Search Standards By User

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

CRER course 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. The Counseling Department typically offers seven career courses each term and two online courses in the summer. All CRER courses transfer to the CSU and three courses transfer to the UC.

Only a few changes have occurred in the past two years in course offerings. One change is that two online CRER 137 sections are offered in the summer. We began offering one online section in Summer 2014 and increased to two sections in Summer 2015 based on student interest. Another change is that we have standardized course offerings for two cohorts: Puente students and Athletes. Puente students take CRER 137 in the Fall and hybrid CRER 110 in the Spring. COLTS CRER 137 is offered for Athletes every Spring term.

CRER courses are doing well in productivity. From 2013/14 to 2016/17, Census Headcount for all courses increased by 17% from 404 in 2013/14 to 474 in 2016/17. Similarly, Load also increased during that time period by 14% from 456 in 2013/14 to a Load of 521 in 2016/17. FTES for the most recent year (2016/17) is 37.62; this is the highest FTES for the 5-year period.

Hispanic students enroll in CRER courses in greater numbers than their representation in the college, especially male Hispanic students. 25.3% of CRER class students were Hispanic females compared with their college representation of 20.2%. Hispanic males enroll in even larger numbers; they represent 22.5% of CRER students compared with 12.1% of the college population.

There is a significant equity gap in course success by gender. The course success rate for all females is 81.90%; for males, the success rate is 68.70%. This compares with the college's success rate goal of 70%. The data is more pronounced when looking at Hispanic males who have a CRER course success rate of 65.7%. Some of the strategies for addressing this gap are to invite male representatives into the classroom, hold classroom discussions about pressures that students feel to quickly get a job and go to work, and providing students with more opportunities to improve on their work.

Consistent with online instruction outcomes, the online CRER courses have a lower success rate (67.6%) compared with in-class instruction (79.1%). The online 3-units CRER 137 course has a higher success rate than online 1-unit courses. The Department plans to pilot in Fall 2018 a late-start hybrid course to test the viability of this offering.

SLO's for CRER courses are assessed after each course offering. This information is documented in Program Reviews and shared with various campus governing bodies.

Future goals for CRER courses are: develop a 3-unit College Success course; offer a late-start, hybrid CRER 137 course; and implement strategies to improve male success rates in courses.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Career courses are Lifelong Learning courses; all are transferrable to the CSU system and three courses also transfer to UC. CRER 137 Life & Career Planning, fulfills CSUGE Area E and Cañada College GE Area E.

The mission of these courses is 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, experiences workers seeking career change, and high school concurrent enrollment students. 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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

The CRER courses cover preparing for and transferring to 4-year institutions, especially in the curriculum of the CRER 110 course. When changes occur in this process, the curriculum is updated. For example, in 2016, the UC system changed the format of its Personal Statement in the application to Personal Insight Questions. In 2017, the CSU system introduced a complete overhaul of its application and website. As these changes occur, they are included in transfer-related curriculum.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

3	Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group?s recommendations for your program.

Response Detail

No Response Information to Display

Narrative

The CRER courses are not a "program" that has been developed based on community or labor market needs. However researching labor market data is a significant portion of CRER 137, CRER 430 and CRER 407 curriculum. Students research the following labor market topics: fastest growing occupations; salary, preparation, and outlook of careers of interest; and careers that match with a student's personality, interests, skills and values.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

3	Looking Back
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

Only a few changes have occurred in the past two years in course offerings. One change is that two online CRER 137 sections are offered in the summer. We began offering one online section in Summer 2014 and increased to two sections in Summer 2015 based on student interest. Another change is that we have standardized course offerings for two cohorts: Puente students and Athletes. Puente students take CRER 137 in the Fall and hybrid CRER 110 in the Spring. COLTS CRER 137 is offered for Athletes every Spring term.

Suggested Follow Ups

Date	Suggested Follow Up

No Suggested Follow Ups to Display

Search Standards By User

5.A.   Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail
No Response Information to Display

Narrative

In response to a comment that PLO's were incomplete, the response was, "Since CRER courses do not exist as part of a program for which certificate or degree are awarded, there is no PLO. Students generally take one or two courses, for which there are SLOs".
Comment/Question: Focus is on CRER courses. How are counseling needs being analyzed and planned? Response: This is an instructional Program Review for CRER courses only. The Dept. also completes a Counseling Program Review during which counseling services and effectiveness are reviewed.
Comment: They want to see information about the source and cost of the equipment.
Response: Cost and source of resource requests will be documented in Program Reviews.
General comments: Explicit description of relationship of review and analysis of CRER courses to review and analysis and planning for Counseling Program would be helpful. Analysis and planning of CRER courses is strong and clear.
Response: Both the Counseling Program Review and CRER Instructional Program Review are presented at the Counseling meetings. Student needs and gaps that are identified in the Counseling PR, are considered in the development and scheduling of CRER courses. For example, the need for more students to timely declare their major and career path has resulted in additional CRER 137 courses that give students the necessary tools and education in these areas.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail
No Response Information to Display

Narrative

One action item that was identified in the past program review was to research the feasibility of requiring Probation/Dismissed students to take CRER 401 to increase their likelihood of future college success. Faculty and staff of the Counseling Dept. thoroughly examined how to address the needs of Probation and Dismissed students.   In response, a Student Success Program was developed. Rather than a required course, the Program is based on one-to-one intervention with students. A Counseling Dept. Retention Specialist was hired to reach out to students and increase their connection with the college and campus resources. Students are required to attend a Student Success Workshop and to complete a mid-term academic progress report. Students on probation and dismissal/reinstatement are strongly encouraged to take one of the CRER classes. The Department is currently exploring the development of a 3-unit College Success course that would be submitted to fulfill GE Area E. We believe that the 3-unit class will attract more students than the current 1-unit class.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.A.   Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: Lead Faculty, Counseling

Response Types: All Responses Types

Response Detail
No Response Information to Display
Narrative

 In the previous program review, 4 laptops were requested for counselors, providing the necessary technology for instruction, workshops and outreach events. Another granted resource was the addition of two computer stations in 9-106 which allowed for a slight increase in class size for courses taught in this venue.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

6.B.   Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail
No Response Information to Display
Narrative

Not applicable

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

4	Current State of the Program

7   Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

Headcount for Career Courses was highest in 2012/13 when we offered 23 sections. During that year, Headcount at census was 559. However 2012/13 was also the lowest Load at 398. In 2012/13, 6 sections of CRER 401 & 407 were linked to Basic Skills classes: ENGL 827, ENGL 826, ENGL 836 and ESL 924. Linked sections were slow to fill and eventually these offerings were "unlinked" to improve enrollment and load.

From 2013/14 to 2016/17, Census Headcount for all courses increased by 17% from 404 in 2013/14 to 474 in 2016/17. Similarly, Load also increased during that time period by 14% from 456 in 2013/14 to a Load of 521 in 2016/17.

FTES for the most recent year (2016/17) is 37.62; this is the highest FTES for the 5-year period.

There are a number of changes made over the five-year period that increased CRER course productivity. These are:
Unlinked CRER 401 and CRER 407 courses with Basic Skills courses.
Reduced CRER 401 and CRER 407 course offerings to one per semester; these are slower to fill and are one-unit only.
Offer CRER 137 and CRER 110 in the Puente Program course sequence.
Offer a Spring section of CRER 137 for students enrolled in COLTS: Community of Learning Through Sports
Alternate CRER 300 (offered online in SP) and CRER 110 (online in Fall).
Beginning Summer 2014, offer CRER 137 online; increased to two sections in Summer 2015.

Because CRER 3-unit courses fill easier than 1-unit courses, Counselors will explore creating a 3-unit College Success course. Counselors will also be piloting an additional section of CRER 137 that will be a late-start evening hybrid.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2017-18

User Name: **Lead Faculty, Counseling**

Response Types: All Responses Types

8-A.   Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

The Gap Analysis for CRER courses in academic year 2016/17 documents the following significant data:

Two groups of students have a program access rate that is lower than their representation at the college. These two groups are Asian students and White Non-Hispanic students. Generally these groups are not disproportional impacted groups, unless students have an economic disadvantage.
Data on program course completion rates identifies Black Non-Hispanic students with a completion rate of 53.3% compared with 76.4% of all students in CRER courses. Of 10 Black female students who enrolled in 2016/17, 6 successfully completed; among 5 Black males who enrolled, 2 successfully completed.
CRER classes enroll Hispanic students in greater numbers than their representation in the college, especially male Hispanic students. 25.3% of CRER class students were Hispanic females compared with their college representation of 20.2%. Hispanic males enroll in even larger numbers; they represent 22.5% of CRER students compared with 12.1% of the college population.
There is a significant equity gap in course success by gender. The course success rate for all females is 81.90%; for males, the success rate is 68.70%. This compares with the college's success rate goal of 70%. The data is more pronounced when looking at Hispanic males who have a CRER course success rate of 65.7%.
The completion rate for Black Non-Hispanic students is based on a very low course enrollment (15 students) and may not be statistically valid. The Counseling Dept. will support college outreach efforts to increase college enrollment of Black Non-Hispanic students, and into CRER courses.

Some strategies to address the gap in course success between males and females are:
Invite male representatives into the classroom to talk about educational goals and careers.
Recognize that there may be a difference between males and females in college preparedness; assign group projects, reach out to males 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 males may receive to quickly learn a job skill and work full-time.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

8.A.   Progress & Completion -Observation

Search Standards By User

Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail
No Response Information to Display

Narrative

The following chart compares the success rate of DE vs Non DE courses from 2013/14:

	Not Online	Online
2013/14	70.1%	57.4%
2014/15	68.1%	44.9%
2015/16	74%	65%
2016/17	79.1%	67.6%

The course with the highest average success rate over time is the 3-unit CRER 137, including the online summer sections of CRER 137. Courses with consistently low (below 70%) course success rates are 1-1.5 unit non-online or online courses (does not include hybrids): CRER 401, CRER 110, CRER 407, and CRER 300.

The Counseling Dept. will be looking more closely at increasing our 3-unit course offerings, including the development of a 3-unit College Success course. We are also planning to offer a late-start, hybrid CRER 137 for the first time in Fall 2018. In the next year, the Dept. will be implementing online video counseling appointments which will improve support to online students enrolled in CRER courses, potentially impacting the success rate of online courses.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

Source: IPR
Cycle: Instructional Program Review 2017-18
User Name: Lead Faculty, Counseling
Response Types: All Responses Types

9.A.   SLO Assesment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

SLO's are assessed at the end of every course offering. For many CRER courses, only one section is offered each semester therefore no coordination occurs between instructors. Because several sections of CRER 137 are offered each semester, instructors decide as a team which SLO to assess.

The following are the SLO's for CRER courses:

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning
Evaluate coursework for transfer requirements.
Use a four-year institution catalog to identify upper division course requirements for a bachelor degree.
Identify transfer policies for admission purposes.

CRER 300 Introduction to Scholarships
Demonstrate research skills in relationship to exploring financial aid and scholarship opportunities.
Write a personal statement for a scholarship application.
Demonstrate an understanding of time management and organization skills.

CRER 137 Life and Career Planning
Create an effective resume to be used for career-related opportunities.
Evaluate career assessment results (interests, satisfying work skills, values and personality.)
Demonstrate knowledge of informational interviewing skills.

CRER 430 Career Assessment
Use career research resources in area of career and life planning based on the results of the Assessment Inventories.
Complete Student Educational Plan.
Interpret and understand career assessment results.

CRER 401 College Success
Identify at least five study techniques that lead to college success.
Identify their learning style and use of appropriate study techniques.
Students will be able to identify the prerequisite courses for their major.

CRER 407 Exploring Careers, Majors and Transfer
Demonstrate the ability to use educational planning tools such as Degree Works, Web Smart, assist.org and the college catalog.
Identify careers that closely match with career assessment results.
Demonstrate the ability to use career research tools such as eureka.org, cacareercafe, informational interviews, and EDD/Labor Market Information (LMI).
Demonstrate a knowledge of California public higher education, including the CCC, CSU, and UC systems.
Use self-reflection techniques to help validate career and educational choice.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

Many CRER courses include SLO's related to career assessments.   To further develop Instructors' proficiency in career assessment interpretation, instructors reached out to CPP, Inc. to provide a one-day on-site workshop for counseling faculty. Another example of implemented change is with our CRER 110 course which required students to develop a transfer application packet. Based on SLO assessment, it was determined that this was difficult to measure because all application packets are online. This was modified to require students to submit a report explaining the process and how they completed a transfer application.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

10   PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

There is no PLO for CRER courses because they are not part of a program for which degrees or certificates are awarded. Students generally take one or two courses for which there are SLO's.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

5	Looking Ahead
11	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

 Enable students to develop a better understanding of their skills related to the workplace by providing students with the MicroSkills career analysis tool.

Provide students with detailed assessment and interpretation of their career interests as identified by the Strong Interest Inventory by supplying CRER Instructors with Strong Interest Inventory User's Guides.

Provide students with detailed assessment and interpretation of their personality as identified by the Myers- Briggs Type Inventory by supplying CRER instructors with the following publications: Introduction to Type; Introduction to Type & Careers; Introduction to Type in College.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Source: IPR
Cycle: Instructional Program Review 2017-18
User Name: **Lead Faculty, Counseling**
Response Types: All Responses Types

12   Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	