Career & Personal Development

Program Review - Comprehensive Review

2022 - 2023

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Program Context

1. Mission
Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

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.

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."

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
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.

The CRER department can be impacted by the job market. 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. Moreover, the 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.

Looking Back

4. Curricular changes
List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Since the last review, the program has begun to offer additional modes of delivery for courses. Due to COVID necessitating remote instruction, some of the CRER courses are now being offered synchronously in

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addition to the asynchronous modes available before. Some of the CRER 137 classes are being offered in multi-modal format, with the option to complete the class in-person, via Zoom, or fully online through Canvas. There are also some late start courses to accommodate students that have to revise their schedules mid-semester.

5A. Progress Report - IPC Feedback
Provide your responses to all recommendations received in your last program review cycle.
There was no IPC feedback or recommendations provided for this review cycle.

5B. Progress Report - Prior Program Goals
Provide a summary of the progress you have made on the program goals identified in your last program review.
From the last program review cycle, CRER 430 has been approved to be offered via the online delivery format. The program has started to use the time opened up by not needing assessment to start conversations with students regarding interest area and to assist in narrowing down educational goals. Additionally, with the Interest Area Success Teams created and meeting regularly, the program has found institutionalized support for STEM students. 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. The program has also decided not to institutionalize the CWA CRER 137 and instead will focus on providing PROMISE students a CRER 137 course.

6A. Impact of Resource Applications
Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?
The program did not request resources in the last cycle.

6B. Impact of Staffing Changes
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."
The program has not had a change in the faculty that teach CRER courses.

Current State of the Program

7A. Enrollment Trends
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.
Headcount for Career Courses was highest in 2019-20 when we offered 23 sections. During that year, the Headcount at census was 592. However, 2019-20 was also the second lowest Load at 313 during this cycle. In 2020-21, we saw a significant dip in Headcount (478) and Sections (18). We can attribute this to significant district-wide enrollment dips due to the COVID-19 move to all virtual learning and services. However, we saw a similar trend in the pre-pandemic year of 2018-19, where Headcount was at 445 and Sections were at 17.

In 2021-22, we saw a significant increase in Headcount (546) and Sections (24) compared to the previous year. 2021-22 is when the College made a concerted effort to bring back in-person class offerings and services.

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FTEF saw a significant improvement from 2.37 in 2018-19 to 3.43 in 2019-20. That increase has stayed steady through 2021-22.

FTES has steadily increased from the beginning of the cycle at 39.4 in 2017-18, to 42.0 in 2021-22. FTES peaked in the middle of the cycle at 47.9 in 2019-20.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

During this cycle, some significant changes have occurred, especially in the area of outreach to underrepresented surrounding areas of our larger community. As part of the Dual Enrollment program, CRER 137 offerings have been staffed at two area high schools (Oxford Academy in East Palo Alto and Pescadero High School in Pescadero).

We have also added cohort restricted sections of CRER 137 as part of the Promise Scholars program. These sections are staffed exclusively by Promise counselors, and the Program is also planning to add CRER 401 for the next cycle, as the program capacity increases.

The aforementioned changes could explain the 14% increase in Headcount from 2020-21 to 2021-22. However, Load actually decreased by 19% during the same time period.

CRER 137 has maintained a significantly higher Headcount, Load and FTES throughout the cycle, compared to CRER 110, 401, 407 & 430. This trend can be attributed to the consistently higher course offerings each year, as it now is part of three separate Learning Communities (COLTS, Promise & Puente). The 3 unit, UC/CSU transferable CRER 137 course is approved for Area E for both the CSU GE and our local AA/AS, which could also help to explain its popularity.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

We will continue our offerings under the Dual Enrollment program, reaching more High School students, and continue offering the Promise cohort restricted sections with CRER 137 and expanding to include CRER 401.

The CRER 110, a one-unit Honors course, can now be combined with LIBR 100 and IDST 150, to provide students with 3 units of honors credit. The Honors Transfer Program will continue to promote CRER 110 as an important course for transfer knowledge and earning honors credit. In addition, the Counseling Dept. will promote enrollment of CRER 110 in the student's second semester, ensuring that students understand the transfer process before preparing transfer applications.

Under AB 928 and the establishment of "CalGETC", the proposed singular GE pattern calls for elimination of Area E, Lifelong Learning & Self-Development. CRER 137 is one of the few 3-unit courses in Area E. Through our Academic Senate and other avenues, we are lobbying to establish an Area E CSU graduation

requirement that can be satisfied either with an upper or lower division course. If approved, we will encourage students to satisfy this graduation requirement at the Community College. Our hope is that we can maintain or expand enrollment in CRER 137.

Lastly, Counselors have identified our professional development need for training in virtual counseling. Before the pandemic, we were not offering virtual counseling. Currently, virtual appointments are in high demand. We have identified both a 40-hour and 20-hour "Online College Counseling" training offered by the CA Virtual Campus Online Network of Educators. We are currently exploring the format for making the training available to Counselors.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Based on the data provided by PRIE this is the completion and success rate for the cycle (2020-2022):

In 2020-2021 the success rate for the department was 73% (Overall College Success Rate: 72.9%)

In 2021-2022 the success rate for the department was 72% (Overall College Success Rate 72%)

Figuring completion rate by subtracting withdraw rates from 100%:

· In 2020-2021, the completion rate was 87%.

> o 100% - 13% Withdraw rate = 87% completion rate. 73% out of these 87% succeeded, or 83.9% of those that completed also succeeded.

· In 2021-2022, the completion rate was 87% (same as previous year)

> o 100% - 13% Withdraw rate = 87% completion rate. 72% out of these 87% succeeded, or 82.8% of those that completed also succeeded.

Success rates of specific courses in the department:

From 2017-2018 through 2021-2022, student success rates (in descending order):

· CRER-430 at 80%

· CRER-110 at 77%

· CRER-137 at 72%

· CRER-401 at 64%

· CRER-300 at 56%

· CRER-407 at 38% (no longer offering this course)

From 2017-2018 through 2021-2022, student completion rates (in descending order):

· CRER-110 at 87%

· CRER-137 at 85%

· CRER-430 at 84%

· CRER-401 and CRER-300 at 80%

· CRER-407 at 40% (no longer offering this course)

- Since there are no certificates or degrees specifically for our department, the question is not relevant regarding whether a student can get a degree or certificate from our department by taking courses only at Cañada College.

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- To help improve completion and success rates in our department, the college can:

· Continue to have Learning Communities connected to our career courses
· Provide a retention specialist dedicated to the Counseling Department
· Provide more student support such as tutoring in an area
· Continue to support the Early Alerts program

8B. Student Equity
One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a 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?

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)

8C. Completion – Success Online
The college has a goal of improving success in online courses. Using the data provided by PRIE, 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".

For the academic years in this current cycle, the success rate between online/hybrid and face-to-face courses have been mixed.

1. 2019-2020 - 65% for online, 69% for face-to-face

2. 2020-2021 - 76% for online, 63% for face-to-face

3. 2021-2022 - 70% for online, 88% for face-to-face

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For context, 2019-2020 was the start of the COVID pandemic, with instruction quickly altering from face-to-face to almost entirely online for the Spring 2020 semester. The 4% gap between the two modalities illustrate a relatively successful shift from face-to-face to online mid-semester and that students succeeded at a comparable rate between the two modalities.

In 2020-2021, virtually all the CRER courses were offered online, either asynchronously or synchronously. With the pandemic firmly at the forefront and with strict masking and vaccination policies, it is likely that these factors affected the rare in-person course and the success rate, lowering it to 63%. Due to the pandemic, many of the instructors completed additional training in use of remote learning tools, and there was access to more online support services for students, including the Virtual Campus, online tutoring, and remote counseling. Likewise, students that enrolled during the pandemic would have likely already become accustomed to remote learning, and those that preferred face-to-face, likely would have decided not to enroll until face-to-face instruction was again available. These factors likely contributed to the online success rate increasing to 76%.

In 2021-2022, many more face-to-face classes became available again. Online offerings went back down, with online courses averaging more students per section than the face-to-face courses. Success rates for face-to-face courses improved markedly, to 88%. Potential reasons include students motivated to return to in-person learning after nearly two years of remote learning, an easing of pandemic restrictions, smaller class sizes allowing for more faculty and student interaction, and access to campus resources being more easily available. Online success rates stayed relatively similar to the previous year, holding at 70%.

Due to the unique circumstances of this cycle, it is difficult to gauge a gap between online and face-to-face success rates, as the data goes both ways. We can, however, extrapolate on certain factors that have raised the success rate overall in the last three years. These include faculty obtaining additional training in using remote learning tools, having additional access to support services for students that they can utilize remotely, smaller classes sizes for increased faculty and student interaction, and tools via Virtual Campus to help students learn how to use remote learning tools, such as Canvas.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

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.

The following are the SLO's for CRER courses:

CRER 110 Honors Colloquium in Career & Personal Development: Transfer Essentials and Planning:

1. *Evaluate coursework for transfer requirements.*

2. *Use a four-year institution catalog to identify upper division course requirements for a bachelor degree.*

3. *Identify transfer policies for admission purposes.*

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CRER 300 Introduction to Scholarships

1. *Demonstrate research skills in relationship to exploring financial aid and scholarship opportunities.*

2. *Write a personal statement for a scholarship application. Demonstrate an understanding of time management and organization skills.*

CRER 137 Life and Career Planning

1. *Create an effective resume to be used for career-related opportunities.*

2. *Evaluate career assessment results (interests, satisfying work skills, values and personality.)*

3. *Demonstrate knowledge of informational interviewing skills.*

CRER 430 Career Assessment

1. *Use career research resources in the area of career and life planning based on the results of the Assessment Inventories.*

2. *Complete Student Educational Plan.*

3. *Interpret and understand career assessment results.*

CRER 401 College Success

1. *Identify at least five study techniques that lead to college success.*

2. *Identify their learning style and use of appropriate study techniques.*

3. *Students will be able to identify the prerequisite courses for their major.*

9B. 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?

In the previous cycle (2017-2020), faculty met each semester as a group to discuss best practices and to analyze SLO's and discuss changes and/or updates needed. Faculty also met individually throughout the semesters to discuss best practices for evaluating and obtaining data for SLO's. This current cycle, faculty have not yet met as we previously did. Therefore, the SLO's used for this current cycle needs to be reviewed/discussed by the CRER instructors to ensure they are all relevant and in-line with our current and/or future Mission. It is also important to note that the same SLO's were assessed in the previous cycle.

10 PLO Assessment
Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <b>Three Year Assessment Plan<b/> 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?

Not Applicable

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Looking Ahead

Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

General Supporting Documents

CRER_Full-Packet_2017-2022.pdf

Tables & Graphs

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Career & Personal Development - Goals and Resource Requests

Goals

Goal Status
1 - New (PR)

Goal Title
Classroom for CRER courses

Goal Description
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. Currently, our CRER department has to work with other divisions to find rooms that will meet the needs of our courses, often this means CRER rooms aren't assigned until all other courses are assigned to other departments. Our goal is to have a single dedicated classroom for CRER instruction. 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. Currently ENGL and ESL courses are scheduled in that room. With building 13 coming back online soon we would like to request that CRER courses be given priority for 9-206.

Program Review Cycle When the Goal Begins
2022 - 2023

Who's Responsible for this Goal?
Dean of Counseling, VPA, VPSS, VPI

Mapping
- CAN College Goals: (X - Selected)

CAN College Goals

- Accessible Infrastructure and Innovation: X

- Equity-Minded and Antiracist College Culture: X

- Student Access, Success and Completion: X

Resource Requests

Item Requested
Dedicated room for CRER instruction.

Item Description
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. Currently, our CRER department has to work with other divisions to find rooms that will meet the needs of our courses, often this means CRER rooms aren't assigned until all other courses are assigned to other departments. Our goal is to have a single dedicated classroom for CRER instruction. 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. Currently ENGL and ESL courses are scheduled in that room. With building 13 coming back online soon we would like to request that CRER courses be given priority for 9-206.

Status
New Request - Active

Type of Resource
Facilities

Cost
NA

One-Time or Recurring Cost?
One - Time Cost

Career & Personal Development - Goals and Resource Requests

Critical Question: How does this resource request support closing the equity gap?

This request will help promote a sense of cohesion among Career Discipline faculty that could lead to better student outcomes, including the closing of equity gaps. Currently the Counseling Division is the only instructional division that does not have at least one dedicated classroom.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This request will help promote a sense of cohesion among Career Discipline faculty that could lead to better student outcomes, including the closing of equity gaps. Currently the Counseling Division is the only instructional division that does not have at least one dedicated classroom.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

This position has been reviewed by the department or division and is recommended for hiring.

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?