

Fall 2024 Comprehensive Program and Area Review (PAR)

Definitions

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A PAR GOAL VERSUS AN SAO (SERVICE AREA OUTCOME) OR PLO (PROGRAM LEARNING OUTCOME)

The “goals” you established are distinct from the outcomes for your service area (SAOs) or program area (PLOs).

- **SAOs and PLOs:** In general, SAOs and PLOs tend to be enduring and overarching aims for your service/program. 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.
- **Goals:** 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, 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).

TYPES OF SAOS

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).

FTES (FULL-TIME EQUIVALENT STUDENT)

- FTES) is an enrollment metric. It basically converts the total number of units students are taking in a given timeframe (e.g., semester, academic year, etc.) into the equivalent number of full-time students that would be needed to generate this same number of units. Colleges are funded based on the FTES they generate (both historically and now as the “Base Allocation” in the Student-Centered Funding Formula).