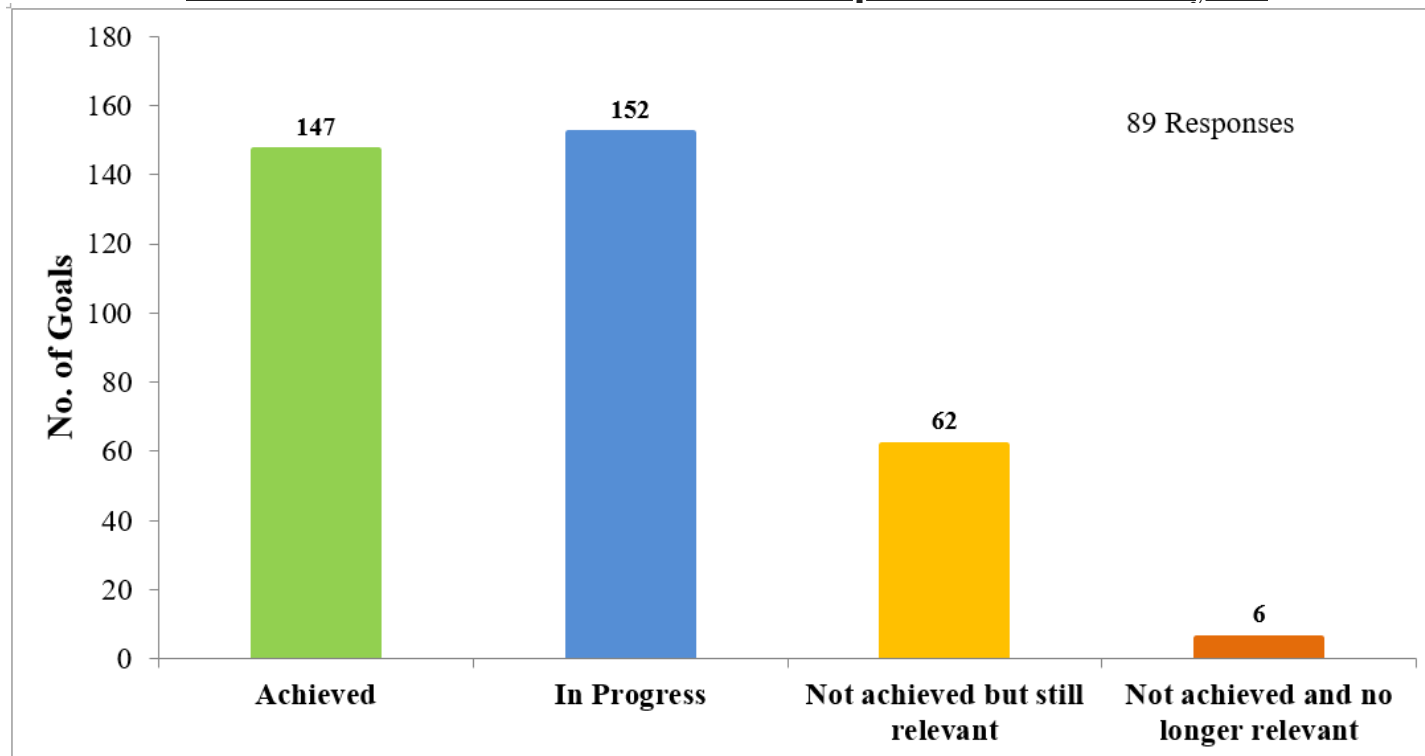


# Fall 2021 PAR Comprehensive Quantitative Report

Office of Institutional Research & Program and Area Review Committee

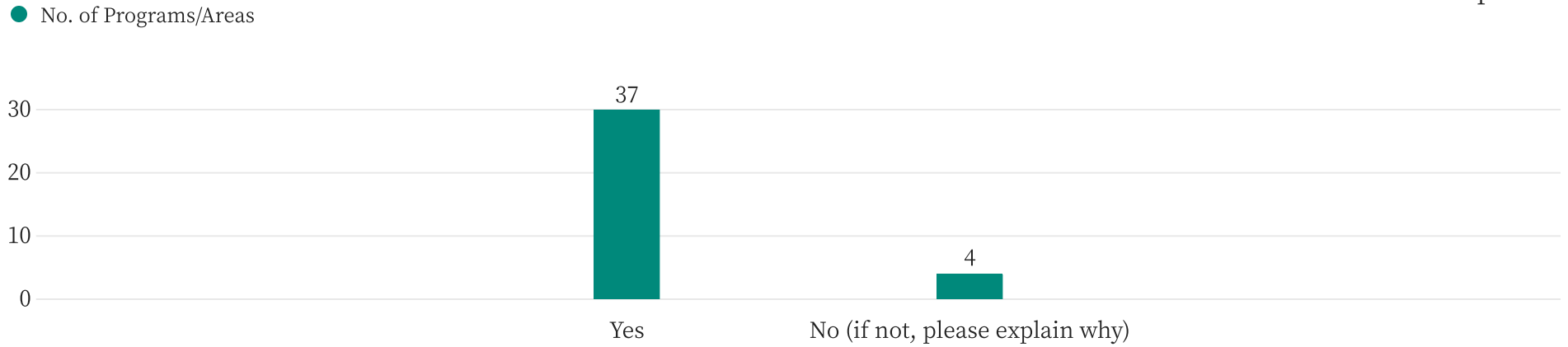
## Status of Goals from Previous Comprehensive PAR Cycle



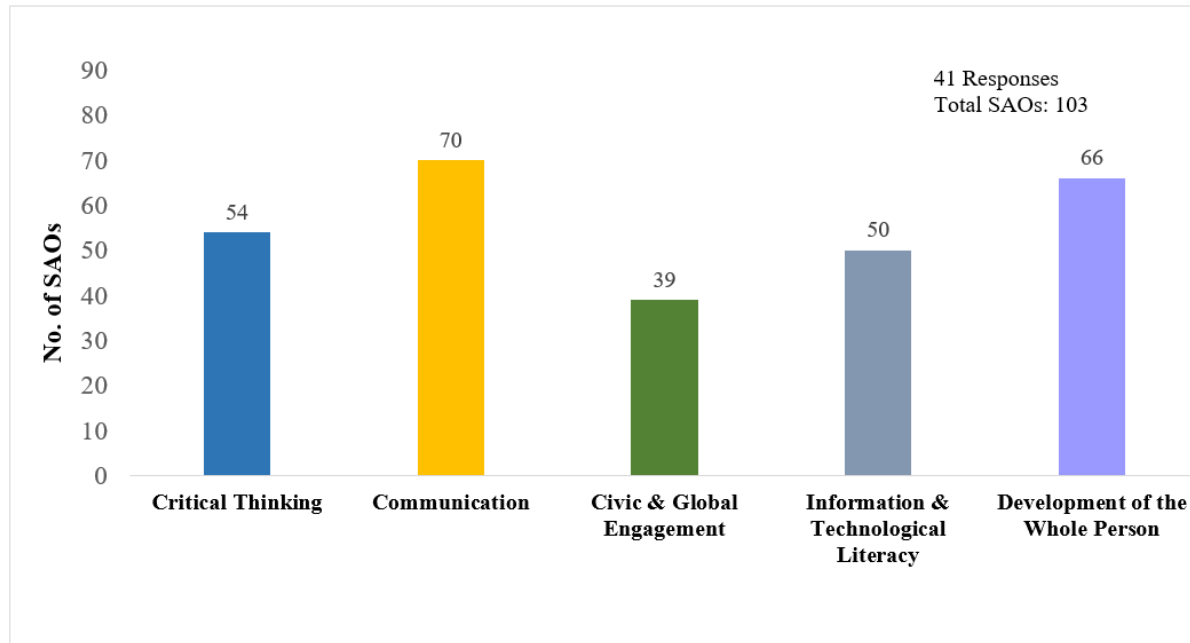
### Service Area Outcomes

Does your service area have two or more SAOs? (Q11)

41 Responses

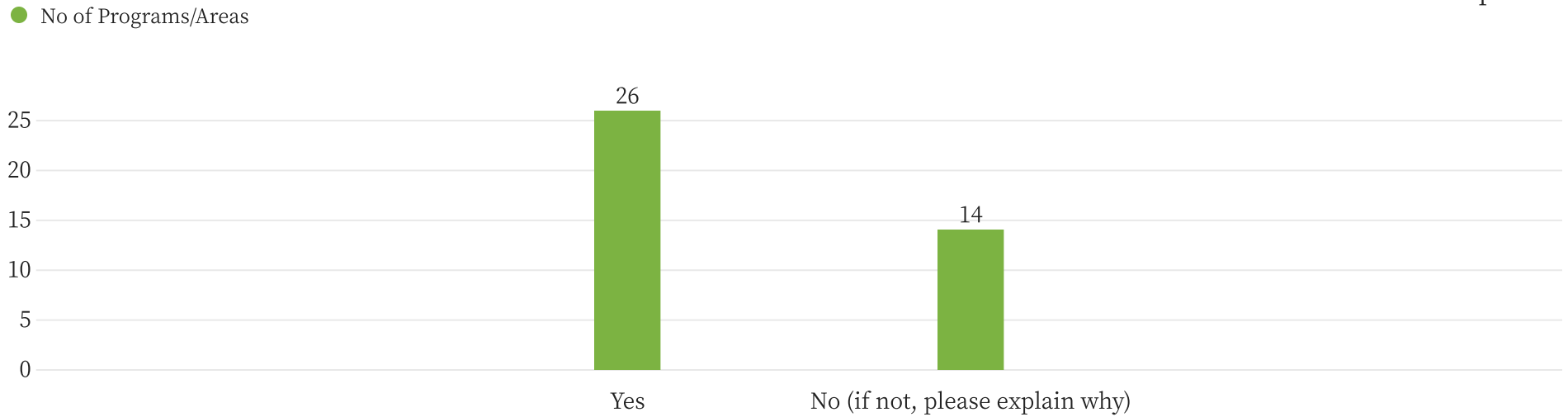


### Number of Service Area Outcomes Connected to each of Chabot's Institutional Learning Outcomes



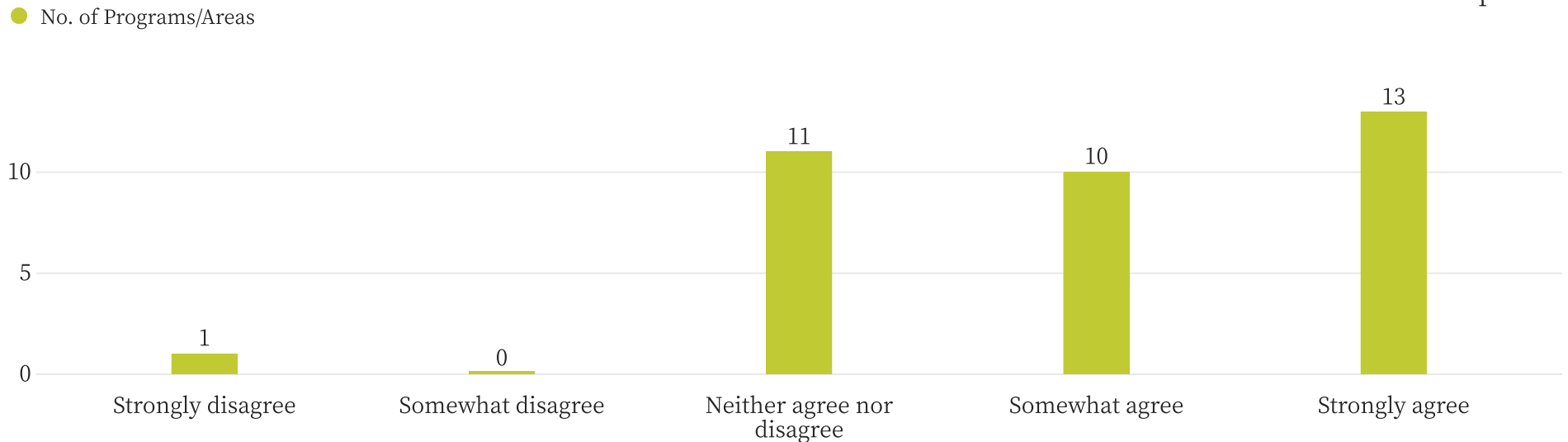
Service areas are required to assess at least two SAOs per comprehensive PAR cycle. Were at least two of your SAOs assessed since the previous comprehensive PAR? (Q19)

40 Responses



Assessing SAOs has led to improvements in my area. (Q21)

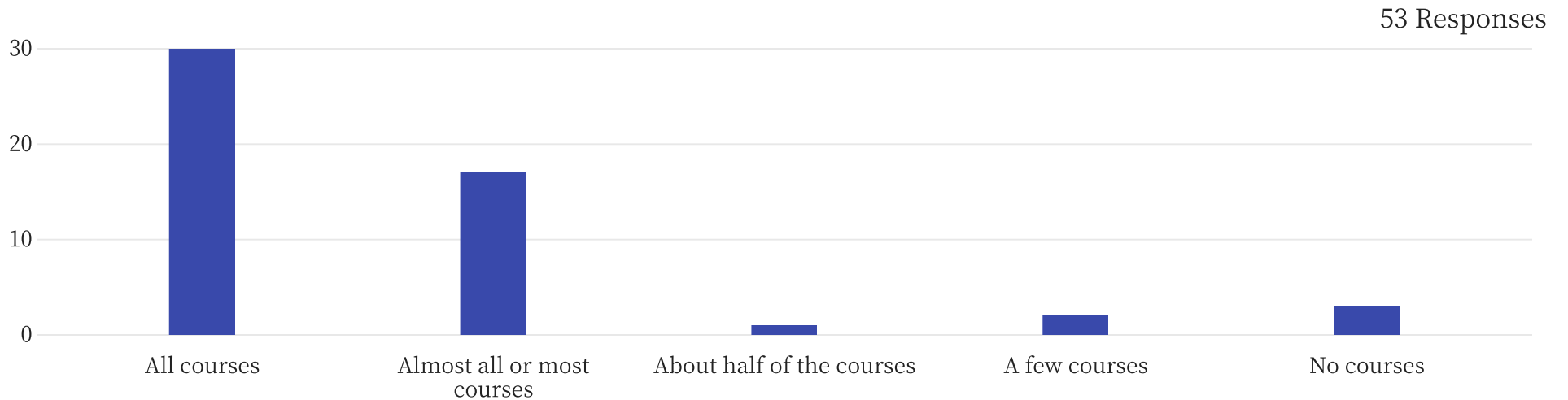
35 Responses



## Student Learning Outcomes

SLOs: How many courses in your discipline had their SLOs assessed and recorded in CurricUNET in the 5-year cycle?

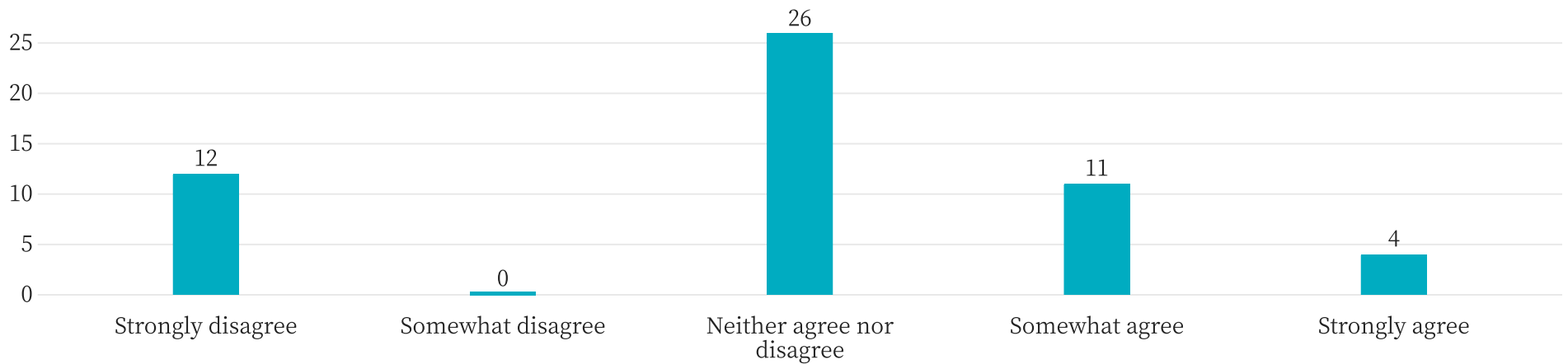
(Q26)



Assessing SLOs has led to improvements in my area. (Q28)

53 Responses

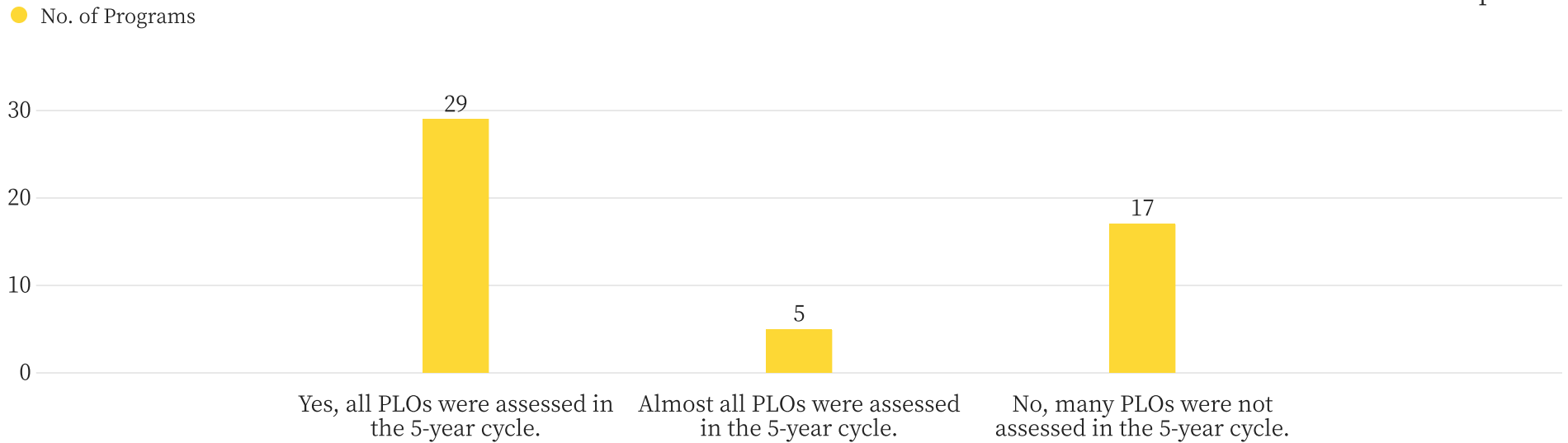
● No. of Programs



## Program Learning Outcomes

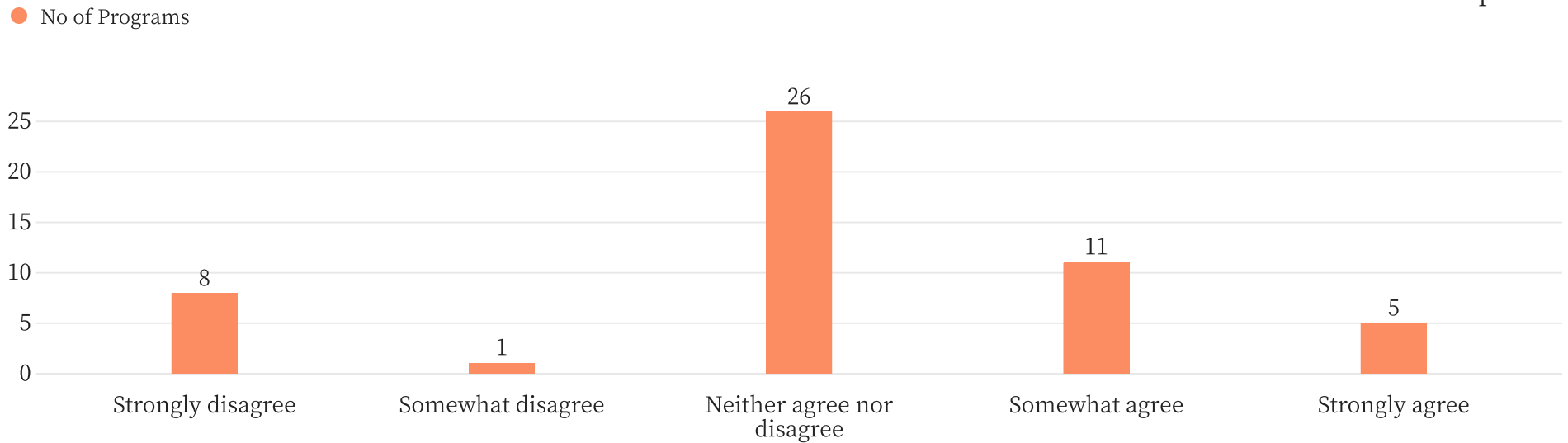
PLOs: Were all Program Learning Outcomes (PLOs) assessed in the 5-year cycle in CurricUNET? (Q29)

51 Responses



Assessing PLOs has led to improvements in my area. (Q31)

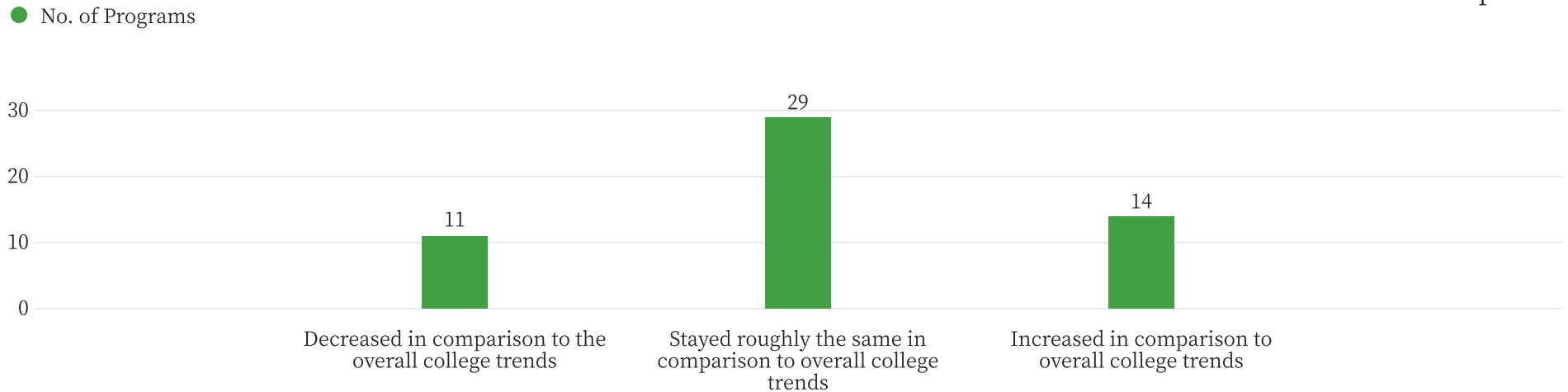
51 Responses



### Academic Programs/Disciplines Data

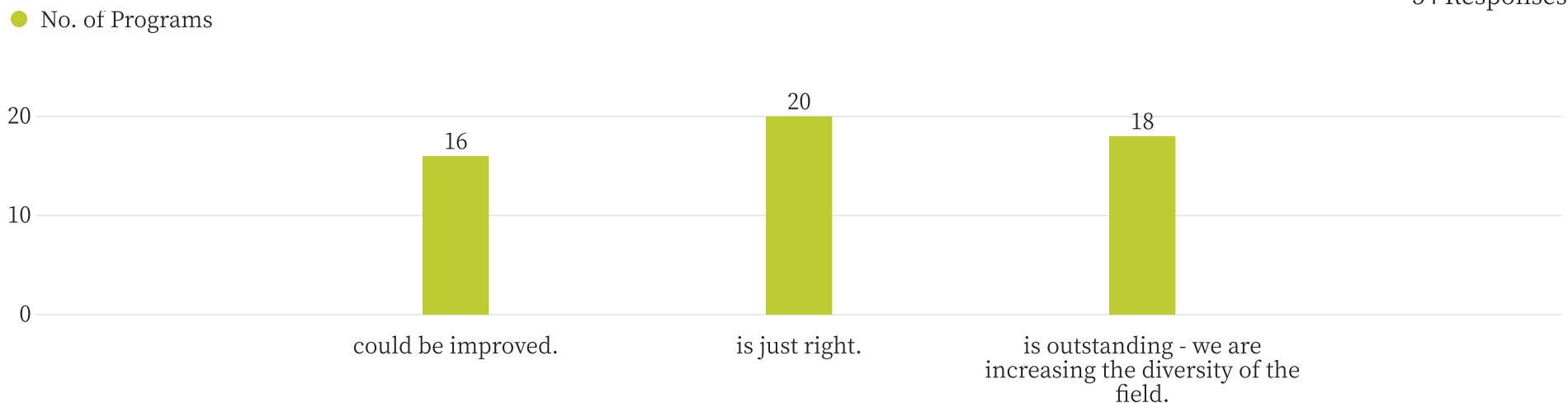
**FTES and Enrollment: Over the past 3 years, in comparison to the overall FTES trends of the college, FTES in your discipline have: (Q37)**

54 Responses



**Enrollment Disaggregation: Consider how the representation of traditionally underrepresented race/ethnicity/gender student groups in your program compares to the typical makeup of your discipline, field, or industry. The representation of traditionally underrepresented race/ethnicity/gender student groups in our discipline/major compared to our industry/field: (Q42)**

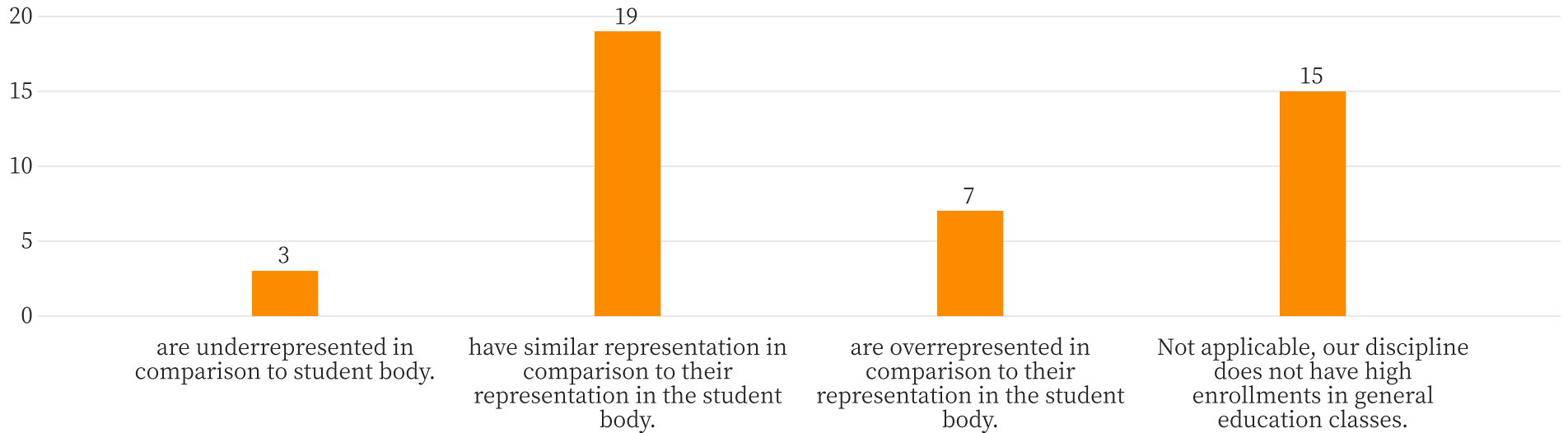
54 Responses



For disciplines with a high percentage of offerings that are required for General Education—such as English, math, or communication studies—please also compare the representation of traditionally underrepresented race/ethnicity/gender student groups/disproportionately impacted groups (DI Groups) in your general education classes to the overall student body population. DI Groups in our general education classes: (Q43)

44 Responses

● No. of Programs

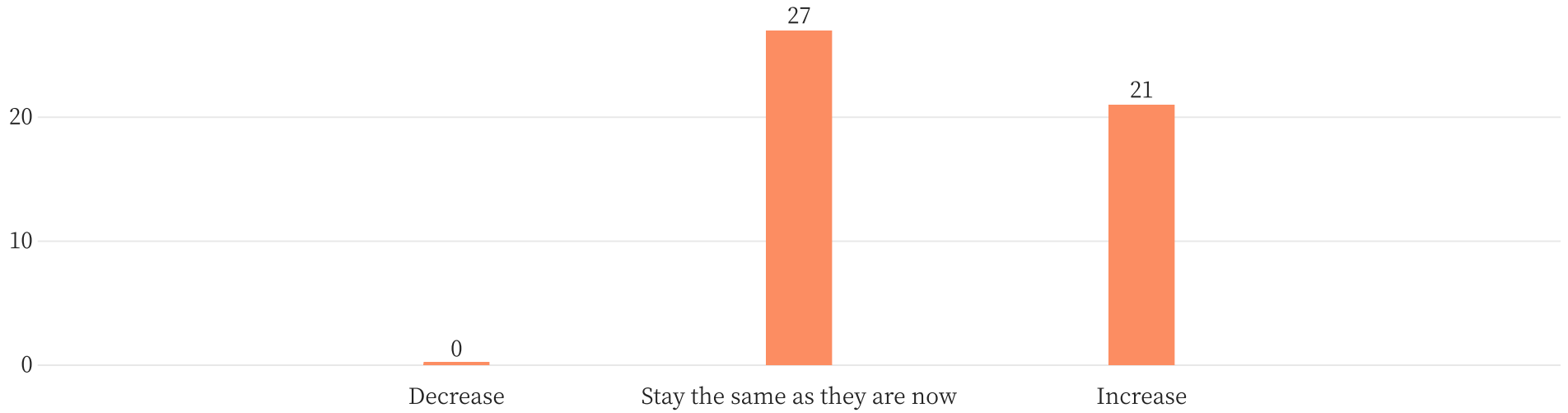


### Non-Credit Course Offerings

Over the next 3 years, non-credit course offerings in our program/area are planned to: (Q46)

48 Responses

● No. of Programs

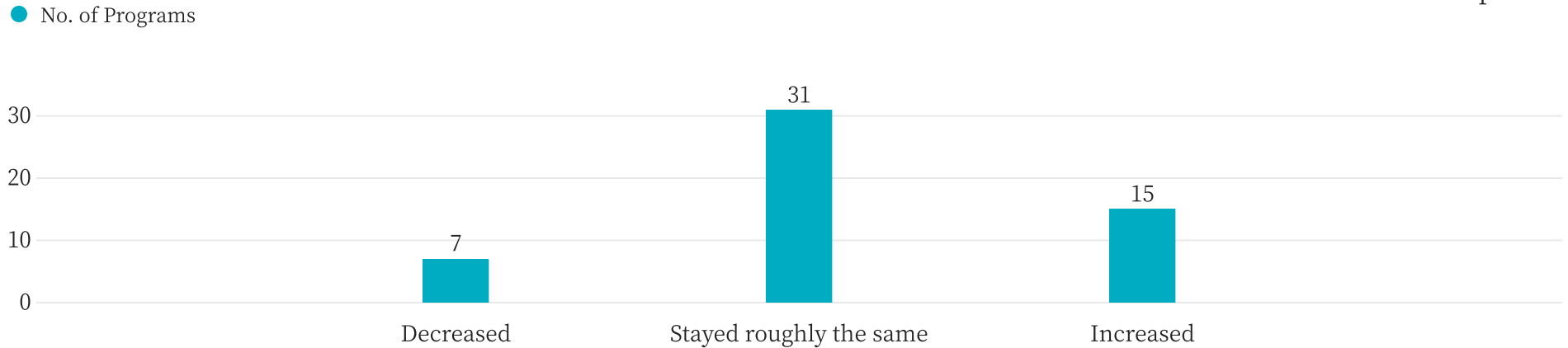




## Course Success Rates

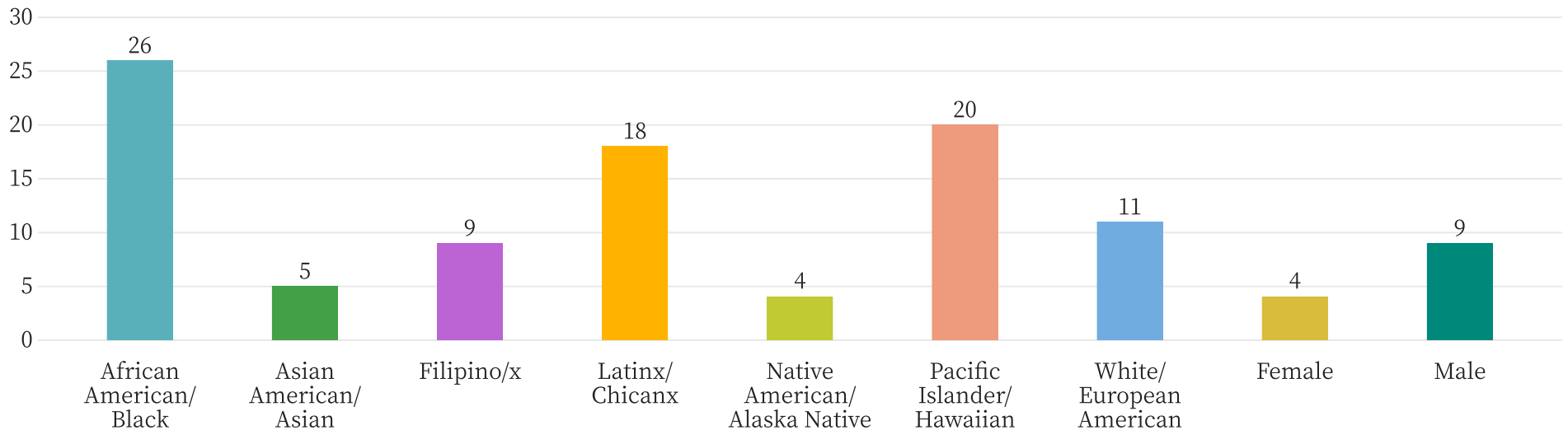
Course Success Rates Over the past three years, how have course success rates in your discipline changed? Course success rates have: (Q47)

53 Responses



Check all groups that are disproportionately impacted (succeeding at lower rates than students from other racial/ethnic, gender groups, or the overall college average): (Q48)

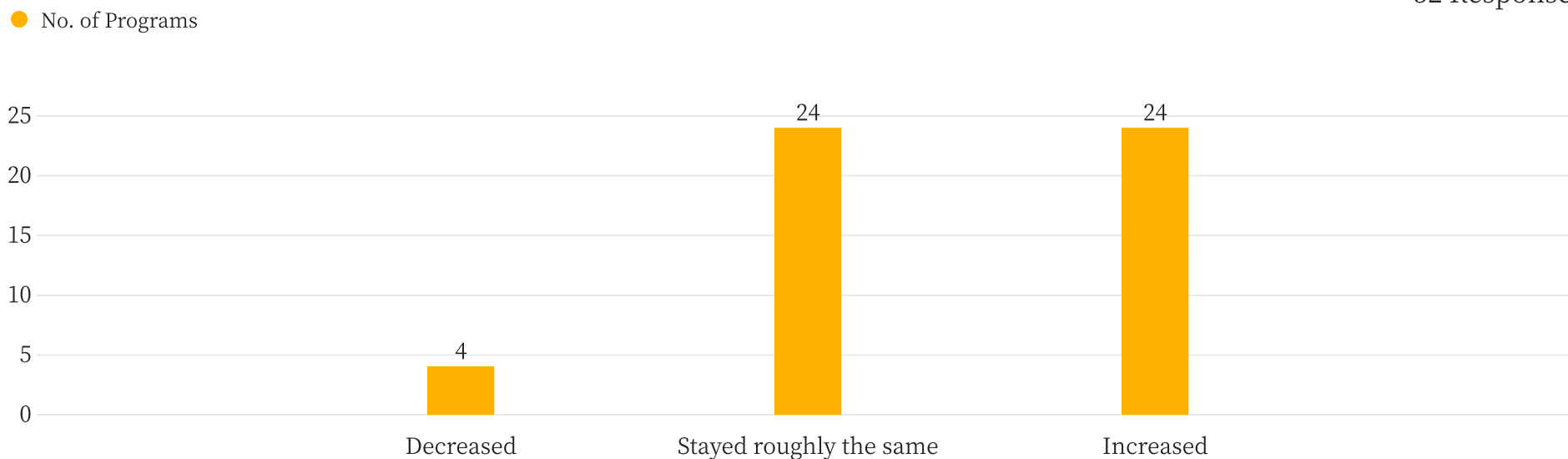
43 Responses



### Program Completion

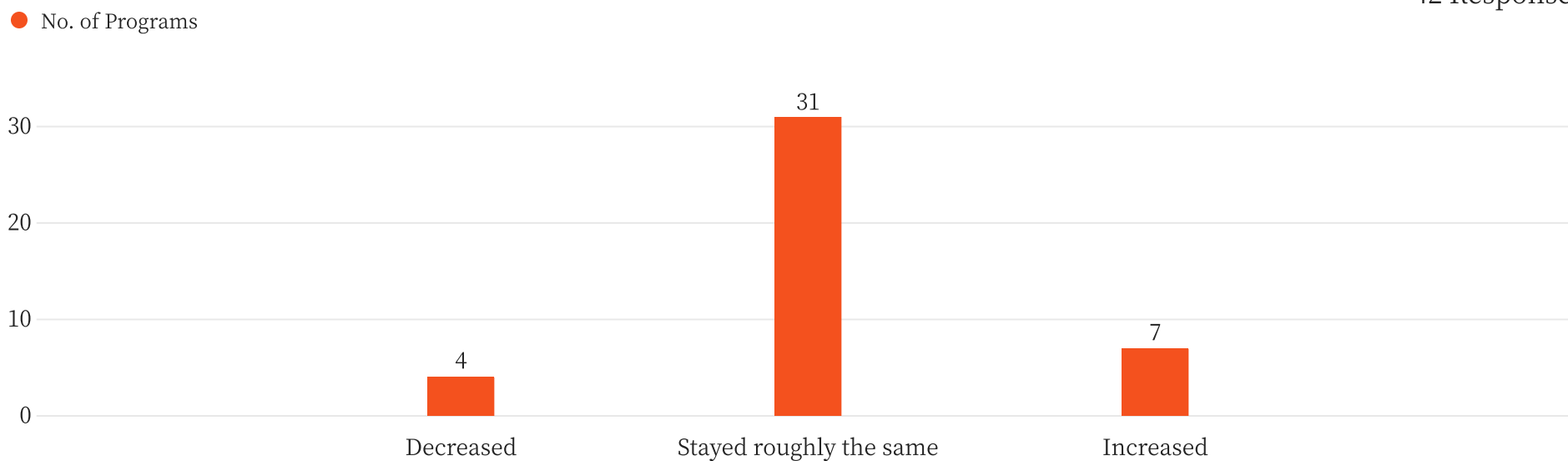
Over the past 3 years, what is the trend in Degrees awarded (AD-Ts and AA/AS) in your program(s)? (Q51)

52 Responses



Over the past 3 years, what is the trend in Chancellor-Approved Certificates awarded in your program(s)? (Q52)

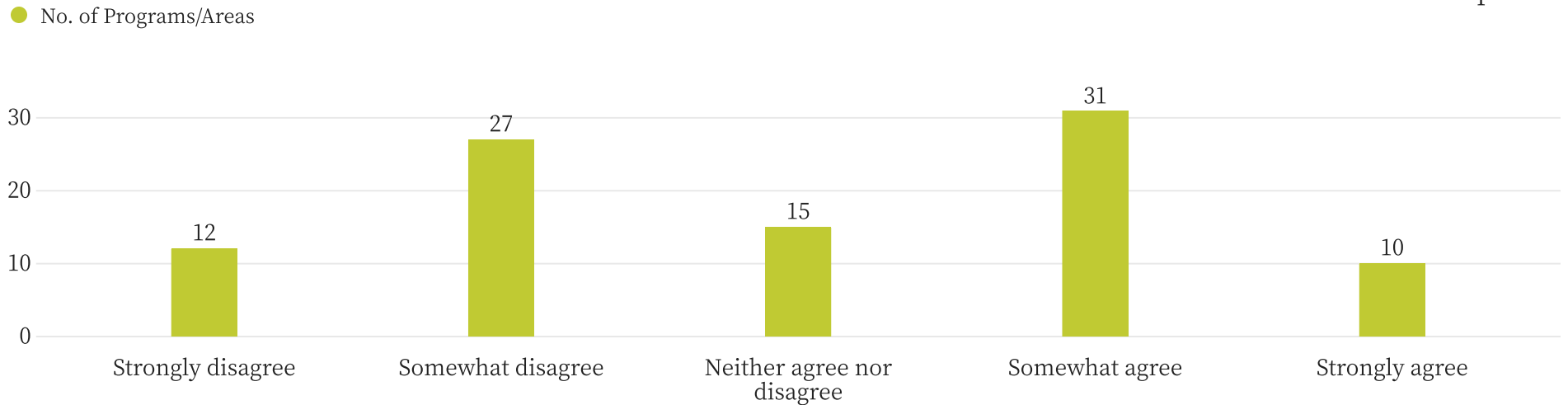
42 Responses



### Technology, Facilities and Professional Development

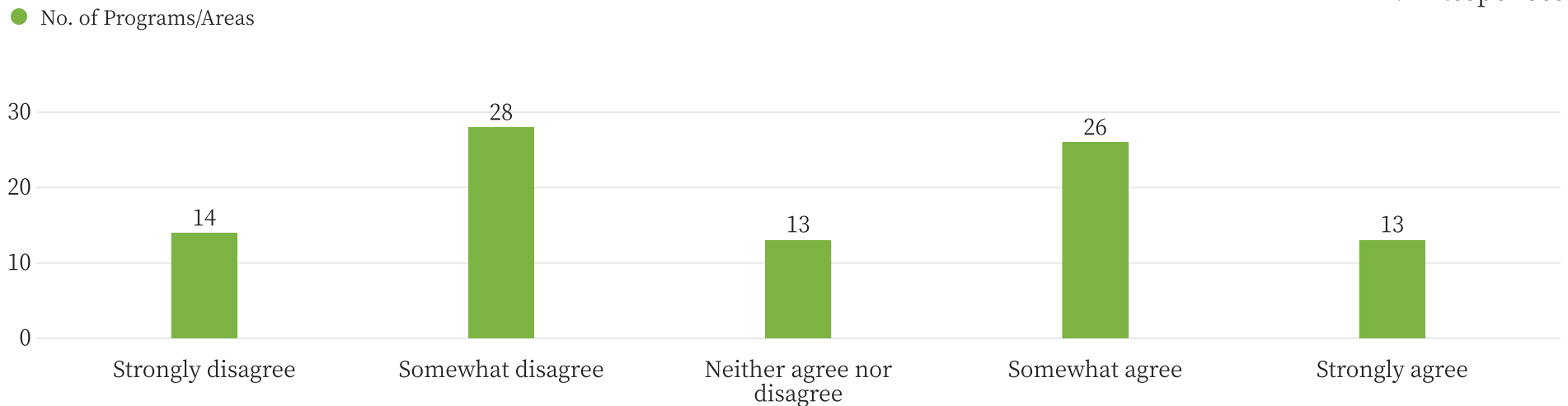
The technology in our program/area is sufficient to support student learning and/or carry out our program/area outcomes and goals. (Q60)

95 Responses



The facilities in our program/area are sufficient to support student learning and/or carry out our program/area outcomes and goals. (Q62)

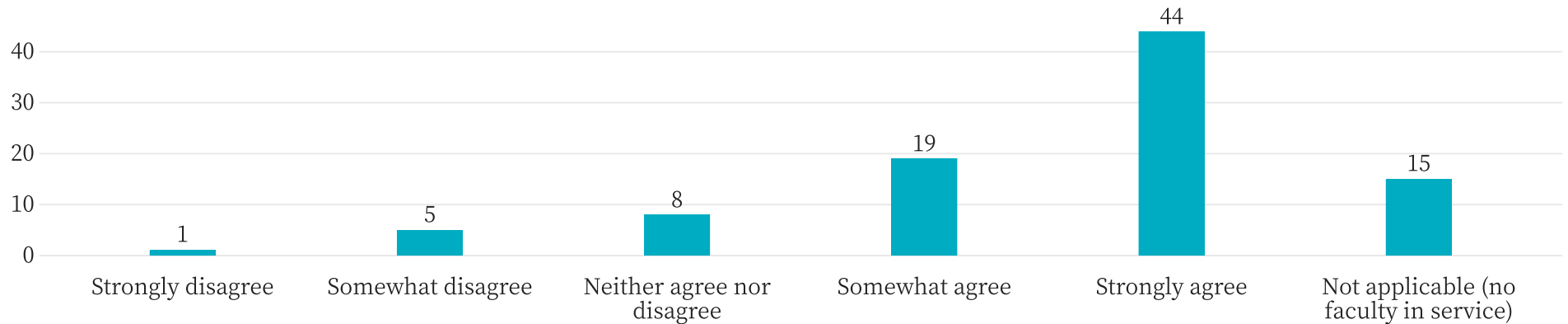
94 Responses



In general, Faculty members in my program/area regularly participate in professional development activities offered by/at Chabot. (Q64)

92 Responses

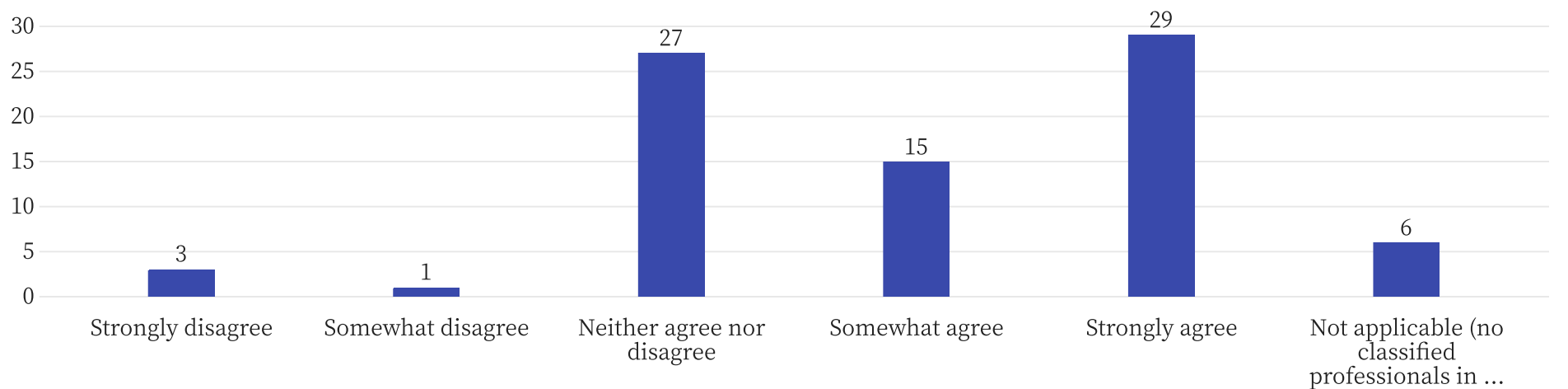
● No. of Programs/Areas



In general, Classified Professionals in my program/area regularly participate in professional development activities offered by/at Chabot. (Q65)

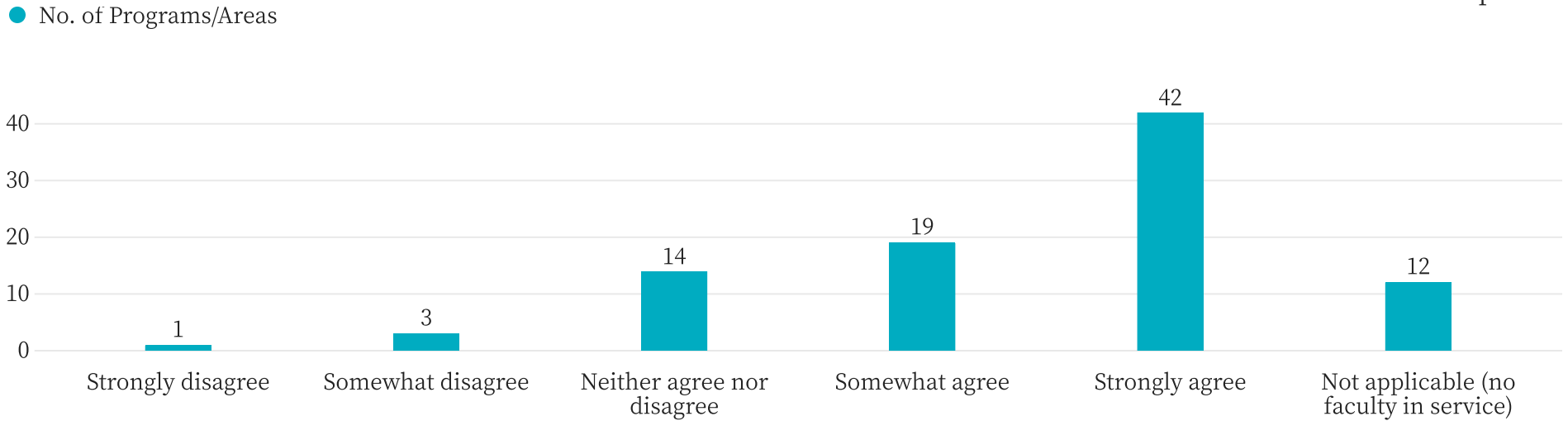
81 Responses

● No. of Programs/Areas



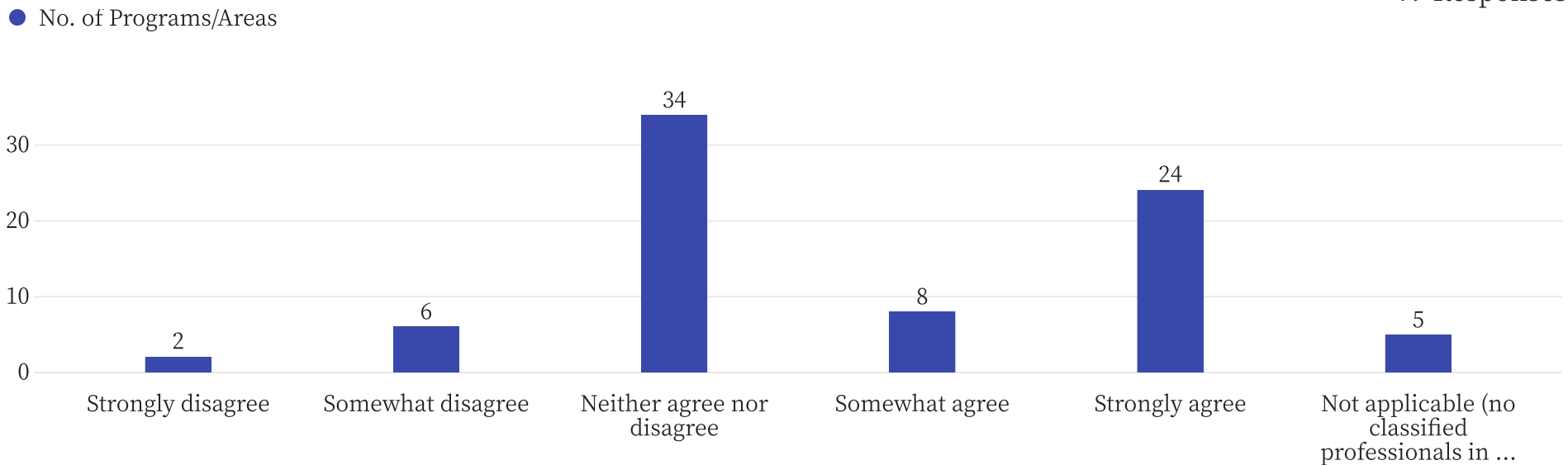
**In general, Faculty members in my program/area regularly participate in professional development activities offered outside of Chabot. (Q66)**

91 Responses



**In general, Classified Professionals in my program/area regularly participate in professional development activities offered outside of Chabot. (Q67)**

79 Responses

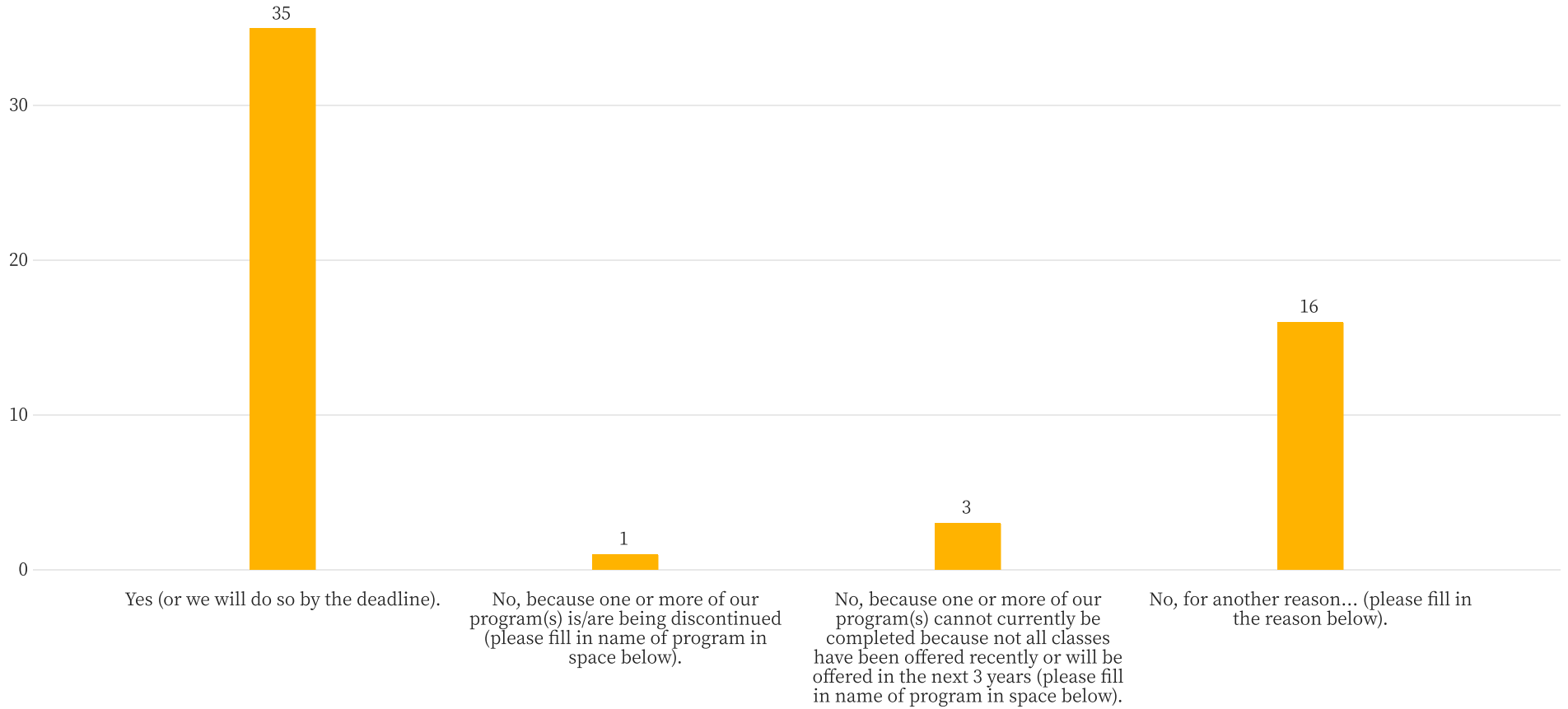


### Program Maps

Have you completed all program maps for your discipline? (Q72)

55 Responses

● No. of Programs

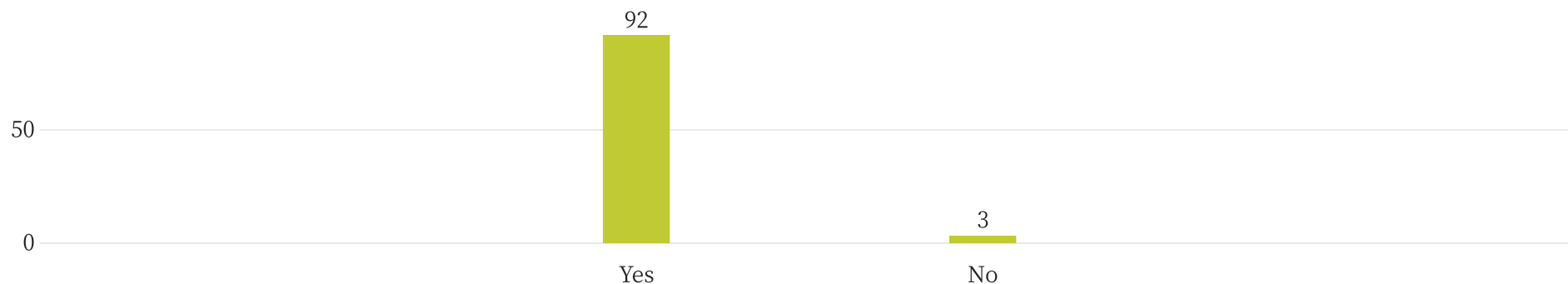


## Planning

Are any of the goals that you listed for your program aligned with any of Chabot's Mission Critical Priorities in the EMP? (Q78)

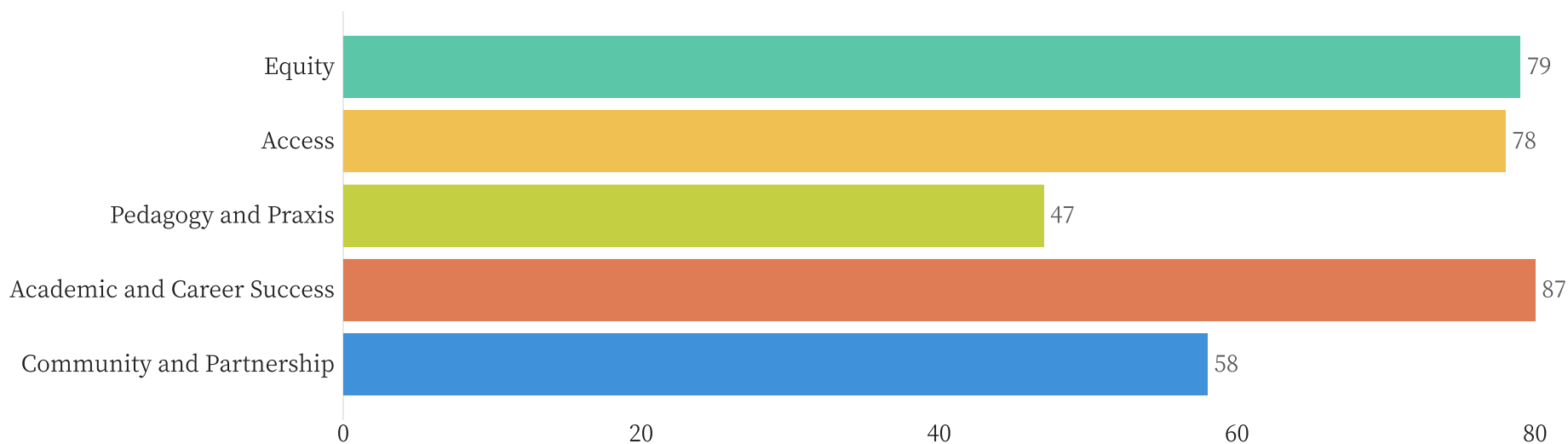
95 Responses

● No. of Programs/Areas



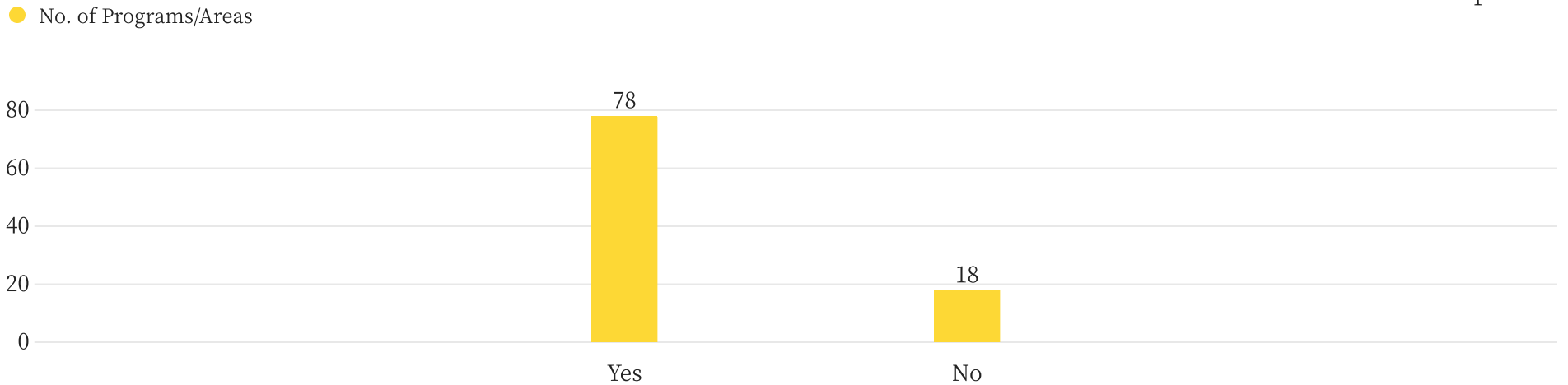
If yes, check all mission critical priorities for which at least one PAR goal is aligned (check all that apply) (Q79)

93 Responses



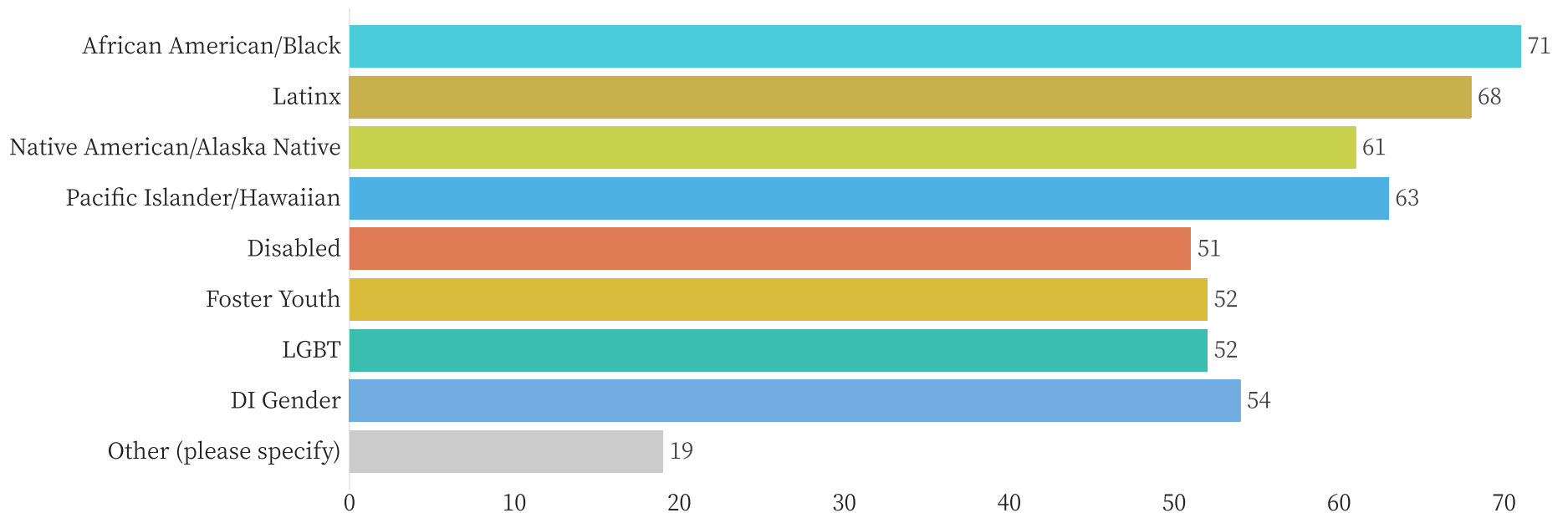
Are any of the goals you listed for your program designed with the intention of positively impacting equity, i.e., improving outcomes for any disproportionately impacted population? (Q80)

96 Responses



If yes, check all racial/ethnic student populations that at least one of your PAR goals intentionally supports. (Q81)

77 Responses

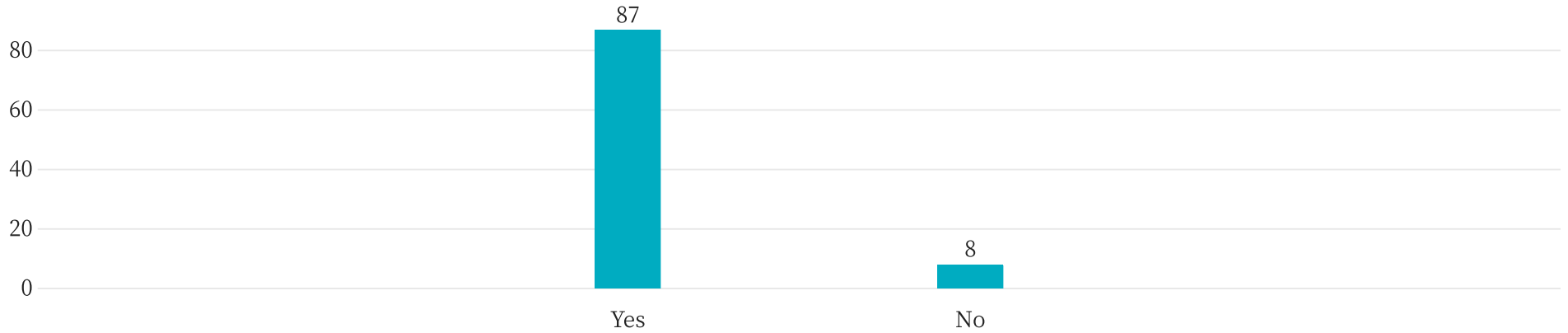




Chabot will be funded by the Student Centered Funding Formula (SCFF) once the "hold harmless" period ends. Are any of the goals that you listed for your program aligned with increasing Chabot's funding in any of SCFF Metrics? (Q82)

95 Responses

● No. of Programs/Areas



If yes, check all SCFF metrics that at least one of your PAR goals intentionally supports. (Q83)

88 Responses

