Fall 2021 Comprehensive Program and Area Review (PAR):

Administrative Services Areas and Office of the President

Dear Chabot Community,

Welcome to Fall 2021! This is the electronic template for the **Administrative Services and Office of the President Fall 2021 Comprehensive Program and Area Review (PAR).** We encourage you to work together with your program or service area to complete these questions collaboratively. One way to facilitate real-time collaboration is to upload these questions into a google doc. Please submit your completed template with attachments to your Manager by **10/11/21**. Your Manager will provide you with feedback. After you receive their feedback, you will then enter the information from your template (and attachments) into Qualtrics by **10/25/21**. Importantly, your PAR is NOT complete until you submit your responses on Qualtrics.

Please reach out to the PAR shared governance committee if you have any questions about filling out your Fall 2021 PAR! Co-Chairs: Deonne Kunkel Wu dkunkelwu@chabotcollege.edu and Cynthia Gordon da Cruz cgordondacruz@chabotcollege.edu.

Background Information:

- What organizational unit does your program/area belong to?

  ___ Academic Services
  _X_ Administrative Services
  ___ Student Services
  ___ Office of the President

- Name of your Program, Discipline, Area or Service:

  Reed L. Buffington Visual and Performing Arts Center

- Name(s) of the person or people who contributed to this review:

  Bernadette Fife

Status of Program Goals from Prior Comprehensive PAR Cycle

- Please refer to the goals/new initiatives you established in the last comprehensive PAR cycle. The last comprehensive PAR was written in Fall 2017 to plan for 2018-19; 19-20; and 20-21. If you need a reminder of your goals, you can access them in the PAR App Program Review Reports.
  Click on:
- PAR App Program Review Reports.
- Then "Select Academic Year" on the top (choose 2018-19)
- Then "Submissions" (in the left hand toolbar)
- Then find your area and click "View" in the right most column
- For **Academic Areas**, find question 8: "Reflecting on your answers to questions 1-7, what are your top goals (no more than 5) for the next three years?"
- For **Service Areas**, find question 8: "Reflecting on your answer to questions 1-7, what new initiatives (no more than 5) do you propose for the next three years?"
- For **Administrative Areas**, find question 9: "Reflecting on your answers to questions 1-8, what are your top goals (no more than 5) for the next three years?"

You should be able to view the goals you submitted in the last comprehensive PAR, which was written in Fall 2017 to plan for the three-year cycle starting in 2018-19. Please note that the "goals" you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs). In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program, whereas the goals for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal from Previous Cycle	Status of Goal	Outputs or measures (e.g students served, program change made, etc.) Please explain.
1. Add an Audience Services Staff position.	**X** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	(2) AST's were added. One assigned to and providing service directly to the AM&C Division.
2. Double our Audience Services Staff.	___ Achieved ___ In Progress **X** Not achieved but still relevant ___ Not achieved and no longer relevant	Due to HR restrictions we are challenged in this area. In order to safely provide service we need to hire more Audience Services Staff. But we do not have enough work to keep them busy full time. We continue to look for ways to work through this.
3. Increase our Technical Services staff by 5 additional.	**X** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We are using specialists as Independent Contractors in each of the technical areas that we need assistance. This has been working out great. Not only are we able to provide a high level of service in a safe working environment but we are able to provide student performers and technicians the ability to learn how the professional industry works.
4. Add monthly Technical and Audience Services Staff Meetings (to include a safety training aspect in each).	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Our full time staff have been meeting on zoom through the pandemic. At some point we will be adding meetings back in to include Independent Contractors (Technicians) and Students and provide safety training.
5. Add quarterly maintenance and training opportunities.	___ Achieved ___ In Progress **X** Not achieved but still relevant ___ Not achieved and no longer relevant	This will probably be fulfilled when we get back to some normalcy.

Service Area Outcomes

All service areas are required to have two or more service area outcomes (SAOs). These SAOs should be publicly posted on your service's website. In general, SAOs (as with PLOs) tend to be enduring and overarching aims for your service area/program. (As noted above, SAOs are distinct from the goals created for a comprehensive PAR year which are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs and PLOs.)

There is more than one type of SAO.
1. **Learning Outcomes**
- For services areas that directly serve *students*, SAOs are often stated in terms of *student learning outcomes*.
  - ➢ Example: "Students will demonstrate basic knowledge of financial aid principles, rules, and regulations."
- For services areas that directly serve *Chabot employees*, SAOs could be stated in terms of what Chabot employees will learn or gain from the service.
  - ➢ Example: Employees will demonstrate basic knowledge of HR policies and procedures for taking time off and accessing benefits.

2. Outcomes that measure the Quality of Key Functions, Services and Processes
- SAOs can also be defined as statements that describe the desired *quality* (timeliness, accuracy, responsiveness, etc.) of *key functions, services, and processes* within the service area unit.
  - ➢ Example: The Office of XYZ will accurately respond to student inquiries about ABC within seven days.
  - ➢ Example: Campus employees will receive mail in a timely and accurate manner.

3. **Outcomes that Promote Campus-Wide Functions & Enhance the Achievement of the College Mission**
- Outcomes can also articulate what the services are intended to promote (e.g., understanding, knowledge, awareness, appreciation, etc.). The things services promote should be associated with operating procedures or services that promote achievement of the college mission.
  - ➢ Example: The Office of Institutional Research will provide the Chabot community with data to promote inclusive excellence in support of equity.

Citations: Howerton, C. (2017). WCC Service Area Outcomes Workshop; Hartnell College Service Area Outcomes Guide (Accessed 2021); Imperial College Service Area Outcomes (Accessed 2021); Mendocino Service Area Outcomes Revisions (Accessed 2021).

- What data does your service area regularly collect and store in Banner or some other campus storage system? *Examples of data include (but are not limited to): number of students served, number of cases packaged, number of services provided, etc. For example, the Office of Institutional Research collects data on how many research and survey requests we process per year. (Understanding the data that currently exists will help to determine what assessments are possible to complete for your area.)

  Revenue and Expenses associated with PAC Events, Staff and Resource Scheduling, Room usage, Policy & Procedure and Training Documents.

- Does your service area have two or more SAOs?
  X Yes
  ____ No

If not, please explain why

- Are your service area's SAOs publicly posted on your website?
  ____ Yes
  X No

If not, please explain why.
We are in the process of reviewing our "Mission Statement" which includes our SAO's. This will be posted to our web page.

For service areas that directly serve students, often the SAOs will be clearly connected to Chabot's Institutional Learning Outcomes (ILOs). ILOs are the institution-wide outcomes that Chabot is aiming for all students to reach, regardless of which certificate, degree or education goal they are pursing. Chabot's ILOs include: critical thinking, communication, civic & global engagement, information & technological literacy, and development of the whole person. Descriptions of the ILOs are listed on the Outcomes and Assessment webpage. For service areas that do not directly serve students, think about how your service might provide resources that other Chabot employees might utilize to support ILO development. For example, Institutional Research provides data on the assessment of all the ILOs, thus *indirectly* supporting the development of all of the ILOs. In the chart below, please: 1) write down at least two SAOs for your area (feel free to write more!); 2) check off which ILOs your SAOs are directly or indirectly connected to, and 3) briefly explain how your SAOs support Chabot's mission, vision or values.

Service Area Outcomes (SAOs)	Which Institutional Learning Outcomes are your SAOs connected to? *Note: for service areas that do not directly serve students, it is okay to check off ILOs that your service area indirectly supports.*	**Briefly** describe how your SAO supports the college mission, vision or values (1-2 sentences).
1. Providing access and use of professional theatrical venues to the East Bay's diverse and multicultural community.	___ Critical Thinking √ Communication √ Civic & Global Engagement ___ Information & Technological Literacy √ Development of the Whole Person	Providing students with examples of opportunities to lead in sustainability, innovation, and equity in their communities and the world.
2. Providing students with professional, hands on training in preparation for real world work in their chosen field.	√ Critical Thinking √ Communication √ Civic & Global Engagement √ Information & Technological Literacy √ Development of the Whole Person	Serves students in career, job skill and personal development. Empowering students to achieve their goals.
3. Engaging internal and external community members in the civic and cultural life of East Bay's diverse and multicultural community	___ Critical Thinking ___ Communication √ Civic & Global Engagement ___ Information & Technological Literacy √ Development of the Whole Person	Establishing equity and inclusivity on our campus through diverse and multi-cultural opportunities.
4.	___ Critical Thinking ___ Communication ___ Civic & Global Engagement ___ Information & Technological Literacy ___ Development of the Whole Person	

Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Many service areas listed their service area outcomes in the PAR planning for 2019-20 (Question 1) and many reported back on assessment of their SAOs in the PAR planning for 2020-21 (Question 3). You can access your previous responses in the PAR App Program Review Reports.

Click on:
- [PAR App Program Review Reports](#).
- Then "Select Academic Year" on the top (choose 2019-20 to see what you previously reported as your SAOs or choose 2020-21 to see what you previously reported with regard to assessment)
- Then "Submissions" (in the left hand toolbar)
- Then find your area and click "View" in the right most column
- Go to Question 1 in the 2019-20 report, "Please complete Service Area Outcome forms for your area" and/or Question 3 in the 2020-21 report, "Did you assess any Service Area Outcomes in 18-19? If so, please complete the Service Area Outcome Forms for your area."

- Were at least two of your SAOs assessed since the previous comprehensive PAR?
  ___ Yes
  X No
If not, please explain why.
I'm not sure why, but I don't see it. It shows that is completed, but there is no data. _____
_____

- Please share the results of the most recent SAO *assessments** you have completed since the previous comprehensive PAR in the chart below (e.g., any assessment results from 2017-18, 2018-19, 2019-20, or 2020-21). (Remember that at least two SAOs must be assessed per PAR cycle.)
  *By assessment, we mean <u>utilizing data</u> (e.g., # of students served, documented impacts on students, survey responses or other feedback from community members, etc.) that help you understand how effectively you are accomplishing the overall SAO/service mission of your area and/or what modifications to your work would further support reaching your SAOs.
  Example: Here is the [survey analysis](#) that the Office of Institutional Research does for assessment of SAOs. OIR designed survey questions for users of our service to provide feedback on our SAOs. (i.e. measure how effectively we are meeting our SAOs and gathering feedback to improve). For example, one of OIR's SAOs is to "Provide the Chabot community with data for inclusive excellence in support of equity." Therefore, the annual OIR user survey asks Chabot community members who use OIR's services if the data they received assisted them in making decisions that move students toward equity.

Service Area Outcome	Method of Assessment (e.g. survey, data collected by IR, data collected by the area)	Date (academic year) of Assessment	Assessment Results or Lessons Learned
1. Providing access and use of professional theatrical venues to the East Bay's diverse and multicultural community.	**___** Survey **___** Data Collected by IR **X** Data Collected by your area **___** Other _____	2017-2018 2018-2019 2019-2020 2020-2021	Steady increase in revenue from FY17 – FY19 indicates client bookings (new and returns increased). Pandemic negatively affected revenue in FY20 (bringing revenue to numbers between FY17 and FY18).

2. Providing students with professional, hands on training in preparation for real world work in their chosen field.	___ Survey ___ Data Collected by IR **X** Data Collected by your area ___ Other _____	2017-2018 2018-2019 2019-2020 2020-2021	Past students report out working in the "real world".
3. Engaging internal and external community members in the civic and cultural life of East Bay's diverse and multicultural community	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other _____	2017-2018 2018-2019 2019-2020 2020-2021	
4. *(optional)*	___ Survey ___ Data Collected by IR ___ Data Collected by your area ___ Other _____		

- Assessing SAOs has led to improvements in my area.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - **X** Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

Institutional Supports, Barriers and Data

Reflect on your experiences, data, and/or previous program reviews and consider what work in your discipline/service area you are most proud of and what problems remain a major challenge. Then respond to the following questions:

- What institutional-level supports or practices were particularly helpful to **your area** in reaching its PAR Goals, SAOs, and/or the college mission?
  M&O and Campus Safety Services, Funding to make venue and equipment improvement.

- What institutional-level barrier or challenges prevented or hindered **your area** from reaching its PAR Goals, SAOs, and/or the college mission?
  COVID Guidelines do not align with standards of other venues, Ability to Hire appropriate to serve our community and to provide students with valuable mentors.

- What institutional-level supports or practices do employees in your service area believe are particularly helpful **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do for students that we should **keep** doing?)
  At this time we hire student assistants and train them (on the job) to be professionals in Audience Services.

- What institutional-level barriers or challenges do employees in your service area believe are a hindrance **to students** in reaching their educational milestones and/or goals? (i.e., from your vantage point, what does Chabot do that we should **stop** doing or **change** to better support our students?)
  No data for this question.

- The Office of Institutional Research strives to continually improve representation in our data. Currently, we have a [dashboard on course enrollments and success rates](#), which can be disaggregated by race/ethnicity, gender, and part-time/full-time status. What other student group(s) would you like to be able to disaggregate by in the dashboard? How will this disaggregation promote Chabot's mission? (Please keep in mind we will need to build further disaggregation into the dashboard over time and we will work in the order that is possible to do based on data availability and for which there is the most interest in Chabot campus community.)
  No data for this question.

Staffing Analysis

In this section you will analyze trends in staffing, technology, and facilities.

Staffing	Current # (Fall 2021)	How has staffing for this group changed in the last 3 years (decrease, flat, increase)
Full-time Faculty		___ Decreased ___ Stayed roughly the same ___ Increased
Part-time Faculty		___ Decreased ___ Stayed roughly the same ___ Increased
Full-time Classified Professionals		**X** Decreased ___ Stayed roughly the same ___ Increased

Part-Time Permanent or Hourly Classified Professionals		**X** Decreased ___ Stayed roughly the same ___ Increased
Student Employees		___ Decreased ___ Stayed roughly the same **X** Increased
Independent Contractors/Professional Experts		___ Decreased ___ Stayed roughly the same **X** Increased

If you have data on the total number of students served in your area or total number of services provided, then compare changes over the past three years in students served/services provided with changes in staffing in this same time period. What do you notice?
Our staffing needs do not fall in line with the majority of the rest of the Campus and/or District. The Districts guidelines do not (and from what I've been told) and cannot accommodate for the needs to run the safe environment of a Performance Venue. Being able to hire part-time Permanent or Hourly Classified Professionals will assist in solving this issue. Additionally, historically Student Assistants in our area will move into a temporary position to gain more experience in order to be considered for a permanent position at Chabot (and in the industry).

Compare the representation of DI populations in your service area's staffing (faculty, classified professionals, and administrators) to the representation of DI populations in the students Chabot serves. What do you notice? If there is a gap in representation between students and the Chabot professionals who serve them, how has your program/area addressed that gap?
No data for this question.

Technology
- The **technology** in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - ___ Strongly disagree
  - **X** Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
PAC Technology is old and is starting to not be what is standard in the industry. This means that student are not getting the most up-to-date education which puts them behind other folks in the industry

Facilities

- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - ___ Strongly disagree
  - **X** Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
PAC Facilities are aging and are not seeing the level of maintenance required.

Professional Development

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **by/at Chabot.**
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree
  - **X** Not applicable (no faculty in service)

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities **offered by/at Chabot.**
  - ___ Strongly disagree
  - **X** Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

- In general, **Faculty members** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree
  - **X** Not applicable (no faculty in service)

- In general, **Classified Professionals** in my program/area regularly participate in professional development activities offered **outside of Chabot.**
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - **X** Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  The PAC AST and Theatre Manager used their personal funds to join INTEX (Ticketing Org) and IAVM (Venue Management) to help keep up-to-date guidelines being used by other Venues regarding COVID 19.

Theatre Manager (using Personal Funds) attended a technical conference to gain information which led to upgrading our video projection equipment.

Equity and Access to Services

- What barriers, if any, make it difficult for students (or Chabot community members) to access your service? Are there any barriers that could be disproportionately experienced by people from a particular demographic group (e.g., racial/ethnic, age, disability status, parents, etc.)
  No data to answer this question.

- Are there any services your area provides to students or the college for which there is a particularly long wait time? If yes, which services? What creative low-cost ideas do you have for how to decrease wait time for access to your services?
  No data to answer this question.

Planning

Program/Area Goals: Please reflect on: 1) all the data you have reviewed, 2) the questions you have answered in this comprehensive PAR template, and 3) the various college planning documents (e.g., shorter term planning documents like the College's Planning Priorities (PRAC will post when complete), President's College Planning Initiatives, and Strategic Plan, all of which lead into the long-range planning document, the Educational Master Plan). Utilize your reflections, along with college planning documents, to develop 1-3 Goals to work on up through the next comprehensive-year PAR cycle. What are the anticipated *outputs** and *outcomes*** of your goals? How do your goals align with the Educational Master Plan (EMP)? Do your goals support the success of any DI Groups? Do your goals support any of the Student Centered Funding Formula (SCFF)*** metrics?
*outputs: direct short-term results like # of students served, workshops held, etc.
**outcomes: longer-term results like course success rates or degrees earned
***The Student Centered Funding Formula is the way all CA CC districts will be funded once the "hold harmless" period of funding expires.
Remember: Whereas **SAOs/PLOs** tend to be enduring and overarching aims for your service/program, the **goals** for a comprehensive PAR year are more specific, are expected to be completed over the PAR cycle, and are often part of a concrete action plan to reach your overarching and enduring SAOs/PLOs. For example, one of the Learning Connection's SAOs is: "Students from diverse backgrounds and with diverse learning needs will receive tutoring that improves their abilities to complete assignments, study, and/or succeed in their courses." This is an enduring aim that is unlikely to change from PAR cycle to PAR cycle. A PAR goal for the Learning Connection might be to refine the student diversity and antiracist tutoring practices training for incoming tutors. This goal is specific, expected to be completed over the PAR cycle, and supports their SAO (if incoming tutors are trained in antiracist tutoring practices, they will be well-equipped to support students with diverse learning needs).

Goal	Briefly describe the expected *outputs* (e.g., direct short-term results like # of students served, workshops held, etc) or *outcomes* (e.g., longer-term results like course success rates or degrees earned) for your goal.	EMP Alignment	Equity DI Group Alignment	SCFF Metric Alignment
1. Continue to provide access and use of professional theatrical venues to the East Bay's diverse and multicultural community.	Book the PAC to community partners.	___ Equity __**X**__ Access ___ Pedagogy and Praxis ___ Academic and Career Success __**X**__ Community and Partnerships	__**X**__ African American/Black __**X**__ Latinx __**X**__ Native American/Alaska Native __**X**__ Pacific Islander/Hawaiian __**X**__ Disabled __**X**__ Foster Youth __**X**__ LGBT __**X**__ DI Gender __**X**__ Other **Everyone**	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) Other_____ **N/A**
2.Provide students with professional hands on training in preparation for working in the Arts Industry.	Hire Student Assistants to work at the PAC with Professional Artists and Technicians.	___ Equity __**X**__ Access ___ Pedagogy and Praxis __**X**__ Academic and Career Success __**X**__ Community and Partnerships	__**X**__ African American/Black __**X**__ Latinx __**X**__ Native American/Alaska Native __**X**__ Pacific Islander/Hawaiian __**X**__ Disabled __**X**__ Foster Youth __**X**__ LGBT __**X**__ DI Gender __**X**__ Other **Everyone**	___ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) Other_____ **N/A**
3. Engage internal and external community member in the civic and cultural life of the East Bay's diverse and multicultural community.	Provide service to Chabot Clubs/Areas/Dept's/Divisions at the PAC. Booking diverse community groups at the PAC.	__**X**__ Equity __**X**__ Access ___ Pedagogy and Praxis ___ Academic and Career Success __**X**__ Community and Partnerships	__**X**__ African American/Black __**X**__ Latinx __**X**__ Native American/Alaska Native __**X**__ Pacific Islander/Hawaiian __**X**__ Disabled __**X**__ Foster Youth __**X**__ LGBT __**X**__ DI Gender __**X**__ Other Everyone	_____ Enrollment/FTES ___ Transfer level English, math or ESL achievement ___ Degree or certificate completion ___ Transfer ___ CTE Units ___ Attainment of a Living Wage ___ Supplemental Metric (Financial aid or AB 540) Other_____ **N/A**

Resource Requests

Contracts and Services Requests: Contracts and Services include things like equipment maintenance contracts, food vendors, external consultants or speakers. Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Job Description/Tasks	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Length of Contract in Months (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1		**X** New ___ Updated ___ Repeat	Various (approximately 15 individual contracts)	Independent Contractors who provide a specialized technical service for each event.	These contracts are funded by Facility Use Rental Revenue.	12	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$36,000
Item 2	2		**X** New ___ Updated ___ Repeat	Musson Theatrical	Open Purchase Order to provide PAC Operating Supplies and Equipment.	This contract is funded by Facility Use Rental Revenue	12	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5,000

Item 3	3		**X** New ___ Updated ___ Repeat	Sapsis Rigging	Certified Rigger to inspect our rigging system, make safety recommendation and staff training.	This is a safety issue. The rigging system is the most dangerous stage system in this theatre. Proper annual inspection and maintenance is required. During this training, the trainer will work with our staff and contractors to show them how to perform regular inspections and maintenance. This was last done in FY19/20.	3 days	___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5,000
Item 4	4		___ New ___ Updated **X** Repeat	TBD	School issued Cell Phones for on-site Stage and House Managers while on events.	Equipment to remain on campus. This equipment is needed so that clients can contact our staff without us providing their personal cell numbers to them or the public. This contract is funded by Facility Use Rental Revenue	2	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$300

Equipment Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the *start* to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Vendor Name	Brief Item Description	Justification **BRIEFLY** justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1		___ New ___ Updated **X** Repeat	TBD	CC Camera and DVR System for Stage One and Reed L Buffington Visual and Performing Arts Center Control Booths.	There is a lot of expensive equipment in our Control Booths. There have been several thefts in Stage One. This is a single CC system to record activity in both booths and will be managed by PAC staff.	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$5,000

Item 2	2		___ New ___ Updated **X** Repeat	TBD	Motorola Radio Replacement	This will replace 6 currently non-functioning radios. Radios are used to communicate quickly between backstage and front of house.	6	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$3,000
Item 3	3	**Clear Com Replacement**	___ New **X** Updated ___ Repeat		Replace RLB current intercom system	The current system in the Reed L Buffington Visual and Performing Arts Center is analog and wired and the individual parts are failing at a rapid rate. Analog technology has been phased out. I'm recommending that we replace the current system with a digital & wireless system by the same manufacturer (standard in industry)to best serve our clients and will allow students to work on equipment that is up-to-date	1	___ Annual ___ 2022-23 **X** 2023-24 ___ 2024-25	$25,000

					and standard in our industry. This system was meant to be connected to the Stage One system, but that never happened (in 1995). This replacement will allow communication between Stage One and RLB.			
Item 4	4		**X** New ___ Updated ___ Repeat	TBD	LED Video Wall	We have multiple clients who are renting this technology. We would like to be able to offer to them. Also, this is a technology that is the "norm" in the industry now. Our students need to know how to use and have experience using.	1	___ Annual ___ 2022-23 ___ 2023-24 **X** 2024-25	$150,000

Facilities Requests

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

*Note: If your request is part of a larger project, please name the project and use the same project name for all requests related to the project so that committees can see the total cost of the project. We don't currently have a good system for different shared governance committees to come together and see the total cost of projects across resource requests that go to different committees. Adding this column to Program and Area Review is the start to figuring out a good process for this.

	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1	**Dimmer Replacement**	__ New __ Updated **X** Repeat	Replace Dimming System in RLB	The lighting dimming system in the Reed L Buffington Visual and Performing Arts Center is on it's last legs. The technology is aged out and parts for repair are not available. If the system ceases to function the PAC will not be able to function and contracts will need to be cancelled. This request was previously made in FY18/19. We are asking for funding from proposition monies.	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	In excess of $200,000.00
Item 2	2	**Seating Replacement**	**X** New __ Updated __ Repeat	Replace seating in Stage One & RLB	The seats in both the Reed L Buffington Visual and Performing Arts Center (no data when last replaced, they may be original with building 1960's) as well as Stage One (last replaced in 1995) have aged out and are deteriorating, causing discomfort and in many cases	__ Annual **X** 2022-23 __ 2023-24 __ 2024-25	In excess of $200,000.00

					seats have to be taken out of inventory for safety sake due to malfunction. Parts for repair are no longer available and there are no longer extra seats for RLB to make repairs. In addition, RLB requires some new technology to adhere to ADA requirements that have come into place since the seats were installed in the '60's. We are asking for funding from proposition monies.		
Item 3	3		**X** New ___ Updated ___ Repeat	Additional dressing room resources	We continue to find it difficult to provide dressing room resources for clients with large casts of performers. It's wonderful that our programs at Chabot are growing and thriving, but the resulting consequence has been that there is less available space to rent out to our clients for dressing room space. Modular buildings are used in other areas and by other venues. We would like to add Modular space with restrooms to the loading dock area in the back of the building in place of some of the parking, but not blocking the fire lane. These Mods would be rented to clients (as we do our other spaces) to recoup the costs through Facility Use Rental Revenue.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$50,000

Human Resource Requests (e.g., Faculty, Classified, Administrative, Student Workers, etc.)

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	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Classification	Position Title	Avg. hours per week (5, 20, 40, etc.)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Year(s) Needed	Estimated Cost Per Year (Total $)
Position 1	1		___ New ___ Updated **X** Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly **X** Other **Administrator FT**	Theatre Manager	40	Position is needed to be continued in order to run the PAC. This position is currently filled.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$140,000.00 (includes est costs for benefits)

Position 2	2		___ New ___ Updated **X** Repeat	___ Admin FT **X** Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Administrative Assistant	40	Position is needed to be continued in order to run the PAC. This employee has provided exemplary service since her hire (Decemeber 2019) and has not received a step increase. This reflects a step increase.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$94,000.00 (includes est costs for benefits)
Position 3	3		___ New ___ Updated **X** Repeat	___ Admin FT **X** Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Audience Services Technician	40	Position is needed to be continued in order to run the PAC. This employee has provided exemplary service since her hire (Decemeber 2019) and has not received a step increase. This reflects a step increase.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$94,000.00 (includes est costs for benefits)
Position 4	4		___ New ___ Updated **X** Repeat	___ Admin FT **X** Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Stage Technician	40	Position is needed to be continued in order to run the PAC.	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$111,000.00 (includes est costs for benefits)

Position 5	5		___ New ___ Updated _X_ Repeat	___ Admin FT _X_ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Audience Services Technician	40	This position fills the vacancy left vacant by previous AST. Hiring is in process (as of Jan 2022). As we do more events, this vacancy will become a safety issue. This position to be funded by Facility Use Rental Revenue	_X_ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$84,000.00 (includes est costs for benefits)
Position 6	6		___ New ___ Updated _X_ Repeat	___ Admin FT _X_ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Stage Technician	40	This position fills the vacancy left vacant by previous Stage Technician during pandemic. As we do more events, this vacancy will become a safety issue. This position to be funded by Facility Use Rental Revenue	___ Annual _X_ 2022-23 ___ 2023-24 ___ 2024-25	$84,000.00 (includes est costs for benefits)
Position 7	7		_X_ New ___ Updated ___ Repeat	___ Admin FT ___ Classified FT ___ Classified Hourly _X_ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____	Audience Services Technician	20	This position fills a need produced from adding Ticketing & Marketing to our active resources. As we do more events, this will become a necessity. This position to be funded by Facility Use Rental Revenue	___ Annual _X_ 2022-23 ___ 2023-24 ___ 2024-25	$42,000.00 (includes est costs for benefits)

| Position 8 | 8 | | ___ New
___ Updated
_X_ Repeat | ___ Admin FT
_X_ Classified FT
___ Classified Hourly
___ Classified PT
___ Faculty FT
___ Faculty PT
___ Faculty F-hour
___ Faculty Reassign
___ Student Hourly
___ Other
_____ | Performing Arts Specialist | 40 | Position is needed to be continued and is designated for sole use by the Arts, Media and Communication Division. | _X_ Annual
___ 2022-23
___ 2023-24
___ 2024-25 | $84,000.00 (includes est costs for benefits) |

- The Faculty Prioritization Committee requires a completed **Faculty Prioritization Form** if you are requesting a full-time faculty position. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

- The Classified Prioritization Committee requires a completed **Classified Professional Prioritization Form**. There will be a spot on Qualtrics to upload this completed form. In the meantime, please just submit the completed form to your dean/manager when you turn in this template on **10/11/21**.

Professional Development, Travel, and Conferences

Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.

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	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Description (1-2 sentences)	What Type of PD Request?	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Number of Attendees (1, 5, 10, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Request 1	2		__ New __ Updated **X** Repeat	LDI2022 Conference	**X** In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus Speaker __ Other _____	LDI Conference provides training in rigging, lighting and sound and the opportunity to keep up with industry standards. This conference is recommended for the Theatre Manager and the (2) Permanent Stage Technicians. The registration fee includes (2) classes. Additional cost is for airfare and lodging.	3	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$8,000
Request 2	1		__ New __ Updated **X** Repeat	USITT Conference	**X** In-person conference with travel __ Online conference/webinar __ On-Campus Training __ On-Campus	USITT Conference provides training and opportunity to keep up with industry standards and connect with other technical theatre professionals in	5	__ Annual __ 2022-23 __ 2023-24 __ 2024-25	$10,000

					Speaker ___ Other _____	educational theatre. Also provides opportunity to introduce our programs to incoming college students attending this conference. This conference is recommended for the Theatre Manager and the (2) Permanent Stage Technicians and (2) Permanent Audience Services Technicians. The expense amount includes full conference, "Supporting" Level membership (for organization) in United States Institue of Theatre Technology as well as airfare and lodging.				
Request 3	3		__X__ New ___ Updated ___ Repeat	INTIX Conference	__X__ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____	The INTIX Annual conference & Exhibition is for any directly or indirectly involved in ticketing the Arts, Professional Sports, College Athletics, Arenas, Fairs and Festivals, Ticket Distribution and Entertainment Management. This conference is recommended for the Theatre Manager and	3		___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

| | | | | | | the (2) Permanent Audience Services Technicians. The expense amount includes full conference, membership in International Ticketing Association as well as airfare and lodging. | | | |

Supplies Requests
Criterion for distributing funding vary by committee (check out the Resource Allocation Rubrics available on PAR's website), but are consistently based on the Educational Master Plan, the College's Planning Priorities, and the President's College Planning Initiatives.
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	Rank (1, 2, 3, etc. after all requests have been entered)	Project Name Use the same project name for all requests related to a large project or put 'individual request'	New, Updated, or Repeat Request	Brief Item Description (1-2 sentences)	Justification BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	Quantity (1, 2, 10, 12, etc.)	Year(s) Needed	Estimated Cost Per Year (Total $)
Item 1	1		___ New ___ Updated **X** Repeat	Office Supplies	General office supplies to maintain our business operations.	1	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1,000
Item 2	2		___ New ___ Updated **X** Repeat	Lamps (for theatrical lighting fixtures)	This is a consumable item used regularly by our clients (internal & external) on every production we do.	125	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$5,000

Item 3	3		__ New __ Updated **X** Repeat	Batteries	This is a consumable item used regularly by our clients (internal & external) on every production we do.	100	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$500
Item 4	4		__ New __ Updated **X** Repeat	Tie Line	This is a consumable item used regularly by our clients (internal & external) on every production we do.	1	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$120
Item 5	5		__ New __ Updated **X** Repeat	Gaffer/Elec/Cauti on/Painter Tape	This is a consumable item used regularly by our clients (internal & external) on every production we do. Gaffer tape is required for use of our dance floor.	100	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$1,600
Item 6	9		__ New __ Updated **X** Repeat	Gel	This is a consumable item used regularly by our clients (internal & external) on every production we do.	50	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$550
Item 7	8		__ New __ Updated **X** Repeat	Theatrical Floor Paint	This is a specialized maintenance supply needed to repair and maintain our floor. This is not standard house or commercial paint. This is a regular annual maintenance item to keep the stage floor safe and clear of hazards.	1	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$300
Item 8	7		__ New __ Updated **X** Repeat	Safety Supplies	This is a variety of consumable items used regularly by our clients (internal & external) on every production we do. These items are kept in	1	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	$500

					our first aid kits and need to be replaced annual.			
Item 9	6		___ New ___ Updated **X** Repeat	Rigging Hardware	We need to keep hardware for 1 full lineset for emergency replacement. If any part of the lineset becomes jeapordized, the entire lineset may need to be replaced to avoid dangerous accidents and school liabilities.	1	**X** Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	$1,000

Technology Requests

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	Rank (1, 2, 3, etc. after all requests have been entered)	**Project Name** Use the same project name for all requests related to a large project or put 'individual request'	**New, Updated, or Repeat Request**	**Was the feasibility of the request discussed with IT?**	**Brief Item Description** (1-2 sentences)	**Justification** BRIEFLY justify how this spending relates to the EMP, College's Annual Planning Priorities and/or President's Planning Initiatives (2-3 sentences).	**Quantity** (1, 2, 10, 12, etc)	**Year(s) Needed**	**Estimated Cost Per Year** (Total $)
Item 1	2		**X** New ___ Updated ___ Repeat	___ Yes **X** No	MAC Laptop	We currently have two outdated PC laptops. We have run sound and video cues off of these for years using. The software we had been using for Audio has just stopped working and is not being supported. We would like to move to Qlab (which is the standard in this area of our industry) but it only works on MAC. This Software is an important for students to learn and have hands on training in what they will see out in the field. The Software if free.	1	___ Annual **X** 2022-23 ___ 2023-24 ___ 2024-25	$1,000
Item 2	1		___ New ___ Updated	___ Yes **X** No	Replace PC in House	The PC in the House Manager's office is used		___ Annual **X** 2022-23	u/a

			X Repeat		Manager Office	as the main communication tool for Students and Volunteers to communicate important event information to permanent staff and visa versa. It's the method in which they know what their job duties and who their contacts are. We have been unable to use that computer for the last year. It has not been a problem during COVID (due to minimum events) but it is becoming very important now that we are running a busier schedule.		__ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat	__ Yes __ No				__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

Categorical Funding Applications:

The **Student Access Success and Equity (SASE) committee** "develops, leads, and supports campus initiatives that strengthen student access, success, and equity." SASE "provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide." If you believe that any of your funding requests meet these requirements, then please fill out their application for funding here:

https://forms.gle/ZXC65S6NscLMCz8G7

Please note that SASE may request additional information after you submit the application. Please contact the SASE committee with any questions: Administrative Tri-Chair Gabe Chaparro gchaparro@chabotcollege.edu.

Career Education funds are available for projects that: 1) support a program with a CTE TOP code or 2) continue a current project in SWP or 3) are eligible for Perkins Grants, or 4) meet other criteria such as core indicators and labor market demand. If you believe that any of your funding requests meet these requirements, then please fill out the CE application for funding here:
https://docs.google.com/forms/d/e/1FAIpQLSelkdNpRXzCbxnmVGHO7t3gC2K3eZfs_nXrOaLloFxlT1xbqw/viewform?usp=sf_link

- Please submit one form per project/TOP code, keeping in mind that funding for multiple projects per area is limited.
- If you are not sure whether you have a program that qualifies for CE funding, please reach out to Christina Read cread@chabotcollege.edu.

If you have any other questions about the CE funding process, please contact the Career Education Committee Tri-Chairs: faculty chair Connie Telles ctelles@chabotcollege.edu, admin chair Christina Read cread@chabotcollege.edu, or classified professional chair Kathleen Stanley kstanley@chabotcollege.edu.