Cañada College

REDWOOD CITY, CA

Career & Personal Development

Nadya Sigona

Contribution to the College's Mission

- The mission of the Career and Personal Development (CRER) courses at Cañada College are to educate and empower students to achieve success in higher education and to clarify and plan for their future careers

- Career courses serve recent high school graduates, continuing students, returning students, experienced workers seeking a career change, and high school concurrent enrollment students

- The curriculum is structured around the themes of College Success; Career Assessment and Planning; Researching Majors and Careers; Transfer Essentials; Job Readiness; Job Search; and Scholarships and Financial Aid

Community and Labor Needs

- For the past several years, students have needed additional support in choosing their major, exploring job market trends, and/or transfer options so they end up taking CRER courses to build their skills

- Many of the CRER courses are now being taught in high schools and other off-campus locations

- CRER 137 course is UC transferable, meets CSU Area E, plus also meets our local AA/AS Area E1 requirements, which means it is highly requested every semester

Prior Program Goals

- CRER 430 has been approved to be offered via the online delivery format

- The program has since decided against moving forward with a 3 unit College Success course and instead will focus on marketing the CRER 137 course

Enrollment Trends

- 2019-2020 headcount reached a peak with 592 students
- 2020-21 we saw a significant dip in headcount to 478
- We can attribute this to significant district-wide enrollment dips due to the COVID-19 move to all virtual learning and services.
- In 2021-22, we saw a significant increase in headcount to 546

Student Equity and Equity Gaps

Based on the data provided by PRIE, the following are most important for improving our program's outcomes:

1. Gap in access among first generation students (18.9%)

2. Gap in access among low income students (11.4%)

3. Gap in success among Hispanic male students (11.5%)

The College can help address these gaps by:

• Continuing to enhance and provide training on how to effectively utilize Canvas, Multi-Modal Teaching Rooms, SSL, and other Instructional Technology tools

• Continuing to enhance and provide bilingual learning support and learning technologies prioritizing first generation and low income students

• Continuing to provide wrap-around support services for low income students to assist with their fees, books, food, transportation and housing

• Assigning a dedicated classroom for CRER instruction (CRER faculty have identified Bldg. 9-206 as an ideal classroom based on how the room is configured and its proximity to the Counseling Department)

SLOs

- All active courses are assessed according to our 3-year cycle.
- Currently, our assessment plan is up-to-date and in compliance.
- Coordination of SLO assessment occurs across all active CRER classes and the respective teaching faculty.
- SLO's are assessed at the end of every course offering.
- Because several sections of CRER 137 are offered each semester, instructors decide as a team which SLO to assess.

Dedicated room for CRER instruction

- In prior years CRER instruction mainly occurred in 9-106, however due to construction in building 9 and to accommodate growing departments that space is now the Colts-U Transfer Station.

- Our CRER faculty have identified 9-206 as an ideal classroom based on how the room is configured and its proximity to the counseling department.

"CalGETC" calls for elimination of Area E, Lifelong Learning & Self-Development.

- Through our Academic Senate and other avenues, we are lobbying to establish an Area E CSU graduation requirement that can be satisfied with either a lower division or upper division course

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Thank you!