

19-20 Program Review



CAN Program Review (Instructional) - Career Courses (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

Lead Contact Person: Nadya Sigona

Writing Team: Nadya Sigona, Daryan Chan, Jose Zelaya

Executive Summary

O. Executive Summary: 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 between seven to twelve 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 there is now an online CRER 137 section for CWA offered in the summer. We also began offering online sections of CRER 137 during the regular academic year, including one for CWA. Another change is that we offered cohort specific CRER 137 classes for International Students and one at Menlo Park for Strong Workforce students. Additionally, we began to offer a CalWorks CRER 137 starting in Fall 2019. We submitted, and had approved, for CRER 407 to be offered online. Starting in Spring 2020, we are offering a late start evening CRER 137.

We are offering more sections to provide a variety of options for students, including off-site, evenings, online, hybrid, and cohort-based. CRER courses are doing well in productivity, but not as high as our peak in 2016/17. From 2017/18 to 2018/19, Census Headcount for all courses decreased by 13% from 483 in 2017/18 to 422 in 2018/19. This decrease is in alignment with the decrease in overall student enrollment at Cañada. FTES for the most recent year (2018/19) is 36.7; this is among the highest FTES during the last 5-year period.

CRER classes enroll Hispanic students in greater numbers than their representation in the college, especially male Hispanic students. 34.1% of CRER class students were Hispanic females compared with their college representation of 25.2%. Hispanic males enroll in even larger numbers; they represent 23.7% of CRER students compared with 13.8% of the college population.

The completion rate for Black Non-Hispanic students is based on a relatively low course enrollment (20 students), but shows that Black Non-Hispanic students taking the CRER courses have a higher success rate than those in the general college population.

There is a slight equity gap in course success by gender. The course success rate for all females is 70.3%; for males, the success rate is 71.6%. This compares with the college's success rate goal of 70%. The data shows that there is a slight equity gap in the completion rate for female students. Some strategies to address the gap in course success between males and females are to invite female representatives into the classroom to talk about educational goals and careers, reach out to females who fall behind, include class discussions of messages from family members about appropriate careers and educational goals, and to discuss messages females may receive to quickly learn a job skill and work full-time.

Consistent with online instruction outcomes, the online CRER courses have a lower success rate (70.2%) compared with in-class instruction (73.4%). The online 3-units CRER 137 course has a higher success rate than online 1-unit courses. The Department already implemented hybrid courses and the success rates varied depending on the course, so we are continuing to evaluate the SLO's and best practices.

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.

The action plan for CRER courses are to: submit for approval a 3-unit College Success course; partner with Guided Pathways, Strong Workforce, and learning communities (CWA, STEM) to continue offering CRER courses for specific populations; continue formal dialogues on SLO's; submit for approval CRER 430 to be offered online; and implement strategies to improve female success rates in courses.

Program Context

1. Mission: 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 Canada 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.

2. Articulation: 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. No known changes.

3. Community & Labor Needs: No known changes.

Looking Back

4. Curricular Changes: There are many collaborations with CRER and other programs/departments across campus. For instance, we are now offering a CRER 137 course for International Students, CWA, Strong Workforce, CalWorks, Puente and the College of Learning Through Sports (COLTS). We have included a new CRER 110, and honors course, for STEM students. We started offering fully online CRER 137 courses throughout fall and spring semesters, which is an improvement as we only offered them in previous summers. CRER 407 is approved to be offered fully online and is planned to be in the schedule in the future.

5A. Progress Report - IPC Feedback: 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.

5B. Progress Report - Prior Action Plans: Enable students to develop a better understanding of their skills related to the workplace by providing students with the MicroSkills career analysis tool.

-----Complete ----- All students are able to access MicroSkills at the transfer/career center computers and at home via a school code obtained at the career center.

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.

---- Incomplete ---- Resources were requested but not obtained yet.

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.

---- Incomplete ---- Resources were requested but not obtained yet.

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.

-----Partially complete -----The retention specialist continues to work closely with students to increase their connection with the college and campus resources. As for the 3-unit class, it has not been implemented yet, but we continue to offer the 1-unit option. Counselors met to discuss the implementation of the 3-unit course and are in agreement that it should be created.

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.

----Partially complete --- We are not requiring but are highly encouraging students to take CRER courses when they are on probation.

6A. Impact of Resource Applications: Not applicable.

6B. Impact of Staffing Changes: The addition of a full-time International Student counselor has allowed us to offer a CRER 137 course specifically tailored to international students' educational experiences. Furthermore, funds received from Strong Workforce has allowed us to offer a CRER 137 course at the Menlo Park Campus. These are two examples of increased support for our students.

Current State of the Program

7. Enrollment Trends: 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.

For the 2017/2018 academic year, Census Headcount for all courses decreased by 7% from 521 in 2016/2017 to 483 for 2017/2018. During the 2017/2018 year, a few 1-unit sections did not meet the minimum head count and were cancelled. These cancellations account for the majority of the headcount decrease.

For the 2018/2019 academic year, Census Headcount for all courses decreased by 13% from 483 in 2017/2018 to 422 for 2018/2019. A recommendation for addressing this is to add to our team a Transfer and Counseling Program Services Coordinator to assist in recruitment and coordination with other faculty and staff. Another change was that we attempted to increase our 3-unit CRER 137 offerings as they tend to fill and not get cancelled. We also are attempting to offer more sections online to build headcount. Additionally, we are experimenting with late start classes to provide students more time to finalize their schedules and not be behind on coursework.

FTES for the most recent year (2018/19) is 36.7; this is a slight decrease from the highest FTES for the 5-year period, which was 2017/2018, at 39.4 FTES.

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 Punte 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 Fall 2019, offer CRER 137 online in the fall and spring semesters.

Beginning Summer 2019, began offering online CWA section of CRER 137 during the Fall, Spring, and Summer semesters.

Beginning Fall 2019, offered an International Students section of CRER 137.

In Spring 2019, offered a late-start hybrid section of CRER 137 in the evenings to accommodate students with day work hours.

In Fall 2018, offered a dual-enrollment course in conjunction with Phoenix Academy to teach the course at the high school and provide college units to concurrent enrollment students.

Because CRER 3-unit courses fill easier than 1-unit courses, Counselors will begin the process of submitting a 3-unit College Success course.

Counselors will pilot a late start evening CRER 137 course.

8-A. Access & Completion: The Gap Analysis for CRER courses in academic year 2018/19 documents the following significant data:

Four groups of students have a program access rate that is lower than their representation at the college. These four groups are Asian students, Filipino students, Multiracial students, and White Non-Hispanic students. Generally these groups are not disproportional impacted groups, unless students have an economic disadvantage, with the exception of Multiracial (the gap was -0.9%, which would not be a large population).

Data on program course completion rates identifies Black Non-Hispanic students with a completion rate of 60.2% college-wide compared with 71.4% of all students in CRER courses. Of 10 Black female students who enrolled in 2018/19, 7 successfully completed; among 10 Black males who enrolled, 8 successfully completed.

CRER classes enroll Hispanic students in greater numbers than their representation in the college, especially male Hispanic students. 34.1% of CRER class students were Hispanic females compared with their college representation of 25.2%. Hispanic males enroll in even larger numbers; they represent 23.7% of CRER students compared with 13.8% of the college population. There is a slight equity gap in course success by gender. The course success rate for all females is 70.3%; for males, the success rate is 71.6%. This compares with the college's success rate goal of 70%. The data shows that there is a slight equity gap in the completion rate for female students.

The completion rate for Black Non-Hispanic students is based on a relatively low course enrollment (20 students), but shows that Black Non-Hispanic students taking the CRER courses have a higher success rate than those in the general college population.

Some strategies to address the gap in course success between males and females are:

Although the gap for female success rates in the CRER classes is minor (-4.3%), instructors can Invite female 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 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.

8-B. Completion - Success Online: The following chart compares the success rate of DE vs Non DE courses from 2014/15:

	Face-to-Face	Hybrid	Online
2014/15	68.1%	N/A	44.9%
2015/16	74%	67.3%	65%
2016/17	79.1%	N/A	67.6%
2017/18	76.6%	87.3%	65%
2018/19	73.4%	64.6%	70.2%

The course with the highest average success rate over time is the 3-unit CRER 137, including the online summer sections of CRER 137, and the CRER 430 and CRER 110. 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 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, CRER 137 in the evenings for the first time in Spring 2020. We are also looking to start offering the CRER 407 and 430 online to support a variety of students that may have difficulties making it to campus.

9A. SLO Assessment - Compliance: All active course 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. Faculty meet each semester as a group to discuss best practices and to analyze SLO's and discuss changes or updates needed. Faculty also meet individually throughout the semester to discuss best practices for evaluating and obtaining data for SLO's.

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.

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.

9B. SLO Assessment - Impact: 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. CRER instructors have also met formally, and will continue to discuss and improve the SLO process and analysis of success. During those conversations regarding SLO's, counselors came to an agreement that the SLO's are working for now. The instructor for the CRER 401 course sent out online surveys asking for feedback and suggestions.

10. PLO Assessment: Not applicable.

There is no PLO for CRER courses because they are not part of a program for which degrees or certificates are awarded. The Counseling Department has SAOs that are assessed, discussed and reported through SSPC's program review process.

Looking Ahead

11. Program Planning: CRER Interest Areas (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). We are also looking to explore avenues for having these two online options be used to support the Guided Pathways interest areas exploration process for students. As part of the first year experience, have specialized career courses that align with the four main interest areas. We also plan to offer sections to assist undeclared students in choosing an interest area.

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.

Continue SLO dialogue

--Next semester we are up for curriculum review and we will reevaluate the SLO's at that time.

CRER 3-unit course development

--Counselors will meet with Curriculum Committee to submit course description for approval to be taught.

CRER 430

--In addition to CRER 407, which has been approved to provide online, we are planning to submit for CRER 430 to also be offered online to create equity for students that cannot make it to campus.

Address equity gap in female success 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.

Program Review Narrative Status: Complete

Objective: CRER Interest Areas (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).

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022, 2022-2023

Estimated Start Date: 08/10/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Objective: 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.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date: 08/14/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

CAN Program Review (Instructional) - Career Courses (Odd Year)

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Objective: SLO dialogue and process improvement

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.

Objective Status: 2 - Continuing (PR)

Objective Year: 2019-2020, 2020-2021

Estimated Start Date: 08/14/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Objective: Curriculum Additions and revisions (new 3 unit College Success and CRER 430 DE Addendum)

Counselors will develop CRER 100, College Success, 3 units, and submit course through the appropriate process for Curriculum Committee approval.

CRER 430: In addition to CRER 407, which has been approved to provide online, we are planning to submit for CRER 430 to also be offered online to create equity for students that cannot make it to campus.

Objective Status: 1 - New (PR)

Objective Year: 2020-2021

Estimated Start Date: 08/17/2020

Estimated Completion Date: 08/10/2021

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

CAN Program Review (Instructional) - Career Courses (Odd Year)

Objective: Address equity gap in female success rates

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.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date: 01/13/2020

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success