

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) For 2026

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Today's Date	3/3/2026
Cluster	Student Development and Support Programs
Area of Study	N/A
Program(s)	College Success Studies
Last Academic Year CPPR Completed	3/2021

NARRATIVE: Instructional CPPR

Please use the following narrative outline:

1. Describe how this program review was conducted, including how all program members were involved in the planning process.

The SDS Division Chair completed the Program Review with voluntary consultations with part-time CSS faculty members. The Chair met with Emily Avlen and Rachel Pass to get input on CSS 168/768 course revision and invited Monica Contreras to review the curriculum and suggest updates to CSS 125/725 and CSS 754/254. The Chair also worked with Becky Reid to update PEDS 110 and convert it to a CSS course. The Chair met with Laura Harris and Rachael Barnett to collect input on the CSS program review data and discuss ideas for updating CSS 225 curriculum. A draft of the CPPR was presented to CSS faculty at the 2/20/26 SDS faculty meeting for review and input. All part-time CSS faculty members were invited to review the completed draft and provide suggestions and edits.

GENERAL PROGRAM INFORMATION

1. List your Program's Mission

The mission of College Success Studies (CSS) department is to prepare students for academic success 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 and college-readiness skills. CSS courses and curriculum are

designed to provide dynamic and challenging learning opportunities that encourage critical and creative thinking strategies. Our courses support students working toward a variety of educational goals including transferring to four-year institutions, earning certificates or associate degrees, and advancing in the workforce. Finally, the CSS department plays a vital role in college-wide professional development activities that fosters student success and retention strategies across the curriculum.

2. List all current full-time and part-time faculty in the program.

There are no full-time faculty in the CSS program. The current part-time faculty include Rachael Barnett, Monica Contreras, Danny Ender, Laura Harris, Monica Linggi, Rachel Pass, Emily Avlen, and Rebecca Reid.

3. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps.

Due to AB 705 and 1705 legislation, California community colleges can no longer offer credit courses that are three levels below transfer. However, basic skills students who are not prepared for college-level classes still need access to higher education. In order to support these students, the department stopped offering two credit courses (CSS 085 – Writing Strategies and CSS 080 - Reading Strategies) and developed noncredit CSS 789 – Integrated Reading and Writing. The department also developed a noncredit course focusing on grammar in writing, CSS 758 - Grammar Strategies course to replace the credit CSS 058 – Grammar Strategies. These courses were offered several semesters since the last program review. Unfortunately, they were not well enrolled, so the program decided to stop offering them and refocus on better supporting this student population with learning skills (CSS 725/125) and college success strategies (CSS 225) courses. In fall 2025, the Personal Development Studies (PEDS) department, which offers a course that introduces a career-decision making process to students, joined CSS.

PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

1. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

CSS supports the District's Mission by serving and inspiring the diverse community of learners at Cuesta College in achieving their educational goals. CSS effectively supports students in their

efforts to improve foundational and college-readiness skills. CSS helps Cuesta towards its mission because it prepares students with a variety of educational goals, including transferring to four-year institutions, earning certificates or associate degrees, and advancing in the workforce. CSS classes are student-centered and focused on student success, which are highlighted values in the college's mission statement. Finally, in preparing students who need additional support, CSS provides access and opportunity for higher education for students.

2. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives \(link\)](#), and/or operational planning initiatives.

The College Success Studies department has been working to help the district meet the following objectives from Cuesta's Strategic Plan 2020-2026 and the Education Master Plan 2026-2030.

Institutional Goal 1: Access – Increase student access to higher education

A critical component of increasing access to higher education is providing the necessary support to students so that they may participate and succeed in college-level courses. Noncredit CSS classes provide a bridge for ESL students, underprepared high school graduates, and reentry students who need to improve their foundational skills to be successful in transfer-level classes. In addition, CSS 225 increases access to higher education by teaching students important learning skills and strategies to improve their readiness and access to other areas of study.

Institutional Goal 2: Completion- 2A students who earn degrees and certificates

CSS is dedicated to increasing student success in college coursework. CSS courses build students' foundational skills and improve their study strategies and critical thinking skills, which leads to increased success in other classes. In addition, CSS offers the only tutor training course at the college, so we support success by training the tutors who provide additional assistance to students in all subject areas at the college. These efforts help students persist and succeed in their courses, which enables them to earn degrees and certificates in their chosen fields. This work also contributes to Cuesta's *Goal 1: Strengthen Student Outcomes*, as written in the Educational Master Plan 2026-2030.

Educational Master Plan Goal 2: Refine and expand educational pathways: 2.1- Reinforce and expand career education pathways through a culture of inquiry.

PEDS 110 and CSS 225 have been part of dual enrollment throughout San Luis Obispo County. This has increased career and college pathways for students. The CSS 254/754 course, Major and Career Exploration, also aims to increase students' awareness of career pathways through inquiry.

3. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

CSS courses help students achieve three of the Institutional Learning Outcomes:

1. *Personal, Academic, and Professional Development*

CSS 225, CSS 254/754, and PEDS 110 directly support students in achieving this outcome. CSS 225 integrates personal growth and academic skills development with a focus on lifestyle, personal health, and mental well-being. CSS 225 emphasizes collaborative learning experiences that promote development of interpersonal skills that in turn contribute to building community and project completion. CSS 254/754 and PEDS 110 also help students focus on developing skills necessary for successful employment.

2. *Critical Thinking and Communication*

Improving students' critical thinking skills is an essential component of CSS 225. One objective of the course is to, "examine critical analysis techniques and demonstrate those techniques using problem solving and decision-making models." Development of critical thinking is embedded throughout the entire course, from analyzing study skills to employing effective research skills and creating collaborative group projects that will serve students in future college and career interactions.

3. *Technological and Informational Fluency*

CSS 225 builds students' technological and informational fluency. Learning how to effectively use the library and other campus resources is a critical component of the course. Recently, effectively using Canvas and related technological tools essential for online learning has increased in importance in this class. Students completing this course have improved technological and informational fluency skills through collaborative research projects and presentations using both asynchronous and synchronous online and in-person tools.

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

Aggregated Data

For each metric:

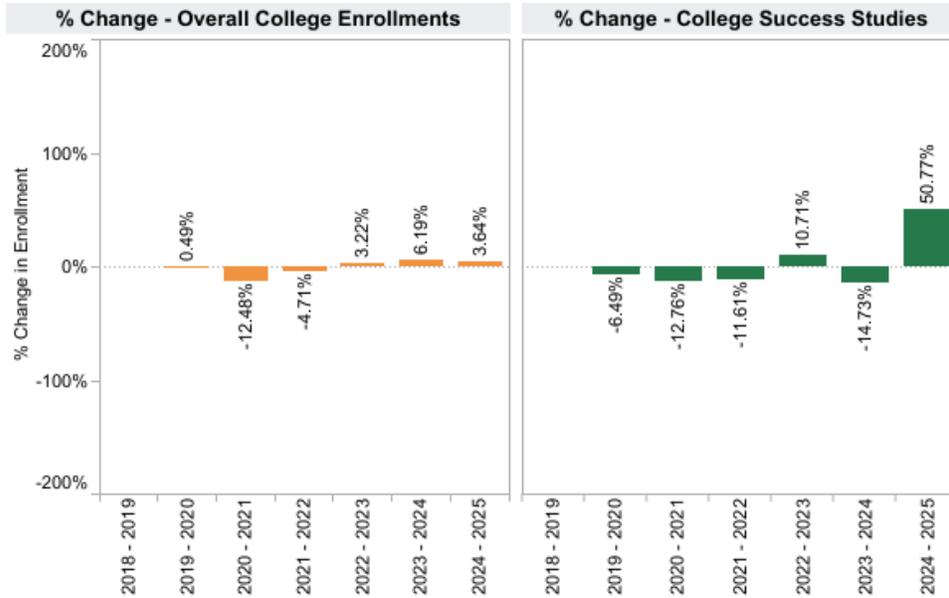
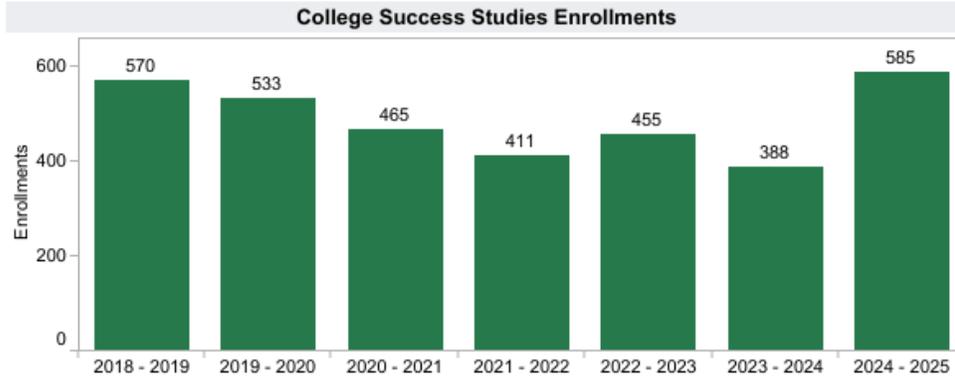
1. Click the hyperlink for each section and download the relevant aggregated data chart(s).
2. Insert the downloaded chart(s) and apply an alttext (How to Generate and Apply AltText (link))
3. Explain observed differences between the program and the college below the inserted data chart.

A. General Enrollment

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.

SLOCCCD Program Review Data - Enrollment

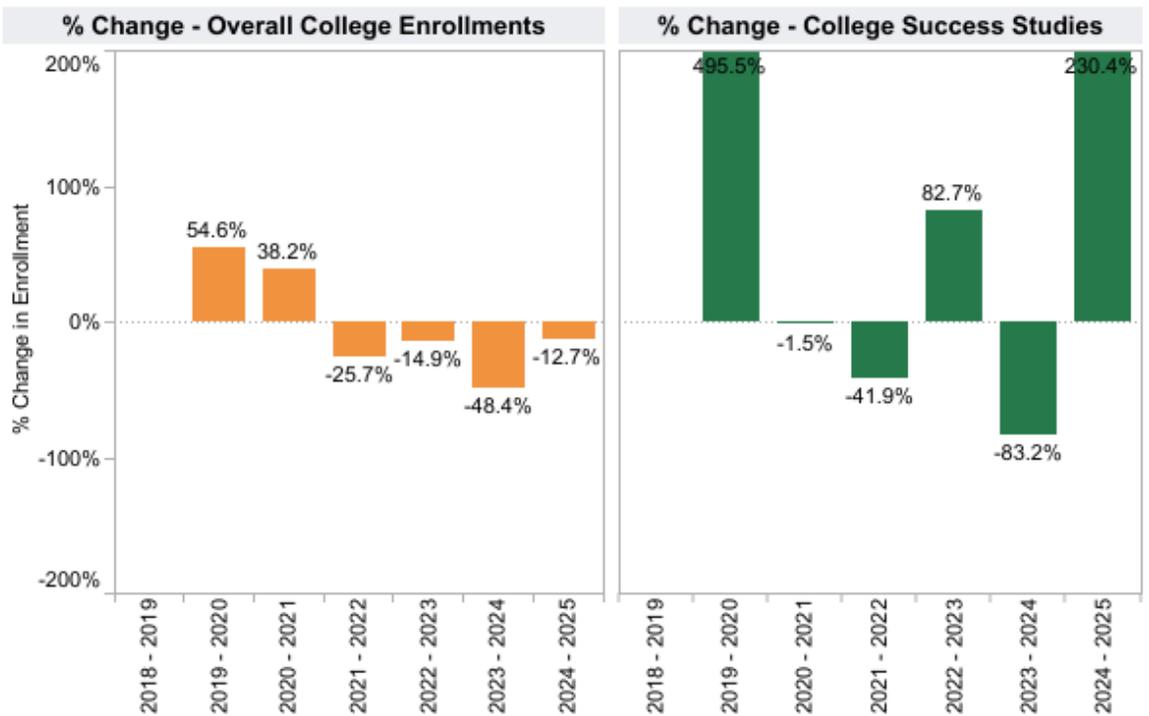
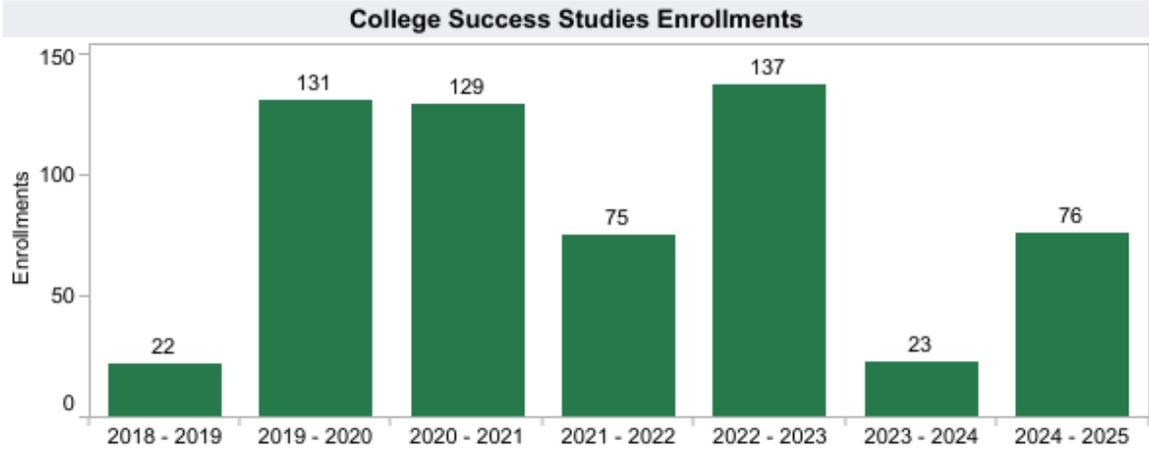
Department:
College Success Studies

Course:
CSS 225

Dual Enrollment:
All

Prison:
CMC:Prison

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.

SLOCCCD Program Review Data - Enrollment

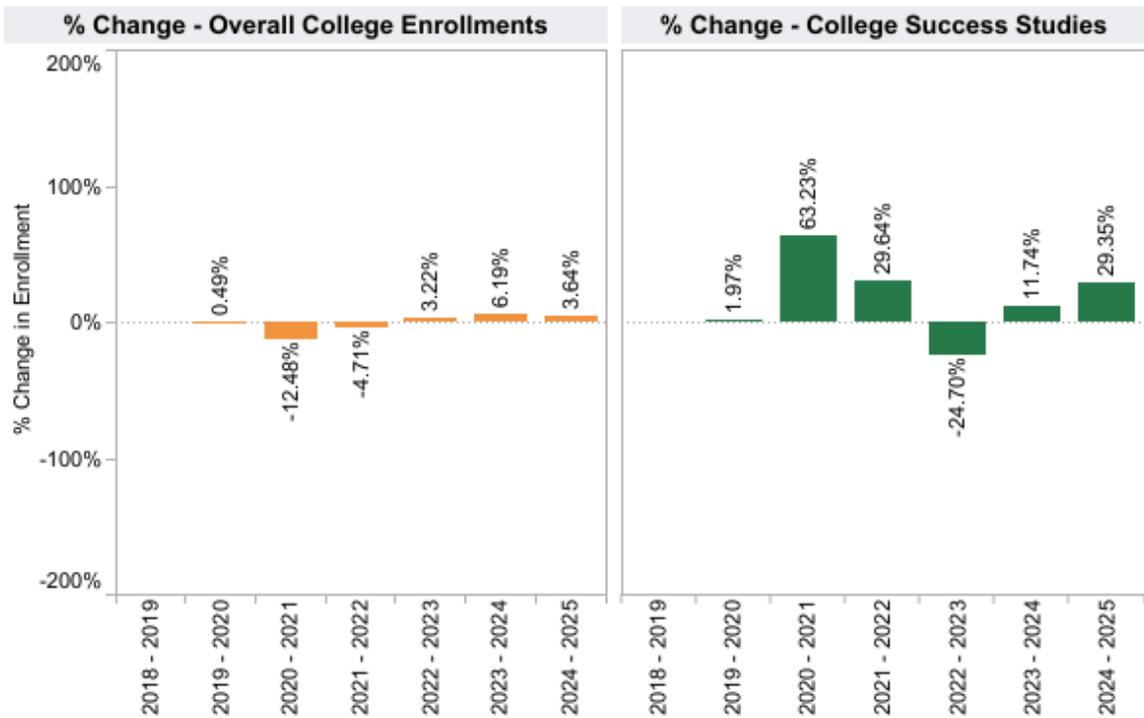
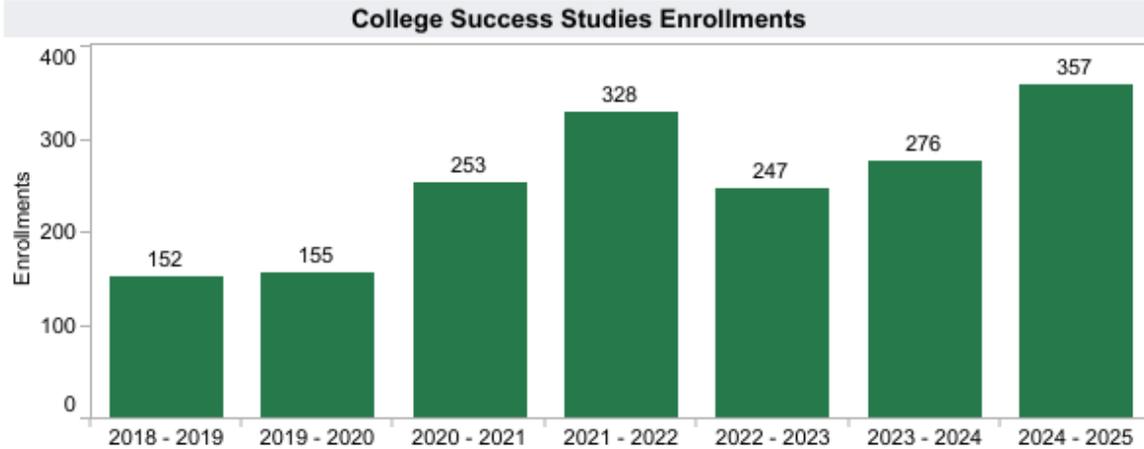
Department:
College Success Studies

Course:
Multiple values

Dual Enrollment:
All

Prison:
All

Region: Distance Learning
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.

SLOCCCD Program Review Data - Enrollment

Department:
College Success Studies

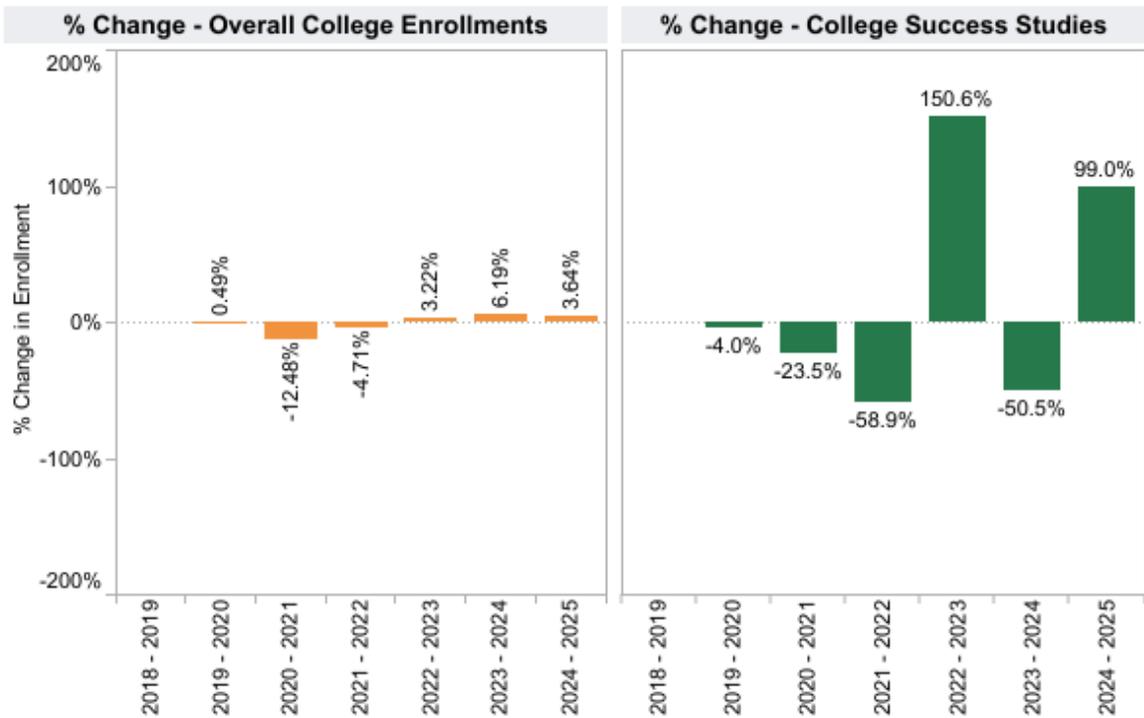
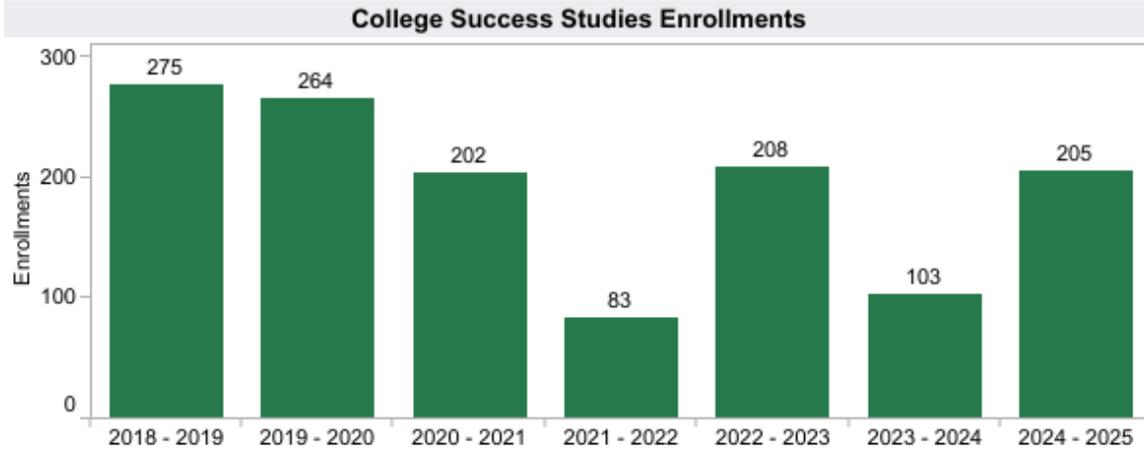
Course:
Multiple values

Dual Enrollment:
All

Prison:
All

Region: San Luis Obispo

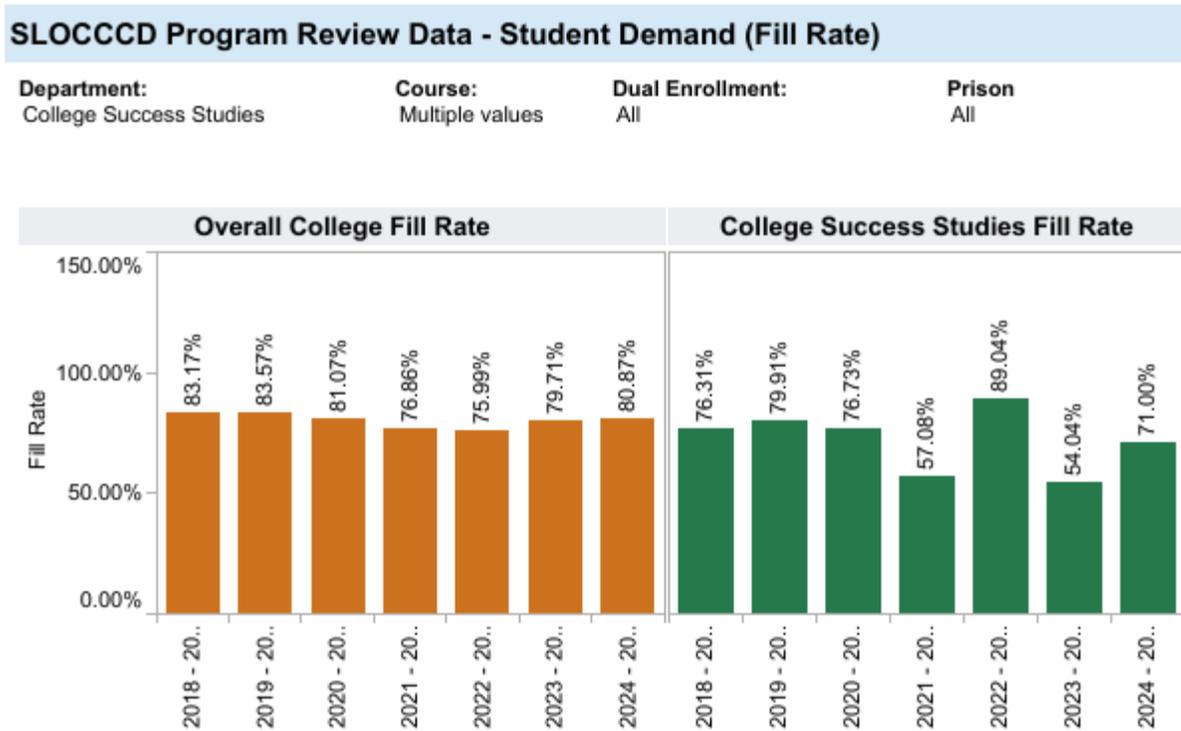
TERM: All



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 enrollments have increased significantly since last year. In fact, it is the highest it has been in seven years. The increase of over 50% from 2023-2024 to 2024-2025 academic years is seen in every aspect of the program offerings. CMC enrollments increased by 230%, whereas DE increased by almost 30%, and face-to-face classes on the SLO campus increased by 99%. The increase can partially be attributed to the approach of purposeful scheduling the department takes. This includes experimenting with schedules to find out what best meets student needs. In addition, the Division Chair and instructors regularly communicate with Counseling to promote the program and classes, which has also contributed to the enrollment growth.

B. General Student Demand (fill rate)



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 in CSS improved significantly from 2023/2024. The improvement of 17% in the last academic year brings CSS to closer to college’s average of 80%. This can be attributed in part to the sections taught at CMC and the DE course offerings, which consistently have strong enrollments. The department is offering a tighter schedule with fewer sections on the main campus, especially during spring semesters when enrollment is traditionally lower. The department plans to continue these strategies to work towards a robust fill rate.

C. General Efficiency (FTES/FTEF)

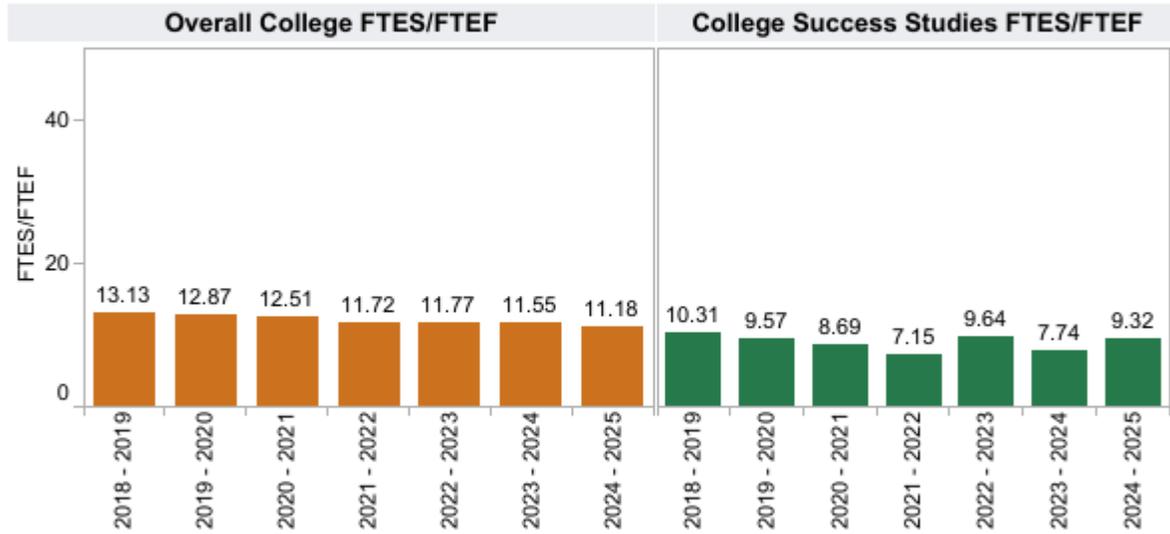
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
College Success Studies

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



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

The efficiency of CSS increased by 1.5 from 7.74 to 9.32 from the previous academic year. It is closer to the college’s average of 11.18. In order to improve efficiency, CSS has expanded course offerings in locations such as CMC and DE sections, which usually have high fill rates. The CSS department’s continuous outreach and collaboration with departments such as Counseling, who can help increase enrollment, also makes a difference. However, it is also important to note that some of the courses (e.g., CSS 125) have a lower-class cap, which is appropriate for basic skills.

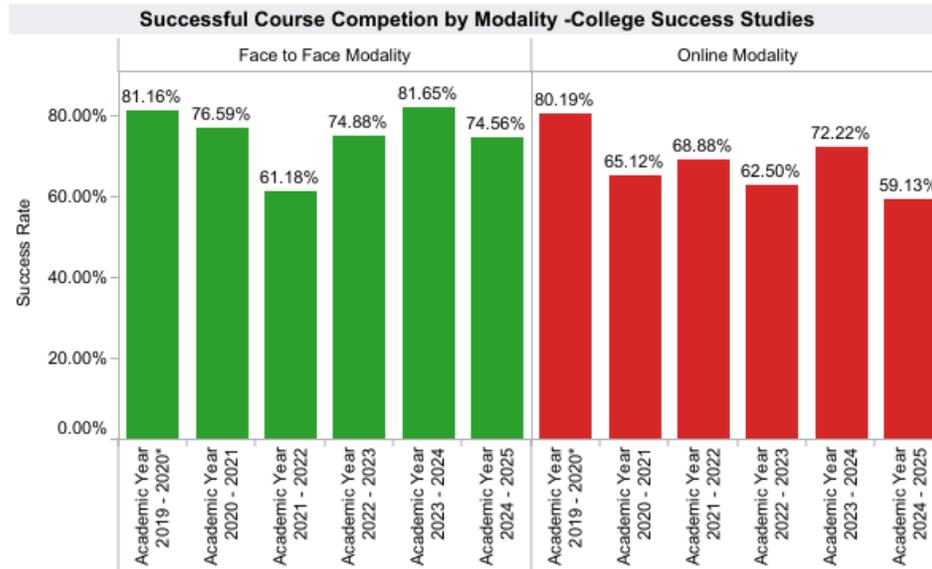
D. Student Success – Course Completion by Modality

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 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Face to Face Modality	Department Success Rate	81.16%	76.59%	61.18%	74.88%	81.65%	74.56%
	Total Department Enrollment	4,571	1,653	1,076	1,877	3,048	3,659
Online Modality	Department Success Rate	75.83%	65.12%	68.88%	62.50%	72.22%	59.13%
	Total Department Enrollment	129	241	1,351	500	409	415

Both the face-to-face and online success rates declined over the last academic year. Face to face declined by 7% and online declined by 13% and is considerably lower than face to face modality. Part of this decline can be attributed to the fact that several DE students have been enrichment or dual enrollment. With a full load of high school classes, adding a college class is too difficult for them. In addition, some students who are in the Rising Scholars program have been registered for DE classes but they don't have adequate and regular access to computers. The department has reached out to colleagues who manage these programs and expressed these concerns. Finally, some students are not ideally prepared for DE classes and would be better suited to take in person classes on the SLO campus. Faculty can help by sending Star signals early on to identify at-risk students and ensure that those students registered, especially in DE, have access and are prepared to complete the coursework. It is also a way to connect them with valuable college resources and support that can help them succeed.

E. Degrees and Certificates Awarded

- [Degrees and Certificates Awarded \(link to Tableau dashboard\)](#)

There are two noncredit certificates associated with the CSS program.

Noncredit Reading, Writing, and Grammar Certificate of Competency
 Academic Skills Bridge to College Credit Certificate of Completion

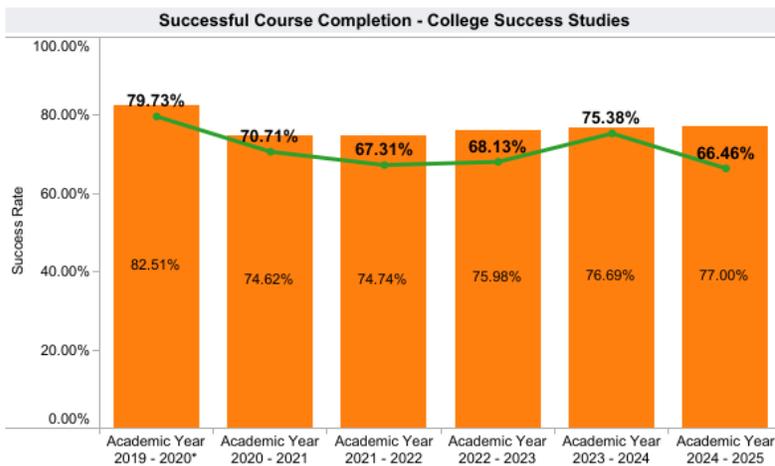
The Noncredit Reading, Writing, and Grammar Certificate comprised of two courses: CSS 758 Grammar Strategies and CSS 789 Integrated Reading and Writing. Both of these courses have not been offered in recent semesters due to low enrollment and have been or will be deactivated. The Academic Skills Bridge is awarded upon completion of 725 and 754. These two courses are cross-listed with their credit counterparts CSS 125 and CSS 254. Unfortunately, there is no institutional data on the number of these certificates that have been awarded. The Continuing Education staff have been promoting both courses to students who complete the highest level of ESL and the GED programs as they are intended to help students transition to credit classes.

F. General Student Success – Course Completion

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



	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2024 - 2025
Department Success..	79.73%	70.71%	67.31%	68.13%	75.38%	66.46%
Total Enrollments	521	453	443	458	339	493

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

The successful course completion rate dropped by 8.9% and is 10% below the college’s average. Part of this decline can be explained by students who are not ideally prepared for DE instruction being enrolled. Another factor is that the nature of CSS student population is such that they face many barriers to their education, and in many cases, they need more time to succeed. Students who fail are always encouraged to come back to take the class again, and this allows them the opportunity to succeed. Learning is a process, and it’s important to take this into consideration when considering the significance of this data.

- a. For this metric, please also compare to the **Institutional Set Standards** of Achievement. If your program did not meet the Institutional Set Standards, please describe how you implement activities to meet the Institutional Set Standards.

Successful Course Completion

Report Year		2019	2020	2021	2022	2023	2024
Cohort: ALL STUDENTS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Course Completion	N	43,318	45,312	41,930	38,824	39,653	43,089
	%	75.4%	74.0%	74.6%	74.7%	75.6%	76.7%
Stretch Goal		76.2%	77.7%	75.5%	76.1%	76.2%	77.1%
Total Cohort (Annual)	N	57,450	61,256	56,204	51,963	52,441	56,212
SLOCCCD COURSE COMPLETION STRETCH GOAL							78.2%
SLOCCCD COURSE COMPLETION BASELINE STANDARD							74.0%

CSS has not met the Institutional Set Standards of Achievement. In order to improve the Course Completion rate, instructors will be encouraged to send Star signals as early as possible for at risk students. The department will also communicate to counselors and incoming students the demands of a DE class and consider a face-to-face option if that would be more appropriate. Instructors also share best practices. For example, considering allowing late work, messaging students who are missing assignments through Canvas to encourage a mindset that it’s never too late to succeed.

- b. What resources might you need to meet and exceed the Institutional Set Standards?

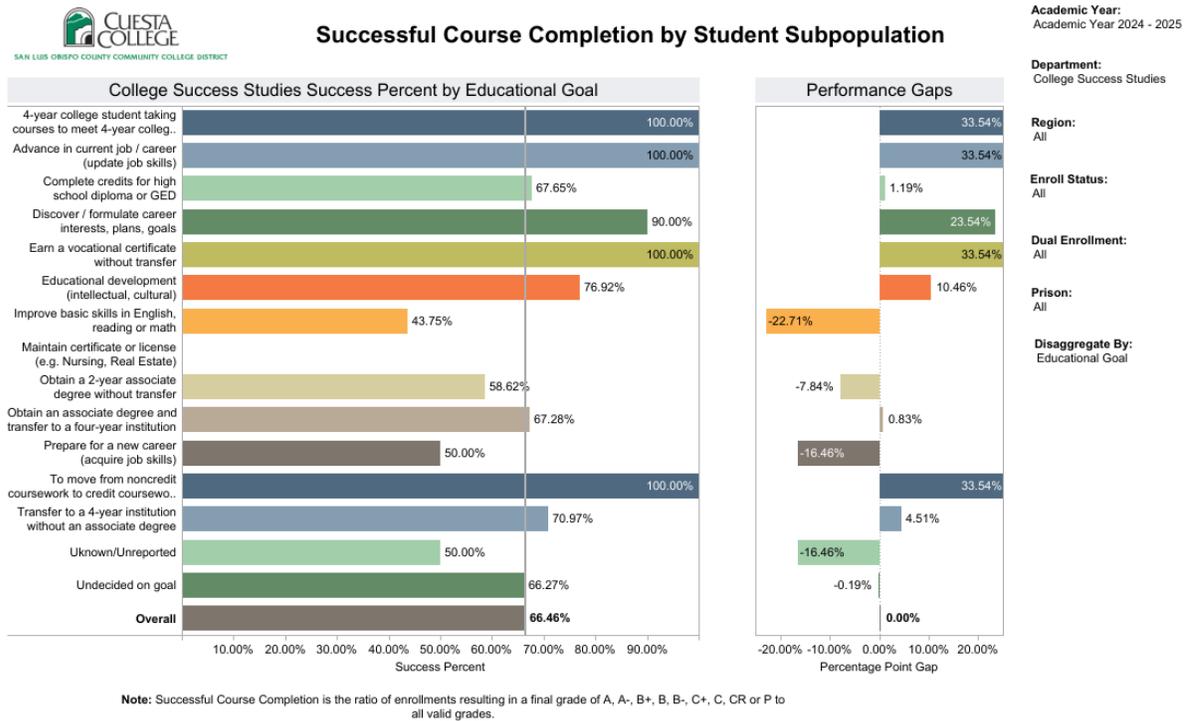
Dual enrollment and justice impacted students need to be better prepared for DE instruction and have consistent and reliable access to technology. High school counselors should also consider the appropriateness of a student with a full high school load taking a college level DE class when advising them. Many DSPS students take CSS classes, so better support for those students would help improve success rates.

Disaggregated Data

1. Review the **Disaggregated Student Success Charts (link)**; 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.

- a. The following are some questions you might want to consider:
 - i. What strategies have you implemented to address equity gaps in the classroom?
 - ii. What type of professional development opportunities are your program faculty participating in to address equity in the classroom?
 - iii. What resources might you need to minimize equity gaps?



The biggest success gap of -22.71% was for students who chose improving basic skills in English or Math as their goal. This is not surprising because many of these students need additional time and support in order to succeed in college classes. Interestingly, students whose goal was to move from noncredit to credit coursework, earn a vocational certificate, or those who want to meet 4-year college requirements, all had a +33.54% success rate.

Successful Course Completion by Student Subpopulation

Academic Year:
Academic Year 2024 - 2025

Department:
College Success Studies

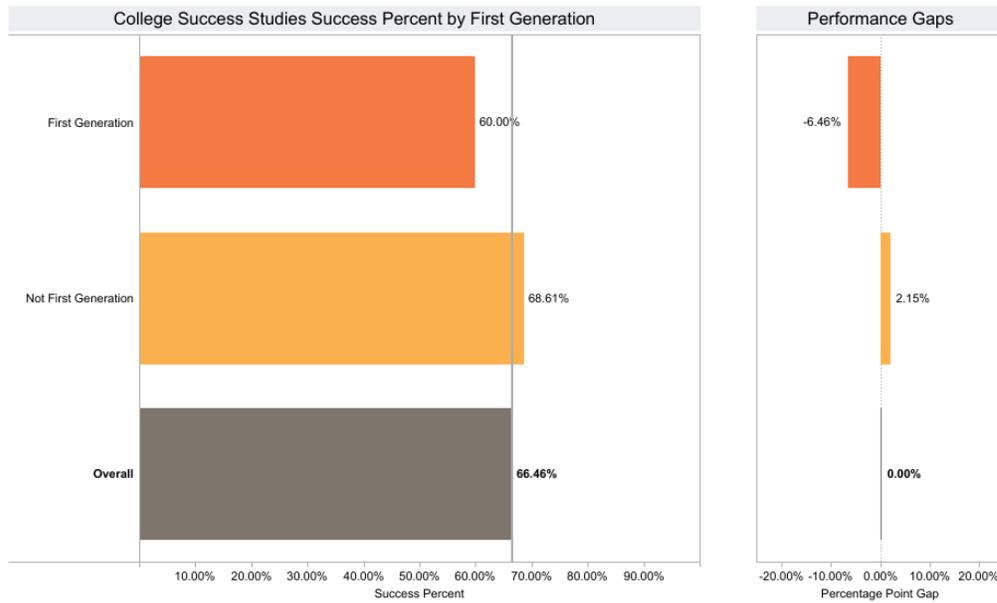
Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
First Generation



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.

This chart indicates that there is a -6.46% success rate for students who identify as first generation. This shows the importance of providing extra support for students who may lack familiarity with higher education systems. CSS classes, and in particular CSS 225, are focused on helping students develop the very skills they will need to succeed in an academic environment. By continuing this work and helping students feel welcome, the department can work on closing this gap.

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.

N/A

PROGRAMS AND CURRICULUM REVIEW

Programs Review

1. Review the CurriQunet “Program of Study” outline for all programs and certificates that were active at the time of the last CPPR. Indicate yes or no in each column and include a year if applicable. Enter N/A where not applicable.

Program/Certificate Title	Active (yes/no)	New since last CPPR (year)	Modified since last CPPR (year)	Deactivated since last CPPR (year)
Noncredit Reading, Writing, and Grammar Certificate of Competency	Yes	No	No	To be deactivated 2026-2027
Academic Skills Bridge to College Credit Certificate of Completion	Yes	Yes	No	No

2. For all Currently Active Programs/Certificates, review the CurriQunet “Program of Study” outline for each **active** program/certificate and complete the table by indicating yes or no in each column.

If any answers are “no” for a program, please enter a date within the next program review cycle by which the outline will be updated into the “Update Due Date” column.

Program/Certificate Title	Required courses and electives accurate	Program description current	Program Learning Outcomes are accurate and include method of assessment	Update Due Date (MM/DD/YYYY)
Academic Skills Bridge to College Credit Certificate of Completion	Yes	Yes	Yes	2028

Curriculum Review

Complete the Curriculum Review Worksheet (found in the **Current Year's IPPR Document** folder) and submit the form with your CPPR.

Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.

What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that you have reviewed that the entries on the course outline of record (CurriQunet format) are appropriate and complete.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

1. Insert the assessment calendar for your program for the next program review cycle below (you can also attach it to this document and reference the page below).

<i>S 2026</i> <i>CPPR</i>	<i>S 2027</i>	<i>S 2028</i>	<i>S 2029</i>	<i>S 2030</i>	<i>S 2031</i>
CSS Program SLOs	PEDS (CSS) 110	CSS 125/725 CSS 225	CSS 754/254	CSS 168/768	CSS Program SLOs

2. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

All previously scheduled course assessments have been completed and results entered in eLumen.

3. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs (you can also attach it to this document and reference the page below).

N/A

4. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes (you can also attach it to this document and reference the page below).

Core ILOs	Critical Thinking and Communication	Personal, Academic, and Professional Development			Social, Historical, and Global Knowledge and Engagement	Technical and Informational Fluency
- All Categories -	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence
CSS125 College Learning Strategies Active since 8/2015						
Employ strategies for focusing attention when reading, listening, taking notes,...			✓			
Identify campus resources designed to support students and use critical...						
Identify personality type and personal learning styles and apply this knowledge...			✓			
CSS168 Tutor Tr: Sel Topics Active since 8/2015						
Identify factors that impact student learning and ways to build learner...			✓			
Describe effective peer-education strategies and critical thinking techniques...	✓		✓			
CSS225 College Success Active since 8/2015						
Identify and describe campus resources that help students succeed.						
Apply effective and specific study strategies to academic coursework.			✓			
Utilize technology strategically to find and evaluate information and utilize...		✓	✓			

Core ILOs	Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
CSS125 College Learning Strategies Active since 8/2015					
Employ strategies for focusing attention when reading, listening, taking notes,...					
Identify campus resources designed to support students and use critical...					
Identify personality type and personal learning styles and apply this knowledge...					
CSS168 Tutor Tr: Sel Topics Active since 8/2015					
Identify factors that impact student learning and ways to build learner...					
Describe effective peer-education strategies and critical thinking techniques...					
CSS225 College Success Active since 8/2015					
Identify and describe campus resources that help students succeed.					
Apply effective and specific study strategies to academic coursework.					
Utilize technology strategically to find and evaluate information and utilize...				✓	✓

Core ILOs	Critical Thinking and Communication	Personal, Academic, and Professional Development			Draw conclusions based on the scientific method, computations or experimental and observational evidence
- All Categories -	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method, computations or experimental and observational evidence
and emotionally prepare...					
CSS254 Major and Career Exploration Active since 8/2015			✓	✓	
Choose an appropriate major based on individual values, interests and abilities		✓	✓		
Create an abbreviated student educational plan based on major and career goals				✓	
Identify individual values, skills and abilities		✓		✓	
Utilize career resources for major and career exploration					

5. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

CSS does not have a related program, so there are no program-level SLOs. 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.

6. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet \(link\)](#) and review the [Resource Allocation Rubric \(link\)](#).

Pay for part-time faculty to develop curriculum, materials, and work on retention projects is the Division's #1 ranked item on its annual resource plan. Item #9 is professional development opportunities. Both of these requests directly impact student learning and affect outcomes.

PROGRAM DEVELOPMENT

1. Indicate how the program supports efforts to achieve any of the following:
 - Institutional Goals and Objectives (*may have been addressed previously*)
 - Institutional Learning Outcomes (*may have been addressed previously*)
 - Program outcomes

See page #4.

2. Indicate any anticipated changes in the following areas
 - Curriculum and scheduling
 - Support services to promote success, persistence and retention
 - Facilities needs
 - Staffing needs/projections

Curriculum and Scheduling

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.

Another area of growth for CSS includes offering CSS 125 College Learning Strategies to special populations. In summer 2025 and 2026, this course was and will be offered again 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.

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 5-6 week course throughout the year. Most recently, CSS 225 faculty have collaborated with a school lead CCAP at SLCUSD for dual enrollment at Morro Bay Highschool. PEDS 110 has recently joined the CSS department. In order to integrate it into the program, the curriculum is being updated and will become a CSS course. It will complement the shorter CSS 754/254 course. This course is offered DE annually for Cuesta students, and many sections are offered as high school led dual enrollment throughout the county. However, when we align the course to the minimum qualifications of the CSS department, the number of eligible high school teachers will decline.

Support services to promote success, persistence and retention

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.

Staffing needs/projections

Considering the limited number of CSS courses and the legislation that no longer allows credit basic skills courses, 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.

3. Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

N/A

END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

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.

After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment \(link\)](#) with your Dean before May 23, 2025.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing their name.

All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Position/Title	Name	Signature	Date
Part-time faculty	Rachael Barnett	Rachael Barnett	Mar 4, 2026
Part-time faculty	Monica Contreras	Monica Contreras	Mar 5, 2026
Part-time faculty	Laura Harris	Laura Harris	Mar 4, 2026
Part-time faculty	Danny Ender	Daniel Ender	3/5/2026
Part-time faculty	Monical Linggi	Monica Linggi	3/5/26
Part-time faculty	Rachel Pass	Rachel Pass	3/4/2026
Part-time faculty	Emily Avlen	Emily Avlen	3/3/26
Part-time faculty	Rebecca Reid	Rebecca Reid	3/5/2026
SDS Division Chair	Amy Kayser	Amy Kayser	3/5/2026

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (If Applicable)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here: [Faculty Prioritization Process Handbook \(link\)](#)

Applicable Signatures (add other lines and positions/titles as needed):

Position/Title	Name	Signature	Date
<i>Vice President/Dean</i>			
<i>Division Chair/Director/Designee</i>			

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean’s narrative analysis. The signatures do not necessarily signify agreement.

Signature: 
Emily Avlen (Mar 3, 2026 18:33:09 PST)

Email: emily_avlen@cuesta.edu

Signature: 

Email: rachel_pass@cuesta.edu

Signature: 
Rachel Barnett (Mar 4, 2026 15:51:39 PST)

Email: rachael_barnett@cuesta.edu

Signature: *Laura Harris*

Email: laura_harris1@cuesta.edu

Signature: *Monica Linggi*

Email: mlinggi@cuesta.edu

Signature: *Monica Contreras*

Email: monica_contreras@cuesta.edu

Signature: 
Daniel Ender (Mar 5, 2026 13:18:54 PST)

Email: daniel_ender@cuesta.edu

Signature: 

Email: rebecca_reid@cuesta.edu

Signature: *Amy Kayser*

Email: akayser@cuesta.edu

Agreement

Final Audit Report

2026-03-05

Created:	2026-03-03
By:	Amy Kayser (akayser@cuesta.edu)
Status:	Signed
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