

Program Title: Career Courses **Date Submitted:** March, 2013

1. Planning Group Participants: Kim Lopez, Dean, Counseling; Gloria Darafshi, Adjunct Counselor; Nick Martin, Counselor; Sandra Mendez, Counselor; Karen Olesen, Counselor; Nadia Sigona, Adjunct Counselor; Soraya Sohrabi, Program Supervisor Transfer/Adjunct Counselor; Michelle Mendoza, Adjunct Counselor

2. Contact Person: Kim Lopez; lopezk@smccd.edu; Gloria Darafshi darafshi@smccd.edu

3. Program Information

A. Program Personnel

CRER Instructors: Gloria Darafshi, Nick Martin, Sandra Mendez, Karen Olesen, Nadya Sigona, Soraya Sohrabi, Michelle Mendoza and Nick Tuttle

FT Faculty: Nick Martin, Sandra Mendez, Karen Olesen

PT Faculty: Gloria Darafshi, Nadia Soraya Sohrabi, Michelle Mendoza
Nadya Sigona, Nick Tuttle

B. Program mission and vision

Career courses educate and empower students to achieve success in higher education and to clarify and pursue their future careers. Career courses serve recent high school graduates, continuing students, returning students, experienced workers seeking career change, and high school concurrent enrollment students. Curriculum is structured around the themes of: College Success; Career Assessment and Planning; Transfer Essentials; Exploring Majors; Job Readiness; and Scholarships and Financial Aid.

C. Program Student Learning Outcomes

SLO's and Assessment Tools for each CRER course:

- **CRER 137 Life and Career Planning**

1. Students will create an effective resume to be used for career-related opportunities.

Assessment Method: Resume will be evaluated for effectiveness with predetermined evaluative criteria.

CRER 300 Introduction to Scholarship

1. Student will complete at least one scholarship application.

Assessment Method: Student will complete and submit a scholarship application packet at the end of class.

2. Student will be able to use the scholarships search engines and resources.

Assessment Method: Student will find 2 scholarships that fit his/her profile.

3. Student will demonstrate techniques to write scholarship essays and or personal statements.

Assessment Method: Scholarship essay and/or personal statement will be evaluated for effectiveness with predetermined evaluative criteria.

CRER 430 Career Exploration

1. Students will be able to investigate career and major options using web-based research and assessment programs.

Assessment Method: Student completion and submission of COPS Assessment Summary Page that documents research.

CRER 110 Honors Colloquium in Career and Personal Development

1. Upon successful completion of this course, a student will meet the following outcomes:
 - Evaluate their course work for transfer purposes and complete a student Educational Plan at the transfer institution.

SLO Reflections: See the attached chart entitled, "2012-13 Career Courses Program Review SLO Assessment Results"

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

A. TracDat and CurricUNet Data

1. See attachment in appendix, "SLO Assessment Results"
2. Active CRER classes with COR's over 6 years old:
 - CRER 300 Introduction to Scholarships (2001)
 - CRER 430 Career Exploration (2002)

Course Offerings:

- CRER 401 course offerings increased dramatically under the college's "First-Year Experience (FYE) Program". Due to budget constraints and the implementation of learning communities under the Basic Skills grant, CRER 401 offerings decreased from 10 in Fall 2009 to 3 in Spring 2010.
- In the past two years, CRER 401 course offerings ranged from 4-6 per semester:
 - Fall, 2010: 4 "linked" sections (linked with basic skills English or Read class); 1 hybrid section with a full day Saturday and online instruction.
 - Sp, 2011: 6 sections: 2 stand-alone day sections; 3 linked sections; 1 off-site at EPA HS.
 - Fall, 2011: 5 sections: 3 linked sections; 1 Saturday/online hybrid, 1 College for Working Adults (CWA) section.
 - Sp, 2012: 3 linked sections; 1 CWA section
 - Fall, 2012: 3 linked sections; 1 Saturday/online hybrid.

Strengths of the Curriculum:

- Provides students with basic strategies and information for succeeding in college.
- Linked courses insure that basic skills students will receive important college success material.
- CRER 401 is a UC and CSU transfer course.
- Students can continue on with CRER 407 or CRER 137 for more in-depth information on degrees, transfer, majors, and careers.

Issues and Possible Solutions:

- Linked evening CRER 401 section is consistently under-enrolled; enrollment in Fall linked sections are higher than Spring, most likely because of a higher influx of high school graduates in the Fall; stand-alone sections are consistently under-enrolled.
- Staff feels that CRER 401 is an important skill-building class that contributes to student success. Students often believe that they don't need this class, but counselors attest to students' lack of knowledge about navigating college. One recommended solution is to require students to take CRER 401 (or CRER 137 or 407 in lieu thereof); this requirement can only be met with more counseling staff and resources.
- Another possible solution is to offer a hybrid CRER 401; this would make it easier for students to building this class into their schedules.

CRER 407 Exploring Careers, Majors, and Transfer**Course Offerings:**

Issues and Possible Solutions:

- The maximum enrollment for this class is 30; this number can be more easily achieved if the course were offered during the day.
- This course could possibly be offered as a hybrid.
- If student enrollment were to increase, it would be helpful to have an intern to help with the class, or possibly English tutors.

CRER 430 Career Exploration**Course Offerings:**

- This is a .5 unit course offered "by arrangement".
- Students meet individually with a Counselor who guides them through career assessments and interpretation of the student's vocational interests, skills, and values.
- By the end of the minimum required 24 hours, students are able to define career alternatives.

Strength of the Curriculum:

- The "by arrangement" nature of the course gives students maximum flexibility to take the course.
- One-on-one with a Counselor provides student with extensive individual consultation on the results of their career assessments.

Issues and Possible Solutions:

- Identify additional Counselors to "teach" this course; this will likely lead to more student enrollment.

CRER 110 Honors Colloquium in Career and Personal Development: Transfer Essentials and Planning**Course Offerings:**

- New course offered in August 2012 for the first time as accelerated for STEM students.
- Course will be offered again in Fall 2013.
- This class has honors level distinction.

Strength of the Curriculum:

- Provides essential information about the transfer process to a four-year university.
- Prepares students with global and broader perspectives in planning, and guides them to advocate for themselves during the transfer process and at the transfer institution.
- Also provides opportunities to visit universities, guides students to examine their life plan and achievements, and develop a strong personal statement.

- Note that the standard target load for the college is 525 (with class enrollment capped at 35); however because CRER classes are capped at 30, standard target load for the CRER Department is 450. Load for Fall 2012 has dropped slightly below 400 (396); in general, load for CRER is decreasing rather than increasing.

Table 3: Student Performance Profile

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
CRER Class Success Rate*	75.9%	70.3%	60.3%	68.8%	71.9%
College Ave Success Rate	70.4%	69.6%	67.8%	67.1%	67.7%
CRER Retention Rate**	86.7%	86.2%	79.8%	81.0%	85.3%
College Ave Retention Rate	84.7%	85.0%	83.3%	83.2%	82.1%

*Success Rate is the % of students receiving a passing grade (A, B, C, CR) relative to all students receiving a grade.

**Retention Rate is the % of students receiving any grade other than W relative to all students receiving a grade.

- CRER class success rates stay consistently higher than the average for the college, with the exception of Fall 2009 when classes also had their highest average section enrollment.
- With the exception of Fall 2009 and Fall 2010, CRER class retention rates are also slightly higher than the college average.
- CRER classes likely produce high success and retention rates because of the following reasons:
 1. Classes are designed to be self-exploratory which appeals greatly to college students.
 2. Assignments and exercises tend to be hands-on, experiential-type of activities.
 3. Classes typically have extensive group work; friendships and supports are built among students.
 4. Material has immediate relevance to the student's life.

Table 4: Student Enrollment Status Profile

- The 3 groups that predominately comprise the student population of CRER classes – transfer, degree or certificate seeking, and undecided students – are appropriate student populations for CRER classes.

Table 6: Student Demographics – Ethnicity

	Fall 2008	Fall 2009	Fall 2010	Fall 2011
% Amer. Indian/Alaskan	0%	0%	0% (0%)*	1% (0%)
% Asian	3%	3%	4% (7%)	1% (7%)
%Black	9%	7%	6% (4%)	6% (4%)
% Filipino	1%	2%	2% (3%)	2% (3%)
%Hispanic	51%	53%	51% (39%)	47% (38%)
%Multi-Races	0%	6%	8% (3%)	12% (8%)
% Pacific Islander	2%	4%	3% (2%)	4% (2%)
%Unknown	11%	5%	3% (7%)	6% (5%)
% White Non-Hisp.	22%	19%	23% (32%)	22% (32%)

*percentages in () are college averages.

- Consistent with the college averages, the largest ethnic/racial groups in CRER classes are Hispanic and White.
- CRER classes enroll Hispanic students at a significantly higher rate than college classes as a whole; in Fall 2010, Hispanic students comprised 51% of the CRER student population compared with 39% in all college classes; likewise the figures for Fall 2011 were 47% Hispanic students in CRER classes and 38% for the college.
- CRER classes also enroll White Non-Hispanic students at a rate approximately 10% lower than the college average.

Table 7: Student Demographics – Gender and Age

- From Fall 2007 – Fall 2011, CRER class male-female breakdown has mirrored the college average: 60% F/38% M (CRER).....63% F/35% M (College). The exception to this was Fall 2009 when CRER classes enrolled 49% F and 49% M.

- Develop more hybrid/online classes so that CRER courses won't conflict with the timing of GE and major courses.
 - Consider offering short term CRER classes: one CRER class at beginning of semester and a second mid-term start class.
 - Offer CRER 300 during the day.
 - Encourage more counselors to teach CRER 430.
 - Insure that career class material is contained in the orientation packet.
2. Provide for cross-training so that all Counselors can teach each CRER class.
3. Work with the college's Curriculum Committee, to approve CRER 401, CRER 407, and CRER 300 for the AA/AS Area E General Education pattern, and the CSUGE Area E pattern.
4. CRER classes are meeting or exceeding targets in the areas of Success/Retention; Goal Orientation of students; and Ethnicity/Race of students. No recommendations in these areas.

B. Future Program Expectations

The curriculum of the CRER classes incorporates changes as they occur in business and employment, technology, and transfer requirements. These are some examples:

- In CRER 137, students research extensively the labor market, including jobs in demand and in decline. Students become knowledgeable about various industries and future industry projections.
- Instructors incorporate new career-related websites; for example, several classes now incorporate cacareercafe.com, a relatively new website designed by the Community College Chancellor's Office.
- Examples of new topics added to CRER classes are the new AA/AS-T degrees and how to utilize Degree Works.
- The CRER classes now have the support of the newly-staffed Career Center.
- CRER Instructors attend annual CSU and UC conferences where they learn any new requirements and offerings of the public 4-year Universities; this is incorporated into their class materials.

6. Action Plan: Next Steps 2013-14

- A. Work with the Dean of Counseling and Counseling staff to review Probation/Dismissed student guidelines. Research feasibility of requiring Probation/Dismissed students to take CRER 401 to increase their likelihood of future college success.

Professional Development Activities over the Past Year: annual UC and CSU Counselor Conferences; MBTI Certification Training; training on veteran student services; Degree Works Training; Structured Training for Online Teaching (STOT 1); Articulation Conference, SB 1440 training, Leadership Institute, and annual training for new Counselors. In Spring 2013, the Counseling Dept. will hold trainings in these areas: TAG/Transfer; Career Development/MBTI; College Policies/Procedures. These are topics that are covered in CRER courses.

When Counseling teaching faculty attends professional development where they obtain the latest information on public 4-year universities, learn how to serve special populations of students, or receive career development training, this has a direct impact on Student Learning Outcomes. Counselors can provide the most relevant material in their classrooms, and become proficient on using career-related assessments. This leads to more student engagement, and therefore higher student success and retention.

Needs:

- Increased partnership with library faculty to enhance career research.
- Training for all CRER instructors on the use of Web Access for classes.
- In-Service meeting time once per semester for curriculum development and collaboration.
- Expanded partnership with Cañada's Career Center.
- Seek funding source to secure outside experts to present career topics to students.
- Collaboration with Cañada's Workforce Development program.
- Collaboration with Career Counselors at our sister colleges.

C. Instructional Equipment Requests

- The Department identified the need for laptops for counseling faculty. Four laptops were ordered for the department.
- Staff identified the need to increase the number of PC's in Rm. 9-106, the computer classroom used to teach CRER 137. Two PC's were procured for the room, bringing the total to 30.
- Purchase of electronic clickers for all Instructors.

D. Facilities Requests

Computer classrooms for all CRER class sections – classes depend heavily on internet-based assessments, career research, resume development, use of sites such as Eureka and cacareercafe.org.

2012-13 Career Courses Program Review

SLO Assessment Results

Student Learning Outcomes	Data	Analysis	Use of Results
<p>CRER 137</p> <p>Students will create an effective resume to be used for career-related opportunities.</p>	<p>Predetermined evaluative criteria were established by each Instructor and formulated into a rubric used to evaluate each student resume.</p> <p>91 student resumes were completed in CRER 137 classes; 91%, or 83 students, developed an effective resume as determined by evaluative criteria.</p>	<p>Based on the high percentage of students who developed an effective resume, it can be concluded that students are receiving adequate instruction and support in this area.</p>	<p>Results verify that Instructors are successfully meeting the SLO.</p> <p>Next steps: have a sample of resumes reviewed by employers to determine if resume is also deemed effective from the employer's perspective.</p>
<p>CRER 401</p> <p>Students will create a Student Educational Plan.</p>	<p>3 sections of CRER 401 evaluated this SLO; in these sections, 53 students, or 79%, completed an SEP.</p> <p>SEP's are now developed in Degree Works and are available for viewing by the student by logging into WebSmart.</p>	<p>Approximately 20% of students did not complete SEP's. Future goal will be to increase this number by 5%+.</p> <p>One section of CRER 401 required the SEP as a "final"; this produced a higher completion rate.</p>	<p>Results indicate that it is effective to have SEP completion built in to the curriculum of CRER 401.</p> <p>Next level of assessment would be to evaluate whether there are higher retention and success rates among students with SEP's.</p>
<p>CRER 407</p> <p>Identify motivated skills/values.</p>	<p>One section of CRER 407 assessed the SLO pertaining to motivated skills; 28 of 29 enrolled students completed the Knowdell Motivated Card Sort.</p> <p>2 sections of CRER 407 assessed the Motivated Values SLO; 57 students completed the online version of the Motivated Values assessment:</p>	<p>Student participation in the skills/values assessment was very high; instructors are utilizing both the physical "card sort" and the online version.</p>	<p>Assessment results are applied to potential careers and majors; students also take assessments related to personality and interests; all assessments are synthesized into Student Career Profile.</p>
<p>CRER 300</p> <p>Students will complete at least one scholarship application.</p>	<p>Class was not offered in the Fall 2012; SLO will be assessed in the Spring 2013 semester.</p>		
<p>CRER 430</p> <p>Students will be able to investigate career and major options using web-based research and assessment programs.</p>	<p>SLO data and analysis is currently in progress for Spring 2013; data will be entered by May, 2013.</p>		



Comprehensive Program Review Feedback Form – Curriculum Committee

Program Counseling Program/Career Courses **Division** Counseling

Curriculum Committee Member(s) Reviewers Jeanne Gross **Date Reviewed** 5/16/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:
 Since CRER courses do not exist as part of a program for which a certificate or degree are awarded, there is no PLO. Students generally take one or two courses, for which there are SLOs.

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X



Comprehensive Program Review Feedback Form – Curriculum Committee

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
Comments/Questions: Clear review of curricular offerings and SLO assessment cycle.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	x	Click here to enter text.
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete	Complete	Complete	Complete
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Comprehensive Program Review Feedback Form – Curriculum Committee

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified reflections on Department/Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	x	Click here to enter text.
Comments/Questions: Focus is on CRER courses. How are Counseling needs being analyzed and planned?				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
2. Identified how professional development improved student learning outcomes (SLOs).	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
Comments/Questions: Click here to enter text.				



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Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	x	Click here to enter text.
Comments/Questions: Needs are identified. Do not see source/cost information.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	x	Click here to enter text.
Comments/Questions: Link Department/Division needs with College needs.				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	x
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	x	Click here to	Click here to	Click here to



Comprehensive Program Review Feedback Form – Curriculum Committee

		enter text.	enter text.	enter text.
2. Identified program strengths.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified program challenges.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Identified action plan summary	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Did not see Executive Summary.				

Other/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 for CRER courses is strong and clear.

Curriculum Committee Chair Signature  Date 5/17/13

VPI Signature  Date 5/20/13