



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 addition to the

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asynchronous modes available before. Some of the CRER 137 classes are being offered as HyFlex, 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.

X

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?

X

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.

X

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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?

X

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?

X

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".

X

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.*

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.*

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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 Three Year 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?

Not Applicable

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

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