

2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019

CLUSTER: ARTS, HUMANITIES, & SOCIAL SCIENCES

NEXT SCHEDULED CPPR: MARCH 2021

PROGRAM: COLLEGE SUCCESS STUDIES

LAST YEAR CPPR COMPLETED: MARCH 2016

CURRENT DATE: 2/21/2019

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
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

Since College Success Studies (CSS) lost its last full-time faculty member with Cheryl Ziehl's retirement in fall 2017, we have had a part-time CSS Faculty Lead, Laura Harris. Despite the lack of college-wide support and full-time faculty, the CSS department has continued to work collaboratively in order to improve the program. CSS part-time faculty have focused on student success through participation in campus wide initiatives, intensive work on course revision, and continued professional development.

1. CSS has representation in college wide efforts focused on boosting the academic success of basic skills students. For example, CSS part-time instructors participate in the Basic Skills Student Outcomes and Transformation Grant (BSSOT) as faculty coordinators for the QuickStart summer bridge program, the iZOOM! First Year Experience (FYE) program, and on the Faculty Learning Community. Because of CSS faculty participation in the BSSOT Grant projects, we can be a voice for the students in our classes as well as represent our department's mission for improving student success.
2. Part-time faculty have continued working on revising the curriculum for CSS 225. This included compiling a student course packet along with handouts, instructor resources, syllabus, and lesson plans for each unit. With the passing of AB 705, we can no longer offer credit courses that are three levels below transfer. Consequently, new curriculum was developed for two noncredit courses CSS 789 (replacing CSS 080 and 085) and CSS 758 (replacing CSS 58).
3. CSS faculty are committed to professional development that supports student success, and they are helping to educate other Cuesta faculty, providing a valuable resource to our college. Faculty attended Strengthening Student Success RP Group conferences and present at Cuesta Flex days.

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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.

General Enrollment (Insert Aggregated Data Chart)

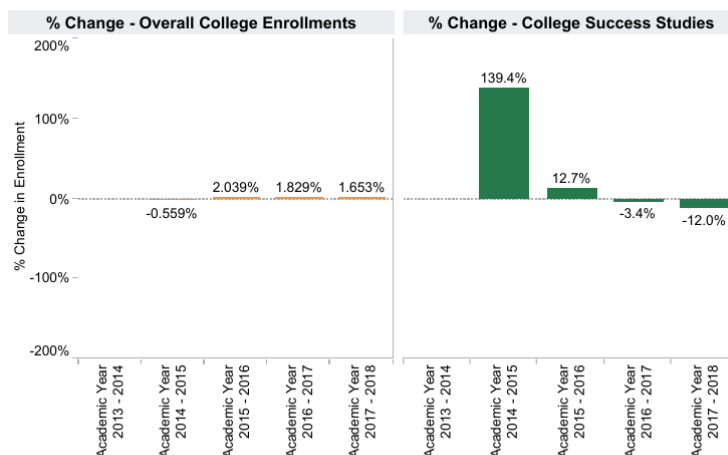
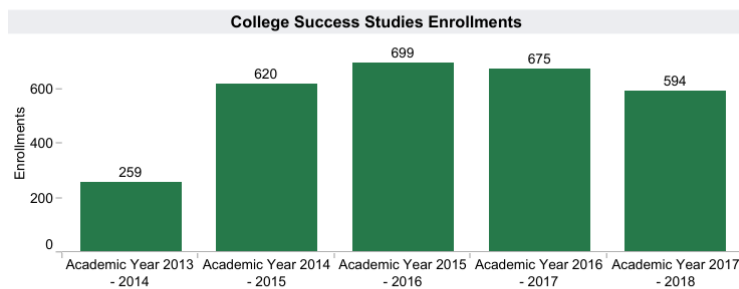
SLOCCCD Program Review Data - Enrollment

Department:
College Success Studies

Course:
Multiple values

Dual Enrollment:
All

Prison:
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.

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CSS course enrollment declined. The decrease was 12%, which represents a drop of 81 students overall. In terms of CSS enrollments, we have seen a big drop in the spring semesters. We can work on this through more outreach, collaboration with counselors, and careful scheduling that will best meet student needs.

In fall 2018, there were two iZOOM! FYE sections in NCC and three on the SLO campus, which increased our fall enrollments. We can continue to work on increasing enrollments through offering courses at the California Men's Colony (CMC), through Distance Education (DE), and at local high schools. In spring '19, we are offering a class at Nipomo High School, and in summer and fall '19, a course will be offered at Paso High School. CSS is also working with the counseling department and student services to make CSS 225 available for students identified as incoming freshmen, reentry students, those on academic probation, and any returning student with a GPA less than 2.6. This can be implemented if we are allowed to proceed with a new FYE.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

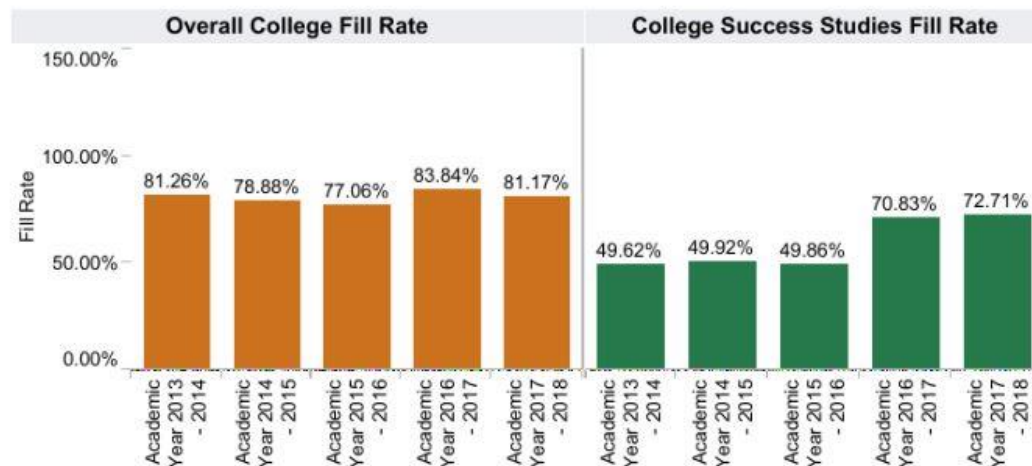
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
College Success Studies

Course:
Multiple values

Dual Enrollment:
All

Prison
All



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 has continued to improve, significantly from 2015/16. The improvement brings CSS much closer to the college's average. This can be attributed to the iZOOM! FYE courses offered in fall, the sections taught at CMC, and the DE course offerings. Cancelling under enrolled courses also improved the fill rate. We are also offering a tighter schedule, especially during spring semesters when enrollments are traditionally lower.

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General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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

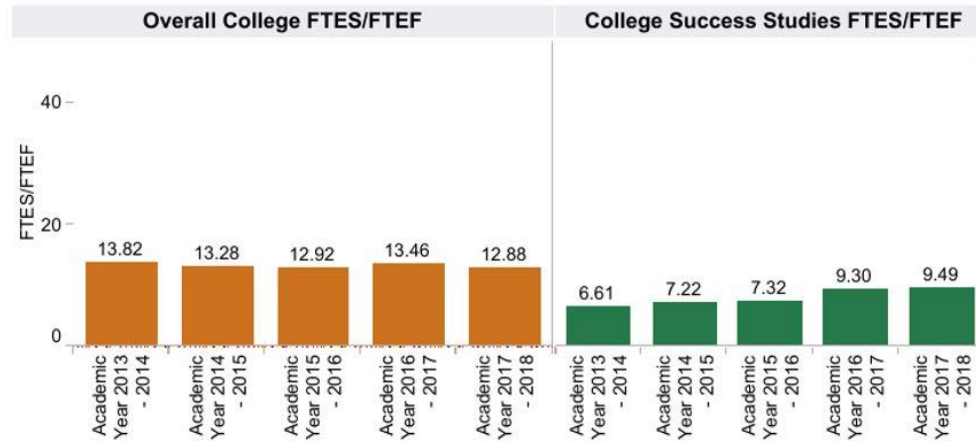
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
College Success Studies

Course:
Multiple values

Dual Enrollment:
All

Prison:
All



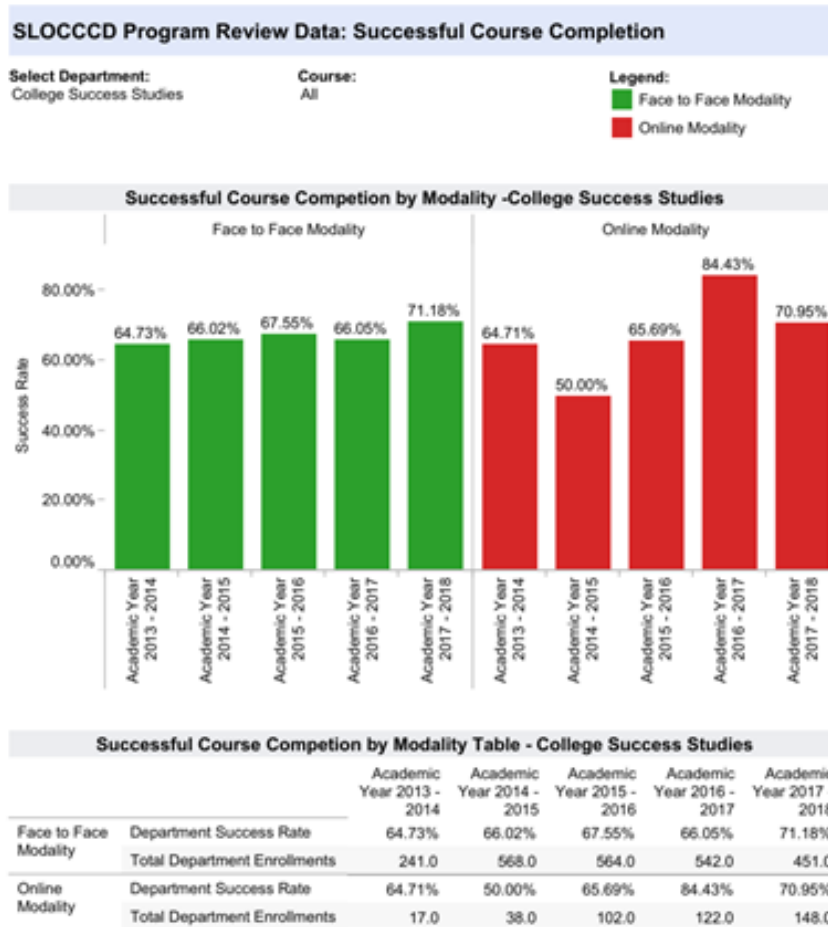
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

While still below the college in overall FTES/FTEF, CSS has continued to improve. The overall college efficiency actually decreased from 2016/2017 by 0.58 whereas CSS increased by 0.19. It is a small amount, but positive and moving in the right direction. CSS has explored offering courses in other locations such as CMC and high schools for increasing future FTES. The CSS department's continuous outreach and collaboration with departments who can help increase enrollment has also made a difference.

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[Student Success—Course Modality \(Insert Data Chart\)](#)

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



CSS DE courses successful course completion rates have dropped significantly, over 14% since 2016-2017, and are now almost the same as the face-to-face modality. More CSS courses were offered in the DE modality including CSS 225, CSS 168, and CSS 025. That could explain the drop. Also, it may be easier for DE students to feel less accountable because they don't have the same in-person interaction and sense of responsibility. Despite this, the overall success rate in CSS is still strong and has much improved from three years ago. For face-to-face classes, the successful course completion rate has risen over 5%

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

CSS does not offer a degree or certificate that is specific to our discipline. We are looking to make a CDCP noncredit certificate in the near future, combining CSS 758 and CSS 789 into a certificate.

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

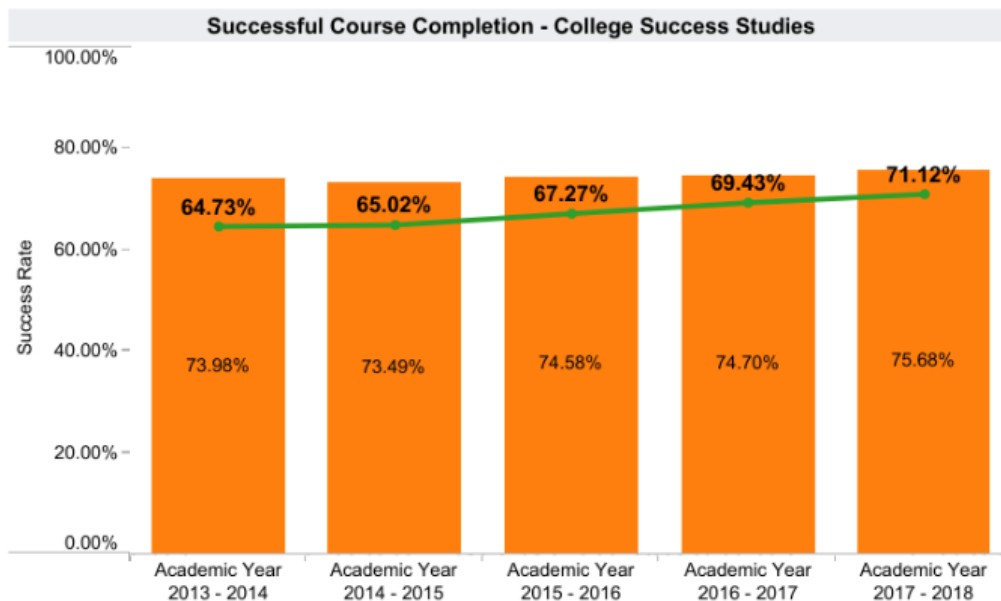
Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
College Success Studies

COURSE
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate



College Success Studies Success Rate Table

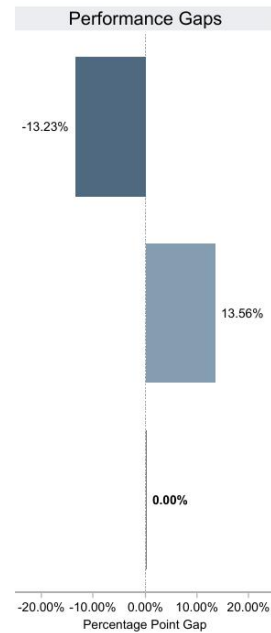
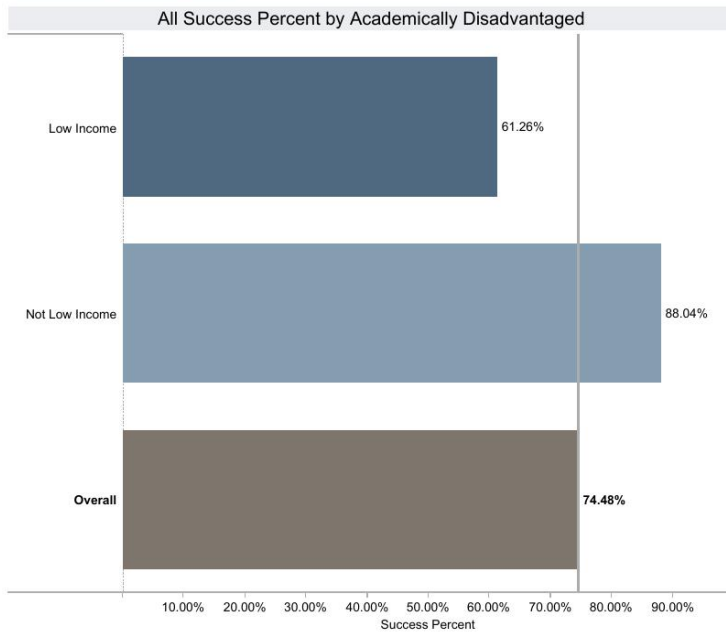
	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	64.73%	65.02%	67.27%	69.43%	71.12%
Total Enrollments	258	606	666	664	599

The overall success rate for CSS has improved steadily over the last five years. It is now approaching the college's overall success rate and is only behind by 4.56%. Continual collaboration between faculty, curriculum revision, and SLOA will help students achieve success in their CSS classes.

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Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
All

Region:
All

Enroll Status:
All

Dual Enrollment:
All

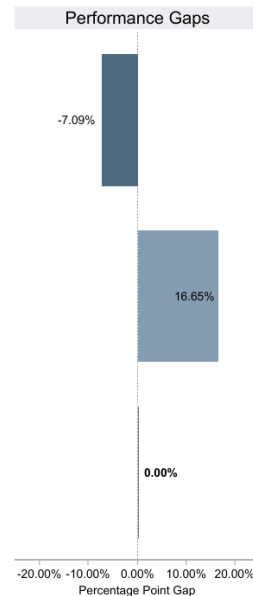
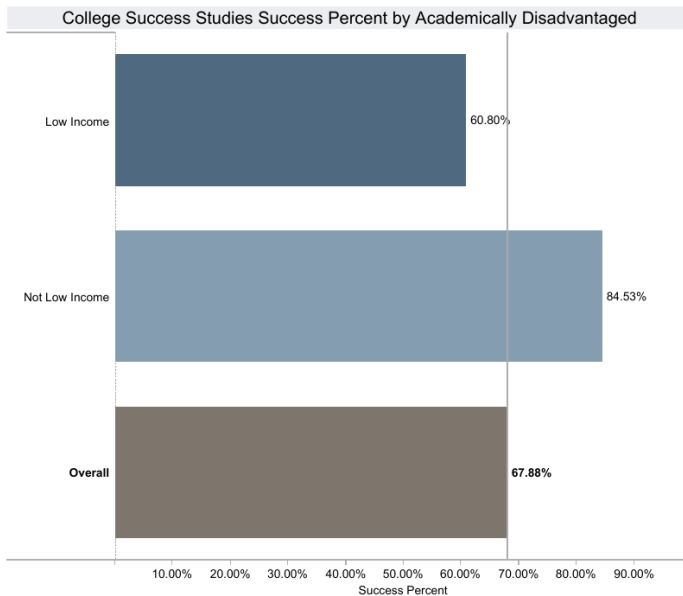
Prison:
All

Disaggregate By:
Academically Disadvantag..

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



Academic Year:
All

Department:
College Success Studies

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

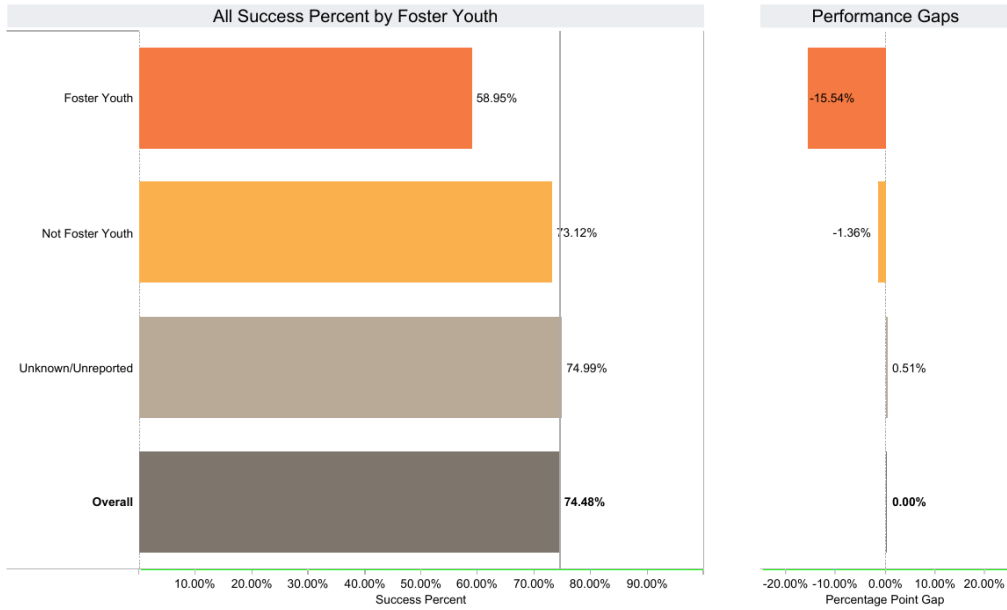
Disaggregate By:
Academically Disadvantag..

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.

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Successful Course Completion by Student Subpopulation



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.

Academic Year:
All

Department:
All

Region:
All

Enroll Status:
All

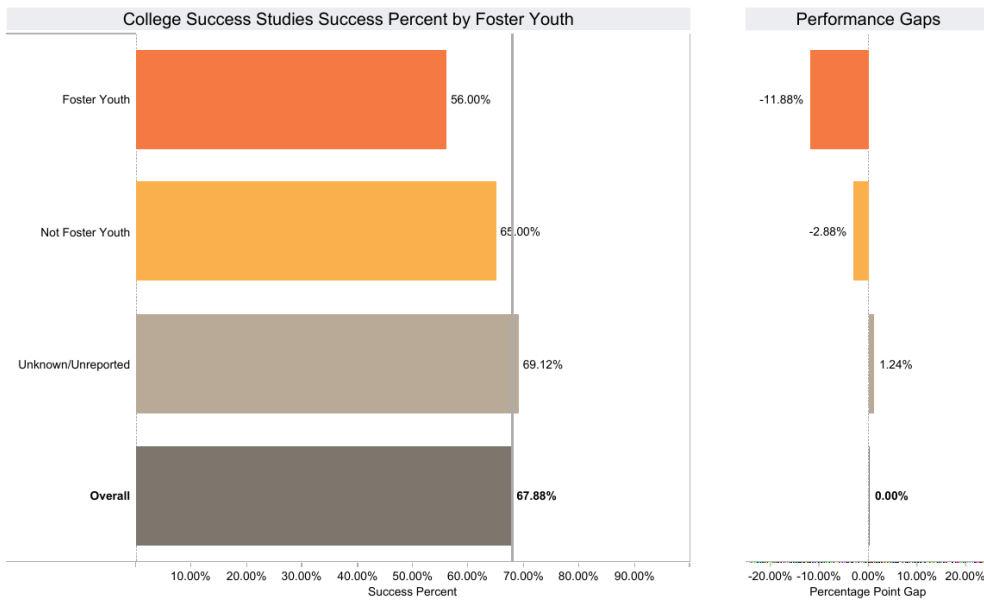
Dual Enrollment:
All

Prison:
All

Disaggregate By:
Foster Youth



Successful Course Completion by Student Subpopulation



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.

Academic Year:
All

Department:
College Success Studies

Region:
All

Enroll Status:
All

Dual Enrollment:
All

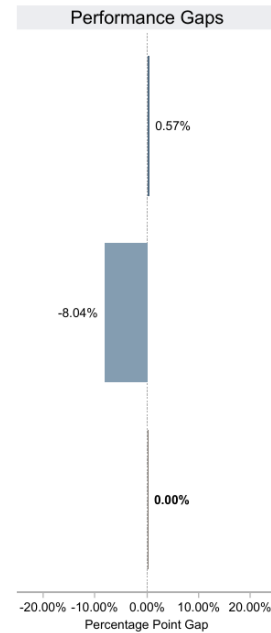
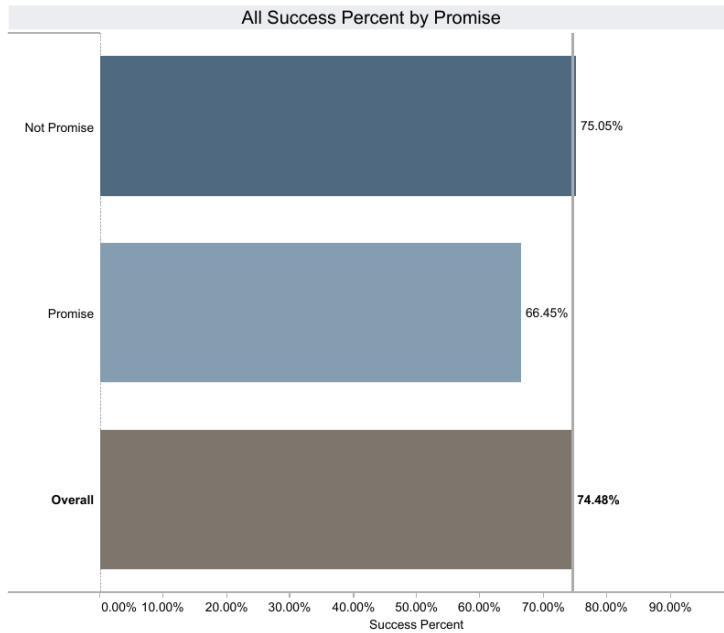
Prison:
All

Disaggregate By:
Foster Youth

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Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
All

Region:
All

Enroll Status:
All

Dual Enrollment:
All

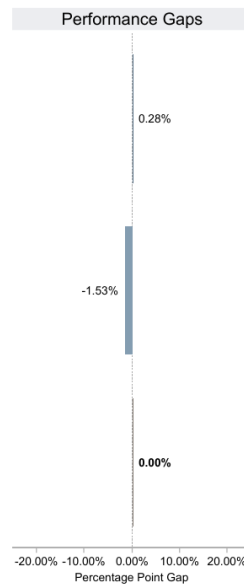
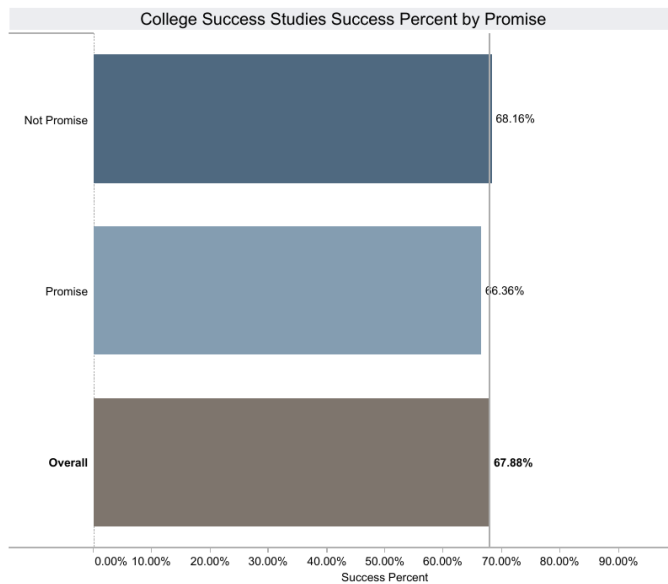
Prison:
All

Disaggregate By:
Promise

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



Successful Course Completion by Student Subpopulation



Academic Year:
All

Department:
College Success Studies

Region:
All

Enroll Status:
All

Dual Enrollment:
All

Prison:
All

Disaggregate By:
Promise

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

Three of the subpopulations with the highest performance gaps include low income/academically disadvantaged students, Foster Youth and Promise students. The data for the overall college shows a larger performance gap in each category than it does in CSS.

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The data for the overall college with low income students shows a 13.23% performance gap. However, the gap in success and completion rates for the same students enrolled in CSS are much lower at just under 7.09%. These students are at a disadvantage in the college because of the limited basic skills classes available, and this problem may become even more acute with the passing of AB 705. CSS has helped to close the performance gap in this area because it provides the necessary support and instruction that this population needs. For example, academic skill training and personal development is embedded into the CSS 225 curriculum.

In terms of Foster Youth, the overall college performance gap of 15.54% is still higher than CSS at 11.88%. Factors contributing to this performance gap include a lack of student support services directly tied to this subpopulation. Student Equity dollars have been allocated to address this. As a result, the projection for the future is that the performance gap will decrease with the addition of the intrusive support of the Academic Success Coach assigned to serve these students through the CaFE program.

The Promise students have also been disproportionately impacted at the overall college level, with 8.04% performance gap college wide, and 1.53% for CSS, which has decreased from 3.34% last year. One reason for this performance gap is that students are given a free program of study and not required to do anything in return. Enrolling in a CSS course undoubtedly improves their chances of success. However, if we do not build in the support for those students who need it, we are not serving these first-year college students effectively. A case in point is the Promise students who enroll in CSS courses have a higher rate of success and course completion. In order to increase student success, CSS faculty are also sharing best practices and specific strategies with campus colleagues on a wider scale such as in combined SLO/NCC Zoom faculty meetings with English, math, Academic Success Coaches, counseling, and student success center staff. CSS has also discussed flex workshop sessions for interdisciplinary collaboration.

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).

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STUDENT LEARNING OUTCOMES

ASSESSMENT CALENDAR

**(revised spring 2019)

CSS DEPARTMENT

CYCLE STAGE	F 2017	S2018	F2018	S2019	Summer 2019	F2019	S2020	F 2020	S 2021 CPPR
<i>SLOs Assessment</i>	CSS 025	CSS 225	CSS 080 CSS 085	CSS 168 CSS 768	CSS 125	CSS 025	CSS 225	CSS 789 CSS 758	CSS Program SLOs

**CSS Classes offered/current spring 2019:

- CSS 025
- CSS 225
- CSS 168/768
- CSS 125 (summer bridge only)
- CSS 789: curriculum submitted, approval pending
- CSS 758: curriculum submitted, approval pending
- CSS 080/085: Discontinued due to AB 705

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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.*

CSS 225 assessed its course SLOs in spring 2018, and the results were favorable. Two sections reported performance values for both SLO #1 and SLO #3 at Exceeds Expectation: 62.5%, Meets Expectations: 25%, and Does Not Meet Expectations: 12.5%. The Does Not Meet Expectation rubric category reported students who stopped attending the sections after the drop date; these students did not complete the course. Faculty believed that the assessment proved very useful for students' information literacy knowledge development as well as their career exploration where they applied their research skills to their own goals. Students also learned how to access and use the library as a resource online and on location as well as use the reference librarians as a personal resource. Students used their career exploration research to construct and present their "My Big Goal Project" as the culminating term assignment. The assessments developed confidence, knowledge, and focused goal setting in students' lives as a conflation of all their learning in CSS 225 for neuroscience (how one learns), growth mindset, grit, Habits of Mind, time management, procrastination, sleep, health variables, academic success, study techniques, test-taking skills, goal setting, and career, education, and personal objectives. Students had extremely positive comments about completing these assessments and how it applied to their goals, learning, and life.

As a result of this assessment, CSS is collaborating with the librarian, Jessica Gonsalves, to create a fully-online assignment where students could work at their own pace either in the computer lab face-to-face with peers and instructor and through distance education. The assignment was streamlined and made more accessible 24/7 while preserving the LibGuide component within the assignment as well as the term inclusive content embedded in the assessment. Students not only complete information literacy learning and career exploration, the assessment also provides the research for their final "My Big Goal" project that encapsulates all the course learning and academic, personal, and professional goals. This assessment was completed department-wide in all CSS 225 classes in fall 2018 with strong, positive results from students and instructors.

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.

CSS 225 underwent a major revision in course content spring 2017 to model it after Pasadena City College's College 1 Course. Intense scrutiny by faculty, staff, and students provided feedback and discussion of the CSS 225 curriculum and course progression at our department meetings as well as in collaboration with related FYE faculty teaching in other

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disciplines. CSS faculty recognized that the CSS 225 content is dynamic as we continue to revise and adjust the curriculum content and workload. To address the feedback, learning strategies are taught earlier in the semester, weekly use of computers are scheduled, reducing out of class time on assignments. College resources are also embedded into the course such as meeting with a counselor, interviewing a faculty member, attending a student success workshop, or visiting the Writing Center and working with a tutor. Additionally, we have collaborated with the Library Division Chair to revise the CSS 225 libguide and “Information Literacy” Project into a simplified assignment focusing not only on information literacy but also on applying research related to career exploration.

B. Anticipated changes in curriculum, scheduling or delivery modality

The two main changes that will affect CSS in the upcoming year include the end of the BSSOT grant and the passing of AB 705.

CSS 225 has been an integral part of the iZOOM! First Year Experience (FYE) program. This fall '18, two sections at NCC and three in SLO were reserved for these students. With the grant ending at this academic year, it is uncertain what role CSS 225 will play in the future. While the college may preserve some aspects of the FYE program, the funded is limited. This may affect CSS 225 enrollments, especially in fall semesters.

With the passing of AB 705, we can no longer offer credit courses that are three levels below transfer. However, basic skills students who are not prepared for college level classes will still be enrolled in our classes. In order to support these students, we eliminated the two credit courses CSS 085 and 080, and combined them into an integrated noncredit reading/writing course, CSS 789. This change also accelerates instruction by reducing contact hours and integrating skill development. We also eliminated the credit CSS 058, and developed a noncredit CSS 758, which focuses on grammar in writing. Additionally, since the conversion of all ESL courses to noncredit, there is less support for the higher level ESL students who plan to pursue an academic pathway. These courses provide essential academic reading and writing skill work that upper-level ESL students need to prepare them for the rigor of college-level coursework. Consequently, this revision supports both basic skills college students as well as more advanced ESL students.

Because of declining enrollments, CSS will want to consider additional opportunities for offering classes such as through the high schools and CMC. CSS 225 will be offered in Paso Robles High School in summer and fall '19 as part of the Innovation Partnership and in Nipomo High School in spring '19. CSS 225 will be offered at the prison at every opportunity.

In terms of scheduling:

- CSS 225 sections will decrease in fall semesters due to the discontinuation of BSSOT grant funded FYE.

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- Spring sections of CSS classes will be decreased in effort to reduce class cancellation possibilities and increase efficiency.
- At both campuses we have also staggered course start dates to offer students more enrollment options for fall and spring. CSS 225 has 12-week, 15-week, and 18-week sections available, and we have found these are working out better for students than to only offer regular semester length sections.
- CSS 125 will be offered in the summer session as part of the college bridge program.

C. Levels, delivery or types of services

Students in CSS 225 College Success Studies regularly use the services available in the Student Success Center, Library, Student Services, Health Center, and DSPS. Our students utilize services at SLO and NCC at the Writing Center, Math Lab, specialized tutoring for other disciplines, and the Student Success Center as a place of study and groupwork. iZOOM! FYE students who were required to take CSS 225 had their own Academic Success Coaches in the Student Success Centers who developed close working relationships with them, monitored their grades, degree progress, and counseling appointments. All CSS students are encouraged to access services for CaFe, Veterans, EOPS, CalWorks, and DSPS, and they partner with the Academic Success Coaches available in these areas as well as develop relationships and knowledge of their campus resources. Our students have accessed the student health services as well as counseling services through the Health Center. The Library staff has partnered with CSS to present Library Orientations that begin with a comprehensive tour of the library as a resource that is student-centered; then they provide them hands-on computer training where students learn how to search the library databases, contact a librarian, and access information resources. CSS instructors hold several class meetings in the library during the semester where students work on projects in the group study rooms, work on the library computers, use the copy services, and visit a reference librarian. Students complete group reading projects and individual goal projects that are displayed in the library each semester.

D. Facilities changes

The SDS department purchased Chrome Books for use at the NCC and SLO sites. CSS 225 course delivery now includes in class computer work, which will require either the use of Chrome Books, or the scheduling of weekly classroom time in a computer lab. This important classroom change will reduce out of class work for students, and allow instructor support for them while they complete the technology requirement in the CSS 225 Student Learning Outcome #3.

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E. Staffing projections

A recommendation for a full-time instructor has been included in every annual review and resource plan since 2005. We have no full-time faculty in the CSS department. Our faculty are evaluated by another department because we do not have a full-time faculty member to evaluate them. AB 705's one-year time frame for students to complete transfer courses in math and English requires significant course redesign, and CSS could be a valuable contributor in our College's response. However, CSS must depend on part-time faculty for little pay, which is not a reasonable nor long-term solution. The current funding sources will soon disappear with the BSSOT Grant ending in spring and Basics Skills Initiative funds being combined into the Student Equity and Achievement (SEA) Program. Cuesta College's mission states that "we are an inclusive institution that inspires a diverse student population to achieve their educational goals" and "we effectively support students in their effort to improve foundational skills." Cuesta can demonstrate its commitment to this student population by hiring a full-time CSS faculty member to continue developing this important program.