer students when issues arise that are beyond their expertise.</p>
3.	Success of the center requires a high-level of integration of functions, as well as knowledgeable staff about a variety of content areas.	Careful attention will be required for the on-going cross-training and adequate knowledge acquisition as staff prepare to work in the center.
4.	The amount and type of cross-training needed to deliver quality customer service may be underestimated.	<p>Assess scope of services to be provided in relation to student expectations; staff accordingly; allow for extended training period;</p> <p>Communicate expectations from sr. management of service delivery performance standards;</p> <p>Provide regular updates from functional areas.</p>
5.		

F. How does the proposed work plan allow for evaluation and course correction to ensure the outcomes meet the campus needs?

The design of the One Stop Center functions will be grounded in student satisfaction surveys in order to assess their views regarding classroom/space reservations, the ability to find information, the ability to negotiate the necessary paperwork/permits, and an awareness of the answers to the most frequently asked questions around campus policies. Staff satisfaction surveys will also be employed related to job satisfaction and burnout, the commitment to collaborating across departments, the level of current workloads, and an awareness of resources available for referrals.

The initial timeline created allows for a pilot program to be developed in order to fine tune the program. A critical element of the pilot program includes a robust marketing campaign that will communicate what the One Stop Center has to offer.

The on going assessment efforts (as outlined in that specific section of this document) allow for the needed course corrections in order to help this new paradigm grow and prosper.

V. CHANGE MANAGEMENT SECTION

A. What is the change management plan to successfully implement the outcomes of the proposed solution?

Developing a one stop shop concept for student organizations and co-curricular activities enables students to maximize their learning outside the classroom rather than spending their time overcoming the many hurdles common in managing the affairs of their organizations and activities. The one stop shop for student organizations also enables the interests of the university to be met by providing the best support and guidance for students in their co-curricular life. This change management plan identifies those who will be impacted by the introduction of this new concept, the behavior changes required and how these will be reinforced, anticipated resistance and plans for mitigation, and the implementation plan.

I. **Impacted Groups:** Campus constituencies who will be impacted by the change and must be included in the change process.

- A. Students that participate in our 1100 student organizations.
- B. Faculty and staff that advise students and their organizations.
- C. IT Staff: Project managers, technical analysts, application developers

II. **New Competencies:** The campus will need new skills, knowledge and behaviors to implement the new tools.

A. **New Skills:** If new technology and systems are implemented, the campus staff and students will need to have the skills necessary to access the technology and new systems so that they are actually being used. For instance, if all liability forms and food permits can be done online, students must be able to have the knowledge and skills to fill out the forms correctly, and staff must be able to know how to advise them appropriately.

B. **New Knowledge:** Faculty and Staff will have to be cross-trained across departments to ensure that they have the knowledge to answer 80% of the questions. Students will need to have an awareness of the new system so that it is actually being used to its full potential.

C. **New Behaviors:** The behaviors of students and campus organizational advisors (i.e., staff and faculty) must change in order to embrace a new way of doing things and operating within student organizations. For example, more things will be moved online so that students have increased accessibility in order to complete them at their convenience; staff productivity will increase as they will be able to focus on high-level mentoring rather than strictly just troubleshooting.

III. **How New Competencies Will Be Attained:**

- A. Through robust training programs operated by the Dean of Students Office (in consultation with CorWE), which include both cross-training for knowledge acquisition (e.g., understanding Student Development Theory) and customer service training, new skills and competencies can be gained. Additionally, maintaining a powerful feedback loop that ensures continuous process improvement will allow the customer service and business objectives to be met. As this is a new paradigm for our campus, a trial period that allows for developing a smooth transition before full rollout will be needed.

IV. **Communication Plan:** Students and advising staff will be engaged from the beginning and will be asked for their input, recommendations on drafts, feedback on iterations, and verification of the proposed solutions.

- A. The implementation planning team will engage students and advising staff during the business process and technical requirements gathering phase through a variety of means, including facilitated focus groups, community forums, and online surveys. Professional associations (e.g., National Association of Campus Activities) and colleagues at other institutions, particularly those with one stop concepts already in place, will also be consulted on best practices for supporting, mentoring and serving student organizations. Most notably, all current student group signatories will have an opportunity to attend forums to provide input and be included in the process. Considering that they will most likely feel a strong impacted as a result of the changes, it is crucial to make sure that they feel included in the process so that they are supportive of the new paradigm.
- B. The implementation planning team will create a detailed communication plan which includes appropriate messages to different populations of users (student organization advisors, students, etc.), as well as other support services (e.g., other student service offices) using various media (email, Daily Cal, text messages, websites, videos, advisor meetings).
- C. Messages will begin early to build excitement about the new paradigm, including information about the implementation timelines, specific tools to be used, and the new practices. The messaging will be both positive and inspiring in order to

engender commitment from the student organizations and corresponding support services.

V. Resistance Mitigation Plan: The implementation team will show the benefits, as well as any trade-offs, of the new paradigm, and there will be resistance, which will differ from group to group. Anticipated types of resistance include:

- A. Faculty and staff who do not support OE and will provide false or biased information to students regarding the purpose and benefits of the One Stop concept, allowing misinformation to spread.
- B. As with recent campus protests, one of the demands was to “End OE.” While this is neither feasible nor desired, it shows that there is still ambiguity about the purposes of OE. It is important to meet with student leaders of these groups so that they have an awareness of the positive outcomes desired through the One Stop Center.
- C. Staff who have used the same system for several years might be resistant to any form of change because they have gotten comfortable in their job and position. It is possible that they might be resistant to fully transitioning into this new system.

VI. Implementation Roll-out:

A creative and active communication plan will be implemented to show the benefits of the One Stop Center to all constituencies. All constituencies will be given an opportunity to serve as “thought partners” in developing and improving the One Stop Center concept.

- B. What incentives and/or disincentives are proposed to influence behavioral changes necessary for the successful outcome of the proposed solution?

Incentives:

1. **Increased job satisfaction:** Advisors that work with student organizations will be feel more confident that students have the information and tools necessary to meet the needs of their organizations. They will be able to focus more effort on working with students and their developmental issues, rather than mundane, logistical issues. Additionally, as a result of the increased efficiency amongst and between the different departments, staff will have the opportunity to expand on the services they provide because of the time saved from inefficiencies. Expanded services can include such programs as: workshops on finance and budgeting, creative programming, fundraising, etc. A focus on working with the student organization signatories will also be an added benefit. This inevitably will save more time because the student groups will be more knowledgeable about the resources and services the University provides for them.
2. **Student satisfaction:** Student satisfaction will increase because of the support they have for their work which enables them to interact with advisors beyond just the logistical and business issues.
3. **University risk abatement:** As students are better advised, better informed, and have additional resources to assist them in planning their events and functions, it is likely that potential problems will be avoided. As risk awareness is increased, policy adherence can be increased, leading potentially to reduced risk to the University.
4. **Increased civility within the campus community:** As our University does a better job of serving and supporting our student organizations, the level of satisfaction amongst the students serving in these organizations will increase. A One Stop Center provides another venue by which to promote our Principles of Community, which embody a commitment “*to the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior.*”
5. **Professional Development Support:** Staff are motivated when given the opportunity to learn new approaches to their work, as we as increase their competence and knowledge.
6. **Balanced workload:** Staff workload is more manageable and allows them to persist in their job despite organizational changes and other work environment difficulties (e.g., reduced budgets, no salary raises). Further, a balanced workload allows staff to allocate time and energy towards proactive student development functions (e.g., meeting with students to increase their awareness about risk issues) as opposed to purely reactive, urgent functions (e.g., student protests, policy violations, garbage in buildings).

Disincentives:

1. **Time and resources:** It takes time and resources to understand a new system. During the transitional process, there might be confusion on what to do and how to problem-solve an issue. Not only will staff have to learn more resources and how to better serve students, but students will have to patient as well and readjust to a new way of handling the business functions of their organizations.
2. **New skill acquisition:** Some staff may not be motivated to change their work structure, as it will require effort to learn new skills and may take them out of their comfort zone.

C. Who has been identified as the change leaders and implementers to carry out the changes necessary for the successful outcome of the proposed solution?

Change Leaders:

- Sponsors of the Student Services Initiative: Harry LeGrande, Cathy Koshland, and Gibor Basri.
- ASUC Student Government Association and ASUC Auxiliary [note: not yet approached about endorsement]
- Dean of Students Office, and other Student Affairs and Student Services Offices that advise and support student organizations (e.g., Office of Student Development, Multicultural Student Development) [note: not yet approached about endorsement about the details, but have tacit agreement for concept]
- Planning committee for the Lower Sproul Project (as a potential location for a One Stop Center) [note: not yet approached about endorsement]
- Key student leaders and organizations [note: specific leaders and organizations need to be identified]

Implementation Team Member Recommendations:

- Staff of the Center for Student Leadership (e.g., Glenn DeGuzman, Marissa Reynoso, Amanda Carlton, Maria Iglesia)
- Key student leaders (e.g., ASUC senators)
- Members of the Student Services Initiative team and extended subteams (e.g., Steve Sutton, Lisa Walker and Billy Curtis)
- IT staff involved in the planning and implementation of the new student portal
- Other key leaders from Student Affairs and other Student Services offices
- Student representatives (at least 2, one Undergraduate and one Graduate)

v. FUNDING MODEL AND BUDGET

A. Could the proposed solution move forward with partial funding? If yes, describe the revised scope, including the associated savings impact.

A. Preliminary steps include:

- Identifying a training model that effectively works
- Determining the resources needed to train (costs, time)
- Identifying potential locations for a One Stop Student Center
- Identifying hours of operation for a One Stop Center
- Determining if current staff have the ability to take on additional responsibilities
- Researching technological solutions (e.g. calendar system for all space available for student groups)
- Determine feasibility of temporary alternate work schedules for current staff to provide enhanced service when students are available.
- Hiring the student organizational consultants

B. What is the plan for sustainable funding to support ongoing operations of the proposed solution?

Preliminary steps include:

1. Determine feasibility of the technological solutions and on-going support
2. Determine feasibility of alternate work schedules for current staff to provide enhanced service when students are available.
3. Include a location for the One Stop Center in the Lower Sproul Renovation.
4. Acquire funding for the peer advisors (e.g., student organizational consultants)

- C. Please download and fill out the OE Resource Request Budget Template located at [location] and follow the instructions on the first worksheet in the workbook to complete the budget and line descriptions. Include both completed sheets with the Resource Request.

VI. ASSESSMENT PLAN

Please use the table below to detail your metrics.

METRIC CATEGORY	SPECIFIC MEASURE	MEASURE BASIS	DATA COLLECTION METHOD	DATA COLLECTION FREQUENCY	FUNCTIONAL OWNER OF DATA COLLECTION	LARGER GOAL TO WHICH METRIC RELATES
EXAMPLES:						
FINANCIAL PERFORMANCE						
1 Reduction in average price of office supplies	Avg price	Per item	Look at vendor catalogs	Quarterly, first day of each quarter	Procurement Director	Overall reduction of 15% in average price of office supplies
OPERATIONAL PERFORMANCE						
1 Reduction in average processing time per transaction	Avg person-hours required	Per transaction	Survey of transaction processors	Semi-annually	Director of Billing	Reduction of 20% in average transaction processing time
FINANCIAL PERFORMANCE						
1. Reduction in the amount of time spent by staff addressing problems generated as a result of student activities and co-curricular functions.	Number and severity of problems addressed	Per problem/claim	Focus groups with offices that support student functions (e.g., UCPD, OMMT, Risk Management, DOS)	Annually	Leader/committee charged with implementing the one stop center	Overall perceived reduction in the number and severity of problems/claims
2. Consolidate purchasing functions for student organizations so that common expenses (e.g., copying, t-shirts, novelty acts, etc) can be found at the most competitive price.	Average price	Per Item	Look at vendor catalogs	Semi-annually	Leader/committee charged with implementing the one stop center	Overall reduction of 15% in average price of organizational supplies
OPERATIONAL PERFORMANCE						
1. Perceived reduction in the amount and severity of problems and/or claims generated as a result of student activities and co-curricular functions.	Number and severity of problems/claims	Per problem/claim	Focus groups with offices that support student functions (e.g., UCPD, OMMT, Risk Management, DOS)	Annually	Leader/committee charged with implementing the one stop center	Overall perceived reduction in the number and severity of problems/claims
2.						
PRODUCT / SERVICE QUALITY						
1. Streamlined process for registering student organizations and informing them of their	Average time to complete the registration	Per organization	Multiple measures, including quantitative	Annually	Leader/committee charged with implementing the one stop	Students will indicate a high level of satisfaction with the student organization

roles and responsibilities.	process		(e.g., pre/post test design) and qualitative (e.g., focus groups)		center	registration process
2. Streamlined room reservation process for student organizations.	Ability to secure a room/space for their event	Per organization	Multiple measures, including quantitative (e.g., pre/post test design) and qualitative (e.g., focus groups)	Annually	Leader/committee charged with implementing the one stop center	Students will indicate a high level of satisfaction with the room reservation process
EMPLOYEE SATISFACTION						
1. Staff indicate a high level of satisfaction with their work environment in the One Stop Center.	Rating on "job quality" scale	Per employee	"job satisfaction" survey	Semi-annually	Leader/committee charged with implementing the one stop center	80% satisfaction level with staff that work in the one stop center
2. Staff retained that work in the One Stop Center.	Level of staff retention	Per employee	Exit surveys administered to staff	As required	Leader/committee charged with implementing the one stop center	Staff will not identify the one stop center as their reasons for leaving or transferring
CUSTOMER SATISFACTION						
1. Students indicate a high level of satisfaction with the One Stop Center.	Rating on a "student satisfaction" scale	Per student	"student satisfaction" survey	Semi-annually	Leader/committee charged with implementing the one stop center	80% satisfaction level with students that use the one stop center
2. Students indicate a high level of satisfaction with the One Stop Center.	Comments made in focus group	Per student	Focus groups	Semi-annually	Leader/committee charged with implementing the one stop center	Students will not identify the one stop center as one of their primary frustrations with their college experience
PUBLIC RESPONSIBILITY						
1						
2						
SUPPLIER PERFORMANCE						
1						
2						