2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025   **PROGRAM(S): COLLEGE SUCCESS STUDIES**
CLUSTER: STUDENT SUCCESS AND SUPPORT PROGRAMS   **AREA OF STUDY: N/A**
LAST YEAR CPPR COMPLETED: 3/2024   NEXT SCHEDULED CPPR: 2029   CURRENT DATE: 2025

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 the **IPPR Program Review Documents 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.Click here to enter text.

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.

General Enrollments	DE Enrollments

SLO Campus Enrollments	CMC Enrollments
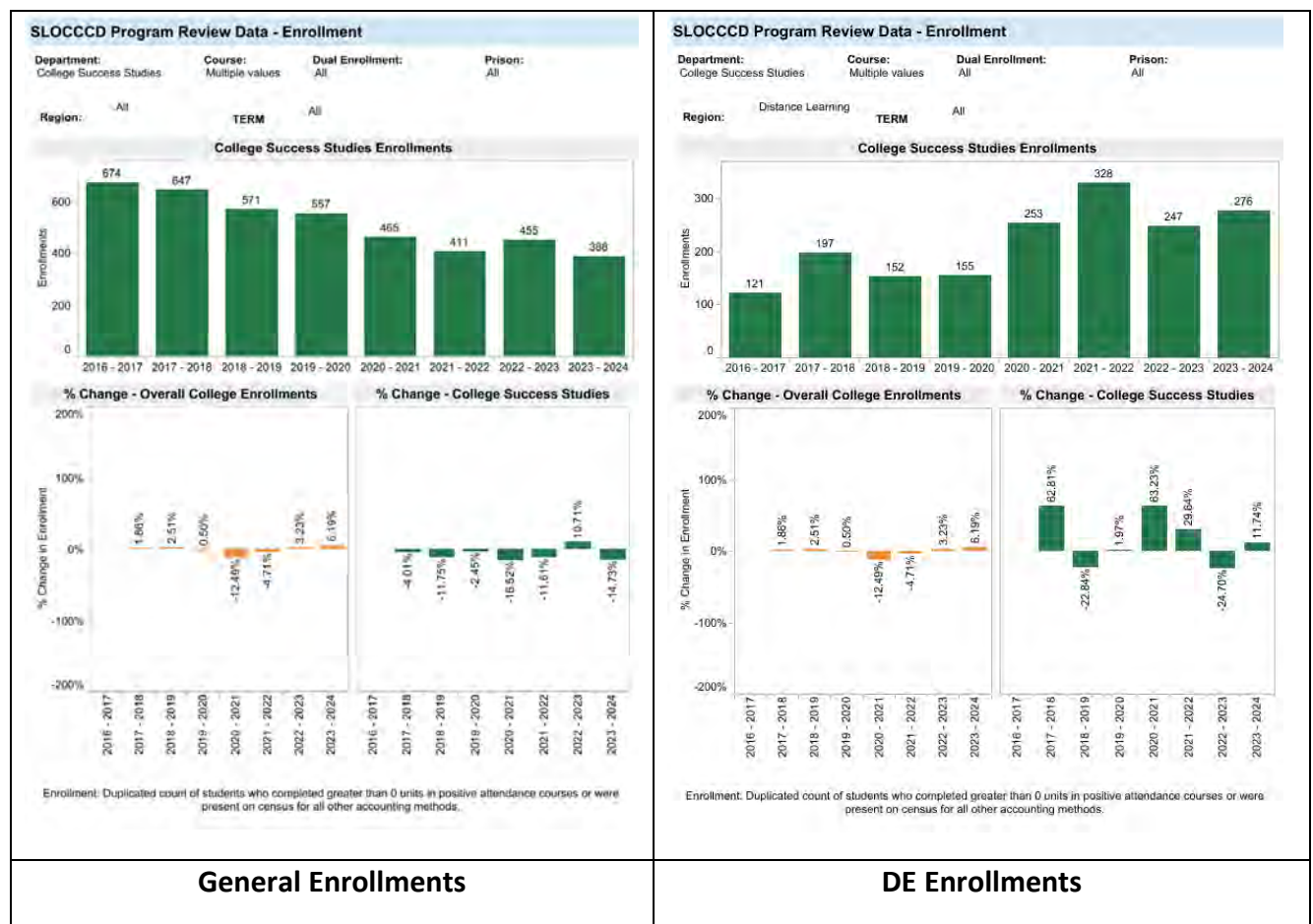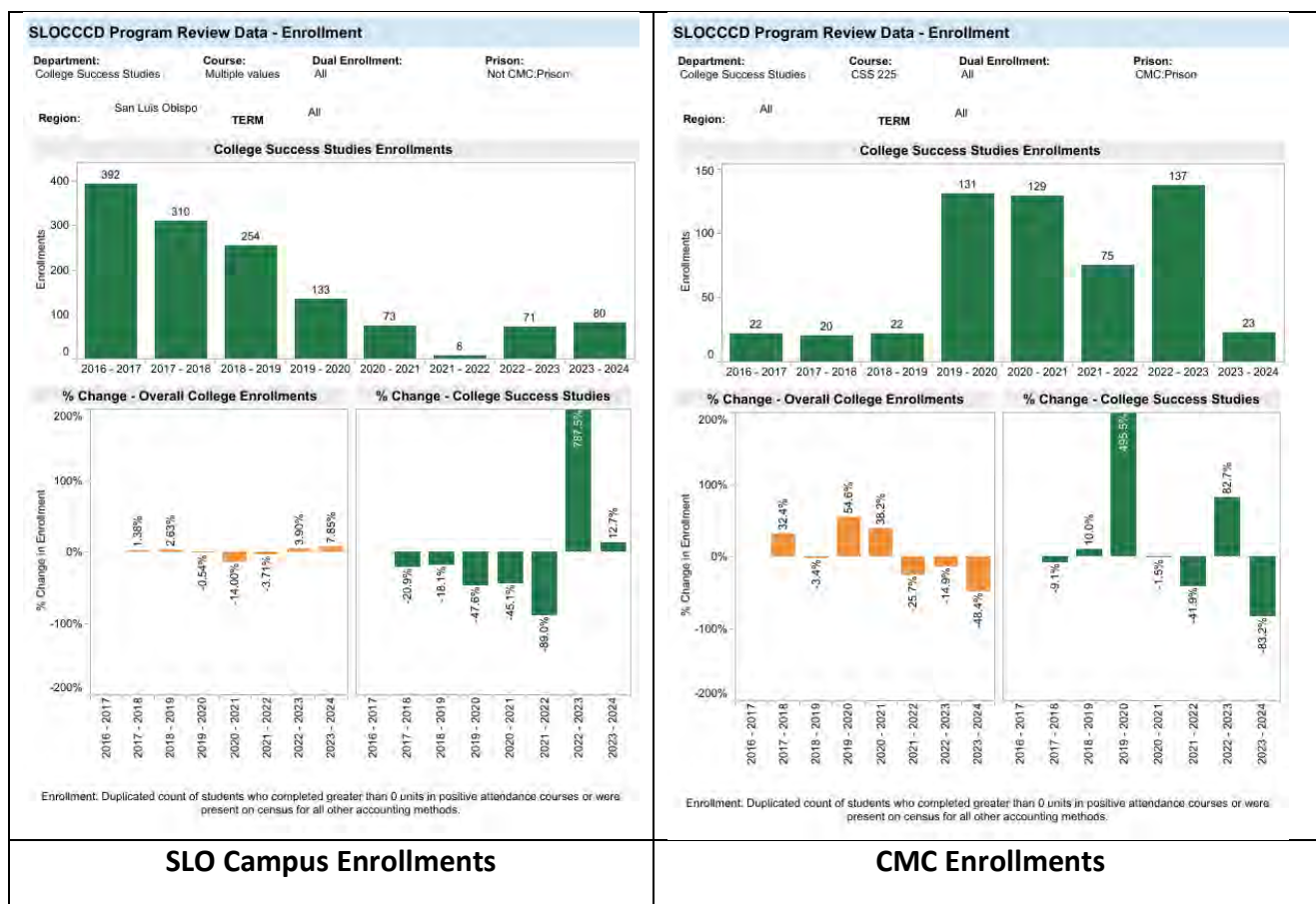
Course enrollments decreased by 14.73% (67 students) from 2022-2023 to 2023-2024. This decrease can be attributed to the fewer sections offered at CMC. CMC enrollments dropped by 83% whereas both in person and online CSS enrollments increased. The CSS department continues to carefully schedule courses that will best meet students' needs including late start 9-weeks classes. While the course is important for the student population at CMC and a CSS instructor is available, with changing leadership the course requests there have been less consistent. With the recent hire of Associate Director of Rising Scholars at Cuesta, the CSS department hopes to increase offerings at CMC. Most recently, two sections of CSS 225 have been requested for fall 2025.

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

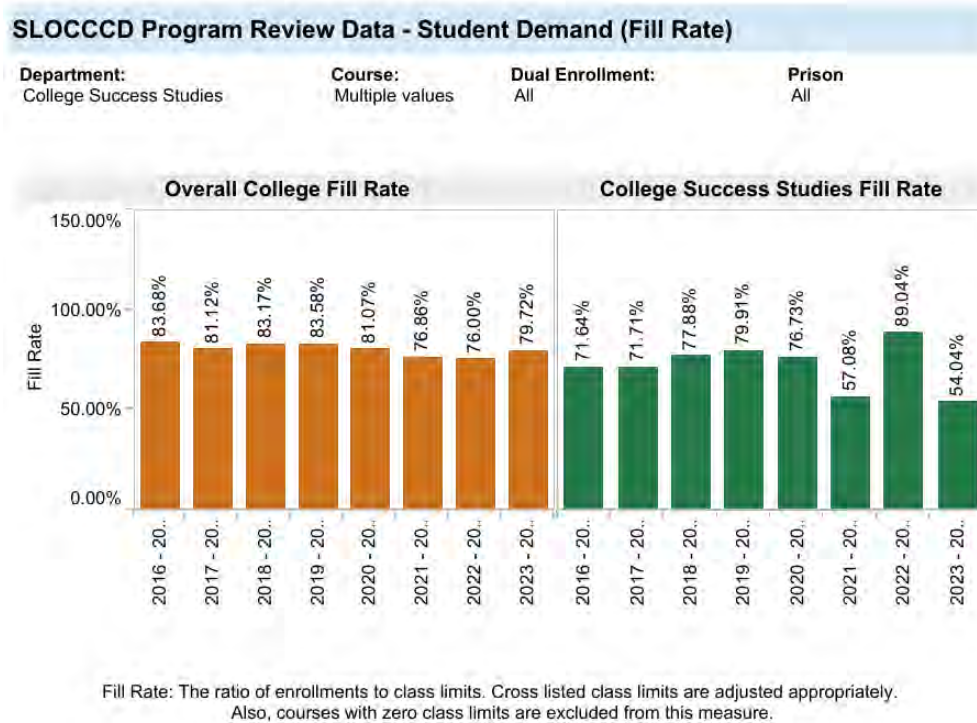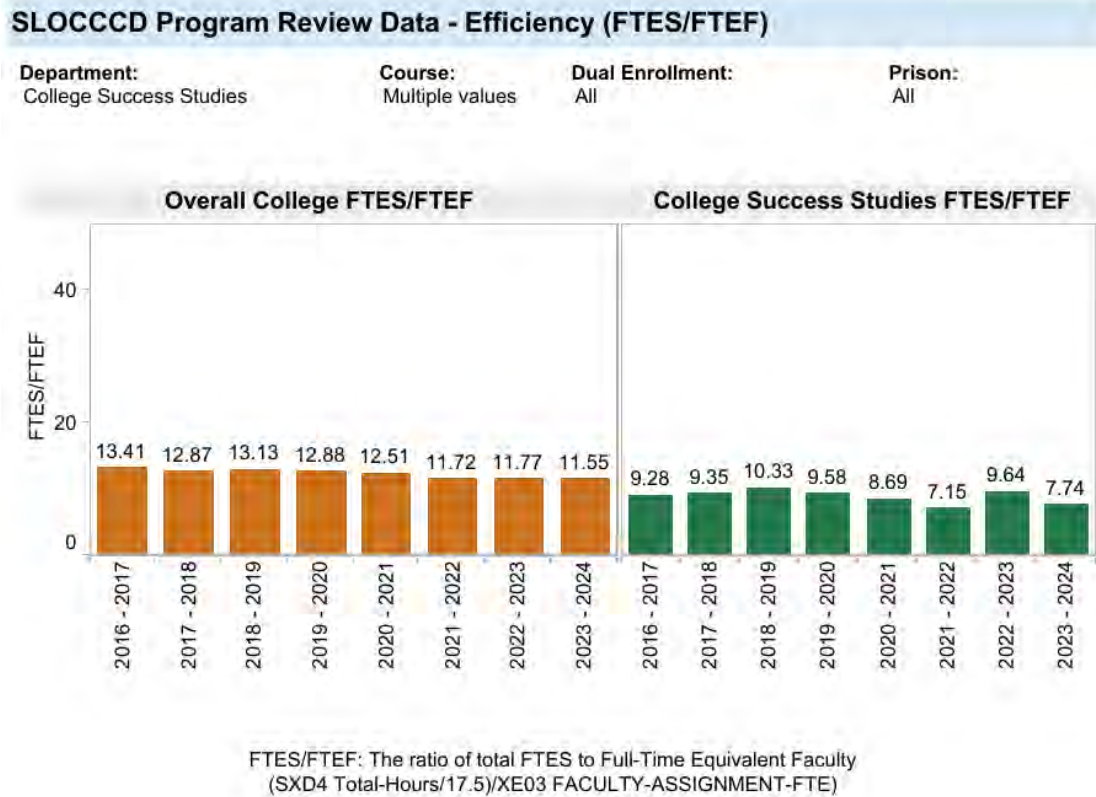Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: College Success Studies | Course: Multiple values | Dual Enrollment: All | Prison: All

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.68%
2017 - 20..	81.12%
2018 - 20..	83.17%
2019 - 20..	83.58%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.00%
2023 - 20..	79.72%

College Success Studies Fill Rate

Year	Fill Rate
2016 - 20..	71.64%
2017 - 20..	71.71%
2018 - 20..	77.88%
2019 - 20..	79.91%
2020 - 20..	76.73%
2021 - 20..	57.08%
2022 - 20..	89.04%
2023 - 20..	54.04%

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.

While the fill rate had improved the previous academic year, it decreased significantly this past year. The combination of fewer CMC courses, which have high fill rates, and the addition of the tutoring class CSS 768/168, which typically has a smaller fill rate, can explain this decrease. In addition, the newer courses CSS 125/725 and CSS 254/754 tend to have reduced fill rates. Despite this, it's important to offer one section of these courses to build enrollments since they are relatively new. To improve fill rates, the CSS department continues with a 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 and two 10-week face-to-face sections on the San Luis Obispo campus). 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 have been working with Counseling to better promote our courses ahead of the summer and fall schedules.

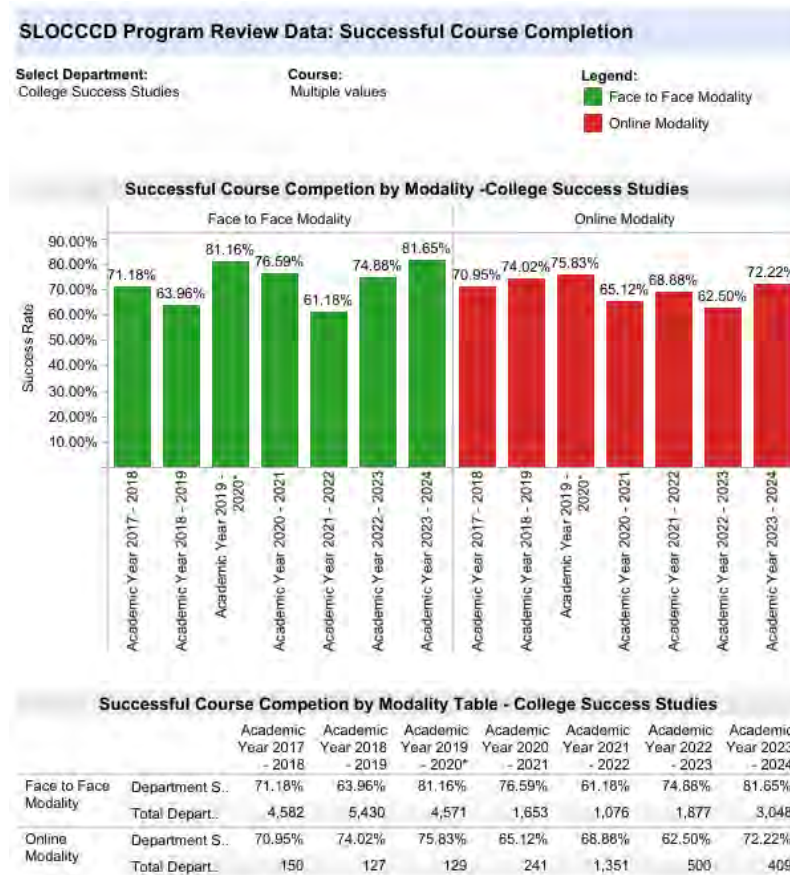C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

Overall College FTES/FTEF

FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
13.41	12.87	13.13	12.88	12.51	11.72	11.77	11.55

College Success Studies FTES/FTEF

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
9.28	9.35	10.33	9.58	8.69	7.15	9.64	7.74

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The efficiency for CSS decreased by almost 2% and is below the college's average. This is mostly likely explained by the drop in CMC enrollments. CSS continues efforts to improve efficiency by expanding course offerings. 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 Competion by Modality -College Success Studies

Successful Course Competion 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	Academic Year 2023 - 2024
Face to Face Modality	Department S..	71.18%	63.96%	81.16%	76.59%	61.18%	74.88%	81.65%
	Total Depart..	4,582	5,430	4,571	1,653	1,076	1,877	3,048
Online Modality	Department S..	70.95%	74.02%	75.83%	65.12%	68.88%	62.50%	72.22%
	Total Depart..	150	127	129	241	1,351	500	409

The success rate for both face-to-face and DE modalities increased by almost 6% for face-to-face and by almost 10% for online modalities. Compared to the college's average, CSS has a higher in person success rate by almost 2% and a 1% lower DE success rate. Overall, the increased success rates is promising. CSS faculty are committed to improving student success and regularly meet to share teaching ideas, collaborate on materials, update course content, and assess student learning outcomes.
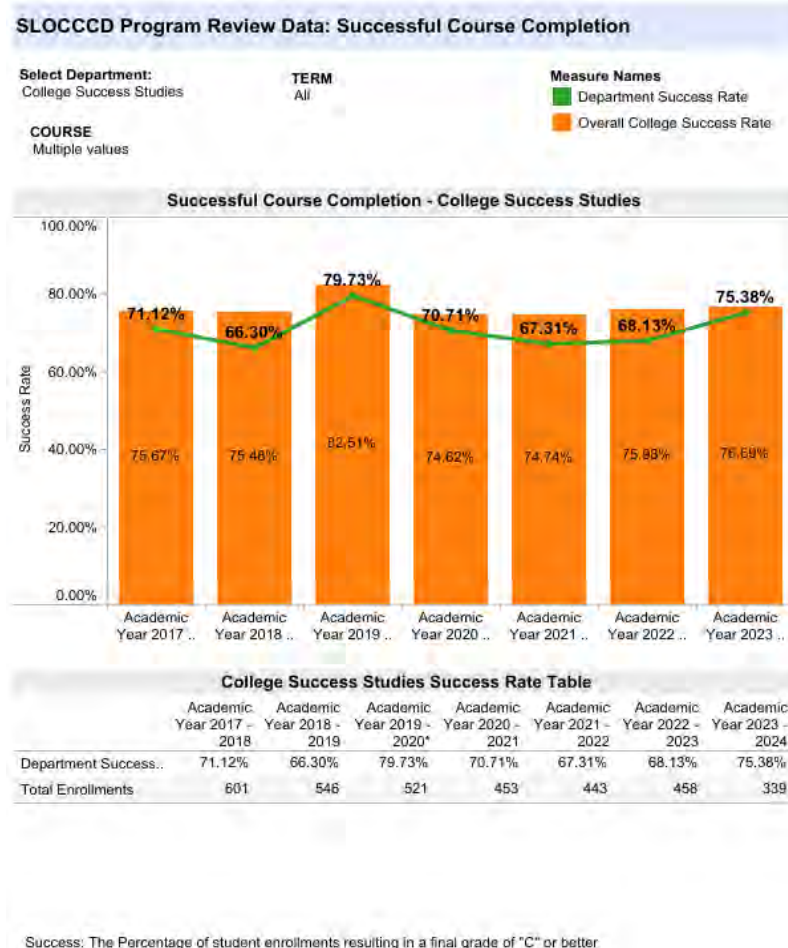
E. **Degrees and Certificates Awarded (Insert Data Chart)**

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. The courses that contribute to the Reading/Writing certificate are not offered regularly. Although the two courses for the Academic Skills Bridge certificate are now offered every semester, 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.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
College Success Studies

TERM
All

Measure Names
- Department Success Rate
- Overall College Success Rate

COURSE
Multiple values

Successful Course Completion - College Success Studies

	Academic Year 2017 ..	Academic Year 2018 ..	Academic Year 2019 ..	Academic Year 2020 ..	Academic Year 2021 ..	Academic Year 2022 ..	Academic Year 2023 ..
Department Success Rate (line)	71.12%	66.30%	79.73%	70.71%	67.31%	68.13%	75.38%
Overall College Success Rate (bar)	75.67%	75.48%	82.51%	74.62%	74.74%	75.88%	76.69%

College Success Studies Success Rate Table

	Academic Year 2017 – 2018	Academic Year 2018 – 2019	Academic Year 2019 – 2020*	Academic Year 2020 – 2021	Academic Year 2021 – 2022	Academic Year 2022 – 2023	Academic Year 2023 – 2024
Department Success..	71.12%	66.30%	79.73%	70.71%	67.31%	68.13%	75.38%
Total Enrollments	601	546	521	453	443	458	339

Success: The Percentage of student enrollments resulting in a final grade of "C" or better
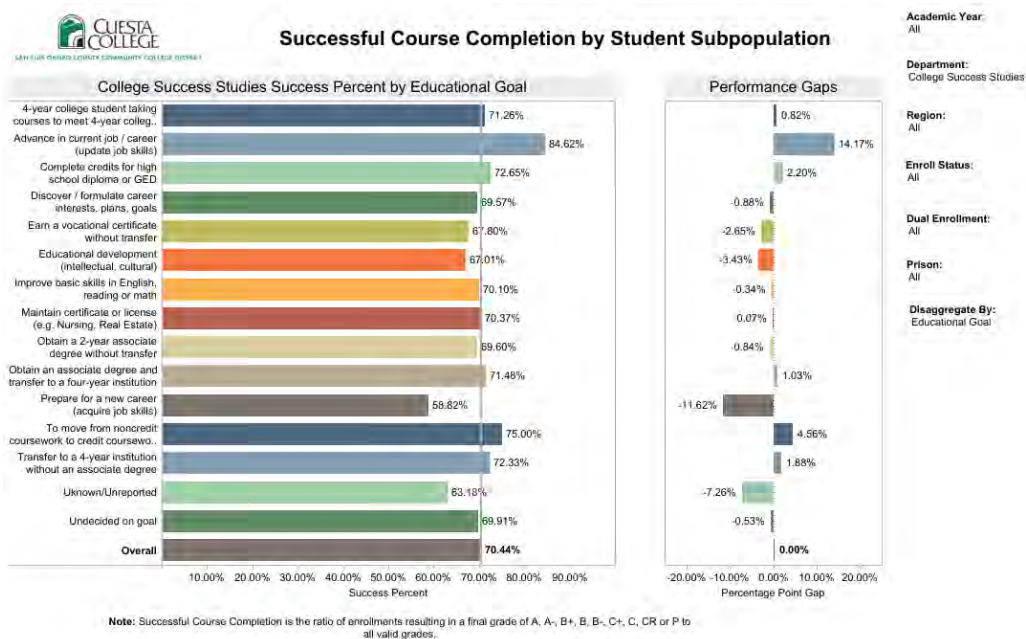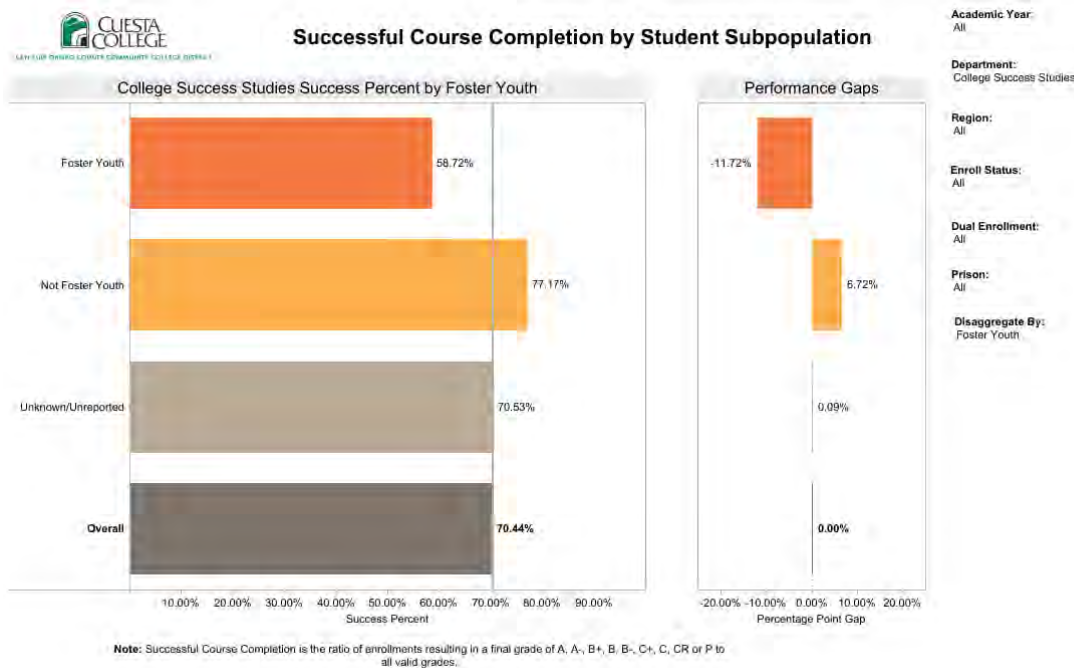
The successful course completion rate improved significantly by over 7% and is almost at the college's average. It is the highest success rate since 2019-2020. The CSS department is committed to improving the success of underprepared and high-risk student populations. CSS faculty collaborate on materials development and share 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?

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I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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- 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

College Success Studies Success Percent by Foster Youth

Academic Year: All
Department: College Success Studies
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Foster Youth

	Success Percent	Performance Gap
Foster Youth	58.72%	-11.72%
Not Foster Youth	77.17%	6.72%
Unknown/Unreported	70.53%	0.09%
Overall	70.44%	0.00%

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.

Successful Course Completion by Student Subpopulation

College Success Studies Success Percent by Educational Goal

Academic Year: All
Department: College Success Studies
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Educational Goal

	Success Percent	Performance Gap
4-year college student taking courses to meet 4-year colleg..	71.26%	0.82%
Advance in current job / career (update job skills)	84.62%	14.17%
Complete credits for high school diploma or GED	72.65%	2.20%
Discover / formulate career interests, plans, goals	69.57%	-0.88%
Earn a vocational certificate without transfer	67.80%	-2.65%
Educational development (intellectual, cultural)	67.01%	-3.43%
Improve basic skills in English, reading or math	70.10%	-0.34%
Maintain certificate or license (e.g. Nursing, Real Estate)	70.37%	0.07%
Obtain a 2-year associate degree without transfer	69.60%	-0.84%
Obtain an associate degree and transfer to a four-year institution	71.48%	1.03%
Prepare for a new career (acquire job skills)	58.82%	-11.62%
To move from noncredit coursework to credit coursewo..	75.00%	4.56%
Transfer to a 4-year institution without an associate degree	72.33%	1.88%
Uknown/Unreported	63.18%	-7.26%
Undecided on goal	69.91%	-0.53%
Overall	70.44%	0.00%

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 shows that foster youth have a -11.72% performance gap compared to their non-foster youth peers. CSS 225 and CSS 125 are pivotal courses in addressing equity gaps. The classes build foundational academic, interpersonal, intrapersonal and technology skills. They also inspire and motivate students and develop learning strategies and tools for success in an academic environment. One of the main goals of these courses is to connect students with college services. Faculty could connect with the Affinity Center for strategies in supporting Foster Youth.

In terms of educational goal, students who chose "Advance in current job/career" as a goal had a +14.17% advantage compared to those who chose "Prepare for a new career" who had a -11.62 gap. These two categories showed the greatest disparity. The Careers and Major Exploration courses CSS 254/754 could be an important way to address this gap by educating students about various professional and educational pathways, increasing their self-awareness, and connecting them to important college resources.

CSS faculty have been committed to professional development 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. One CSS faculty is now a JEDI co-facilitator. CSS faculty regularly share ideas and best practices at our monthly SDS Division meetings.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

Texbook udpates for CSS 225, CSS 125, CSS 168/768, CSS 758

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. 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 2024 academic 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	Update course texts	Workload and no CSS lead faculty	Spring 2025
CSS 125	Update course texts	Workload and no CSS lead faculty	Spring 2025
CSS 168/768	Update course texts	Workload and no CSS lead faculty	Spring 2025
CSS 758	Update course texts	Course is no longer being offered regularly.	

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)
N/A			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic 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)
N/A			

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.*

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	~~CSS 789~~ **Not offered**	CSS 254 CSS 225	~~CSS 168/ 768~~ **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 225 and CSS 125/725 assessed the course SLOs. The instructors found that most students who persisted with the course met the learning outcomes.

B.   Anticipated changes in curriculum, scheduling or delivery modality

Since fall 2023, the CSS department has been offering 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 and areas of studies that fit their goals. The courses also help students improve their study and time management skills.

Although CSS faculty updated CSS 789 Integrated Reading and Writing, the course has had low enrollment. In spring 2023, the Psychiatric Technician Program included CSS 789 as prerequisite option due to the implementation of AB 1705. The goal was to develop students' English reading and writing skills to best prepare them for this career pathway. However, with the few transitioning students to the program, this was not shown to have adequately prepared them. The students might benefit more from a CSS 225 or CSS 125 course because they faced challenges with study skills and managing time in an intensive program. As a result of AB 1705, the college has been notified that we can no longer offer CSS 789. Consequently, it will not be scheduled moving forward.

Another area of growth for CSS includes offering CSS 125 College Learning Strategies to special populations. In summer 2025, this course will be offered as a Cuesta Led CCAP Collaboration with SLO County Juvenile Court supported by the Rising Scholar Grant. This course is ideal for developing important learning strategies for incoming and reentry students.

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I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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CSS faculty continue to collaborate with Student Success Centers leadership about ways to improve the tutor training course, CSS 168/768. The course was converted to an asynchronous model and is offered as a 5-week course throughout the year. Finally, CSS has had requests to offer CSS 225 at Paso Robles High School for the Innovation Academy again. This class was offered hybrid in summer 2024 and will be offered again in summer 2025. Most recently, CSS faculty have collaborated with a school lead CCAP Collaboration with SLCUSD CSS 225 for dual enrollment at Morro Bay Highschool.

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 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 are notified of resources such as counseling in the Health Center, food pantry, and Chromebook rentals from the Library. Faculty also provide opportunities for students to use Cuesta resources as part of the class.

D. Facilities changes

None

E. Staffing projections

This year, a CSS lead faculty position as not supported because there were no pressing curriculum development or program wide projects. The department may need to consider the lead position in the future in order to coordinate outreach and promotional efforts and to facilitate further program developments.

A recommendation for a full-time instructor has been 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 full-time 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

13 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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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 necessary 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 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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

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.

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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