

## 2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2023-2024**

**CLUSTER: STUDENT SUCCESS AND SUPPORT PROGRAMS**

**LAST YEAR CPPR COMPLETED: 3/2021**

**DATE: 2/21/2024**

**PROGRAM(S): COLLEGE SUCCESS STUDIES**

**AREA OF STUDY: N/A**

**NEXT SCHEDULED CPPR: 2026 CURRENT**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from this **SharePoint folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

- Academic Skills Bridge to College Credit Certificate of Competency
- Noncredit Reading, Writing, And Grammar Certificate of Competency

### GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

The mission of College Success Studies (CSS) department is to prepare students for academic achievement at Cuesta College. Through the instruction of pre-collegiate, basic skills, and transfer-level coursework emphasizing college readiness, CSS effectively supports students in their efforts to improve foundational skills. The regular participation of faculty members in equity trainings continues to improve student outcomes and address equity gaps. CSS continues to serve a variety of student populations, and most recently the tutor training course has been modified to be asynchronous and is now being offered during the academic year to better serve the needs of the Student Success Center and student tutors.

## PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes  If yes, please complete the Program Sustainability Plan Progress Report below.  
No  If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

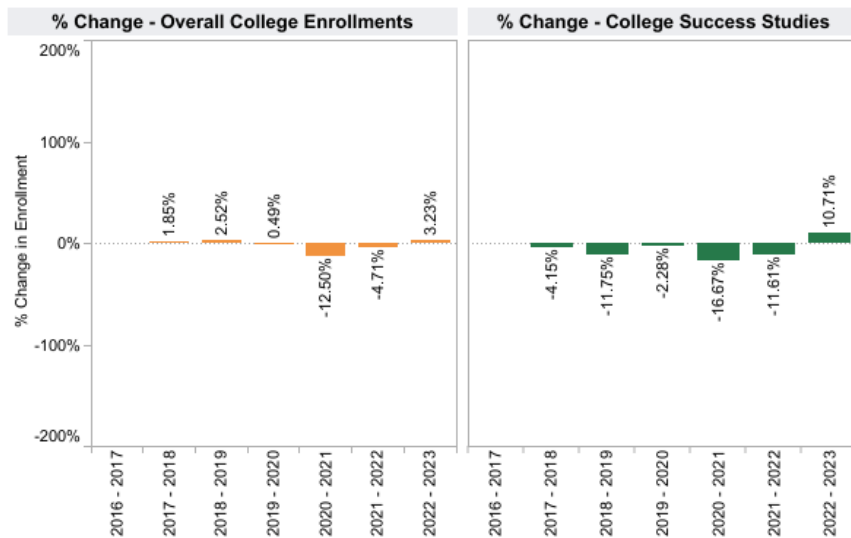
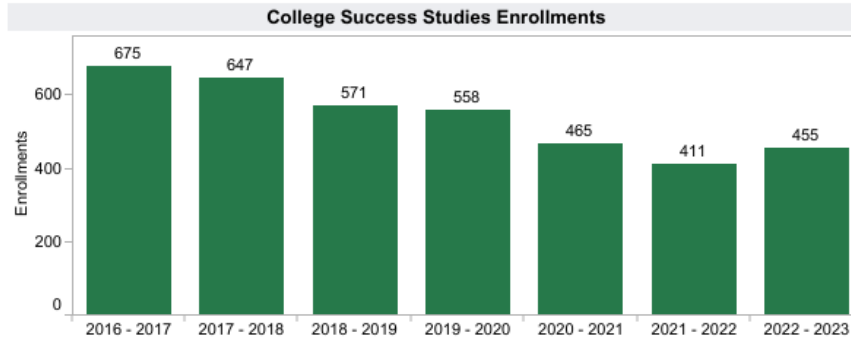
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data - Enrollment

**Department:** College Success Studies      **Course:** Multiple values      **Dual Enrollment:** All      **Prison:** All  
**Region:** All      **TERM:** All

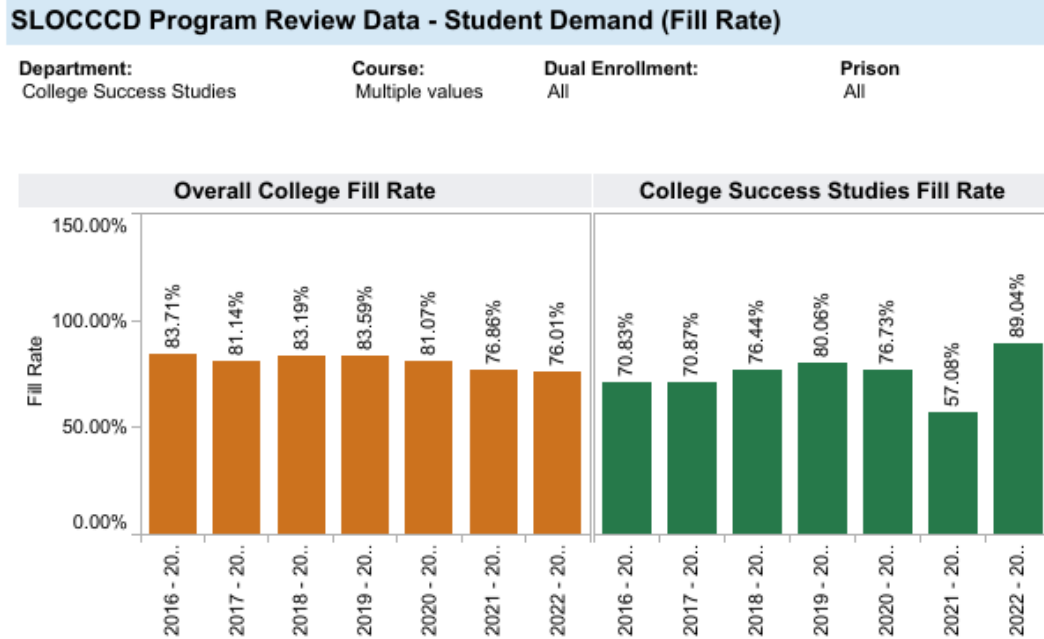


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

CSS course enrollments increased 10.71% from 2021/22 to 2022/23, which is an increase of 44 students. This enrollment increase is over 7% higher than Cuesta’s overall increase. Although CSS has not returned to pre-pandemic enrollment levels, it is encouraging. As we transitioned from the pandemic, the CSS department has carefully scheduled courses that will best meet students’ needs. CSS has regularly offered courses at California Men’s Colony (CMC). Late start 9-week Distance Education (DE) classes are also regularly scheduled to improve enrollments. Finally, last year CSS 125 was offered at Grizzly Academy and California Conservation Corps, and a section of CSS 225 was scheduled over the summer at Paso Robles Highschool as part of the Innovation Academy. Most recently, SLCUSD is in the early exploration phases of considering CSS 225 for dual enrollment. In short, the CSS department is seeking additional student populations to serve in the community, which will boost enrollment.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

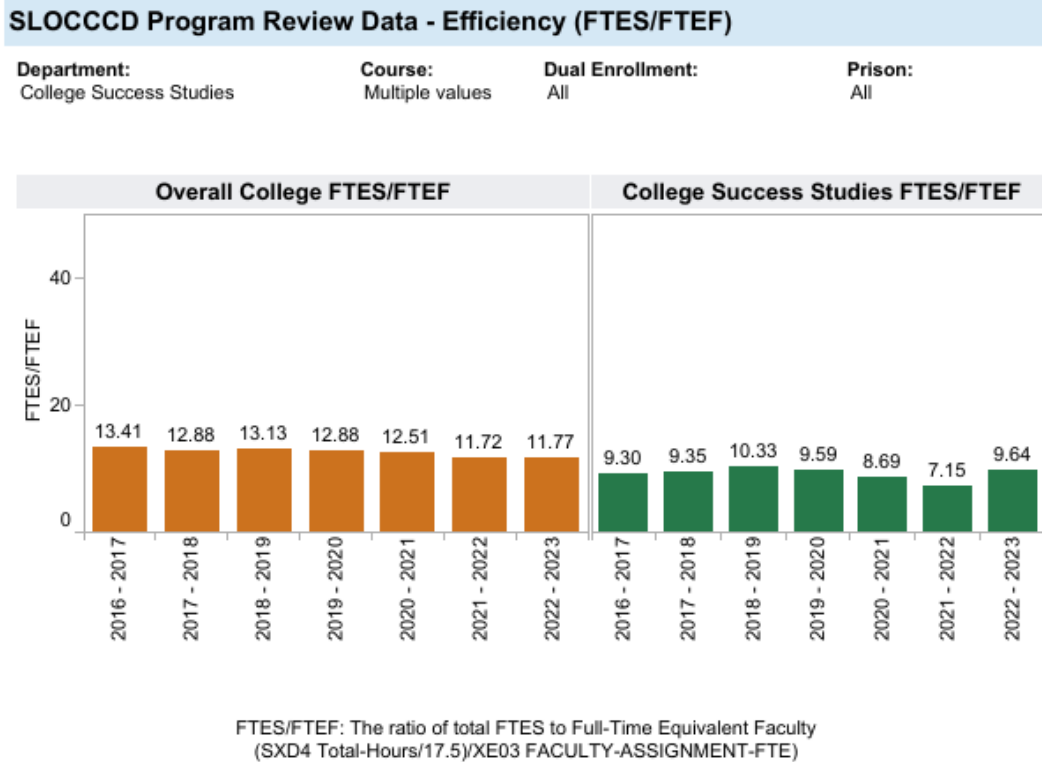


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate for CSS increased significantly by approximately 32% and is 13% higher than the college’s average. The improvement in fill rates can be attributed to the overall enrollment increase as well as the tight schedule development which includes fewer sections. For example, fewer sections CSS 225 are being offered and in various modalities (e.g., 15-week DE, 9-week DE, one 15-week face-to-face on the San Luis Obispo campus, and one 9-week hybrid). By offering a variety of lengths and modalities, CSS aims to meet the diversity of student needs while maximizing enrollments and improving fill rates. In addition, the CSS faculty lead has been working with Marketing and Counseling to better promote our courses ahead of the summer and fall schedules. This has included making up-to-date flyers and promoting the classes during College Night and Promise Day.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



The efficiency for CSS increased by 2.5% and is approaching the college’s average. CSS continues efforts to improve efficiency by expanding course offerings in off campus locations including local high schools. The CSS department’s continuous outreach and collaboration with Counseling, who can help increase enrollment, can also make a difference. However, it is also important to note that the noncredit CSS courses have a lower-class cap, which is appropriate for basic skills. In addition, as new courses are offered, it takes time to build enrollments.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

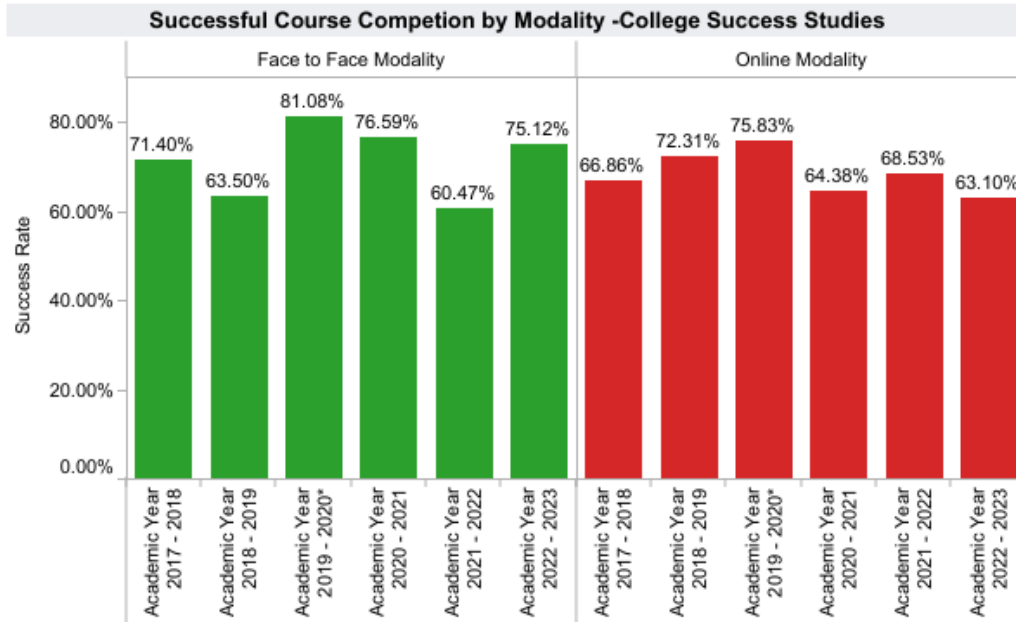
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
College Success Studies

Course:  
Multiple values

Legend:  
■ Face to Face Modality  
■ Online Modality



**Successful Course Completion by Modality Table - College Success Studies**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	71.40%	63.50%	81.08%	76.59%	60.47%	75.12%
	Total Department Enrollm..	5,152	5,778	4,638	1,681	1,099	1,916
Online Modality	Department Success Rate	66.86%	72.31%	75.83%	64.38%	68.53%	63.10%
	Total Department Enrollm..	177	130	129	245	1,390	509

The success rate for face-to-face modality increased by almost 15% from 2021/2022-2022/2023 academic year whereas the online success rate decreased by 4.5% and is 12% lower than the face-to-face rate. The CSS face-to-face offerings in 2022/2023 included one section of CSS 225 on the SLO campus, two sections at CMC, and two sections of CSS 125 at Grizzly Youth Charter School. The remainder of the CSS offerings were DE. In terms of the lower DE rates, many students who are struggling tend to take CSS courses, and they may have more difficulty with the asynchronous format. In addition, many dual enrollment high school students who take the short-term classes struggle with completing them. To improve success rates, CSS faculty regularly meet to share teaching ideas and collaborate on materials and update course content with the CSS Lead Faculty.

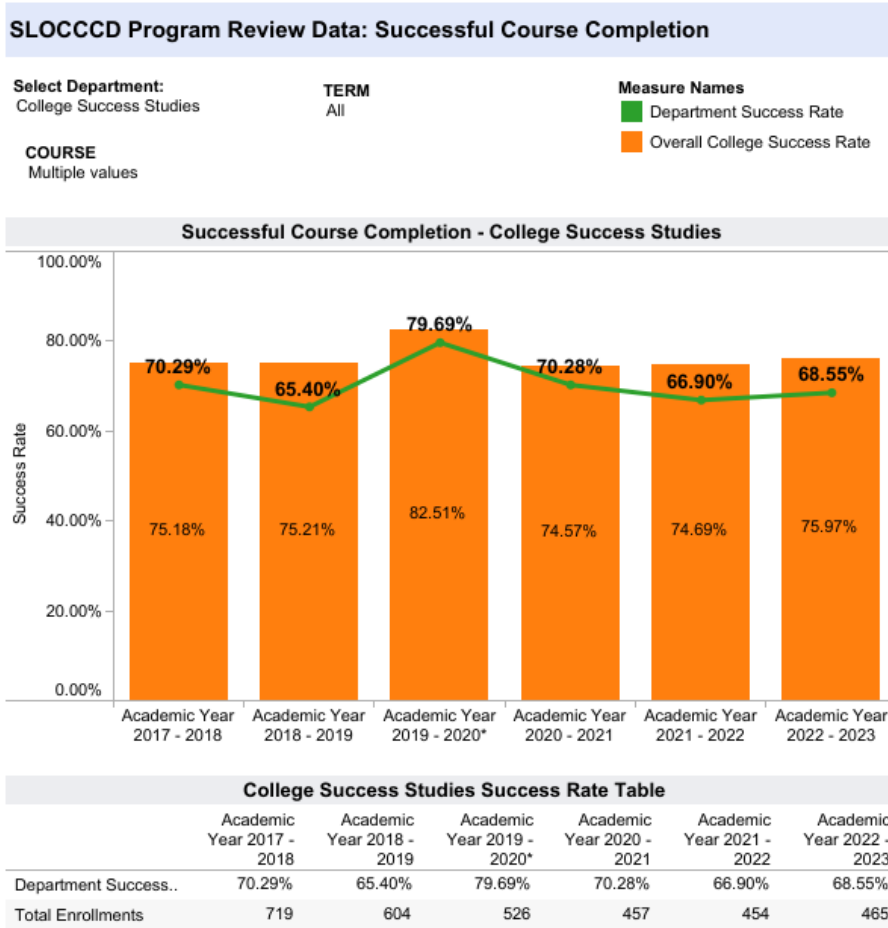
E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

CSS does not offer a credit degree or certificate that is discipline specific. The department has two CDCP noncredit certificates: Reading/Writing and Academic Skills Bridge. However, these courses are noncredit, so there is no data available. CSS would appreciate the assistance of Institutional Research in providing noncredit data so the department can review the trends regarding certificate completion.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



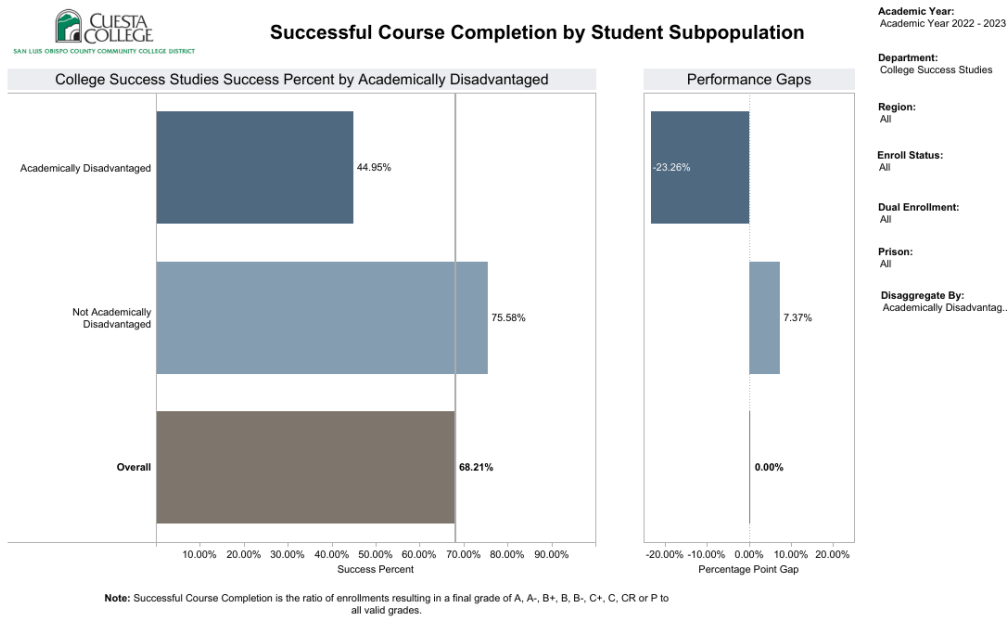
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

Although the successful course completion rate increased approximately 1.5% from 2021/22-2022/23, it is lower than the college’s average. This is consistent with lower success rates in many community colleges. The lower success rate can be explained by the fact that this department serves underprepared and high-risk student populations. CSS faculty have remained committed to improving student success by collaborating on materials development and by sharing teaching strategies. Additionally, faculty are involved in regular professional development to improve their courses and student outcomes. They also meet to assess student learning outcomes, using the data to improve their course materials and teaching methods.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?





### Successful Course Completion by Student Subpopulation

Academic Year:  
Academic Year 2022 - 2023

Department:  
College Success Studies

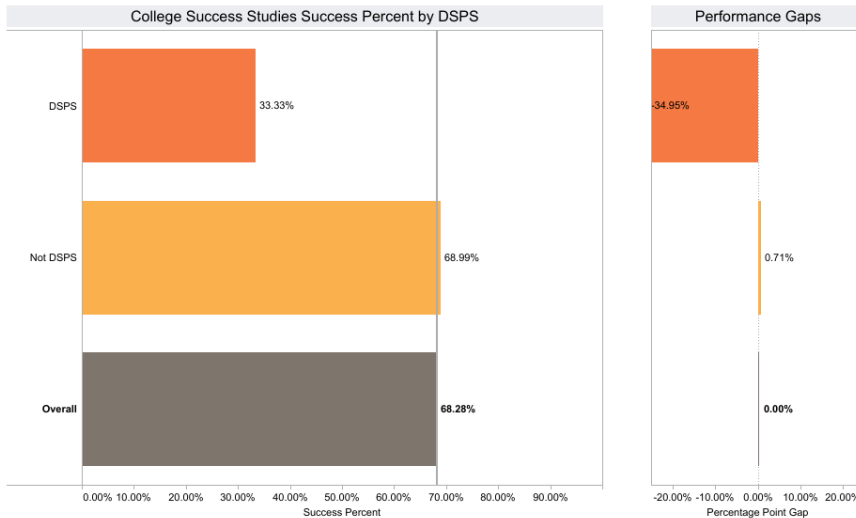
Region:  
All

Enroll Status:  
All

Dual Enrollment:  
All

Prison:  
All

Disaggregate By:  
DSPS



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The data for academically disadvantaged and DSPS CSS students indicates large performance gaps. Academically disadvantaged students have more than a -23% performance gap compared to their peers who are not academically disadvantaged. These students are at a disadvantage in the college because of the limited basic skills classes available, and this has become even more acute with the passing of AB 705 and now AB 1705. In addition, many academically disadvantaged students do not know how to navigate the community college system including how to access support. They may feel uncomfortable asking for help from an instructor. To support this population, CSS faculty employ several strategies including being more flexible with late work submissions, posting weekly announcement reminders, and checking in periodically via email. Faculty also provide one-on-one assistance with students during Zoom and face-to-face office hour appointments, showing students how to access support services and teaching necessary skills for online learning.

In terms of DSPS, the performance gap is almost -35%. In addition to communicating with the DSPS staff, faculty consistently reach out to students and offer one-on-one support to encourage them to persist and successfully complete the courses.

CSS 225 and CSS 125 are pivotal courses in addressing equity gaps. The courses serve a variety of student populations who are at a disadvantage. For example, it's a starting point for students who have been absent from educational institutions for a long time and reentry students, including incarcerated ones. The classes build foundational academic, interpersonal, intrapersonal and technology skills, inspire and motivate students, and develop learning strategies and tools that will help students succeed in an academic environment.

CSS faculty have been committed to professional development in order to improve equity gaps. Four part-time CSS instructors completed the JEDI (Justice, Equity, Diversity, and Inclusion) Academy on Curriculum and Teaching, which focuses on developing equitable practices in teaching and developing engaging materials. In fact, the CSS Faculty Lead is now one of the JEDI facilitators. CSS faculty regularly share ideas and best practices at our monthly SDS Division meetings.

### PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the **2021** year in the 5-year calendar of the Curriculum Review Worksheet.

Texbook updates for CSS 225, CSS 125, CSS 789, CSS 168/768, CSS 758

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study <b>OR</b> Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
CSS 789	Course texts updated	Spring 2023

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
CSS 225	Revise course texts	No date was set	Spring or fall 24
CSS 125	Revise course texts	No date was set	Spring or fall 24

CSS 168/768	Revise course texts	No date was set	Spring or fall 24
CSS 758	Revise course texts	No date was set	Spring or fall 24

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the \_\_\_\_ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

We deactivated the following courses because they have not been offered regularly and there are no plans to offer them in the immediate future. Most are no longer an option due to AB 1705:

- CSS 25: CSS Lab
- CSS 58: Grammar Strategies
- CSS 80: Reading Strategies
- CSS 85: Writing Strategies
- CSS 90: College Reading Strategies

## OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

### CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

### NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

### Student Learning Outcomes Assessment Calendar: CSS Department

S 2021 CPPR	F 2021	S 2022	F 2022	S 2023	F 2023	S 2024	F 2024	S 2025	F 2025	S 2026 CPPR
CSS Program SLOs	CSS 758	<del>CSS 789</del> Not offered	CSS 254 CSS 225	<del>CSS 168/ 768</del> Not offered	CSS 789	CSS 758 Not offered	CSS 125/725 CSS 225	CSS 168/ 768 CSS 254/754		CSS Program SLOs

Note: Currently Scheduled Courses include CSS 225, CSS 254, CSS 168/768, CSS 758, CSS 125, CSS 789 is schedule as needed

### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

CSS does not have a related program, so there are no program-level SLOs. Since the last APPW, CSS 789 assessed the course SLOs. The instructor found that most students who persisted with the course met the learning outcomes. However, due to difficulties in inputting data in eLumen, qualitative course changes were not addressed.

B. Anticipated changes in curriculum, scheduling or delivery modality

Since fall 2023, the CSS department has been offering the two new courses: CSS 754 Major and Career Exploration, a noncredit version of the credit course CSS 254 and CSS 725 College Learning Strategies, a noncredit version of CSS 125 every semester including during the summer session. The enrollments have been consistent, and the courses offer a pathway for transitioning students from Basic Skills Noncredit (BSNC) and English as a Second Language (ESL). These classes are relevant to both BSNC and ESL students because they encourage students to explore career options that fit their goals as well as areas of study and improve their study and time management skills.

CSS faculty have updated CSS 789 Integrated Reading and Writing. In spring 2023, the Psychiatric Technician Program included CSS 789 as prerequisite option due to the implementation of AB 1705. The goal is to develop students' English reading and writing skills to best prepare them for this career pathway. We continue to collaborate with the Director of the program about the ideal scheduling and modality to offer the course that best meets student needs.

Another area of growth for CSS includes offering CSS 125 College Learning Strategies to special populations. In recent years, sections have been offered to Grizzly Academy, and California Conservation Corps. This course is ideal for developing important learning strategies for incoming and reentry students.

The change in Student Success Centers leadership prompted discussions about ways to improve the tutor training course, CSS 168/768. The course was converted to an asynchronous model and will be offered as a 5-week short course twice in the spring '24 semester.

Finally, CSS has had requests to offer CSS 225 at Paso Robles High School for the Innovation Academy. This class will be offered hybrid in summer 2024. Most recently, SLCUSD is in the early exploration phases of considering CSS 225 for dual enrollment.

### C. Levels, delivery or types of services

Students in CSS 225 regularly use the services available at the college such as the Health Center, Library, and Student Success Center. All CSS students are encouraged to access services for CaFe, Veterans, EOPS, CalWORKs, and DSPS, and work with available Academic Success Coaches and tutors. CSS faculty have embedded student service information in their Canvas modules, making them visible through announcements and presentations. In addition, students were notified of resources such as counseling in the Health Center, food pantry, and Chromebook rentals from the Library. Faculty also provided opportunities for students to use Cuesta resources as part of the class.

#### D. Facilities changes

None

#### E. Staffing projections

Rachael Barnett has been in the role of CSS Faculty lead since spring 2023. Emily Purificacao (Klingenberg) and Laura Harris have had this position in the past. Because we there are no FT CSS faculty members, we need PT faculty leadership to provide oversight of curriculum development, course promotion, and special projects. Specifically, the faculty member in this position provides leadership in curriculum updates to align with Guided Pathways and dual enrollment opportunities. The lead has been instrumental in coordinating outreach and promotional efforts.

A recommendation for a full-time instructor was included in every annual review and resource plan since 2005. The CSS department doesn't have a full-time faculty member, which could be instrumental in leading initiatives, collaborating with Counseling on curriculum development to better align our courses with Guided Pathways and support the needs of basic skills students.

Considering the fact that the need for basic skills courses decreased with the passing of AB 705 and AB 1705, it would make sense for the SDS department to seek a FT faculty member who is considered both ESL and CSS faculty. This would provide the necessary leadership to the division as well as be a key position in facilitating ESL student transition to college level coursework. This position would benefit both programs. Now that SDS is part of a new cluster, Student Success and Support Programs, it is important to consider faculty needs and what would best benefit the division and the college. Cuesta needs to demonstrate its commitment to the ESL and CSS departments by prioritizing a full-time faculty member in the future.

#### F. Other

The CSS department has a lot of confidence in the unique support it provides students at Cuesta College. While CSS is a small program, it is essential to student equity, and it provides an important link to student success. CSS courses help students build a foundation so that they can be successful in college and in life. Students learn and practice important skills such as critical thinking and academic literacy, and they create good habits needed to not only pass their classes, but to really learn the material they are being taught. The courses provide the opportunity for students to learn more about themselves and how that is related to their learning and to careers and majors. Additionally, students build confidence and commitment while setting achievable goals as a result of their practice of CSS principles. CSS instructors are caring individuals who want to see their students succeed in all areas of their life.

## PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	<b>Select one</b>

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.