

CRER 137

CRER 401

CRER<sub>300</sub>

**2018-19 CRER Course  
Program Review**

CRER 110

CRER 430

Proposed: CRER 120

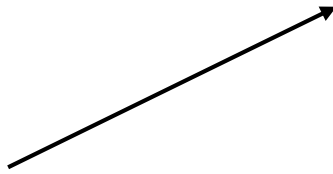
CRER 407

# CRER Course Productivity

By Year

Academic Year	Census Headcount	Success count	Success percent	Retention count	Retention percent	Total FTEF	Total FTES	Total WSCH	Total Load	Section count	Max Enroll	Fill rate
2018-2019	445	314	70.6%	369	82.92%	2.4	36.7	1,100	465	17	587	75.8%
<b>Total</b>	<b>445</b>	<b>314</b>	<b>70.6%</b>	<b>369</b>	<b>82.92%</b>	<b>2.4</b>	<b>36.7</b>	<b>1,100</b>	<b>465</b>	<b>17</b>	<b>587</b>	<b>75.8%</b>

CRER course "Load" is above the college-wide "Load" of 456



# Changes in Course Offerings 2016-2019

- Added **CRER 137** courses for CWA, International Students, and at the Menlo Park campus (for Strong Workforce)
- Added online **CRER 137** into the Fall and Spring semesters
- Offered a hybrid **CRER 137** at Phoenix Academy and at the Cañada campus
- Offering late start **CRER 137** in the evenings for Spring 2020
- Approved for **CRER 407** to be offered through online instruction.
- Began offering **CRER 110** for STEM students in the Spring semesters
- Beginning Summer 2019, offered two sections of **CRER 137**, with one for CWA
- Proposing to submit **CRER 120**, College Success, Career Exploration and Planning, as a 3 unit course for CSU-GE area E and UC transferability.

# Equity Gap Analysis 2018-2019 Access

- **Asian students, Filipino students, Multiracial students, and White Non-Hispanic students** have a program access rate that is lower than their representation at the college.
- **CRER classes enroll Hispanic students** in greater numbers than their representation in the college:

Headcount Eth & gen

Student Ethnicity	Gender	Course headcount	Headcount percent	College headcount	College percent	Access Gap
Hispanic	Female	144	34.1%	2673	25.2%	8.9%
Hispanic	Male	100	23.7%	1459	13.8%	9.9%

**Males** enroll in CRER classes slightly higher and **females** slightly lower than their college representation:

Headcount Gender

Gender	Course headcount	Headcount percent	College headcount	College percent	Access Gap
Female	240	56.9%	6391	60.3%	-3.5%
Male	176	41.7%	3964	37.4%	4.3%
Unreported			242	2.3%	-2.3%

# Equity Gap Analysis 2018-2019 Course Success

(groups with an Equity gap)

Success Eth & gen

Student Ethnicity	Gender	Course enrollment	Course success percent	College wide enrollment	College wide success percent	Success gap	Success goal
Asian	Female	21	95.2%	2003	86.4%	8.9%	
Black - Non-Hispanic	Male	10	80.0%	381	63.3%	16.7%	
Black - Non-Hispanic	Female	10	70.0%	543	57.8%	12.2%	
Hispanic	Female	154	70.1%	8188	69.6%	0.5%	
Hispanic	Male	104	69.2%	4999	65.3%	4.0%	
White Non-Hispanic	Female	38	71.1%	3955	81.2%	-10.2%	
White Non-Hispanic	Male	31	71.0%	2625	75.7%	-4.8%	



# Course Success and Retention by Distance Education vs Non Distance Education

## DE VS NON-DE

Term	Contact type	Census Headcount	Success count	Success percent	Retention count	Retention percent	Total FTEF	Total FTES
Summer 2017	Online	62	48	77.4%	55	88.71%	0.4	6.2
Fall 2017	Face to Face	159	113	71.1%	123	77.36%	0.9	14.2
Fall 2017	Hybrid (Web Assisted)	10	10	100.0%	10	100.00%		0.5
Fall 2017	Online	52	28	53.8%	35	67.31%	0.1	1.7
Spring 2018	Face to Face	145	120	82.8%	123	84.83%	0.9	12.6
Spring 2018	Hybrid (Web Assisted)	53	45	84.9%	47	88.68%	0.1	2.3
Spring 2018	Online	37	22	59.5%	31	83.78%	0.1	1.9
Summer 2018	Online	64	54	84.4%	59	92.19%	0.4	6.4
Fall 2018	Face to Face	127	85	66.9%	105	82.68%	0.8	12.7
Fall 2018	Hybrid (Web Assisted)	50	33	66.0%	41	82.00%	0.2	4.3
Fall 2018	Online	49	28	57.1%	36	73.47%	0.1	1.6
Spring 2019	Face to Face	88	73	83.0%	77	87.50%	0.5	7.5
Spring 2019	Hybrid (Web Assisted)	49	31	63.3%	38	77.55%	0.3	3.3
Spring 2019	Online	18	10	55.6%	13	72.22%	0.1	0.9
<b>Total</b>		<b>963</b>	<b>700</b>	<b>72.7%</b>	<b>793</b>	<b>82.35%</b>	<b>4.8</b>	<b>76.1</b>

# Looking Ahead: Action Plan

## Guided Pathways

-Because placement testing is no longer needed, as part of Guided Pathways, we will use that time to provide initial interests assessment to guide students towards appropriate interest area(s) and offer CRER classes for each interest area.

## Partner with other entities on campus (Strong Workforce, CWA, STEM)

- Strong Workforce: Faculty will work collaboratively with the Director of Strong Workforce to provide instructional career services to students working towards CTE careers, including offering courses at the Menlo Park satellite.

- CWA: Institutionalize the CWA CRER 137 by offering it year-round.

- STEM: Work with Guided Pathways interest areas to institutionalize instructional support for STEM students.

# Looking Ahead: Action Plan

## Continue SLO dialogue

- Next semester we are up for curriculum review and we will reevaluate SLO's at that time. We will also continue to have meetings with CRER faculty at least once per semester to discuss best practices for evaluating and obtaining data for SLO's.

## CRER 3-unit course development (CRER 120)

- Counselors will develop CRER 120, College Success, Career Exploration and Planning, 3 units, and submit course through the appropriate process for Curriculum Committee approval.

## Addressing Equity Gaps for Females

- To increase success rates for females enrolled in CRER courses to meet or exceed the college-wide rates, invite female representatives into the classroom to talk about educational goals and careers, reach out to females who fall behind, allow "re-do" of assignments as appropriate, include class discussions of messages from family members about appropriate careers and educational goals; discuss messages females may receive to quickly learn a job skill and work full-time.