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:

  Reprographics Center

- Name(s) of the person or people who contributed to this review:
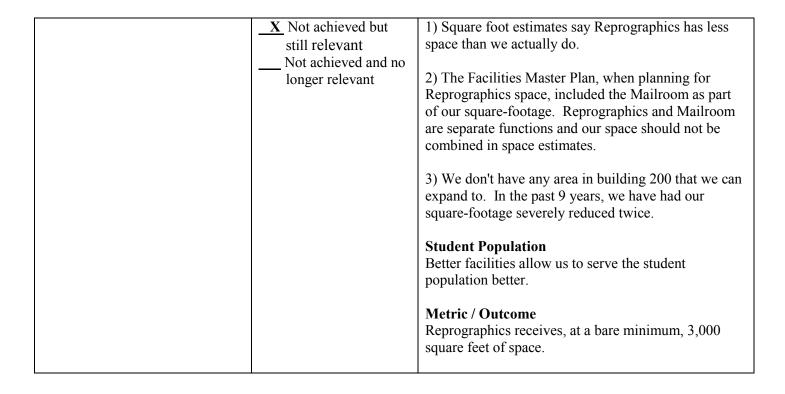
  Craig Shira, Sarah Flores

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. For the past four program review cycles, we have been trying to replace our online submission system (Print Shop Pro) with an easier to use system (EFI Digital Storefront/Market Direct Storefront)	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	We have purchased EFI Market Direct Storefront (MDSF) to replace Print Shop Pro (PSP). We are in the process of setting it up. Making this change: • Makes submitting print requests easier and quicker for faculty, classified professionals, and administrators, especially now that we have switched to no-contact print services during the Covid-19 pandemic • The improved interface makes it easier for instructors to provide high impact teaching strategies through easily accessible learning aids such as laminated worksheets, large-scale prints, or color-coded readers. • The easier interface should make it easier for members of the Chabot community with less knowledge of computer usage to place print requests, making online ordering more equitable. • Allows us to keep track of work and data in a way we have never been able to • Improves workflow for Team Reprographics at a time that our full-time printing specialist position is not currently filled • Improved workflow saves time and gives Team Reprographics more time to engage with the Chabot community through participatory governance, committees, and special community projects.
2. Adapt to Covid 19 restrictions	___ Achieved **X** In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Working remotely is challenging because of the inadequate tools provided to Team Reprographics: 1. Small Screen Sizes makes it challenging to use design software, which requires

		image working space and several menus to manipulate the content.

		2. Poor Ergonomics
		      1. The devices issued to Team Reprographics have challenging inputs and are clumsy when trying to manipulate fine detail.
		      2. Portable devices don't sit on surfaces as well as actual workstations. As a result, proper ergonomics are difficult to achieve.
		      3. ITS told us to purchase ergonomic equipment for Chabot usage using our own personal funds.
		   3. Connectivity Issues
		      1. Connecting to our work computer is slow and the connection freezes. The remote-in session needs to be terminated and restarted several times per hour—sometimes as often as ten times in the span of 15 minutes.
		      2. Email connectivity has been a significant issue. Issues include not being able to access emails and not being able to send emails. The access issue related to the transition to Microsoft 360. The issue of not being able to send emails is ongoing and tied to the Barracuda system.

3.Replace out-of-date production printers.	**X** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Our production printers were three years past their service life, causing increased jamming and decreased quality. Replacing the machines increased productivity and save money on paper jams.
4. Purchase inline finisher for paper punching	**X** Achieved ___ In Progress ___ Not achieved but still relevant ___ Not achieved and no longer relevant	Purchasing an inline finisher for punching and saddle-stitching has saved Team Reprographics days of hand labor, improving productivity, ergonomics, and increasing turn-around time. We have painlessly been able to turnaround books and readers in a fraction of the time.
5. Increase square footage	___ Achieved ___ In Progress	**Challenges**

	_X_ Not achieved but still relevant ___ Not achieved and no longer relevant	1) Square foot estimates say Reprographics has less space than we actually do. 2) The Facilities Master Plan, when planning for Reprographics space, included the Mailroom as part of our square-footage. Reprographics and Mailroom are separate functions and our space should not be combined in space estimates. 3) We don't have any area in building 200 that we can expand to. In the past 9 years, we have had our square-footage severely reduced twice. **Student Population** Better facilities allow us to serve the student population better. **Metric / Outcome** Reprographics receives, at a bare minimum, 3,000 square feet of space.

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.)

  Reprographics has requested Banner access three or four times but was not given it. Instead, we maintain our own records using Microsoft Excel, text documents, and invoices e-mailed to us.

  We experienced issues tracking jobs because it was being submitted through impractical-to-track methods: most of the work was submitted through paper request forms (sometimes with more than one order written on a request form), a large portion submitted through email (also with more than one order in a single e-mail), and another portion being submitted through our web portal Print Shop Pro. Now that we have shifted to online-only job ticketing for Covid-19 safety, we can now keep records of how many print requests we receive. We currently don't have a system to track how many design requests and file-fix requests are received.

  Because the paper used by division Ricoh copiers comes out of the Reprographics budget, we track how much paper is delivered to each division and compare it to the monthly statements from Ricoh that tell us how many copies were made by that area.

- 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.
People visit our website only to get copies. We offer online resources regarding copyright, file formatting, and services offered, but found that nobody reads them. Adding SAOs would distract visitors from the one and only reason they visit our webpage. If this is a requirement that we are required to comply with, we can request that Wing make this update on our behalf.

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*	**Briefly** describe how your SAO supports the college mission, vision or values (1-2 sentences).

	off ILOs that your service area indirectly supports.	
1. Chabot faculty, classified professionals, and administrators will receive timely, high-quality print services.	___ Critical Thinking **X** Communication ___ Civic & Global Engagement ___ Information & Technological Literacy ___ Development of the Whole Person	Providing print services enables instructors to use media that enriches the learning experience and provides necessary administrative support to classified professionals and administrators.
2. Chabot faculty, classified professionals, and administrators will receive timely, high-quality, accessible graphic design services for print and/or digital media.	___ Critical Thinking **X** Communication ___ Civic & Global Engagement ___ Information & Technological Literacy ___ Development of the Whole Person	Providing graphic design services to the campus ensures equitable access to information by creating materials that meet ADA standards.
3. Chabot faculty, classified professionals, and administrators can refer to Team Reprographics for assistance with printed/non-printed media projects whether they are produced at the Reprographics Center or not.	___ Critical Thinking **X** Communication ___ Civic & Global Engagement ___ Information & Technological Literacy ___ Development of the Whole Person	We support learning by educating members of the Chabot community the requirements of print production so that they can complete their projects.
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.
On our previous Program Review, our questions were different than the ones mentioned above. We were asked "1. What are your top 2-3 priorities for improving student, faculty, classified professional and administrator support?" "2. As a service oriented department, what training and tools are needed to improve 'customer

service'?" and "3. What mechanisms or resources are needed to develop and implement effective and efficient processes in your area?"

We can access the success of our top three priorities from question one: we achieved all three goals by purchasing new printers, purchasing an in-line punch unit, and beginning the process to implement a replacement web-to-print system.

We can access the success of our three customer service improvements from question two: the new machines don't jam as often and we have placed significantly fewer service calls to Ricoh for repairs, we don't have any data to show that we have increased communication—but we have been sending more campus-wide e-mails with status updates and sending more e-mails regarding paper delivery, and our internal communication has been improved with daily updates.

We can access the success of our five mechanisms/resources to develop: our historically limited supplies funds were sufficient in FY 20/21 as a result of Covid-19 reducing the demand for copies (as evidenced by us not going over-budget this past fiscal year)—though this will likely become an issue again when the college fully reopens; we replaced our old machines and met the goal of upgrading to contemporary equipment; we have not met our goal of achieving our space needs because we still have the same constricted work environment; we are in the process of meeting our web-to-print goal by implementing our new web portal "Market Direct Storefront" (previously referred to as "Digital Storefront"); and, we completed our goal of creating the "Graphics Technician" classification, bridging the Reprgraphics Technician and Graphic Designer classifications.

- 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 <u>survey analysis</u> 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. Improve efficiency with new copiers, punch unit, and in-line finisher.	___ Survey ___ Data Collected by IR ___ Data Collected by your area **X** Other <u>Buying the equipment</u>	Equipment installation completed January 2019.	The improvements to the Reprographics Center that we predicted were achieved: more efficient, quicker service, more ergonomic for Team Reprographics, and the equipment produces better products to the Chabot community.

2. Improve efficiency with new web-to-print system.	___ Survey ___ Data Collected by IR ___ Data Collected by your area **X** Other Purchasing the software	Installation completed October 2021 and Team Reprographics is currently still setting up the system.	From users we have spoken to, the user experience is improved in most areas; we are still setting up the system and will address the user issues that have been reported to us.
3. Improve customer service	___ Survey ___ Data Collected by IR ___ Data Collected by your area **X** Other Talking to customers	Ongoing	1) We have implemented a new web-to-print system to improve customer service by improving the method through which print services can be requested. 2) Some customers expressed concern with print projects sent to the mailroom being lost, which has been addressed: • In the past, instructors shared mailboxes and accidently picked up someone else's job. Mailboxes have been updated so that each instructor has their own mailbox. • Concerns about access to mailboxes will be addressed when the locks to building 200 are fixed. • Concerns about access to large-package items have been addressed by placing non-sensitive printed materials (such as handouts, booklets, and postcards) in wrapped packages outside of room 221 for pick-up at any time. For sensitive items (such as tests), Campus Safety can help them access their package in the mailroom after hours.

			• For instructors that don't know their mailbox number, mailbox numbers are listed in the book in front of the Switchboard and also in the mailroom, which the Switchboard keeps updated every semester. • Some people expect deliveries to their division mailboxes and check the wrong mailroom, which has been addressed by clarifying that the mailboxes are in building 200, not their division.
4. Create Graphic Arts Technician Classification	___ Survey ___ Data Collected by IR ___ Data Collected by your area **X** Other Reclassification a success	Classification was created and the reclassification occurred July 2018	Able to create a bridge between the Reprographics Technician and Graphic Designer classification and provide hybrid print/design assistance to the Chabot community.
5. Expand to more space	___ Survey ___ Data Collected by IR ___ Data Collected by your area **X** Other Space still not expanded	Space still limited	Space is still limited and services are still limited as a result.

- Assessing SAOs has led to improvements in my area.
  - ___ Strongly disagree
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - **X** 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?
  The support of our supervisor and the team at Business Services were essential to achieving our goals.

- What institutional-level barrier or challenges prevented or hindered **your area** from reaching its PAR Goals, SAOs, and/or the college mission?
  The biggest issues have been budget and facilities: during non-Covid years, we always run short on budget because the cost of materials go up every year but our yearly budget has remained static for about 10 years; our facilities are woefully inadequate: Reprographics suffered two significant losses in square-footage since 2010 and each loss in space resulted in losses in services we could provide to the campus and losses in space for repairs to be made to the equipment.

- 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?)
  DSPS provides equitable access to education, Financial Aid offers a variety of services to students in need, the Counseling department offers tremendous support and outreach, and Chabot is exceptional at finding grants and funding to support special programs and student needs. Chabot works hard to achieve equity through support to students in our community.

- 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?)
  Some teachers can be so focused on teaching the material and staff so focused on completing their work that they are not sensitive to the needs of a student and direct the student to the campus resource that can provide assistance. For example, we should ensure that the student has basic needs that can be addressed by services like the food pantry.

- 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.)

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	None	___ Decreased **X** Stayed roughly the same ___ Increased
Part-time Faculty	None	___ Decreased **X** Stayed roughly the same ___ Increased

Full-time Classified Professionals	1. Graphic Arts Technician (filled) 2. Graphic Designer (filled)	**X** Decreased ___ Stayed roughly the same ___ Increased
Part-Time Permanent or Hourly Classified Professionals	1. Business Services Temporary/On-Call	**X** Decreased ___ Stayed roughly the same ___ Increased
Student Employees	None	___ Decreased **X** Stayed roughly the same ___ Increased
Independent Contractors/Professional Experts	None	___ Decreased **X** Stayed roughly the same ___ Increased

Reprographics Technician position is vacant and needs filling: it is the position that specializes in print production, bindery, and equipment.

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?

No students are served in our area.

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 students are served in our area.

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
  - ___ Somewhat disagree
  - **X** Neither agree nor disagree
  - ___ Somewhat agree
  - ___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)
The technology in our program/area is sufficient to do our jobs while on-site. We have current software and fully functioning equipment at this time. The issue we have experienced is a lack of support for working remotely during the pandemic: the devices we were given are insufficient to do our jobs, lack ergonomic features (limiting the time that can be spent using them), and can't maintain a stable connection to the VPN.

Facilities
- The **facilities** in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals.
  - **X** Strongly disagree

___ Somewhat disagree
___ Neither agree nor disagree
___ Somewhat agree
___ Strongly agree

If you strongly disagree or somewhat disagree, please explain. (optional)

Reprographics suffers from lack of space.
- **Not having space limits the number of machines we can have**
  - o **More machines allow for more efficiency**
  - o **More efficiency allows more time to address the quality of the materials we are producing**
    - ▪ **Higher quality materials make the college appear more professional**
  - o **More efficiency allows for faster production**
    - ▪ **Fast production is a primary reason that people depend on us**
    - ▪ **We frequently receive rushed requests for posters, brochures, and cards**
  - o **Possessing specialized machines to perform repetitive tasks is ergonomic compared to slowly doing them by hand**
- **Not having space makes it difficult to use the machines we already own**
  - o **We have difficulty manipulating wide format prints (18 x 24", 24 x 36", and 36 x 48" in size) on our machines**
    - ▪ **Example: we don't have enough working space to manipulate the materials needing to be processed, the materials being processed, and the completed materials for one set, let alone other similar jobs**
  - o **We need to frequently move equipment to make room for a task or move equipment to use it**
    - ▪ **Example: We have six pieces of frequently used machines on wheels that need to be moved around to be able to use them.**
    - ▪ **Example: When laminating posters, the walkway to Business Services needs to be blocked**
    - ▪ **Example: Our bindery equipment all needs to be on wheels so we can push them aside; however, being on carts does not allow for ergonomic usage when performing repetitive tasks.**
  - o **We need to frequently unplug machines to plug in other machines to use them**
- **Not having space makes it difficult to organize our materials**
  - o **Having machines and supplies pushed against shelves makes access difficult**
  - o **We have difficulty storing wide format prints**
  - o **We have limitations on what stock we offer based on what we have space to store**
    - ▪ **Example: We don't have space to keep stock of envelopes, so each envelope order given to us is delayed because we need to order the envelopes before we can print them.**
- **Reprographics needs, at a bare minimum, 3,000 square feet of space.**
  - o **The Facilities Master Plan, when planning for Reprographics space, included the Mailroom as part of our square-footage. Reprographics and Mailroom are separate functions and our space should not be combined in space estimates.**

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
  - ___ Somewhat disagree
  - ___ Neither agree nor disagree
  - ___ Somewhat agree
  - **X** 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
  - **X** Somewhat agree
  - ___ Strongly agree

- How did these professional development experiences contribute to improving your program/area, equity, and/or student learning and achievement?
  The OSHA training has helped make Reprographics a safer work environment for the team. The 4CS conference enhanced leadership skills, communication, and networking. Other sessions have taught us how to deescalate problematic situations and helped us provide better customer service through dismantling silos, promoting equity and awareness, and improving teamwork.

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.)
  A challenge students run into using Reprographics is the potential for delays in print request approvals. All student clubs placing print requests require Student Life approval and, at times, the Office of Student Life might be unable to approve their requests within the timeframe the club desires. This could be addressed with better communication between the club and OSL: if the club doesn't let OSL know what they are planning, OSL won't know to keep an eye out for the approval e-mail.
  Our new web portal is not accessible to blind users. Because print is not a service typically utilized by people who are blind, this has not been an issue; however, we are open to working with DSRC for providing accommodations for any blind users who require services from Reprographics.

- 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?
  For the past 15 years, business cards have been slow to produce due to the time it takes to typeset the media and approve the final production file. With the web portal we are currently implementing, users can typeset

their own cards and approve the final production file on their own, allowing business cards to go straight into production.

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.We combined our goals and outcomes. See previous sections.		___ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other	___ 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_____

2.		___ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ 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_____
3.		___ Equity ___ Access ___ Pedagogy and Praxis ___ Academic and Career Success ___ Community and Partnerships	___ African American/Black ___ American Indian/Alaska Native ___ Latinx ___ Pacific Islander/Hawaiian ___ Disabled ___ Foster Youth ___ LGBT ___ DI Gender ___ Other _____	___ 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_____

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			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 2			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

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	**Wide Format Printer**	**X** New ___ Updated ___ Repeat	Undecided	HP DesignJet Wide Format Printer	Our current HP DesignJet is getting older and repair costs are becoming more expensive. We are reaching the point where repairs will start to cost as much as a new machine.	1	___ Annual ___ 2022-23 **X** 2023-24 ___ 2024-25	$8,000
Item 2			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 3			___ New ___ Updated ___ Repeat					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

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	**More space.**	__ New __ Updated **X** Repeat	Need bare minimum 3,000 square feet of space	• Not having space limits the number of machines we can have • Not having space makes it difficult to use the machines we already own • Not having space makes it difficult to organize our materials	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	Unknown
Item 2			__ New __ Updated __ Repeat			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	
Item 3			__ New __ Updated __ Repeat			__ Annual __ 2022-23 __ 2023-24 __ 2024-25	

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

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: In the project name column, 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. 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	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	**Reprographics Systems Technician**	__ 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 _____	Reprographics Technician	40	1. Fill vacancy 2. This position specializes in print production (the mechanics of printing), which is an area of expertise not specialized by the other classifications: the Graphic Designer creates materials to be printed by the Reprographics Technician and the Graphic Arts Technician bridges the gap between Designer and Reprographics Tech but isn't specialized like the Reprographics Technician is. 3. Having a print specialist ensures that all equipment is	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	Step one: $49,317.00 Per year

							running efficiently, maintained, and running safely.		
Position 2	2	Mailroom Clerk	__ 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 _____	Mailro om Clerk	40	1) Fill Chabot vacancy 2) Ricoh discontinued "white glove" service to campus copiers; hourly help has filled in for over two years and this position will also fill this vacancy. 3) For five years, this position has been filled by hourly on-calls when it should be a Classified Professional 4) Faculty fear print packages being sent to the mailroom because they get lost. Mailroom clerk will manage the mailroom so packages are safe and secure. 5) Mailroom clerk can handle wrapping and packaging outgoing copies, removing the need for Reprographics to act as a second mailroom and lose time handling package pick-ups instead of focusing on print production.	**X** Annual __ 2022-23 __ 2023-24 __ 2024-25	Step one: $43,618.00 per year

	New ___ Updated ___ Repeat ___	___ Admin FT ___ Classified FT ___ Classified Hourly ___ Classified PT ___ Faculty FT ___ Faculty PT ___ Faculty F-hour ___ Faculty Reassign ___ Student Hourly ___ Other _____					___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Position 3							

- 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.

*Note: In the project name column, 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. 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 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			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Request 2			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Request 3			___ New ___ Updated ___ Repeat		___ In-person conference with travel ___ Online conference/webinar ___ On-Campus Training ___ On-Campus Speaker ___ Other _____			___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

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.

*Note: In the project name column, 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. 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 (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	**Purchases (Account 4388)**	__ New __ Updated **_X_** Repeat	$15,000 budget increase from $75,000 to $90,000.	This account funds the campus-wide paper supply. When divisions purchased more machines, they used more paper. This is why we are requesting a $15,000 budget increase from $75,000 (the amount we have been assigned for the past six years) to $90,000. We have operated below budget during the Covid year due to less production; however, when we return to campus full-time, we will return to needing a budget increase.	1	**_X_** Annual __ 2022-23 __ 2023-24 __ 2024-25	$90,000
Item 2	2	**Copy Machine Rental (Account 5617)**	__ New __ Updated **_X_** Repeat	$30,000 budget increase from $80,000 to $110,000	Although we didn't need it during the Covid year due to less printing campus-wide, copier contract costs will return to being high when we return to campus full-	1	**_X_** Annual __ 2022-23 __ 2023-24 __ 2024-25	$110,000

					time. With more color division copiers on campus, more expensive color copies are being made.			
Item 3			___ New ___ Updated ___ Repeat				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	

Technology 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: In the project name column, 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. 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**	**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			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 2023-24 ___ 2024-25	
Item 2			___ New ___ Updated ___ Repeat	___ Yes ___ No				___ Annual ___ 2022-23 ___ 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://docs.google.com/forms/d/e/1FAIpQLSfWja-ZTbdHoPZ82reEOeTi32Ci3e7lyS4snRyXX8h8JrDV5w/viewform

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.