



COMPREHENSIVE PROGRAM REVIEW REPORT

Career & Personal Development

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

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 Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

The Career and Personal Development (CRER) program at Cañada College plays a vital role in advancing the College's mission to *"transform lives by providing an equitable, inclusive, and supportive environment that empowers students to achieve their educational and career goals."* Our program is deeply rooted in the college's vision of *educating and inspiring students to become engaged global citizens* and aligns with its core values of equity, student success, academic excellence, and community collaboration.

Mission and Program Purpose

The mission of the CRER program is to empower students from all backgrounds to clarify their goals, develop a strong sense of purpose, and successfully navigate their academic and career pathways. CRER courses support a diverse community of learners — including recent high school graduates, continuing and returning students, experienced professionals seeking new directions, and concurrently enrolled high school students — by offering curriculum focused on college success, career assessment and exploration, academic and transfer planning, job search strategies, and financial literacy. These courses help students make informed decisions, strengthen critical thinking and decision-making skills, and connect their education to meaningful career and life outcomes.

Contribution to College Goals and Educational Master Plan

CRER courses directly support Cañada College's Educational Master Plan, particularly EMP Goal 3.11: *"Create and expand career exploration experiences."* Courses such as CRER 137: Life and Career Planning help students define and refine their career goals, while CRER 127: Job Search Strategies equips them with practical tools to secure employment aligned with their aspirations. By guiding students through self-assessment, career research, and goal setting, the program contributes to improved retention, persistence, completion, and workforce readiness outcomes. Our curriculum also supports the college's Student Equity and Achievement (SEA) Plan by providing equitable access to career and educational planning resources, especially for first-generation, underrepresented, and historically marginalized students.

Collaboration with Academic Programs and Student Services

The CRER program collaborates extensively with academic programs, student support services, and campus initiatives to provide holistic, student-centered support. Our courses complement and integrate with services such as the Learning Center, STEM Center, Dream Center, SparkPoint, Transfer Center, EOPS, Promise Scholars Program, and Counseling Services to ensure students receive comprehensive academic, financial, and personal support throughout their educational journey. CRER faculty also engage with Guided Pathways Interest Areas, instructional divisions, and student support programs to provide workshops, orientations, and career planning events that reinforce student success.

Role in Institutional Priorities and Strategic Initiatives

The CRER program aligns with and supports multiple institutional plans and priorities, including the Strategic Enrollment Management Plan, by helping students clarify their educational goals early, choose majors aligned with their interests, and persist toward degree or transfer. Our emphasis on workforce preparation and lifelong learning also advances the Technology Plan by incorporating career exploration tools, online assessments, and digital job search strategies into the curriculum. In addition, CRER courses contribute to the college's Student Equity and Achievement Plan by closing opportunity gaps and supporting disproportionately impacted student populations.

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Through its mission, curriculum, and collaborations, the CRER program serves as a cornerstone of Cañada College's student success ecosystem — empowering students to connect their education to their purpose, transform their futures, and make meaningful contributions to their communities and beyond.

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 recent transition from the CSU-GE and IGETC general education patterns to the unified CalGETC framework may impact enrollment in the Career and Personal Development (CRER) program over time. In particular, CRER 137: Life and Career Planning — which previously fulfilled the *Lifelong Learning and Self-Development* area — no longer satisfies a general education requirement under CalGETC. While this change could affect course demand in the long term, it is important to emphasize that CRER courses remain fully transferable to both the CSU and UC systems and continue to provide significant academic and career development value to students.

To proactively respond to these changes, the program is exploring curriculum updates and potential course revisions. Future planning includes a comprehensive review of CRER 137 to determine if it can be aligned with and approved under new general education areas such as Social Sciences or Critical Thinking. These adjustments would support continued relevance, strengthen articulation opportunities, and ensure the course remains strategically positioned to support students' transfer and educational goals.

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, its membership, and describe your advisory group's recommendations for your program.

Shifts in labor market trends, emerging technologies, and evolving community needs are directly influencing how the Career (CRER) courses within the Counseling Department approach student preparation and career readiness. In particular, there has been a noticeable increase in interest — especially among young male students — in skilled trades and hands-on technical careers. Many of these students are seeking short-term training opportunities that lead directly to employment and provide immediate pathways to improve their families' economic circumstances. However, programs such as electrical apprenticeship, fire technology, automotive technology, barbering, and cosmetology are not currently offered on the Cañada College campus, though they are available at sister colleges within the district. Expanding access to these types of programs locally or strengthening pathways and partnerships with existing offerings across the district would help address this unmet need and better align with student goals and workforce demand.

Additionally, the rapid advancement of artificial intelligence (AI) and automation is transforming the nature of work across multiple industries. As a result, there is increasing demand for graduates who possess critical thinking, creativity, communication, adaptability, and other human-centered skills that complement technological change. These shifts underscore the need for career education that goes beyond technical competencies and emphasizes future-oriented skills that prepare students for dynamic and evolving career landscapes.

Career courses such as CRER 137: Life and Career Planning and CRER 127: Job Search Strategies are adapting to these workforce realities by integrating updated content, discussions, and activities centered on emerging industry trends, digital transformation, and career adaptability. The curriculum

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emphasizes transferable skills, lifelong learning, and informed decision-making — equipping students with the tools they need to succeed in an evolving economy.

The Counseling Department is also exploring ways to strengthen partnerships and collaborations with workforce development initiatives and external agencies to meet community and employer needs more effectively. Future efforts include deeper integration with initiatives such as Strong Workforce, NOVAworks, JobTrain, and local industry advisory boards to provide students with expanded opportunities for internships, employment connections, and exposure to high-demand careers. Enhanced collaboration with Career Education programs, SparkPoint, and local apprenticeship pathways will also help students transition more seamlessly from education to employment, particularly those seeking accelerated entry into the workforce.

Finally, the career curriculum directly supports Educational Master Plan Goal 3.11: “Create and expand career exploration experiences.” Through career assessment, exploration, and planning, CRER courses provide students with structured opportunities to explore diverse career options — including both transfer pathways and immediate employment — and develop actionable plans to pursue their chosen fields. These efforts ensure that the Counseling Department’s career education offerings remain responsive to evolving community and labor needs while continuing to empower students to achieve their educational and professional goals.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

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

During the last program review cycle IPC recommended:

Providing information on community needs, employment needs, and impact on program under area 3, Community and Labor needs. We hope we have adequately addressed that feedback under area 3 of this year’s program review.

For section 5A Progress Report- IPC feedback we received feedback that we did not respond to the feedback received in the prior program review cycle. We hope to have adequately addressed the most recent set of feedback in this section here.

In section 5B Progress Report - Prior Action Plan we received feedback that we did not respond to the feedback concerning SLO’s and responding to identified equity gaps.

In section 11 we received feedback that we listed only one goal and that we may want to list all discussed goals and prioritize them in future program reviews.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

During the previous program review cycle, the primary goal identified for the Career (CRER) courses within the Counseling Department was to secure a dedicated instructional space to support consistent course delivery and improve the student learning environment. Since then, we have successfully achieved this objective: CRER courses now receive priority scheduling in Room 9-206, a large, technology-equipped classroom with student computers located in close proximity to many of our counseling programs and student support services. This development has significantly improved the program’s ability to schedule courses efficiently, provide continuity for faculty, and create a more cohesive learning experience for students. Having a dedicated

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instructional space has also enhanced opportunities for collaborative workshops, in-class career assessments, and hands-on technology integration — all of which strengthen the relevance and quality of career education. While this goal has been successfully met, ongoing challenges include the need for continued coordination with facilities scheduling to maintain access to 9-206 during peak enrollment periods and to ensure that the space remains available as CRER course offerings expand. Additionally, as the college continues to adapt to changes in scheduling demands and hybrid course delivery, continued dialogue will be necessary to sustain dedicated classroom access as a long-term program resource.

Current State of the Program

As stated in the 2022-2027 EMP: “Cañada College continuously assesses processes and removes barriers to student access, success, and completion.” The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

Over the past several years, the Career (CRER) curriculum within the Counseling Department has undergone significant updates to improve alignment across the district, enhance student access, and respond to evolving workforce and educational needs.

Curriculum Alignment and Course Renumbering

To support consistency and ease of navigation for students transferring within the San Mateo County Community College District (SMCCCD), CRER courses have been aligned across Cañada College, College of San Mateo (CSM), and Skyline College. This districtwide alignment included revisions to course outlines of record (CORs) and changes in course numbering:

- CRER 137, CRER 126, and CRER 127 have been aligned in content and outcomes across the three colleges.
- CRER 127 is in the process of being renumbered to CRER 120 across the district to standardize course listings.
- CRER 430 was revised from a 0.5-unit course to a 1-unit course and renumbered as CRER 126, aligning it with parallel offerings at Skyline and CSM.
- CRER 127 was approved as a 1-unit course to reflect the expanded curriculum and instructional time.

Implementation of CRER 127 – Job Search Strategies (1 unit, P/NP)

One of the most significant program changes was the launch of CRER 127: Job Search Strategies in Fall 2024. Modeled after the successful course at College of San Mateo, the Cañada version was enhanced with the Career Launch curriculum, which focuses on essential workforce readiness competencies including résumé development, job search strategies, professional networking, and interview preparation.

This course was intentionally designed as a 6-week hybrid class delivered in a cohort model for EOPS students. The addition of peer mentors and support staff within the course design has

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provided a more accessible and supportive learning environment, addressing common barriers to workforce entry and empowering students to enter the job market with greater confidence, preparation, and career clarity.

State and System-Level Policy Impacts

Statewide efforts to align curriculum and simplify transfer pathways – including AB 1111 Common Course Numbering – have directly influenced these changes. Standardizing course numbers and curriculum across the district improves student mobility and reduces confusion, ensuring a clearer and more streamlined pathway for students pursuing career development coursework as part of their educational goals.

These curricular and structural changes reflect an intentional effort to modernize our career education offerings, strengthen alignment with districtwide and state initiatives, and better equip students with the skills and knowledge needed for career success in a rapidly changing workforce landscape.

5B. Program of Study Completeness

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

Not applicable.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

Not applicable.

6: Enrollment Trends and Changes

Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.

Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. 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. Please note: If additional sources of data are used, please upload these documents or provide links.

Since the last program review in 2022, enrollment in Career (CRER) courses within the Counseling Department has remained relatively stable overall, typically ranging from the high 400s to mid-500s annually. Following a significant expansion of course sections during the 2021–2022 academic year to meet post-pandemic student demand, the number of sections has since stabilized. However, more recent data from 2024–2025 shows a slight decline in enrollment that may no longer justify the current number of sections offered. This decrease is reflected in a reduction in load, suggesting a need to more carefully align course offerings with demand to ensure efficiency and sustainability.

Trends in Enrollment and Load

- Enrollment levels remained steady through 2022–2023 but began to show a gradual decline in 2024–2025, particularly in smaller, specialized sections.

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- While headcount and FTES have remained largely consistent, the load has decreased, indicating that the number of students per section is declining.
- This trend suggests the program may benefit from re-evaluating course scheduling patterns (including the number of sections, delivery modes, and term lengths) to better match student demand.

Disproportionate Enrollment and Student Equity Considerations

One notable trend is the decline in enrollment among students with disabilities over the past two academic years. This group experienced a 6.0% decrease in 2023–2024 and a 6.2% decrease in 2024–2025. This disproportionate impact raises important equity considerations and highlights the need for targeted outreach and support strategies to re-engage students with disabilities in career courses. Potential interventions include strengthening collaborations with the Disability Resource Center (DRC), adapting course delivery methods to ensure accessibility, and expanding targeted support services within CRER courses.

Instructional Patterns and Delivery Modes

Changes in instructional design have also influenced enrollment patterns. The introduction of shorter, 6-week hybrid courses (e.g., CRER 127: Job Search Strategies) has expanded access and flexibility for students, especially those balancing work, family, and academic responsibilities. However, shifts in delivery modes (in-person, hybrid, asynchronous) and scheduling times (day vs. evening) may also have impacted student preferences and enrollment behaviors. Ongoing evaluation of modality preferences and scheduling data will be essential to optimizing enrollment and ensuring equitable access.

Implications and Next Steps

While overall enrollment in CRER courses remains steady, the recent downward trend in load and participation among specific student groups signals a need for strategic adjustments. Future efforts will focus on:

- Reviewing section offerings and delivery formats to ensure alignment with student demand.
- Expanding targeted outreach and inclusive instructional strategies to re-engage disproportionately impacted groups, particularly students with disabilities.
- Continuing to evaluate course scheduling patterns to better serve diverse student populations, including working adults, part-time students, and those seeking accelerated workforce preparation.

Through these strategies, the CRER program aims to maintain stable enrollment, close equity gaps, and continue providing relevant, accessible career education pathways that meet the evolving needs of Cañada College students.

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7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

During the current program review cycle, student success rates in Career (CRER) courses have remained relatively stable, ranging from a low of 70% to a high of 79%. These consistent outcomes indicate that, overall, the program continues to provide effective instructional support and student learning experiences. However, disaggregated data reveal areas of disproportionate impact that require targeted interventions to improve equity and student outcomes.

Disproportionate Impact – Student Success

Analysis of student success data shows that several student groups have experienced lower success rates compared to the overall average:

- Black, non-Hispanic students experienced a success rate gap of -20.1% in 2023–2024.
- Hispanic male students have consistently shown disproportionate impact, with gaps of -8.2% in 2022–2023 and -11.4% in 2021–2022.
- Face-to-face course sections showed a success gap of -8.8% in 2020–2021, which may reflect the challenges associated with transitioning back to in-person instruction following the COVID-19 pandemic.

These trends highlight the ongoing need for intentional, equity-centered strategies — including culturally responsive teaching practices, enhanced outreach and mentoring, and embedded support services — to improve outcomes for disproportionately impacted student populations.

Retention and Withdrawal Trends

Retention in CRER courses remains strong overall, with withdrawal rates averaging around 13% during the evaluation period. The program saw a notable improvement in 2023–2024, when the withdrawal rate dropped to 8%, suggesting that recent changes in course design and support may be contributing to stronger student persistence.

Despite these positive trends, some disproportionate impacts in withdrawal patterns remain:

- Students aged 40–49 experienced a significantly higher withdrawal rate of 22.4% in 2024–2025, indicating a potential need for additional support for adult learners balancing school, work, and family responsibilities.
- Hybrid course sections have shown persistent withdrawal challenges across multiple years, including 11.9% in 2024–2025, 18.3% in 2022–2023, and a particularly high 37.6% in 2021–2022. The elevated rate in 2021–2022 likely reflects broader disruptions and barriers associated with the pandemic.

Interpretation and Next Steps

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The overall stability of success and retention rates demonstrates the effectiveness of the CRER curriculum, but the data also underscore the need for targeted interventions to address equity gaps. Future efforts will include:

- Implementing more intrusive academic and career counseling for disproportionately impacted student populations.
- Increasing culturally relevant and community-based support strategies for Black and Latinx students.
- Providing flexibility and tailored support services for adult learners, particularly those in the 40–49 age group.

Reviewing the design and delivery of hybrid courses to improve student engagement, sense of connection, and persistence in mixed-modality formats.

7B. Online Success

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 different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write “not applicable.”

An analysis of student success rates by course modality reveals significant and persistent gaps in outcomes across Career (CRER) courses. Overall, face-to-face and synchronous online formats demonstrate the highest success rates, while asynchronous online courses show notably lower and more inconsistent performance.

Success Rates by Modality

- Face-to-face and synchronous online courses consistently achieve strong success outcomes. For example, CRER 137 and CRER 401 have reported success rates as high as 90% in these modalities.
- In contrast, asynchronous online courses consistently lag behind. For instance, CRER 300, which was offered exclusively online, reported a success rate of just 58%. Similarly, CRER 401 achieved only 64% success in its asynchronous format, compared to 81% in synchronous delivery and 90% in face-to-face sections.

Analysis of Disproportionate Impacts

The disparities between asynchronous and other modalities suggest that some students are struggling with the self-paced nature of fully online instruction. Students enrolled in asynchronous sections may face challenges with time management, self-direction, access to technology, or a lack of real-time interaction and support, all of which can negatively affect engagement, retention, and learning outcomes. The gap is particularly concerning given the college’s broader institutional goal of improving online course success and retention rates.

Implications and Strategies for Improvement

To address these gaps, several strategies can be implemented:

- Enhance asynchronous course design by incorporating more interactive, engaging, and scaffolded learning activities that foster accountability and ongoing participation.
- Leveraging Distance Education resources and training to support counselors and faculty in strengthening online course delivery. A key focus is improving Regular and Substantive Interaction

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(RSI) — a federal requirement for asynchronous online courses — by incorporating instructor-initiated contact, timely feedback, and structured opportunities for meaningful student engagement. Ongoing collaboration with the Distance Education team ensures that faculty are equipped with best practices, technological tools, and instructional strategies to enhance the online learning experience.

- Integrate synchronous components — such as optional live workshops, virtual office hours, or peer discussion sessions — to provide students with additional opportunities for real-time support and connection.
- Replicate effective practices from high-performing modalities and courses, such as CRER 401's face-to-face and synchronous sections, to improve the design and delivery of asynchronous offerings.

Provide early intervention and support tools (e.g., time management modules, regular check-ins, progress trackers) to help students succeed in self-paced environments.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

Not applicable.

8B. 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), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Since the last program review cycle, the Career (CRER) curriculum within the Counseling Department has experienced several notable staffing changes that have positively impacted course delivery, student engagement, and overall success.

To address vacancies created by existing counseling faculty, several new part-time (adjunct) counselors have joined the instructional team and begun teaching career education courses. Additionally, new tenure-track counselors from programs such as EOPS and the Promise Scholars Program have expanded their roles to include teaching CRER courses during both the fall and spring semesters. These staffing additions have strengthened the program's instructional capacity and allowed for more consistent course offerings across multiple terms.

The inclusion of new faculty has brought fresh perspectives, innovative curriculum approaches, and culturally responsive pedagogies that more effectively reflect the diverse needs and lived experiences of our student population. Many of these new instructors bring specialized knowledge of equity-focused counseling, first-generation student support, and workforce readiness, which has translated into more relevant, inclusive, and engaging course content. This infusion of diverse instructional voices has also enhanced students' ability to see themselves represented in the classroom and has contributed to improved classroom climate and learning outcomes.

The expanded instructional team has supported greater continuity in course scheduling, reduced the need for last-minute staffing adjustments, and allowed for the development of new course sections and modalities. These changes are especially significant for disproportionately impacted

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populations — including first-generation, low-income, and underrepresented students — who benefit from increased access to career education courses and faculty who are skilled in equity-minded teaching practices.

Overall, the addition of new adjunct and tenure-track counselors has strengthened the quality, relevance, and reach of career education offerings, directly supporting Cañada College's institutional goals around student success, equity, and workforce readiness.

9. SLOs and PLOs

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.

At least one section of CRER 430 and CRER 137 are assessed each semester they are offered and updated in compliance with the Three-Year Assessment Plan. CRER 110 has been updated in accordance with the Three-Year Assessment Plan within this cycle. As of now, CRER 401 and CRER 300 also have at least one class SLO assessed in accordance with the Three-Year Assessment Plan within this cycle.

9B. SLO Assessment - Impact

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

SLO outcomes have consistently met the criterion over the course of this cycle. As student needs change, faculty meet to discuss updates to the SLO's for each curriculum review, including at division meetings, counselor only meetings (Counselors Corner), and through discussions between teaching faculty, both within the college and across the district.

9C. 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 implemented as a result of PLO assessment?

Not applicable.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed.

• Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

To improve enrollment—particularly among disproportionately impacted student groups—several strategies can be implemented across course scheduling, curriculum design, targeted marketing, and onboarding alignment.

1. Curriculum Alignment with General Education Requirements and Student Support Programs

- A long-term curricular improvement would be the inclusion of CRER 137: Life and Career Planning in the CalGETC general education pattern, potentially under Social Sciences or Critical Thinking. This alignment would significantly increase its visibility, relevance, and enrollment by

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making the course count toward CSU and UC transfer requirements.

- CRER 137 can also serve as an introductory course embedded in the onboarding processes of key equity-focused programs—including EOPS, Promise Scholars, and UMOJA—similar to how it is already utilized in PUENTE. These learning communities serve students who are disproportionately impacted and would benefit from an early emphasis on self-awareness, educational planning, and career exploration.

2. Scheduling and Delivery Mode Enhancements

- Offering flexible course times (e.g., late-start, short-term, and asynchronous options) can improve access for working students, part-time students, and adult learners.
- Expanding dual enrollment offerings through high school partnerships remains a high-impact practice, particularly for first-generation and underrepresented students. CRER 137 is already a strong fit for these students who are in the early stages of career exploration and college identity-building.

3. Targeted Outreach and Marketing Strategies

- Promoting CRER courses at PEP (Priority Enrollment Program) events, which are onboarding sessions for incoming high school seniors, can introduce the importance of career readiness early in the matriculation process.
- Featuring CRER classes during in-person and virtual new student orientations (NSOs) ensures that both students and families understand the value, transferability, and applicability of these courses to all majors.
- Utilizing Guided Pathways Interest Areas as targeted communication channels can help students draw a clearer line between their academic major or interest area and the benefits of CRER courses, particularly if they are undecided or at a transition point in their academic journey.

4. Faculty Recruitment and Professional Development

- As enrollment grows and more support programs embed CRER courses into their models, the college may consider intentional recruitment of counseling faculty interested in teaching career and life planning courses, especially those with experience in culturally responsive pedagogy.

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Faculty training on equity-minded teaching, trauma-informed practices, and career development trends (including AI and future-of-work themes) can ensure that CRER courses continue to meet the evolving needs of our diverse student population.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

To meaningfully improve student retention and success—particularly for disproportionately impacted student populations including Hispanic/Latinx, Black/African American, Pacific Islander, and first-generation college students—our program proposes a combination of curricular enhancements, pedagogical innovation, expanded student services partnerships, and institutional investment in professional development.

1. Curricular and Pedagogical Changes

- **Equitable Grading Practices:** We are exploring the use of ungrading, contract grading, and other equity-centered grading models that de-emphasize punitive practices and encourage a growth mindset, particularly in first-year CRER 137 and CRER 407 courses.
- **Culturally Responsive Curriculum:** Faculty are committed to regularly updating course materials to reflect students' lived experiences, social contexts, and current labor market realities. This includes integration of OER/ZTC resources, BIPOC-authored texts, and multilingual materials when possible to remove cost barriers and promote inclusivity.
- **Career Relevance in the Age of AI:** As part of Cañada's strategic goal to prepare students for the evolving workforce, we are embedding AI literacy, future-of-work trends, and exploration of emerging industries into career education content. This equips students with relevant skills and foresight as they navigate an increasingly digital and automated labor market.

2. Responsive Instruction and Feedback Mechanisms

- **Student Voice & Belonging:** We propose implementing mid-semester anonymous surveys to capture real-time student needs, barriers, and feedback. This aligns with SMCCCD's equity imperative to center student voices in instructional planning and provides a mechanism for faculty to adapt teaching in response.
- **Community-Embedded Assignments:** Assignments such as the "Backpack I Carry," "Values Card Sort," and "Prototyping Career Interviews" connect academic learning to personal identity, cultural capital, and long-term purpose. These practices support student belonging, agency, and persistence, especially for first-gen and system-impacted students.

3. Strengthened Collaboration with Student Services

- We aim to deepen partnerships with Promise Scholars, EOPS, UMOJA, PUENTE, TRIO, SparkPoint, and Personal Counseling Services to provide more wraparound support and connect students with critical

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retention resources.

- We propose formalizing a faculty-to-support-program referral process, where instructors can flag students in need of holistic intervention early in the term—addressing retention issues proactively rather than reactively.

4. Faculty Development and Institutional Support

- Faculty Recruitment: As new career education sections are added, we recommend recruiting part-time and full-time counselors with lived experience and demonstrated success in working with disproportionately impacted students. Intentional representation among faculty fosters student trust, engagement, and persistence.
- Professional Development: To remain current in a rapidly shifting economic landscape, faculty need ongoing support to attend conferences (e.g., NCORE, Ensuring Transfer Success, CCCAOE), engage in AI-impacted career training, and participate in equity-centered communities of practice.

5. Alignment with Strategic Goals

This plan directly supports:

- Cañada College's Strategic Enrollment Management Plan, which calls for improved retention through intentional support for disproportionately impacted groups.
- EMP Goal 1: "Student Access, Success, and Completion"—by ensuring that courses and services are equity-centered, relevant, and responsive to evolving student and workforce needs.
- Districtwide Equity Goals to close equity gaps in course success and degree completion, particularly in gateway and career preparation courses.

How the College Can Support These Efforts

- Provide dedicated funding for OER/ZTC course conversion and curriculum development time.
- Institutionalize regular equity audits of CRER courses to identify disparities in outcomes.
- Expand in-class peer mentorship and tutoring services through Promise and other student success programs.

Support faculty in creating Canvas-integrated career toolkits that reflect labor market data and digital fluency, accessible to all students.

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10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Due to the lack of updates for some of the class sections, the department will need to implement a new method of data collection and input. As of now, no particular staff is tasked with ensuring SLO's are updated in the system. There needs to be a process by which faculty are trained and aware that SLO's need to be updated with results in the system.

Supporting Information
