

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Cluster: Humanities **Program:** College Success Studies **Current Academic Year:** 2015-2016
Last Academic Year CPPR Completed: 2010-2011

Current Date: March 2016

NARRATIVE: INSTRUCTIONAL CPPR

I. GENERAL PROGRAM INFORMATION

A. Program mission

The following College Success Studies mission was created in 2001 in collaboration with what was the Student Success and Retention Committee:

- To help all students achieve their personal, educational, and vocational goals by promoting the learning strategies and attitudes necessary for academic success;
- To encourage independent learning so that students can educate themselves continuously throughout their lifetimes;
- To promote student success by sharing knowledge of the learning process with students, faculty, administration, and staff in a collaborative partnership for the enhancement of learning;
- To help faculty infuse learning strategies and active learning experiences into their teaching methodologies;
- To recognize and respect the diversity within our learning community by providing appropriate and effective academic support.

College Success Studies Program Learning Outcomes

- Student will demonstrate self advocacy and knowledge of their academic goals;
- Student will progress to college level coursework successfully completing pre-collegiate College Success courses;
- Student will demonstrate knowledge of college resources to help her/him successfully complete coursework, including tutoring, advising, and services such as EOPS/CARE and DSPS.

B. Brief history of the program

The courses in College Success Studies (CSS), are both pre-collegiate and transfer-level. A common historical misconception about the program is that CSS is a developmental educational program serving only basic-skills students and/or part of Disabled Student Programs and Services (DSPS). These misconceptions, along with a department name change, two division changes, the loss of full time faculty and staff and a college-wide accreditation crisis have played a major role in the current state of the CSS department effectiveness and efficiency. However, even with these challenges, there have been several positive shifts in the department including the development of a new Student Development and Success Division (SDS) in partnership with ESL. Furthermore, relevant, evidence-based, student-centered curriculum changes have been implemented to be highlighted further in the next section.

Historically, College Success Studies has provided students, staff, and faculty with a full complement of programs and services. These include:

- College Success Courses
- Tutorial Services- SLO/NCC
- College Success Studies Labs
- Workshops
 - Student Success
 - Faculty/Staff FLEX
- Consultations with students, faculty, and staff
- Integrated Learning Assistance
- Adjunct Study Skills
- Learning Communities
- Supplemental Instruction

Additionally, since the last CPPR, significant revisions in curriculum have been implemented. The major modifications of existing courses resulted in updated Student Learning Outcomes, modification of the topics and scopes and application of current learning and the brain research into the courses, as well as implementation of current technology practices into instruction. These changes, along with the development of new CSS courses, have resulted in significant improvement in courses offerings, thus providing more rigorous and relevant support for student success in college. Currently, CSS offers the following courses:

- [CSS 025, College Success Lab](#) (formerly CSS 005): Provides students with specialized programs designed to improve basic skills in reading, spelling, grammar, vocabulary, mathematics, study skills, and English as a Second Language. Students work independently and at their own pace using computers, audio-tutorial tapes, and supplemental materials. (.5 or 1.0 unit)
- [CSS 058, Grammar Strategies](#) Focuses on the basic grammar, punctuation, and usage skills essential for effective writing. Provides extensive practice to apply and reinforce written language skills with an emphasis on the function of grammar and the use of it to improve writing effectiveness and reading comprehension. (2.0 units)
- [CSS 080, Reading Strategies](#) (formerly CSS 036): Promotes understanding and retention of textbook information. Explores myths and misconceptions of the reading process and facilitates increased reading efficiency. Promotes interpretive and application skills of comprehension and develops vocabulary through the integration of content area materials. (3.0 units)
- [CSS 085, Writing Strategies](#) Introduces students to the sequential development of paragraph writing, beginning with sentence structure, grammar, and mechanics. This course is designed to meet the needs of students who are developing the critical thinking, writing, and editing skills necessary to succeed in English 099. (3.0 units)

- [CSS 090, College Reading Strategies](#) (New Course for Fall 16): Promotes comprehension of college texts through the development of successful approaches toward reading and learning, college textbook reading strategies, content-specific vocabulary strategies, and thought patterns. (3.0 units)
- [CSS 125, College Learning Strategies](#) (formerly CSS 120): Presents essential study methods that promote college success, including but not limited to managing and maximizing learning and study time, critical thinking, levels of comprehension, understanding textbooks and other written material, active listening and note taking strategies, test preparation, synthesizing and reviewing course content, test taking strategies, and campus resources. (2.0 units) Degree Applicable
- [CSS 225, College Success](#) A comprehensive course that integrates personal growth and values, academic study strategies, and critical and creative thinking. This survey course focuses on life management, learning styles, personal and educational values, time management, instructor-student relations, maintaining health, memory and concentration, lecture note-taking, textbook studying, subject-specific studying, test taking, using the library, critical analysis, problem solving, and creative thinking. Emphasis is on the attainment of life-long success in academic, professional and personal development. (3.0 units) Transfer: CSU; UC and also DE option
- [CSS 168, Tutor Training](#) Provides specialized information and guided practice in designated topics or projects. Tutors gain expertise in discipline subject areas. An appointment with the Student Success Center Supervisor prior to enrollment is strongly advised. (1.0 unit) DE option

CSS 025 – College Success Studies Lab is offered on the SLO and NC campuses. This lab offers students the opportunity to improve their skills in a variety of areas with the use of computer-assisted instruction. Areas of study include study skills, reading, grammar, writing, math, and many other support areas. Students can work independently and with the assistance of the lab instructor, instructional aide, and tutors in achieving their goals.

The College Success Studies Lab also offers placement exam preparation, supporting students in achieving higher placement scores in English and math courses and preparation for TEAS (nursing students) utilizing PLATO courseware.

Drop-in times are available in CSS 025 to accommodate student schedules and allow supplemental instruction for students who need additional help in their courses.

Additionally, the College Success Studies Department has been a leader in campus outreach and professional development of faculty and staff across the District. Since the last program review, despite the fact that there have been several retirements, CSS has been involved in the following:

- Student Success Workshops
- Student Success Festivals (Fall and Spring);
- Starting Out Strong: Five Habits for College Success;
- Pre Semester Student Success Workshops (Fall and Spring): Personality Types, Career Exploration and Strategies for College Success;

- Faculty Retreat Presentation: Cultivating Diverse Learners' Positive Mindset, Sense of Belonging, and Grit (Spring 2016);
- The Educate conference;
- 3CSN Communities of Practice, including Reading Apprenticeship
- Learning and the Brain Conferences
- On Course National Conferences

C. Include significant changes/improvements since the last Program Review:

Since the College Success Studies (CSS) 2010-2011 program review, the CSS department has undergone tremendous changes. First, the CSS department was placed in the Library/Learning Resources Division for the 2012-2013 school year. In 2013, a new division was formed, Student Development and Success (SDS), combining English as a Second Language (ESL) with College Success Studies (CSS). After becoming part of the SDS Division, the department underwent a name change from Academic Skills (ACSK) to College Success Studies (CSS) in 2013. At that time, with the retirement of the Tutorial Supervisor, Tutorial Services became a part of the Arts, Humanities and Social Sciences Cluster. These changes in department/division names, course titles and prefixes and staffing changes, have made it difficult for students and advisors to locate our classes.

There have been several positive outcomes as a result of establishing our new SDS division. CSS is now under the auspices of Academic Affairs in the Arts, Humanities and Social Sciences Cluster, which gives CSS a greater academic representation and an institutional presence. Additionally, the Division Chair of SDS represents our interests campus-wide, and provides greater representation with stake holders on campus. The Chair also provides strong leadership advocacy in support of CSS, including advocating for full-time faculty hiring, mentoring and evaluating new faculty, oversight of curriculum changes and requirements, support for professional development, carrying out Divisional meetings to ensure CSS is updated on timely College issues, and providing leadership to faculty on any other issue they may have. During the last five years, there have been two faculty retirements, and the sole remaining full-time faculty member is on a workload reduction at 75%. In total, CSS has had a 66% reduction in full-time faculty and staff.

Though CSS has been fortunate to partner with ESL in the institutional responsibilities such as reporting requirements, evaluations, and college-wide representation, it has been challenging for CSS to support the goals and vision of the program, not to mention the Institutional demands and requirements. For example, mentoring new faculty, evaluating faculty, revising curriculum, conducting Student Learning Outcome assessments, developing promotional materials, and providing student, staff and faculty outreach have been challenging. Despite the loss in full-time faculty, there have been great strides in the re-writing of relevant, evidence-based, student-centered curriculum. Please refer to curriculum changes in section IV.

Furthermore, the CSS department has historically been a professional development resource to the College in the development of teaching and learning strategies across the disciplines to support student success and retention, as addressed in the mission of the department.

Previously, CSS not only offered pre-collegiate and transfer-level courses and an academic support lab on both campuses, but it also provided a Student Success Workshop Series, Faculty Flex workshops, integrated learning assistance and learning communities. It is the vision and hope of the College Success Studies department to work with the Student Development and Success Division to reestablish this vital role at Cuesta College.

D. List current and/or new faculty, including part-time faculty:

Full Time Faculty:

Cheryl Ziehl, M.A.

- M.A. Education, Specialization in Reading
- B.S. Speech and Hearing
- Classes Taught:
 - CSS 025: Academic Support Lab
 - CSS 080: Reading Strategies
 - CSS 125: Learning Strategies
 - CSS 225: College Success

Part Time Faculty:

Rachael Barnett, Ph.D.

- Ph.D. English, specializing in Comparative American Ethnic Literature
- M.A. English, specializing in Comparative American Ethnic Literature
- B.A. English, Women's Studies Emphasis
- Classes Taught:
 - CSS 225: College Success

MaryAnn Dockstader, Ed.D.

- Ed.D. Curriculum and Instruction
- M.A.T. Master of Arts in Teaching
- Classes Taught:
 - CSS 225: College Success
 - CSS 125: Learning Strategies
 - CSS 080: Reading Strategies

Ilene French, M.A.

- M.A. Education
- B.S. Organizational Management
- Classes Taught:
 - CSS 058: Grammar Strategies

Laura Harris, M.A.

- M.A. English
- TESOL Graduate Certificate
- Writing Composition Pedagogy Graduate Certificate
- B.A. English, Minor in Psychology
- Classes Taught:
 - 080: Reading Strategies
 - 085: Writing Strategies
 - 125: College Learning Strategies

Devon Hodgson, Ed.D.

- Ed.D., School of Education, Individual and Organizational Learning
- M.A., School of Education, Leadership Studies
- B.S. Social Science
- Single Subject Teaching Credential, Social Science
- Classes Taught:
 - 225: College Success
 - 168: Tutor Training
 - 125: College Learning Strategies

Madeleine LaMon, M.A.

- M.A. Education
- B.A. Psychology
- Multiple Subject Teaching Credential
- Classes Taught:
 - 080: Reading Strategies
 - 125: College Learning Strategies

Samantha McGurgan, M.A.

- M.A. Education, Counseling and Guidance in Student Affairs and Higher Education
- B.S. Human Ecology
- Classes Taught:
 - 225: College Success

Marsha Robinson, M.S.

- M.S. Special Education
- B.S. Human Development
- Classes Taught:
 - 058: Grammar Strategies
 - 080: Reading Strategies
 - 085: Writing Strategies

Paula Robinson, M.A.

- M.A. Humanities
- B.A. Art
- Classes Taught:
 - 225: College Success

E. Describe how the Program Review was conducted and who was involved

The program review process was led primarily by the only full time faculty member in the department, with voluntary support by part-time faculty and a visiting professor from the ESL department. Sections were divided among participants and final editing was a department-wide effort mainly conducted during scheduled and off-cycle faculty meetings. The final program review evaluation was conducted by the Student Development and Success Division Chair.

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

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

College Success Studies (CSS), a department within the Student Development and Success (SDS) Division, supports the District's Mission by serving and inspiring the diverse population of Cuesta College students in achieving their educational goals. 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. College Success Studies courses and curriculum are designed to provide dynamic and challenging learning opportunities that encourage critical and creative thinking strategies. College Success Studies 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 College Success Studies department plays a vital role in college-wide professional development to encourage student success and retention strategies across the curriculum.

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

From 2011-2015, since the last annual program review, the College Success Studies department (Student Development and Success Division) has been working to help the district meet the following Institutional Goal and Objective:

Institutional Goal 1: San Luis Obispo County Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.

1. CSS continues to ensure classes are offered and rotated among campuses and semesters to ensure students progress on both campuses;
2. CSS has expanded class offerings and services at the South County Center;
3. CSS has reviewed curriculum delivery to meet the changing trends and requests via student surveys to include distance education offerings, hybrid courses, web-based study modules and the integration of PLATO with the Math and Nursing Departments as an assessment preparation tool;
4. CSS incorporates student, faculty and staff input to improve programs, courses and services;
5. The CSS Full Time Faculty member and SDS Division Chair are active members on the Student Support and Success Committee (SSS). The SSS Committee addresses the district's mission to achieve student success by aligning academic excellence and retention efforts with institutional planning, ensuring that the various efforts are well connected to each other and embedded in the College's structure.
6. Additionally, the committee oversees the Basic Skills Initiative activities and recommends and promotes student support strategies and services. The committee also serves as the District Advisory Committee for the Student Success and Support Program, 3SP, reviewing documents and providing feedback to the district's 3SP work groups. Currently, there are various task forces focusing on student retention best practices such as the early alert system and effective use of the Student Success Centers, by providing in-class presentations promoting the Centers and use of Tutorial Services. Finally, the SSS Committee is working with the Director of the Student Equity and Success Centers to provide an increase in direct student support in the classroom by increasing tutor training and embedded tutoring in basic skills and college courses that have historically low success and retention rates.
7. The Student Development and Success Division Chair and a CSS faculty member participated in the 2014-2017 Strategic Plan Launch Event held on October 31, 2014. During this event, the Chair and Dean of Humanities and Social Sciences gave a presentation titled "Success Starts Here: Mapping Student Educational Pathways." The Student Success Act calls for new enrollment processes which give "fully matriculated students" priority registration. Fully matriculated students are those who have completed an assessment, orientation, and a Student Education Plan (SEP);
8. Funding provided by the Basic Skills Initiative allowed four instructors from the Student Development and Success Division (2 ESL and 2 CSS) to successfully complete a six-week online course, "Reading Apprenticeship" during spring and fall 2014. The *Reading Apprenticeship* approach focuses on metacognitive reading development with application of strategies which help students "crack the code" of academic texts. The RA 101 class includes a *Four Dimensions Framework*, which focuses on knowledge building of adult learners by threading metacognitive conversation throughout the learning process;

9. Due to the success of the approach for both faculty and students, the Student Development and Success Committee sponsored a *Reading Apprenticeship* all day workshop on the San Luis Obispo Campus in fall 2014. Several CSS faculty participated along with faculty from Cuesta, Alan Hancock, and Moorpark Colleges;
10. To enhance the connections between the new reading (CSS 080) and writing (CSS 085) curriculum, five faculty members attending an in-service presented by textbook Kim Flachmann to adopt new textbooks that support the new courses;
11. In Spring 2016, three Faculty from the SDS Division and two academic coaches attended the Learning and The Brain Conference, Shaping Student Mindsets: Promoting Academic Attitudes, Persistence and Performance;
12. In Spring 2015, a CSS Faculty member attended the Faculty Retreat and 2 will be attending and presenting at the retreat in Spring 2016;

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

College Success Studies directly supports the following Cuesta College Institutional Learning Outcomes (ILOs):

Institutional Learning Objective 1: Personal, Academic and Professional Development:

Student achieving this outcome will be able to:

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.

Institutional Learning Objective 2: Critical Thinking and Communication:

Students achieving this outcome will be able to:

Analyze and evaluate their own thinking processes and those of others;

Communicate and interpret complex information in a clear, ethical and logical manner.

More specifically, the following outlines the College Success Studies Courses and ILOs addressed:

1. **ILO 1:** CSS 025: College Success Studies Lab: Provides students with specialized programs designed to improve basic skills in reading, spelling, grammar, vocabulary, mathematics, and study skills.
2. **ILO 1:** CSS 058: Grammar Strategies: Focuses on the basic grammar, punctuation, and usage skills essential for effective writing. Provides extensive practice to apply and reinforce written language skills with an emphasis on the function of grammar and the use of it to improve writing effectiveness and reading comprehension.
3. **ILO 1 and 2:** CSS 080: Reading Strategies: Promotes understanding and retention of textbook information.

4. **ILO 1 and 2:** CSS 085: Writing Strategies: Introduces students to the sequential development of paragraph writing, beginning with sentence structure, grammar, and mechanics. This course is designed to meet the needs of students who are developing the critical thinking, writing, and editing skills necessary to succeed in English 099.
5. **ILO 1 and 2:** CSS 090: College Textbook Reading Strategies
6. **ILO 1 and 2:** CSS 125: College Learning Strategies: Presents study methods that promote college success and lifelong learning.
7. **ILO 1 and 2:** CSS 168: Tutor Training: Provides specialized information and guided practice in designated topics or projects such as group dynamics, effective communication, tutoring techniques, effective study skills, problem solving techniques, and campus and online resources. Tutors gain expertise in subject areas not offered in other tutor training courses.
8. **ILO 1 and 2:** CSS 225: College Success: Integrates personal growth and values, academic study strategies, and critical and creative thinking proficiency. Emphasis is on the attainment of life-long success in academic, professional, and personal development.

Institutional Objective 1.3: Increase successful completions in distance education courses by 2% annually.

The CSS department offers a distance education section of CSS 225 (College Success) year-round and most recently, CSS 168, Tutor Training, has been revised to be offered online. Both courses were created as a result of student survey data and institutional objectives. In response to the Online Education Initiative (OEI), the CSS DE Instructor has completed the @ONE Online Teaching Certification to increase student success and quality online instruction based on best-practices. In addition, there are currently efforts by the CSS DE instructor to collaborate with Library and Learning Services to combine an Introduction To Online Learning (DIST 101) course with CSS 125 or 225. Finally the CSS DE instructor teaching the course uses Moodle, Cuesta College's adopted learning management system, to ensure better access and compatibility for enrolled students and will be participating in the college-wide pilot to transition from Moodle to Canvas as the new Cuesta College adopted learning management system.

Institutional Objective 1.4: Increase English as a second language credit course success and improvement rates by 2% annually.

At the request of the ESL department, the CSS department offers CSS 058 - Grammar Strategies in the evenings on the SLO and NC campuses to meet the academic needs of the evening ESL student. Further, our articulation with the ESL department has improved an ESL student's transition to College Success Studies courses. Last, our re-alignment with the ESL department under the Student Development and Success Division has provided greater collaboration, articulation, and sharing of expertise, especially in developmental reading and writing instruction.

Institutional Objective 1.5: Increase basic skills course success and improvement rates by 2% annually.

Research shows that students who declare an educational goal and have an educational plan in place have higher completion and success rates, which is why several CSS instructors have incorporated Student Education Plans (SEP) into their courses, via academic counselor outreach.

Research also shows that students have greater success with learning communities, supplemental instruction, and paired classes.

Currently, there is discussion about CSS 225 being a part of a first year experience pilot on the North County Campus Fall 2016.

CSS 025 – College Success Studies Lab is offered on the SLO and NC campuses. This lab offers students the opportunity to improve their skills in a variety of areas with the use of computer-assisted instruction. Areas of study include study skills, reading, grammar, writing, math, and many other support areas. The College Success Studies Lab also offers placement exam preparation, thereby ensuring appropriate placement of students in English and math courses and preparation for TEAS (nursing students). Drop-in times are also available in CSS 025 to allow supplemental instruction for students desiring additional help in their courses.

Although the College will not have an Early Alert system in place until fall 2016, CSS faculty routinely inform and advise students regarding their course progress. This encourages students to utilize college resources to increase success and persistence. Additionally, since access to required textbooks and materials is essential for success, CSS faculty applied for and received a Foundation Grant to assist students enrolled in basic skills CSS courses with textbook purchases; CSS has also received assistance for student textbook purchases through Student Equity funding. Additionally, the CSS department regularly reviews and evaluates course SLOs and makes curriculum changes to better serve our student population. Last, The Basic Skills Initiative, in conjunction with 3SP and Student Equity Plan, has funded designated tutoring for developmental math and English courses.

Institutional Objective 1.6: Increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester at Cuesta College by 2% annually.

CSS faculty, along with our SDS Division Chair, are currently working with Academic Counseling and the Student Support and Success Committee on proposing CSS 125- Learning Strategies and CSS 225- College Success be part of the first year experience for all Cuesta Promise students. There are also discussions occurring regarding the role of these valuable courses in supporting the students identified through the Student Equity Plan as well as high school dual enrollment and the California Men's Colony.

The Student Success Centers play a pivotal role for first-time students by integrating tutoring, writing, ESL, math, College Success Studies Lab, and learning assistance in a centralized location. Several CSS faculty provide classroom presentations and tours to inform new students about the college's Student Success Centers.

Last, CSS instructors utilize best practice strategies of frequent, timely feedback and progress checks throughout the term to enhance students' learning and retention. The CSS faculty will also be partnering with the ESL faculty in piloting the new institutional early alert program. Finally, CSS faculty have participated in extensive professional development on motivation theory, Grit, Growth Mindset, Brain-Based Learning Strategies and Habits of Mind.

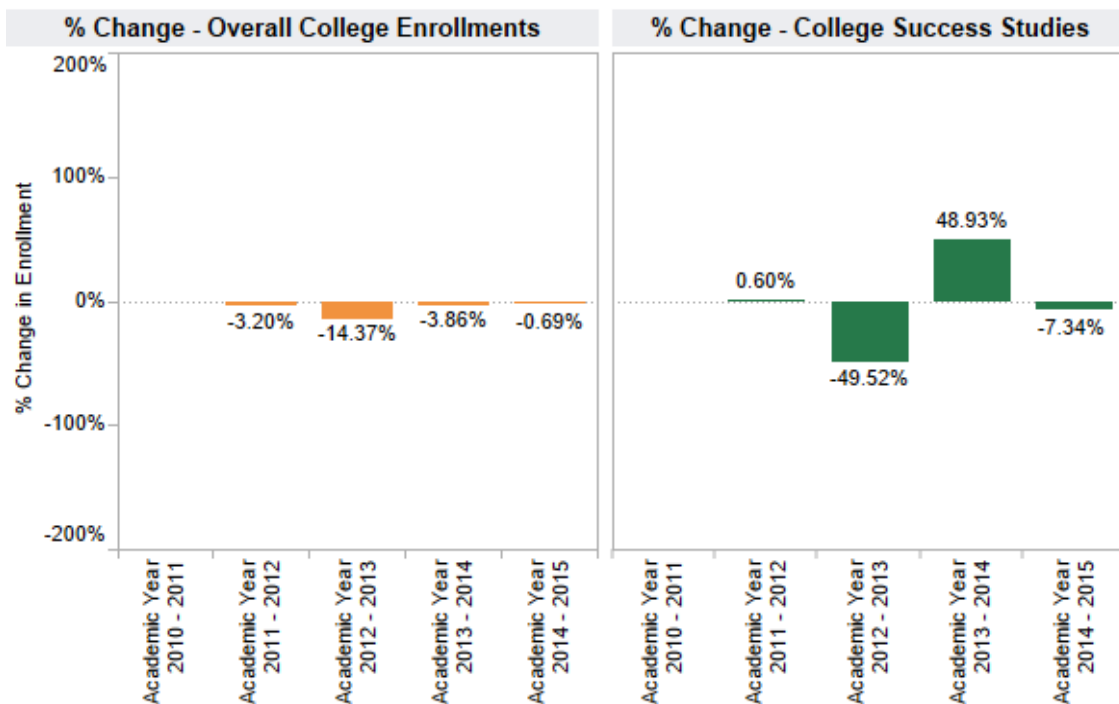
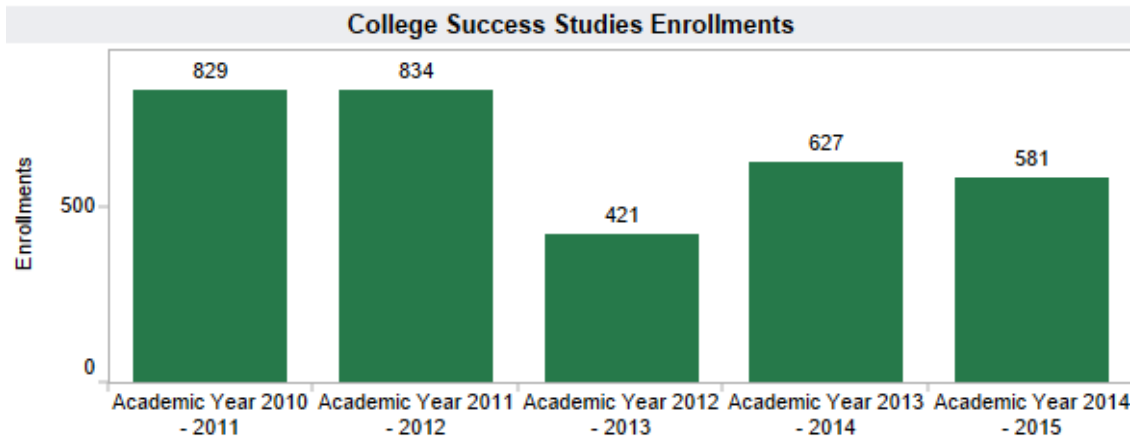
PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

A. Enrollment

SLOCCCD Program Review Data - Enrollment

Department:
College Success Studies

Course:
Multiple Values



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.

Enrollment Interpretations and Future Projections:

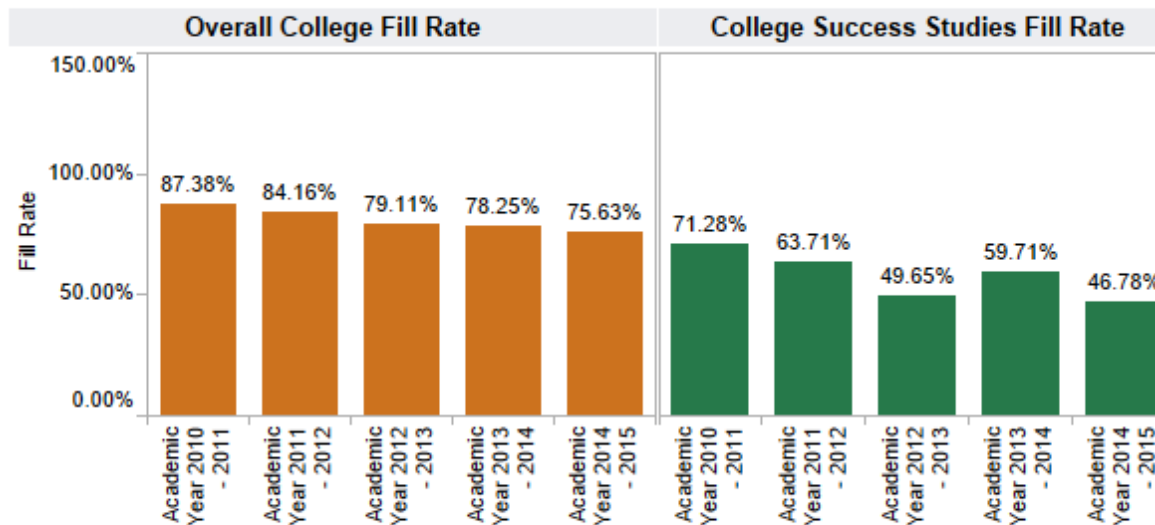
The CSS department enrollment patterns closely mirror those of the College's overall enrollment patterns, except for the 2012-2013 year, where we experienced a much greater decrease than what was seen at the college. This decrease in enrollments may be partially attributed to the department changes happening at the time. Specifically, the CSS department had just recently separated from the ACSI department and found a new home under Library/Learning Resources, only to remain there a year until forming a new division (SDS) with ESL. Also, changes in department name, course titles, and prefixes made it difficult for students and advisors to locate our classes. Other reasons that may have affected the number of students enrolled in CSS classes include the recent poor economy in California which limits a student's ability to take college classes due to work necessities. Also, since a number of our courses are not transfer level, students and Cuesta advisors often underestimate the value of enrolling. Further, college assessment and placement processes may not be adequately directing students to College Success Studies Courses, including our basic skills reading, grammar, and writing courses and our CSS 125, Learning Strategies course. Last, accreditation concerns may have impacted enrollment. In the future, we anticipate our enrollments to increase as Cuesta Promise students enroll and the effects of 3SP and the Student Equity Plan are realized.

B. Student Demand (Fill Rate)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
College Success Studies

Course:
Multiple Values



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.

Fill Rate Interpretations:

There has been a decline in fill rates for the CSS department since 2010-2011, with the most dramatic decline in 2012-2013. Possible explanations for this decrease in 2012-2013 are the establishment of our new department name, prefixes, and formation of a new division with a faculty chair all coming together. In general, the CSS department's decline in fill rates mirrors the College's overall decline in fill rates, except CSS experienced an increase in 2013-2014 while the College did not. However, our fill rates were still well below the College's overall fill rates. The increase in our fill rates may have been attributable to the fact that section offerings were reduced due to declining enrollment patterns. Even though CSS has continued to cut course sections due to low enrollments, our fill rates have not been improving. This could be attributed to the same factors affecting our overall enrollments: Student Success mandates and increases in student enrollment fees limit access to courses for a growing number of students in our program.

Also, since a number of our courses are not transfer level, students and Cuesta advisors often underestimate the value of these courses.

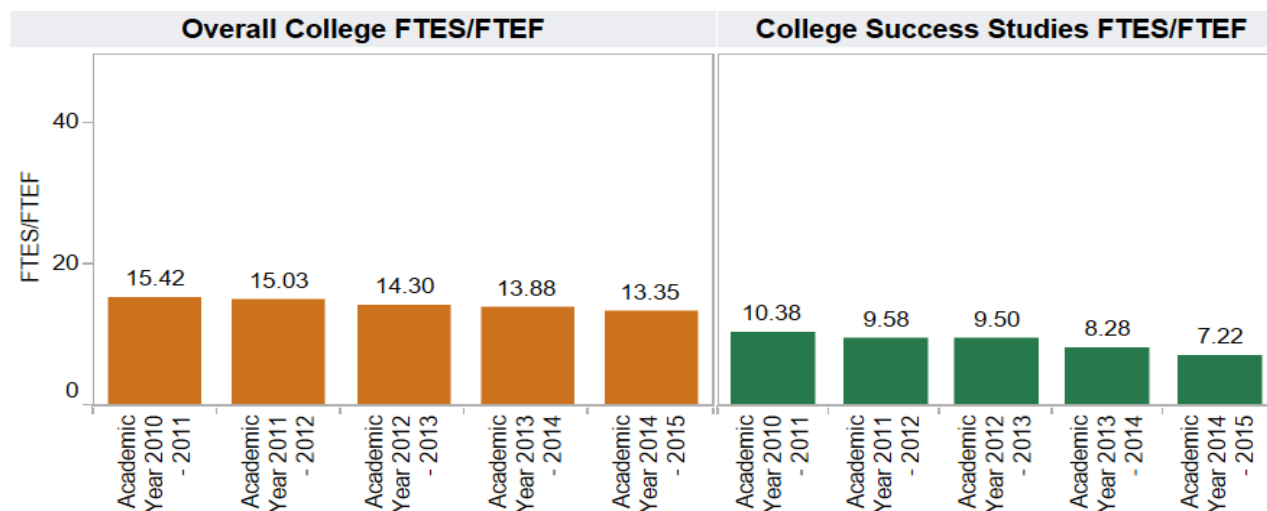
Additionally, college assessment and placement processes may not be adequately directing students to College Success Studies Courses, including our basic skills reading, grammar, and writing courses and our CSS 125, Learning Strategies course. Moreover, Web registration has dramatically increased student self-selection into inappropriate-level courses, and many matriculated students choose not to enroll in recommended courses. Most importantly, the change in name and numbers of CSS courses has made student and faculty identification as well as advisor referral problematic. Please refer to the Student and Faculty/Staff Survey for current data regarding this issue.

C. Efficiency (FTES/FTEF)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
College Success Studies

Course:
Multiple Values



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

Efficiency (FTES/FTEF) Interpretations:

Our FTES/FTEF's have been decreasing since 2010-2011; this pattern mirrors the College's overall efficiency rates which have also been steadily decreasing since 2010-2011. By nature, CSS courses with enrollment caps between 20 and 24 are designed to allow greater instructor-student interaction and intensive collaborative opportunities which lead to greater student retention and persistence, but also contribute to low efficiency. However, lower course caps are considered a pedagogical, data-supported best practice, especially for basic skills students.

The CSS department has been working to brainstorm effective strategies for program promotion and outreach. With the change in department name and division affiliation since the last program review, it has been hard for students, advisors and faculty to remain current with CSS offerings and services. This is substantiated by the recent faculty and staff survey (See Appendix A -Faculty and Staff Survey).

Furthermore, we would like to partner with those working with student assessment and placement to ensure students are referred and enrolled in CSS courses that will increase the likelihood of student success and persistence. CSS is also scaling back its offerings for the coming academic year, 2016-2017 in an effort to improve overall efficiency.

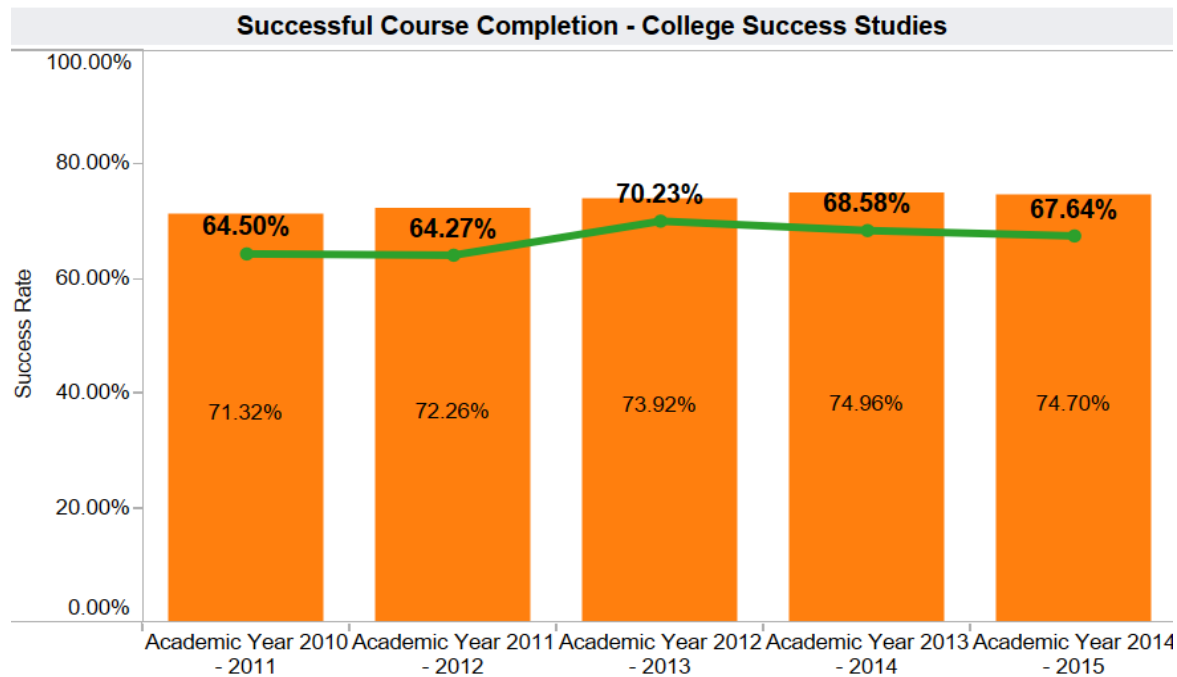
D. Student Success – Course Completion

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
College Success Studies

COURSE
Multiple Values

Legend:
■ Department Success Rate
■ Overall College Success Rate



College Success Studies Success Rate Table

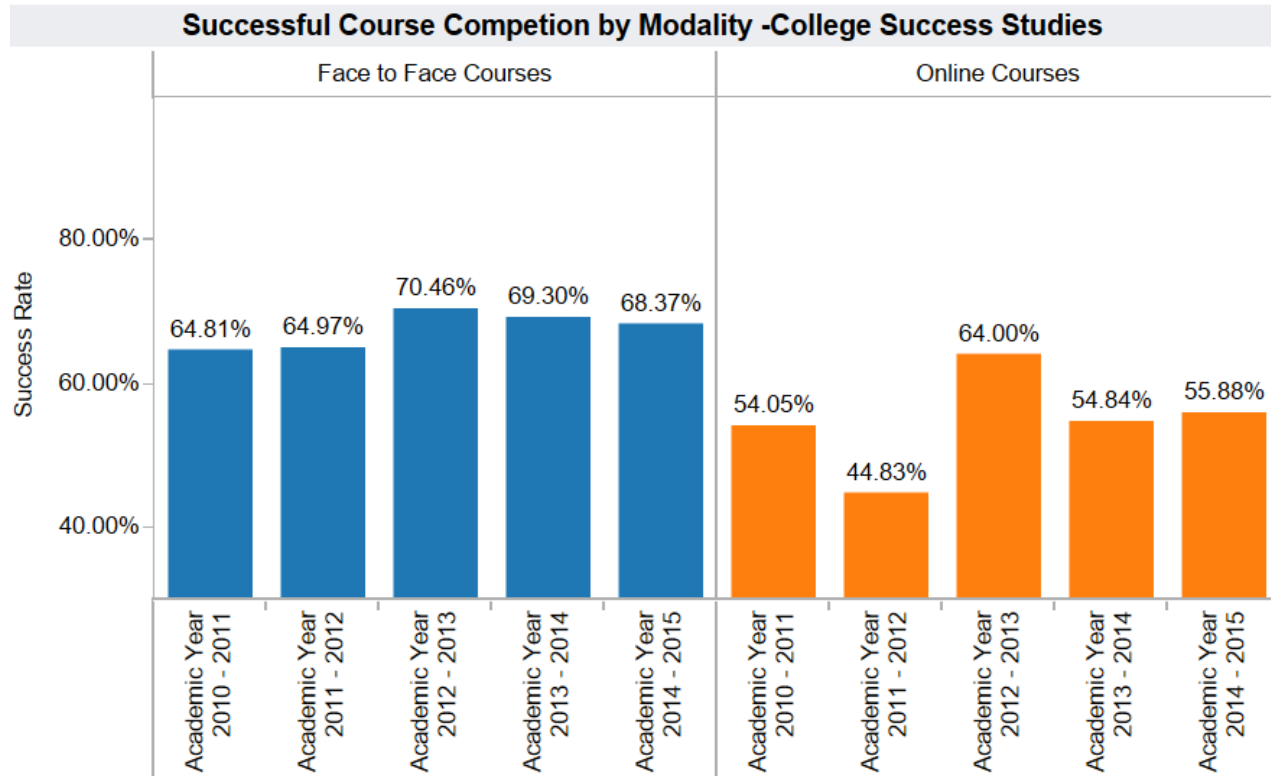
	Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Department Success..	64.50%	64.27%	70.23%	68.58%	67.64%
Total Enrollments	845	834	702	627	581

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
College Success Studies

Legend:
■ Face to Face Courses
■ Online Courses



Successful Course Completion by Modality Table - College Success Studies		Academic Year 2010 - 2011	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015
Face to Face Courses	Department Success Rate	64.81%	64.97%	70.46%	69.30%	68.37%
	Total Department Enrollments	5,556	5,097	2,747	2,939	2,941
Online Courses	Department Success Rate	54.05%	44.83%	64.00%	54.84%	55.88%
	Total Department Enrollments	37	29	25	31	34

Successful Course Completion Interpretations:

Although there had been a decline in success rates in the 2010-2011 and 2011-2012 years, subsequent years have seen an increase in success rates. Faculty work and collaboration on Student Learning Outcomes and Assessments have likely contributed to our increased success rates. Our SLO Assessments have helped us create more consistency in our courses and the way we measure student success. In addition, increased success rates could also be attributed to the merging of our department with ESL, under a new academic division, Student Development and Success. This has given the department more campus-wide visibility and college focus, as we now have a Dean and faculty Chair representing us. However, compared to the College as a whole, CSS has lower success rates. This is not surprising considering our student population and the barriers they face in attending college.

Successful Course Completion by Modality Interpretations:

Our online course completion success rates are much lower than our face-to-face courses; however, this is consistent with the District DE completion rate compared to face-to-face courses. Students enrolling in distance education courses often do so due to time constraints and travel barriers assuming that the online format will take less effort. This misconception by students results in lower retention as the students quickly begin to realize that online courses are often more time consuming than face-to-face classes. Another reason may be the student population served by the College Success Studies department tends to benefit from in-person contact with the instructor. Additionally, collaborative, in-class opportunities and experiences with feedback and redirection help the student feel more connected to the course and campus community, and thus are more likely to be successful in their courses. Finally, students taking stand-alone online courses often aren't able to access campus resources that have proven to support student success.

In an effort to increase student success and retention in our online courses, the DE instructor has completed the @ONE Online Teaching Certification Program to acquire effective courses design skills that support students. The DE instructor has also adopted the use of the college learning management system (LMS), Moodle, and will soon be in the pilot to transition to Cuesta's new LMS, Canvas. Furthermore, the instructor has offered to be part of the CafeLearn flipped classroom pilot. CafeLearn is a group working with the Chancellor's Office and the Institutional Effectiveness Partnership Initiative. This opportunity will provide training and support opportunities. Finally, the CSS DE Instructor has contacted the Distance Education Faculty Facilitator to address concerns about our student population and student retention in DE courses to possibly partner to offer Distance 101, Introduction to Online Learning with CSS 125 or 225.

Furthermore, The ACCJC Visiting Team observed the CSS 225 Online Course during their accreditation visit. At that time, the team determined the class was a good example of a distance education course and it was appropriately comparable to the face-to-face modality.

E. Degrees and Certificates Awarded

NA: The College Success Studies Department does not offer a degree or certificate that is specific to our discipline.

F. Course Efficiencies—Students Enrolled/Faculty Assigned (FTES/FTEF and course fill rates) by Course



Totals for Selections

FTES/FTEF	15.07
Ftes	49.49
Fill Rate	83.08%
Median Section Limit	24.00
Count of Sections	33.00

LEVEL

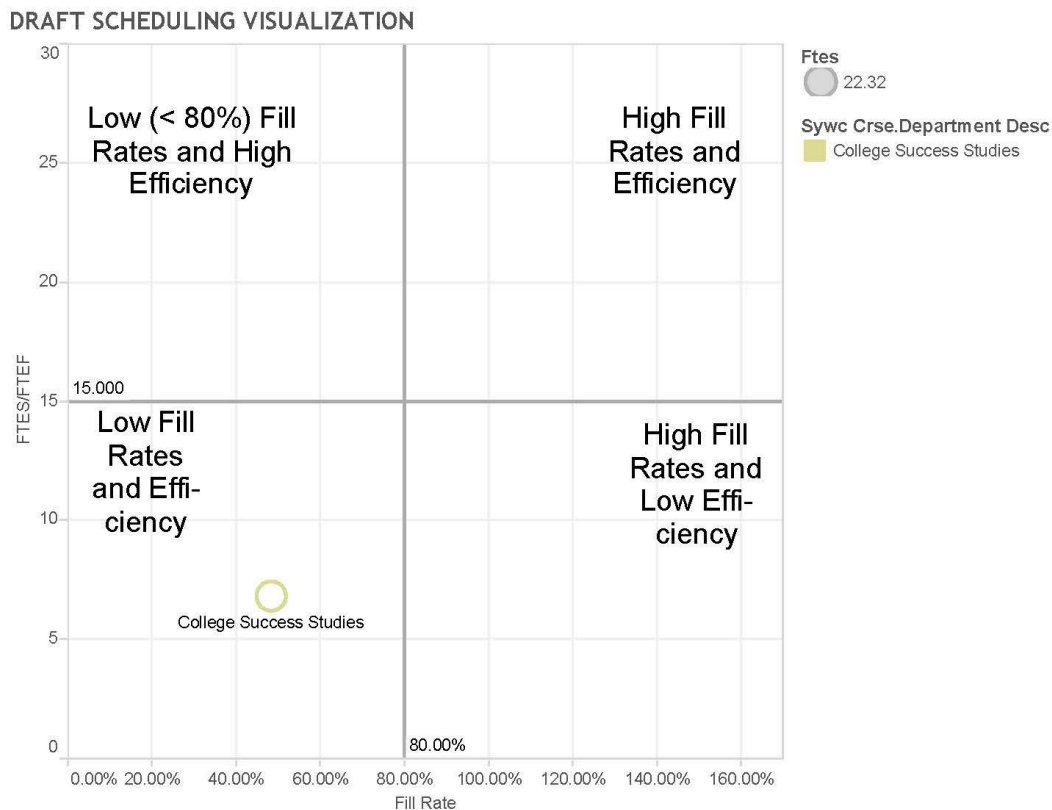
CRN	Region	Begin Time	Meetings/We..	Crosslist	Section Limit	Enrollment	Fill Rate	Unmet Demand
CSS 005, 33026	North County	Null	0	Null	60	5.0	8.33%	0.0
CSS 005, 33027	San Luis Obispo	Null	0	Null	60	19.0	31.67%	0.0
CSS 036, 33041	San Luis Obispo	1330	2	Null	24	7.0	29.17%	0.0
CSS 036, 33040	North County	900	2	Null	24	10.0	41.67%	0.0
CSS 036, 33042	San Luis Obispo	1030	2	Null	24	14.0	58.33%	0.0
CSS 058, 33045	North County	1300	2	Null	20	6.0	30.00%	0.0
CSS 058, 33046	San Luis Obispo	1800	1	Null	20	11.0	55.00%	0.0
CSS 099, 33047	North County	Null	0	Null	0	0.0		0.0
CSS 099, 33053	San Luis Obispo	Null	0	Null	0	0.0		0.0
CSS 099, 33056	San Luis Obispo	Null	0	Null	0	0.0		0.0
CSS 099, 33059	San Luis Obispo	Null	0	Null	0	0.0		0.0
CSS 099, 33060	San Luis Obispo	Null	0	Null	0	0.0		0.0
CSS 099, 33048	North County	Null	0	Null	107	107.0	100.00%	0.0
CSS 099, 33049	North County	Null	0	Null	140	140.0	100.00%	0.0
CSS 099, 33050	San Luis Obispo	Null	0	Null	63	63.0	100.00%	0.0
CSS 099, 33051	San Luis Obispo	Null	0	Null	25	25.0	100.00%	0.0
CSS 099, 33052	San Luis Obispo	Null	0	Null	25	25.0	100.00%	0.0
CSS 099, 33054	San Luis Obispo	Null	0	Null	57	57.0	100.00%	0.0
CSS 099, 33055	San Luis Obispo	Null	0	Null	426	426.0	100.00%	0.0
CSS 099, 33057	San Luis Obispo	Null	0	Null	196	196.0	100.00%	0.0
CSS 099, 33058	San Luis Obispo	Null	0	Null	52	52.0	100.00%	0.0
CSS 120, 33061	North County	1300	2	Null	25	5.0	20.00%	0.0
CSS 120, 33062	San Luis Obispo	1100	2	Null	25	21.0	84.00%	0.0
CSS 225, 33065	North County	900	2	Null	24	6.0	25.00%	0.0
CSS 225, 33066	North County	1100	2	Null	24	8.0	33.33%	0.0
CSS 225, 33073	San Luis Obispo	1330	2	Null	24	12.0	50.00%	0.0
CSS 225, 33067	San Luis Obispo	930	2	Null	24	16.0	66.67%	0.0
CSS 225, 33070	San Luis Obispo	1700	1	Null	24	16.0	66.67%	0.0
CSS 225, 33072	San Luis Obispo	900	2	Null	24	16.0	66.67%	0.0
CSS 225, 33064	Distance Learning	Null	0	Null	24	17.0	70.83%	2.0
CSS 225, 33069	San Luis Obispo	1300	2	Null	24	19.0	79.17%	0.0
CSS 225, 33068	San Luis Obispo	1130	2	Null	24	20.0	83.33%	0.0
CSS 225, 33071	San Luis Obispo	1030	2	Null	24	21.0	87.50%	0.0

For fall 2014, the course efficiency rates in College Success Studies courses trend towards low fill rate and low efficiency (left lower quadrant). As mentioned, these CSS courses have low course caps which contribute to low efficiency rates, even if fill rates are high. Further, enrollments in College Success Studies have been consistently declining over the past five years and this has impacted our fill and efficiency rates.

The CSS department has been working to brainstorm effective strategies for program promotion and outreach. With the change in department name and division affiliation since the last program review, it has been hard for students, advisors and faculty to remain current with CSS offerings and services. This is substantiated by the recent faculty and staff survey (See Appendix A -Faculty and Staff Survey). CSS is also scaling back its offerings for the coming academic year, 2016-2017 in an effort to improve overall efficiency.

G. Program Efficiencies—Students Enrolled/Faculty Assigned (FTES/FTEF and course fill rates) by Program

Spring 2015



College Success Studies program efficiency for spring 2015 also trends to the lower left quadrant. Again, this is partly a result of our relatively lower course caps. However, as overall College enrollments have declined, so have enrollments in CSS and this has adversely affected our overall program efficiency. To address this, we will use the same strategies discussed above for our course efficiency.

III. CURRICULUM REVIEW

- A. List all courses that have been created, updated, modified, or eliminated (and approved by the Curriculum Committee) since the last CPPR.

CURRICULUM REVIEW GUIDE and WORKSHEET

Courses and Programs

Current Review Date Fall 2015

Reviewer Cheryl Ziehl, Devon Hodgson, Regina Voge

Courses

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ACSK 005	no	no	no	no	Yes
ACSK 034	no	no	no	no	Yes
ACSK 036	no	no	no	no	Yes
ACSK 055	no	no	no	no	Yes
ACSK 058	no	no	no	no	Yes
ACSK 099	no	no	no	no	Yes
ACSK 110	no	no	no	no	Yes
ACSK 115	no	no	no	no	Yes
ACSK 120	no	no	no	no	Yes
ACSK 168	no	no	no	no	Yes
ACSK 217	no	no	no	no	Yes
ACSK 225	no	no	no	no	Yes
ACSK 227	no	no	no	no	Yes
ACSK 500	yes	no	no	no	Remains in ACSK program
CSS 025	yes	yes: Spring 2014	yes: Fall 2015	no	No
CSS 058	yes	yes: Spring 2014	yes: Spring 2016	no	No
CSS 080	yes	yes: Spring 2014	yes: Fall 2016	no	No
CSS 085	yes	yes: Spring 2014	yes: Spring 2015	no	No
CSS 090	yes	yes: Spring 2014	yes: Fall 2016	no	No
CSS 099	yes	yes: Spring 2014	no	no	Moved to another area
CSS 125	yes	yes: Spring 2014	yes: Spring 2015	no	No
CSS 168	yes	yes: Spring 2014	yes: Spring 2016	no	No
CSS 225	yes	yes: Spring 2014	yes: Spring 2016	no	No
CSS 227	yes	yes: Spring 2014	no	no	Yes

*Note: Please state if the deactivated course impacted any other program(s) and if and when the affected program(s) was/were notified:

Deactivated Course	Impacted Program (s)	Date affected program was notified
CSS 227		
ACSK 005		
ACSK 034		
ACSK 036		
ACSK 055		
ACSK 058		
ACSK 099		
ACSK 110		
ACSK 115		
ACSK 120		
ACSK 168		
ACSK 217		
ACSK 225		
ACSK 227		
ASK 500		

- B. Provide evidence that the curriculum has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and advisory committee input.**

Course Review

Course Number	CSS 025	CSS 058	CSS 080	CSS 085	CSS 090	CSS 125	CSS 168	CSS 225
1. Effective term listed on COR	F 2015	S 2016	F 2016	S 2015	F 2015	S 2015	S 2016	S 2014
2. Catalog / schedule description is appropriate	yes	yes	yes	yes	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	yes	yes	yes	yes	yes	yes	yes	yes
4. "Approved as Distance Education" is accurate	yes	yes	yes	yes	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes	yes	yes	yes	yes
6. Repeatability is zero	yes	yes	yes	yes	yes	yes	yes	yes
7. Class Size is accurate	no	no	yes	yes	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	yes	yes	yes	yes	yes	yes	yes
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	yes	yes	yes	yes	yes	yes
14. Degree / Certificate information (if applicable) is correct	yes	yes	yes	yes	yes	yes	yes	yes
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes	yes	yes	yes	yes
16. Library materials are adequate and current *	yes	yes	yes	yes	yes	yes	yes	yes

¹ If no, a major modification is needed within the next 5 years (see five-year cycle calendar).

² If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)

³ If no, a minor modification is needed in the current term.

⁴ If no, contact the Curriculum Chair or Curriculum Specialist.

Programs

Program / Certificate Title	Currently active	New program since last CPPR	Program modification since last CPPR	Deactivated since last CPPR
N/A	N/A	N/A	N/A	N/A

Program Review

Currently active Program / Certificate: Title	Required courses and electives, incl. course numbers, course titles, and course credits, are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment
None	N/A	N/A	N/A

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

COURSES

Course Number	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2020
CSS 025	None	None	None	None	None	None	None	None	None	None	None
CSS 058	None	None	None	None	None	None	None	None	None	None	None
CSS 080	None	None	None	None	None	None	None	None	None	None	None
CSS 085	None	None	None	None	None	None	None	None	None	None	None
CSS 090	None	None	None	None	None	None	None	None	None	None	None
CSS 125	None	None	None	None	None	None	None	None	None	None	None
CSS 168	None	None	None	None	None	None	None	None	None	None	None
CSS 225	None	None	None	None	None	None	None	None	None	None	None

PROGRAMS / CERTIFICATES

Program/Certificate Title	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
None	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Curriculum:

Since our last program review, College Success Studies has completed a significant overhaul of the curriculum offered. Courses were evaluated for currency and quality and the sequence and scope. All of the CSS courses have been assessed and modified based on Student Learning Outcome and Assessment data, Institutional Objectives and evidence-based research. Furthermore, all aspects of the CSS course outlines of record and reflect the appropriate CurricUNET format.

In fall 2013 and spring 2014, faculty in CSS, along with the Division Chair, met separately with DSPS faculty, basic skills English faculty, our curriculum representative, and our Dean to share our curriculum development vision. Based on feedback we received and current trends, such as SLOs, the Promise Grant, and assessment/placement/matriculation changes, we have revised and developed new curriculum.

After a year of curriculum work, the CSS department is offering the following revised and new courses, as of fall 2015:

1. CSS 025 - College Success Studies Lab (new name and number)
 2. CSS 058 - Grammar Strategies (new name)
 3. CSS 080 - Reading Strategies (new name and number)
 4. CSS 085 - Writing Strategies (new course)
 5. CSS 090 - College Reading Strategies (new course to be offered in fall 2016)
 6. CSS 125 - Learning Strategies (new name, number, and unit value: 2.0 units)
 7. CSS 168 - Tutor Training (revised and updated SLOs, Objectives, Topics & Scope) and revised to be offered as a distance education course to meet student need.
 8. CSS 225- College Success Studies (revised and updated SLOs, Objectives, Topics & Scope)
- All CSS courses have been unwrapped to align with Curricunet standards.

Since curriculum changes were approved by the Chancellor's Office, CSS faculty is in the process of updating all promotional materials reflecting new courses and revisions. The CSS full-time faculty member and Division Chair have met with the counseling department to advise them of the significant changes in CSS courses offered. An ongoing CSS effort is the updating, developing, and disseminating of all promotional materials and web links that highlight our courses. The department plans to work on updating the college catalog, online orientation information, and websites as well as meeting with the Assessment Coordinator to ensure the current curriculum aligns with assessment measures and advisement.

IV. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Assessment Cycle Calendar

STUDENT LEARNING OUTCOMES ASSESSMENT CALENDAR COLLEGE SUCCESS STUDIES DEPARTMENT

CYCLE STAGE	S 2015	F 2015	S 2016 CPPR	F 2016	S 2017	F 2017	S2018	F2018	S2019	F2019	S2020
<i>SLOs Assessment</i>				CSS 225 CSS 085	CSS 168 CSS 080	CSS 125 CSS 090	CSS 025	CSS 058			
<i>Analyze Results & Plan Improvements (CPAS)</i>	CSS 099 CSS 058				CSS 225 CSS 085	CSS 168 CSS 080	CSS 125 CSS 090	CSS 025	CSS 058		
<i>Implementation</i>	CSS 005 CSS 120 CSS 036	CSS 099 CSS 058				CSS 225 CSS 085	CSS 168 CSS 080	CSS 125 CSS 090	CSS 025	CSS 058	
<i>Post- Implementation SLOs Assessment</i>	CSS 225 CSS 168	*CSS 025 *CSS 125 *CSS 080	CSS 099 CSS 058				CSS 225 CSS 085	CSS 168 CSS 080	CSS 125 CSS 090	CSS 025	CSS 058

*Beginning in Spring 2014, all courses became "College Success Studies"

*No sections of CSS 168 were offered in Spring 2015

*Beginning Fall 2015, course numbers changed:

- CSS 005 = CSS 025 College Success Lab
- CSS 120 = CSS 125 College Learning Strategies
- CSS 036 = CSS 080 Reading Strategies

*Beginning in Fall 2015, a new course will be offered: CSS 085 Writing Strategies

San Luis Obispo County Community College District

Instructional Comprehensive Program Planning & Review

Approved Document to be Used for Submission Spring 2016

*Beginning in Fall 2016, a new course will be offered: CSS 090 College Reading Strategies

B. CPAS form for each course.

Course or Program Assessment Summary

Division: Student Development and Success Program: College Success Studies Date: August 27, 2014 v. 3 2012
 Courses in program, or course: **Course: CSS 025 – College Success Lab**

Faculty involved with the assessment and analysis: CHERYL ZIEHL and MARSHA ROBINSON
 Course-to-program outcome mapping document** is completed Yes__X__ No_____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> 1. I am able to identify the area(s) of basic skills (reading, spelling, vocabulary, grammar, mathematics, or study skills) that I most need to improve. Assessment: Self-reporting survey instrument. 2. I am able to monitor my progress in the area(s) of basic skills (reading, spelling, vocabulary, grammar, mathematics, or study skills) that I most need to improve. Assessment: Self-reporting survey instrument. 3. I am able to successfully apply the appropriate technique, strategy, and/or basic skill developed in the Lab in my other college courses or life situations. Assessment: Self-reporting survey instrument
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	During the last week of classes, Spring 2014, students enrolled in CSS 005 were asked to respond to a narrative-based assessment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	The assessments were distributed to students during the last week of classes, Spring 2014. The assessment was completed by a representative sampling of 10 students. Two sections of College Success Lab (1 section in SLO and 1 section in NCC) were offered in Spring 2014.
4	Assessment Results Summary (summarize Data)	In response to question #3, "In what areas or with what software did you work? ", the responses were ranked as follows: 1) Math; 2) Writing, Vocabulary, and Reading; 3) Study Skills, Grammar, and Word Processing; 4) PLATO; and 5 (Other)-Studied and did homework. In response to question #5, "Were the

		lab personnel helpful?" The responses were overwhelmingly positive. The only other two questions of note were #8 and # 9, "Would you sign up again?" and "Would you use the lab if it were open evenings?" Both questions were answered unanimously in the affirmative.
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5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Students self-select the CS Lab as they recognize areas where they need academic improvement, and the Lab provides access to an independent format. Faculty and other advisors also recommend the Lab to students when they determine a need for academic improvement exists. An important aspect of the CS Lab is transfer of skills to other courses/personal situations. Based on student assessment results, it appears students feel The CS Lab is of academic value. Previous recommended changes and plans were comprehensive and well thought –out; however, many were not implemented due to staff restructuring and budget cuts.
6	Recommended Changes & Plans for Implementation of Improvements	Discuss and review 2012 recommended changes. Based on the present assessment, we recommend the following: <ul style="list-style-type: none"> • Consistent staffing/procedures/ and services for both SLO/NCC <ul style="list-style-type: none"> Regular meetings with those involved in Student Success Centers Standardization of forms and available materials SLO/NCC • Campus promotion of the Student Success Centers and their components, including CS Lab, Tutoring, Math Drop-in Support, ESL Support, and Writing Center. • Increase availability of personnel in CS Lab to assist students at all levels • Evening hours with lab personnel present • Weekly progress check on CSS 005 students to communicate and assess needs
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<ul style="list-style-type: none"> • CSS 005 faculty regularly meets with the SDS division and CSS workgroup. • The Student Success Center Supervisor, Instructional Associates, and Instructors of Record meet regularly and are in daily communication to ensure continuity and uniformity of services on both the SLO campus and North County campus

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

Division: SDS

Program: College Success Studies

Date: September 4, 2014

v. 3 2012

Courses in program, or course: **CSS 080– Reading Essentials**

Faculty involved with the assessment and analysis: Madeleine LaMon and Karen Waska

Course-to-program outcome mapping document** is completed Yes X No _____

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p>X Course</p>	<p><i>Upon successful completion of this course, students will:</i></p> <ol style="list-style-type: none"> 1. identify main idea, implied main idea, and supporting details. 2. describe author's tone, purpose, and text organization. 3. distinguish between fact, opinion and propaganda techniques. 4. demonstrate knowledge of vocabulary and methods for understanding meaning. • 5. organize an approach to summarize, outline, and remember text information.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>In previous years, the CSS (formerly ACSI) department utilized a survey-based assessment (an instrument administered with the final exam in each course) for student learning outcomes. Surveys were tabulated and statistical summaries for each course section were produced by the Office of Institutional Research and archived on the G:drive with other SLO documentation. Beginning with the '13-'14 academic year, a plan for direct assessment of SLOs was implemented using 'embedded' course assessments. This was done for selected courses by conducting a review to identify test items and/or assignments that correspond to each SLO. Sampling and aggregating student scores on those items provides a direct assessment of student learning for each SLO. During the Spring 2014 semester, CSS 036 classes were assessed at the end of the term with an assignment that had the students analyze an essay to identify the main idea, implied main idea, and supporting details of the essay (SLO #1).</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>End of term assessments of course SLO #1 in sections of CSS 036 Reading Essentials courses at the San Luis Obispo campus and the North County Center were completed in the Spring 2014 semester. The data for each student in each course section has been scored and aggregated for each course.</p>

4	Assessment Results Summary (summarize Data)	Comparison of results from assessments conducted in different course sections showed small, non-significant differences in the average scores, indicating generally high student achievement on this SLO with the majority of students completing the assessment successfully and receiving a passing score. Specifically, 83% of students identified the implied main idea (central point) and the supporting details of the essay correctly. In addition, 78% of students identified the main idea of a specific paragraph in the essay correctly. As this was the first administration of this direct assessment method, direct comparison of the results from previous SLO assessments could not be made.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The previous use of a survey-based assessment of SLOs had provided evidence of increases in aggregate student achievement following implementation of prior plans for improvement of student learning, as well as consistent differences between course SLOs that indicated areas for continuing improvement. Although there are many variables that affect student learning, the SLO assessments indicate success of the previous plans for learning improvement. The use of direct assessments of student learning should allow a more precise identification of the knowledge and skills that students obtain in the course experience, which can then be used to guide improvements in curriculum and instructional methods. Results from the Spring 2014 end-of-term direct assessment appear to indicate students were more successful at understanding the implied main idea/central point of the essay, yet they were more challenged at identifying the main idea of an individual paragraph within the essay.
6	Recommended Changes & Plans for Implementation of Improvements	The assessments have been useful for identifying challenges for student learning that may be addressed by giving greater emphasis to specific SLOs through careful selection of instructional activities and assignments. To address the assessment results mentioned above, increased focus on main idea identification through direct instruction, practice, and application, utilizing varied reading selections, should be considered. Additional homework assignments and collaborative exercises with an emphasis on main idea recognition may all strengthen a student's ability to successfully identify a paragraph's main idea. Instruction should continue with explicit reference to the various learning outcomes at the beginning and throughout the semester, with intentional selection of course content to reinforce the various course SLOs. Special consideration of additional course SLOs will be assessed and analyzed in subsequent semesters.

7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Fall 2013, CSS faculty met with division faculty to brainstorm direct assessment ideas and options. Early in the Spring 2014 semester, CSS faculty discussed SLOs direct assessment ideas in department work group meetings. Mid-way through the Spring 2014 semester, faculty teaching CSS 036 agreed upon the SLO to be assessed and the direct assessment measure. At the end of the Spring 2014 semester, CSS 036 faculty assigned the same essay for students to read and analyze for main idea, implied main idea, and supporting details (SLO #1).
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**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. Examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

Division: **Student Development and Success** Program: **College Success Studies (CSS)**

Date: **9/2/2014**

Courses in program, or course: **CSS 125 - Learning Essentials (formerly ACSK 120)**

Faculty involved with the assessment and analysis: *M LaMon*

Course-to-program outcome mapping document** is completed N/A - No degree or certificate programs

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<p><i>Upon successful completion of this course, students will:</i></p> <ol style="list-style-type: none"> 1. describe methods to improve memory retention and recall of information. 2. describe methods to read textbooks with improved comprehension. 3. describe and discuss procedures for managing time effectively. 4. discuss procedures for focusing attention when reading, listening, taking notes and taking tests. 5. apply critical thinking skills and personal learning style to enhance learning. 6. describe and use campus learning resources.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>The CSS Program had adopted a survey-based assessment for student learning outcomes (SLOs) for each course that used an instrument administered with the course final exam. Surveys were tabulated and statistical summaries for each course section were produced by the Office of Institutional Research and archived on the G:drive with other SLO documentation. Beginning with the '13-'14 academic year, a plan for direct assessment of SLOs was implemented using 'embedded' course assessments. This was done for selected courses by conducting a review to identify test items and/or assignments that correspond to each SLO. Sampling and aggregating student scores on those items provides a direct assessment of student learning for each SLO. During the Spring 2014 semester a CSS 120 class was assessed at the end of the term with an assignment that had the students describe and discuss procedures for managing time effectively. (SLO #3)</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>End of term assessments of course SLO #3 in a section of CSS 120 Learning Essentials courses at the San Luis Obispo campus with approximately 20 students was completed in the Spring 2014 semester. The data for students in the course was scored and aggregated.</p>

4	Assessment Results Summary (summarize Data)	This course SLO assessment, that followed the SLO Improvement Plan implementation, showed high levels of student achievement. Comparison of the results from the assessment showed scores that indicated generally high student achievement on this SLO with virtually all students completing the assessment successfully and receiving a passing score. As this was the first administration of this direct assessment method, direct comparison of the results from previous SLO assessments could not be made.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The use of a survey-based assessment of SLOs had provided evidence of increases in aggregate student achievement following implementation of prior plans for improvement of student learning, as well as consistent differences between course SLOs that indicated areas for continuing improvement. Although there are many variables that affect student learning, the SLO assessments indicate success of the previous plans for learning improvement. The use of direct assessments of student learning should allow a more precise identification of the knowledge and skills that students obtain in the course experience, which can then continue to be used to guide improvements in curriculum and instructional methods.
6	Recommended Changes & Plans for Implementation of Improvements	The assessments have been useful for identifying challenges for student learning that may be addressed by giving greater emphasis to specific SLOs with careful selection of instructional activities and assignments. Based on the assessment results, this indicates instruction should continue with explicit reference to the various learning outcomes at the beginning of the class and throughout the semester, with intentional selection of course content to reinforce the various course SLOs. Special consideration of additional course SLOs will be assessed and analyzed in subsequent semesters.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Instructors use texts that provide topics and scope consistent with the approved Course Outline and support the achievement of the various course SLOs. At all instructional sites, instructors conduct assessments and receive course data that are used for planning improvements for student learning.

****Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**

Course or Program Assessment Summary

Division: **Student Development and Success** Program: College Success Studies Date: November 25, 2013
 Courses in program, or course: **CSS 168 – Tutor Training: Selected Topics (formerly ACSK 168)**

Faculty involved with the assessment and analysis: Luis A. Gonzalez (sole instructor of course)
 Course to program outcome mapping document** is completed Yes X No_____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ul style="list-style-type: none"> • skills in a tutorial setting. • tutoring techniques. • negative behavior. • assignments. • thinking skills for my content area. 	1. I can effectively demonstrate communication 2. I am aware of and can demonstrate different 3. I can describe effective study skills methods. 4. I can apply problem solving techniques to deter 5. I can effectively summarize and evaluate reading 6. I can identify campus and online resources. 7. I can effectively recognize and apply critical
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	During the final week of instruction, a survey was distributed to the students. The survey asked the student to self-assess their ability for the outcomes above. Students responded to each item by choosing one of the following responses: 4= Absolutely YES 3= Yes 2=Slightly 1=Not at All Additionally, a few of the questions in the survey were open ended and designed to assess what they learned from the course and course material.	
3	Assessment Administration Plan (date(s), sample size or selection of course sections,	The survey was distributed to all students during the final class in early November. The survey was completed by 6 students, all in the class. Only one section of this course is taught each semester.	

	scoring procedures, etc.)	
4	Assessment Results Summary (summarize Data)	Assessment Summary available on next pages. There are some multiple choice survey questions and several open ended questions that are meant to directly assess the students' knowledge of the subject matter.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The assessment procedure was designed to not only gather the student's opinions about the course but to also directly assess their retention of the material covered in the course. That is why there were multiple choice survey questions that asked about their opinion on different topics as well as open ended questions that tested their knowledge of topics covered in the course. This was my first time delivering this material, which was the same material that had been taught for years. However, I did not get as much time as I would've liked to review, revise and update course material and delivery. I know that there are many areas that can be improved and I'm looking forward to making those changes for the next semester.
6	Recommended Changes & Plans for Implementation of Improvements	I am working on researching more up-to-date material, delivery methods and certification programs that can be applied locally. I am collaborating with other campuses on what they use for their tutor training courses and will be looking to apply what works for us.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	This course is taught by one instructor.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

Division: SDS Program: College Success Studies

Date: February 12, 2014

v. 3 2012

Courses in program, or course: CSS 225 - College Success

Faculty involved with the assessment and analysis: Devon Hodgson, MaryAnn Dockstader, Paula Robinson, Cheryl Ziehl

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<ol style="list-style-type: none"> 1. Demonstrate knowledge of their preferred learning style and apply them to life-long learning. 2. Construct and analyze personal time management habits and strategies. 3. Employ effective content-specific reading strategies to approach, comprehend, and summarize academic reading. 4. Formulate effective and efficient study techniques for note taking and test taking in their content area courses. 5. Reveal a basic understanding of wellness concepts and relationship between healthy living and academic success; including the role of stress and procrastination, diet, sleep, and exercise , and money management. 6. Show basic technological literacy and informational competency for library research. 7. Identify campus resources designed to support students.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<ul style="list-style-type: none"> • Student achievement of selected outcomes was measured through a self-reporting pre and post assessment tool (Discovery Wheel) provided in the CSS 225 course textbook, <i>Master Student Concise</i>, 13th Edition. • Students assessed their skills at the beginning and end of the course in 10 key areas using a likert scale (5= strongly agree, 4= agree, 3 = somewhat agree, 2= disagree, 1= strongly disagree). • The 10 key areas were Attitude, Time/Money, Memory, Reading, Notes, Tests, Thinking, Communicating, Health, and Purpose.
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<ul style="list-style-type: none"> • 116 students were surveyed in Fall 2013 in six randomly selected sections of CSS 225 (formerly ACSK 225) on both the San Luis Obispo and North County Campuses. • The data was reviewed, aggregated and analyzed.

San Luis Obispo County Community College District

Instructional Comprehensive Program Planning & Review

Approved Document to be Used for Submission Spring 2016

4	Assessment Results Summary (summarize Data)	<ul style="list-style-type: none"> • The data averaged and aggregated was the difference between the self reported assessments of skills in 10 key areas from the beginning to the end of the course. • From the largest increase to the smallest increase, the assessment results are the following: Reading (7.1), Memory (5.8), Tests (5.6), Notes (5.4), Attitude (5.1), Time/Money (4.9), Thinking (4.4), Communication (4.3), Purpose (3.6) and Health (2.7).
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<ul style="list-style-type: none"> • We discussed the fact that Reading had the highest impact (7.1) and yet it is one of the lowest scoring areas of readiness at the beginning of the semester. This stimulated an analysis of the subgroups in our classes. For instance, re-entry students and students on academic probation tend to rate themselves lower than the traditional transfer-level student. • The faculty feel the highest scoring improvement area, reading, is sufficient evidence that SLO #3 “Employ effective content-specific reading strategies to approach, comprehend, and summarize academic reading” is being addressed appropriately across sections. • Through the detailed discussion regarding the areas that scored lower than desired overall in the post assessment but demonstrated growth between pre and post assessments influenced a redirection of instructional emphasis for the next assessment cycle.
6	Recommended Changes & Plans for Implementation of Improvements	<ul style="list-style-type: none"> • We will continue collecting the pre and post self-report from the Discovery Wheel and analyzing the difference between the beginning and ending ratings on the 10 key areas. • It is the goal of the CSS 225 faculty to improve the outcome of the SLO #7 “Formulate effective and efficient study techniques for note taking and test taking in their content area courses.” • In the spring of 2014, a rubric will be created to assess note taking proficiency. • In the fall of 2014, SLO #7 will be directly assessed through the random collection of student notes , including predicted test questions, from each CSS 225 section using a rubric ranging from excellent to poor note-taking skills and test prediction strategies

7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<ul style="list-style-type: none"> • CSS 225 faculty regularly meets with the SDS division and CSS department as well CSS 225 workgroup. • Five CSS 225 instructors met on February 7, 2014 to discuss SLOs, curriculum, instructional approaches and assessment data. • In addition to the Discovery Wheel, most instructors emphasize Student Learning Outcomes in the following ways: <ol style="list-style-type: none"> 1. Present the SLOs at the beginning of the semester. 2. CSS 225 SLOs and/or course objectives are listed on all syllabi. 3. Publish the SLOs on the MyCuesta, Course Studio. 4. Assess their own material (written assignments, readings, etc.) for their relationship to the SLOs and course objectives. 5. Create activities throughout the terms that specifically highlight selected SLOs. 6. Integrate campus resources and technology into the classroom.
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**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment

Division: CSS

Program: SDS

Date: January 29, 2015

v. 3 2012

Courses in program, or course: CSS 058 - Grammar Essentials

Faculty involved with the assessment and analysis: Ilene French and Marsha Robinson

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> 1. The student will recognize the basic parts of speech and their function in a sentence. 2. The student will analyze and write different sentence types. 3. The student will Identify and correct common sentence structure errors . 4. The student will demonstrate understanding of punctuation by correctly editing sentences and paragraphs.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<p>During final exam week of Fall 2014, students were given a two-page quiz on the parts of speech (SLO #1).</p> <p>The quiz consisted of:</p> <p>Part 1 - where students defined seven parts of speech</p> <p>Part 2 - where students were asked to identify selected parts of speech in sentences.</p>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	The quiz was given to two sections of CSS 058, Grammar Essentials. These were the only sections of CSS 058 offered in the Fall 2014 semester. Sixteen students completed the assessment.
4	Assessment Results Summary (summarize Data)	<p>25/25 -5 students</p> <p>24/25 – 5 students</p> <p>21/25 – 3 students</p> <p>19/25 – 1 student</p> <p>14/25 – 1 student</p> <p>13/25 – 1 student</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement	There is a great gap between the achieving students who are motivated to learn, study, and be prepared; and the students who “are not really sure why they are in class” and put little effort into the class.

San Luis Obispo County Community College District

Instructional Comprehensive Program Planning & Review

Approved Document to be Used for Submission Spring 2016

	Plans	
6	Recommended Changes & Plans for Implementation of Improvements	In the past, we have made the assumption that “parts of speech” is a review for most students – that is not the case. The students need greater depth and exposure and hands-on activities to master this subject before they move on to more complex grammatical concepts. Next semester, we intend to incorporate the PLATO software into our courses, allowing students the repetition and individual practice they require to fully understand the parts of speech and their function in a sentence.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The two instructors for this program review several times during the fall semester and will continue to do so in future semesters.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. Examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

Division: LIBRARY/LEARNING RESOURCES/DE/ACADEMIC SUPPORT Program: ACADEMIC SUPPORT Date: AUGUST 17, 2012

v. 3 2012

Courses in program, or course: ACSK 005, ACSK 036, ACSK 058, ACSK 120, ACSK 225, ACSK 227

Faculty involved with the assessment and analysis: Cheryl Ziehl, Karen Waska, Mary Hastings, Berta Parrish, Madeleine LaMon, MaryAnn Dockstader, Marsha Robinson, Norma Ortiz, Devon Hodgson

Course-to-program outcome mapping document** is completed Yes X No

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>PROGRAM LEARNING OUTCOMES</p> <ol style="list-style-type: none"> 1) Student will demonstrate self advocacy and knowledge of their academic goals. 2) Student will progress to college level coursework successfully completing pre-college Academic Skills courses. 3) Student will demonstrate knowledge of college resources to help her/him successfully complete coursework, including tutoring, advising, and services such as EOPS/CARE and DSPS.
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>Five assessment methods were used:</p> <ol style="list-style-type: none"> 1) Student self-report surveys were developed and piloted to assess the student learning outcomes for all courses. 2) Tutorial Services employs a formal qualitative evaluation process for tutors, tutees, classified and clerical staff every semester. 3) A web-based student survey was prepared and administered as part of the 2011 Academic Support Comprehensive Planning and Program Review to provided data on PLO #2. 4) A statistical analysis of Banner data regarding student success in subsequent course work after taking ACSK 225 <i>College Success</i> provided data on PLO #2 and #3. 5) The ACSK 225 student learning outcome related to identifying campus resources provided feedback on PLO #3.
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<ol style="list-style-type: none"> 1) Hundreds of students completed the self-report surveys for the Academic Skills courses, beginning in 2009 with ASCK 120 Learning Essentials. The Office of Institutional Research and Assessment provided frequency, percent, and mean for each learning outcome. 2) 36 tutors, approximately 1,250 tutees, 6 classified and 6 clerical staff members completed a questionnaire for the 2011-2012 academic year. 3) Of the 400 students who completed a web-based survey in 2011, 60% had completed at least one Academic Skills course and 50% had accessed Tutorial Services. 4) Using the Argos Script program, we compared how the 264 students who were enrolled in the Fall 2008 ACSK 225 <i>College Success</i> classes did over the next four semesters in the subsequent English and Math courses. This was from Spring 2009 through Fall 2010. In math we looked at ACSK 075, Math 003, Math 021, Math 122, and Math 123. In

		<p>English, we examined ACSK 032, ACSK 036, ACSK 050, Engl 099, Engl 156, and Engl 201A.</p> <p>5) Seventy-one students in three of the Spring 2012 ACSK 225 sections indicated how well they could identify campus resources available to support students in addition to nine other student learning outcomes.</p>
4	Assessment Results Summary (summarize Data)	<p>The student survey data indicate that students consistently rate the Academic Skills courses, Tutorial Services, and Academic Support Lab high when asked whether the courses/services help them succeed in college. The statistical means of related questions range from 3.98 to 4.31 on a 5-point scale. For each question, about half of the respondents “strongly agree” that the program has helped them succeed. Overall, about forty-five percent of the students responding report they successfully completed either English 099 or English 156 after taking Academic Skills classes or using services, and about 20% say they passed Math 007 or Math 021. Other courses successfully completed include English 201A, Math 123, 127, 242, 265A, Chemistry 201A, Business 201B, German 201, statistics, geology, astronomy, and microbiology courses. (PLO #2)</p> <p>Students completing ACSK 225 <i>College Success</i> had substantially higher persistence and success rates in subsequent math and English courses than the overall college percentages. The overall success rate for math students was 29.1 percent, whereas, the rate for students who had taken <i>College Success</i> was 52.9 percent. And, the overall student success rate in an English class was 46.7 percent, whereas, the rate for <i>College Success</i> students was 68.8 percent. The differences of 23.8% and 22.1% respectively, suggest that the <i>College Success</i> course is enormously beneficial for achievement in math and English courses. (PLO #3)</p> <p>Of the 71 ACSK 225 students surveyed in Spring 2012, 94% responded that they felt well informed about campus resources and how they can support their academic success (PLO #3).</p> <p>We did not directly assess PLO #1. In fact, as mentioned below, we have decided to revise, if not eliminate, this Program Learning Outcome in favor of a more appropriate and more measurable objective.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>In reviewing the data, it's clear that students are successfully completing courses and meeting program outcomes. The development of SLO assessments has led to improvements in the Academic Support Program. All Academic Skills faculty are now listing the course SLOs on course syllabi and making specific reference to the SLOs as appropriate. The faculty is now considering the course SLOs when creating assignments, exams and other course materials in order to focus student learning on the various SLOs for the course and for the Program.</p> <p>For instance, following the first round of SLO assessments for ACSK 120 in Spring and Fall '09, the results were used to provide the basis for planning improvements of student learning. Changes to instruction involved placing greater emphasis on critical thinking skills with expanded examples, class discussion and exercises. The assessment data for Spring and Fall '10 show substantial improvement in the mean rating of the SLO for critical thinking, suggesting the plan for improvement produced the desired effect.</p> <p>Five of the six ACSK 225 instructors met in June, 2012 to discuss the results of the assessment data. The exchanges of ideas, of instructional practices, and of possibilities to assess student progress were very productive and rewarding. We look forward to future conversations focused on achievement of student outcomes.</p>

6	Recommended Changes & Plans for Implementation of Improvements	<ul style="list-style-type: none"> • Modify the Program Learning Outcomes to better reflect the program in its role within the campus community – what our program really strives to achieve. For example, revise or eliminate PLO #1. • Add a Program Learning Outcome that better assesses the access to and effectiveness of Tutorial Services. • Develop and implement several direct assessment methods for selected courses, such as ACSV 036 <i>Reading Essentials</i> and ACSV 058 <i>Grammar Essentials</i>, to add to the self-reporting survey information. • Encourage greater participation by adjunct faculty and DSPS faculty in the assessment process. • Improve communication about curricular matters and assessment among all faculty and staff.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	In addition to ongoing informal discussions among instructors, SLO assessment data is a regularly agendaized topic at the Academic Support Workgroup monthly meetings. The agenda and minutes from the meetings reflect this discussion. The SLO assessment data is also saved to the “G” drive for convenient shared access. Instructors of courses with multiple sections have met to analyze and discuss the SLO results: ACSV 225 instructors in 6/12, ACSV 227 in 6/12, ACSV 005 staff/faculty in 8/12, and ACSV 058 in 4/12.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

C. Mapping Document

College Success Studies Program to Course Mapping Chart
2015-2016

Program Outcomes	Courses
1. Student will demonstrate self advocacy and knowledge of their academic goals.	CSS 225, CSS 125, and CSS 025
2. Student will progress to college-level coursework successfully completing pre-collegiate College Success courses.	CSS 225, CSS 125, CSS 058, CSS 080, CSS 085, CSS 090, and CSS 025
3. Student will demonstrate knowledge of college resources to help her/him successfully complete coursework, including tutoring, advising, and services such as EOPS/CARE and DSPS.	CSS 225, CSS 125, and CSS 025

D. Highlight improvement efforts that have resulted from SLO assessment.

As a result of SLO assessment, CSS has developed a collegial and collaborative way of updating curriculum using assessment data. Several CSS courses have been modified in order to update the content, develop the topics and scope, revise the Student Learning Outcomes, and align the topics and scope with Student Learning Outcomes. After a year of curriculum work, the CSS Department is offering the following revised and new courses, as of fall 2015:

CSS 025 - College Success Studies Lab (new name and number)
CSS 058 - Grammar Strategies (new name)
CSS 080 - Reading Strategies (new name and number)
CSS 085 - Writing Strategies (new course)
CSS 090 - College Reading Strategies (new course to be offered in spring 16)
CSS 125 - Learning Strategies (new name, number, and unit value: 2.0 units)
CSS 168 - Tutor Training (revised and updated SLOs, Objectives, Topics & Scope)

Since curriculum changes were approved by the Chancellor's Office, CSS faculty have updated all promotional materials with new courses and revisions. The CSS full-time faculty member and Division Chair have met with the counseling department to advise them of the significant changes in CSS courses offered. An ongoing CSS effort is the updating, developing, and disseminating of all promotional materials and web links that highlight our courses. The department plans to work on updating the college catalog, online orientation information, and websites as well as meeting with the Assessment Coordinator to ensure the current curriculum aligns with assessment measures and advisement.

After meeting with basic skills English faculty and DSPS faculty, CSS decided to move forward with creating a new writing course, CSS 085, Writing Strategies. It was determined that a need existed for non-DSPS basic skills writing course that pairs with CSS 080, Reading Strategies, for students who do not qualify for ENGL 099 based on their English assessment score. As of fall 2015, students who score below ENGL 099 will now have an option of taking CSS 085 or ACSK 050, a DSPS writing course, which until this time has been the only basic skills writing course available to students who do not qualify for ENGL 099.

As of 2015, CSS 058, Grammar Essentials, was renamed Grammar Strategies. The CSS Department feels this change better aligns with and reflects our new department name, College Success Studies. Additionally, the new course description more accurately reflects the objectives and goals of the course. This course will help our students' transition to and be more successful in college-level English courses.

E. Recommend changes and updates to program funding based on assessment of SLOs.

- For funding requests complete the applicable Unit Plan Funding Request Worksheet
- For faculty hiring needs, attach Section H – Faculty Prioritization Process

Student Learning Outcomes and Assessments:

As of Spring 2016, all CSS courses have completed a full cycle of assessment, analysis and improvements, implementation, and a post-implementation assessment. This on-going assessment process continues to help the department maintain a clear pedagogical focus and standards. Additionally, it may increase student success rates and promote better collaboration among faculty teaching the same course. As of Spring 2015, CPAS documents have been completed for the following CSS courses: CSS 036, CSS 058, and CSS 168. Instructors teaching CSS 225 have met to complete a post-implementation assessment.

F. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

The following budget requests are directly related to our Student Learning Outcomes and Assessment results and have been identified in our Unit Plan:

Full Time Faculty Positions on both SLO and North County Campuses: Due to the retirements of two full-time faculty since our last program review and the projected retirement of our last full-time faculty within the next year, the need for full-time faculty is imperative. College Success Studies has the potential to provide great services to the College and its students. CSS is a department with a potential for growth, especially in the area of college reading. This is something that is lacking at Cuesta, and CSS is the department that is best suited to develop and offer this curriculum. Additional full-time faculty in our division could help Cuesta not only diversify its student population but also help the College provide the instructional support that so many of its students need to succeed. The institutional role of the CSS department is a critical component in the College's mission to adequately support the Student Equity Plan, 3SP and Basic Skills Initiative. For example the under-represented and/or at-risk populations served by the above benefit most from College Success Studies. Moreover, the results of the All Faculty/Staff Survey conducted in December 2015 by Institutional Research CSS highlight the demand for an expanded presence of CSS full-time faculty in classrooms and on campus. Finally, there is a dire need for full-time faculty to fulfill the following duties: hiring, peer evaluations, mentoring, class and flex presentations, curriculum development and assessment, department and program reporting, departmental governance responsibilities, divisional governance responsibilities, college committee representation and college promotional events.

The CSS department needs three full-time faculty to maintain the responsibilities of the department and to expand the institutional role within the college. Refer to 2016-2017 unit plan for more information.

Funding for Professional Development: CSS instructors need to stay current in this very specialized discipline that supports some of the most under-served and vulnerable students at the College. Funding for professional development is necessary for allowing faculty to participate in trainings and attend conferences and workshops.

Up until very recently, professional development funding was very limited or non-existent. However, it is critical that we give our instructors ample opportunities for professional growth and development.

Providing adequate support for professional development opportunities is one of the College's Core Principles and therefore should become a priority of the College. As part of Cuesta's Strategic Plan and Institutional Objective 1.5, CSS needs to increase basic skills student success rates by 2% annually. Ensuring that our faculty remain current and have continual access to professional training will help us meet this objective.

Continued Upgrades to College Success Studies Lab Software: Refer to Unit Plan.

Classified Tutors and Writing Center Staff: Research shows that students enrolled in classes that provide embedded tutors and supplemental instruction have higher success and completion rates. These tutors will support all basic skills and ESL classes, including the community classes, which are multi-level, and basic skills classes. Refer to Unit Plan.

V. PROGRAM DEVELOPMENT/FORECASTING

A. New or modified action steps for achieving Institutional Goals and Objectives:

First Year Experience (FYE): The pilot First Year Experience program (AKS Zoom) on the North County Campus will roll out fall 2016. Included in the model is a requirement to take the College Success Studies Lab, 025; College Success, 225, is one of the advised electives. CSS will continue to be a part of the FYE model as it expands to the SLO campus.

CSS Partnership with the Student Success Center: College Success Studies has strengthened its partnership with the Student Success Center due to increased funding from the Student Equity Plan. One program is providing embedded tutors in over 40 sections on both campuses in multiple disciplines. Each of these tutors are required to take CSS 168, Tutor Training, taught by a CSS faculty member. Recently, this course was revised to meet student needs and serve a larger percentage of our student body.

Promise Grant: According to Cuesta's Institutional Research, the majority of incoming Promise Grant students are underprepared for the rigors of college-level work. The CSS department strongly believes every Promise student should take CSS 125 or CSS 225 during one of their first two semesters at Cuesta because the most successful models include College Success courses in the first year of college. Furthermore, a study was conducted using Banner data to look at the student success in subsequent course work after taking CSS 225, *College Success*. Students completing this course had substantially higher persistence and success rates in subsequent math and English courses than the overall college percentages. More specifically, the overall success rate for math students was 29.1%, whereas, the rate for students who had taken College Success was 52.9%. In English, the overall student success rate was 46.7%, whereas, the rate for *College Success* students was 68.8%.

B. New or modified action steps for achieving Institutional Learning Outcomes:

Since our last program review, College Success Studies has completed a significant overhaul of the curriculum offered. Courses were evaluated for currency and quality and the sequence and scope. All of the CSS courses have been assessed and adjustments have been made based on SLO data, institutional objectives and evidence-based research. More specifically, the following outlines the College Success Studies Courses and ILOs addressed:

1. **ILO 1:** CSS 025: College Success Studies Lab: Provides students with specialized programs designed to improve basic skills in reading, spelling, grammar, vocabulary, mathematics, and study skills.
2. **ILO 1:** CSS 058: Grammar Strategies: Focuses on the basic grammar, punctuation, and usage skills essential for effective writing. Provides extensive practice to apply and reinforce written language skills with an emphasis on the function of grammar and the use of it to improve writing effectiveness and reading comprehension.
3. **ILO 1 and 2:** CSS 080: Reading Strategies: Promotes understanding and retention of textbook information
4. **ILO 1 and 2:** CSS 085: Writing Strategies: Introduces students to the sequential development of paragraph writing, beginning with sentence structure, grammar, and mechanics. This course is designed to meet the needs of students who are developing the critical thinking, writing, and editing skills necessary to succeed in English 099
5. **ILO 1 and 2:** CSS 090: College Textbook Reading Strategies
6. **ILO 1 and 2:** CSS 125: College Learning Strategies: Presents study methods that promote college success and lifelong learning
7. **ILO 1 and 2:** CSS 168: Tutor Training: Provides specialized information and guided practice in designated topics or projects such as group dynamics, effective communication, tutoring techniques, effective study skills, problem solving techniques, and campus and online resources. Tutors gain expertise in subject areas not offered in other tutor training courses
8. **ILO 1 and 2:** CSS 225: College Success: Integrates personal growth and values, academic study strategies, and critical and creative thinking proficiency. Emphasis is on the attainment of life-long success in academic, professional, and personal development.

C. New or modified action steps for achieving program outcomes:

Student will progress to college level coursework successfully completing pre-collegiate College Success courses:

Due to the diversity of pre-collegiate and transfer-level students at Cuesta, the CSS department continues to collaborate with multiple disciplines to address perceived impediments. In the Faculty/Staff Survey, when asked “which of the following issues have you observed in Cuesta students,” the top six are as follows: attendance, 65%; understanding of college, 72%; stress, 70%; time-management, 84%; procrastination, 74%; and campus resource awareness, 68%. This data is also supported by longitudinal data collected by counseling and institutional research as to why students end up on academic probation.

Student will demonstrate knowledge of college resources to help her/him successfully complete coursework, including tutoring, advising, and services such as EOPS/CARE and DSPS:

In order to establish a stronger presence on campus, CSS faculty are updating all promotional materials reflecting new courses and revisions. An ongoing CSS effort is the updating, developing, and disseminating of all promotional materials and web links that highlight our courses. The department plans to work on updating the college catalog, online orientation information, and websites as well as meeting with the Assessment Coordinator to ensure the current curriculum aligns with assessment measures and advisement.

In addition, CSS faculty consistently participate in campus-wide outreach efforts. In order to maintain this level of presence in support of our students, CSS is in dire need of full-time faculty.

Student will demonstrate self advocacy and knowledge of their academic goals:

CSS has intentionally addressed issues of student self advocacy and goal setting by means of connecting students with student services such as counseling, financial aid, Cuesta's Health Center, the Student Success Centers, and library to increase student awareness of campus resources. Traditionally, CSS has had ongoing collaboration with these departments in order to develop opportunities for students to connect with Cuesta's support services. In order to maintain these partnerships through committee representation and to increase CSS presence through department presentations the CSS will need more full-time faculty.

To help faculty infuse learning strategies and active learning experiences into their teaching methodologies:

Also based on our Faculty/Staff Survey, Cuesta employees would like CSS to have a stronger presence on campus. Some of the Flex presentations requested include: learning and the brain, 42%; active teaching and learning strategies, 43%; campus resources for student success, 44%; support strategies for student success, 44%; developing self-regulatory behaviors in first year students, 50%; textbook reading strategies, 25%; Grit, student motivation/persistence, 32%; and growth vs. fixed mindset, 32%.

D. Anticipated changes in curriculum and scheduling

As of fall 2015, curriculum changes were in effect with the exception of CSS 090 - College Reading Strategies, a new course, which will be offered for the first time in fall 2016. CSS 125 - Learning Strategies is scheduled to begin the third week of instruction to capture students who may need additional requisite skills to be successful in their content area classes. Also, CSS 125 is being considered as a required course for Promise Students assessing in English 156 or below on the placement test. In addition, CSS 125, Learning Strategies, is being considered as a paired class with English 099 on the NC Campus. Finally, CSS 225, College Success, will be strongly recommended for students who place at the English 201A level on their assessment.

CSS course offerings:

1. CSS 025 - College Success Studies Lab (new name and number)
2. CSS 058 - Grammar Strategies (new name)
3. CSS 080 - Reading Strategies (new name and number)
4. CSS 085 - Writing Strategies (new course)
5. CSS 090 - College Reading Strategies (new course to be offered in spring 16)
6. CSS 125 - Learning Strategies (new name, number, and unit value: 2.0 units)
7. CSS 168 - Tutor Training (revised and updated SLOs, Objectives, Topics & Scope)
8. CSS 225 - College Success (Remains the same- UC/CSU transfer level)

E. Levels or delivery of support services

Funding for tutoring was reduced dramatically in recent years; Student Equity Funds are, however, helping us to provide both embedded tutors and drop-in tutoring in the Student Success Center. The Instructional Associate position in the College Success Studies Lab on the SLO campus is a classified position and provides academic support to students in the Student Success Center, particularly students enrolled in the College Success Lab, 025; however, in February 2016, the Instructional Associate in this position retired. Currently a part-time English Instructor is serving in this capacity until the vacant position can be filled. Having a regular presence in the CSS Labs increased student satisfaction and encouraged greater faculty support.

Furthermore, since PLATO includes lessons compatible with Accuplacer, the Instructional Associate's computer expertise has provided assistance for many interested students to prepare them for the math and English assessment tests. A CSS 025 instructional lab associate is needed at the NC campus to ensure students have consistent contact and support as they utilize the College Success Studies Lab. Last, the thirty licenses for the web-based version of PLATO Learning Systems that were purchased in 2010 provide flexibility for faculty and for CSS 025 students.

Since our last program review, CSS applied for and received Foundation Grant money to help students enrolled in our basic skills courses purchase their textbooks. CSS students are often the most needy and vulnerable students at Cuesta College. Because textbooks are so expensive, the costs often prevent our students from registering for classes. These funds have allowed us to help many of our neediest students continue their studies. We plan to apply for this funding again for the next academic year because as student fees have increased, the cost of attending a community college is becoming prohibitive for many of our students.

F. Facilities changes

Now that CSS has its own writing course, 085, it will need regular access to the computer classrooms on both the SLO and NC campuses.

G. Staffing projections:

Full-Time Faculty Positions on both SLO and North County Campuses: Due to the retirements of two full-time faculty since our last program review and the projected retirement of our last full-time faculty within the next year, the need for full-time faculty is imperative. College Success Studies has the potential to provide great services to the College and its students. CSS is a department with a potential for growth, especially in the area of college reading. This is something that is lacking at Cuesta, and CSS is the department that is best suited to develop and offer this curriculum. Additional full-time faculty in our division could help Cuesta not only diversify its student population but also help the College provide the instructional support that so many of its students need to succeed. The institutional role of the CSS department is a critical component in the College's mission to adequately support the Student Equity Plan, 3SP and Basic Skills Initiative. For example the under-represented and/or at-risk populations served by the above benefit most from the mission of College Success Studies. Moreover, the results of the All Faculty/Staff Survey conducted in December 2015 by Institutional Research CSS highlights the demand for an expanded presence of CSS full time faculty in classrooms and on campus. Finally, there is a dire need for full-time faculty to fulfill the following duties: hiring, peer evaluations, mentoring, class and flex presentations, curriculum development and assessment, department and program reporting, departmental governance responsibilities, divisional governance responsibilities, college committee representation and college promotional events. The CSS department needs three full-time faculty to maintain the current responsibilities of the department and to expand the institutional role within the college. Refer to 2016-2017 unit plan for more information.

H. Strategies for responding to the predicted budget and FTES target for the next academic year

College Success Studies directly contributes to student success and course and degree completion, three measurements that Cuesta College recognizes as unchanging in state and national political emphasis. CSS has the potential to provide a substantial impact to the College and its students with appropriate staffing. The institutional role of the CSS department is a critical component in the College's mission to adequately support the Student Equity Plan, 3SP and Basic Skills Initiative. For example the under-represented and/or at-risk populations served by the above benefit most from the mission of College Success Studies.

CSS has been instrumental in supporting the FTES target and predicted budget thus far:

- Since the start of the 2015-2016 school year, our course offerings have increased with the addition of the new courses, CSS 085 and CSS 090, to support student need.
- Significant revisions in CSS curriculum have been implemented resulting in a significant improvement in courses offerings thus providing more rigorous and relevant support for student success in college.

- CSS 025 – College Success Studies Lab is offered on the SLO and NC campuses. This lab offers students the opportunity to improve their skills in a variety of areas with the use of computer-assisted instruction.
- Partnering with the Student Success Centers to offer CSS 168, Tutor Training, with new research-based curriculum and best practices.
- Expansion of distance education and hybrid course offerings
- Consistent CSS representation on the Student Support and Success Committee
- CSS participation in cross-discipline strategic planning for 2014-2017
- CSS participation in the Faculty Retreat on Student Success and Retention (spring 2015 and 2016)

CSS will be part of the following upcoming college initiatives and programs in response to budget, FTES targets as well as student success and retention:

- First Year Experience Cohort
- North County Campus learning community
- California Men's Colony
- Partnerships with assessment and counseling departments
- Faculty and student outreach
- The CSS DE Instructor will soon be in the pilot to transition to Cuesta's new learning management system, Canvas. Furthermore, the instructor has offered to be part of the CafeLearn flipped classroom pilot. CafeLearn is a group working with the Chancellor's Office and the Institutional Effectiveness Partnership Initiative.

CSS envisions future partnerships to generate FTES while supporting the community and college mission:

- CSS recommends all Promise Students take CSS 125 or 225 in their first year of college.
- College-wide reading program. This is something that is lacking at Cuesta according to institutional research and CSS is the department of college reading that is best suited to develop and offer this curriculum.
- The CSS department would like to revive its institutional role as a professional development resource to the College in the development of teaching and learning strategies across the disciplines as addressed in the mission of the department.
- Strategic plan objective 2.2a, CSS would like to take an active role in strengthening college readiness of local high school graduates by supporting high school instructional faculty.
- CSS would like to partner with Cal Poly academic counselors to identify students at-risk or on academic probation to take CSS 225, also a strategic plan objective.
- Partnership with the San Luis County Office of Education to offer CSS 125 and/or CSS 225 as well as CSS basic skills courses in the Juvenile Hall system.
- Collaboration with the local women's shelter, RISE, to support the women transitioning into college and the workforce.

In closing, CSS has and will continue to provide the foundation for academic success that many students, regardless of background, age, and ability, need to advance towards graduation or certification in a timely manner. CSS courses, workshops, labs, tutoring partnerships, and consultations help underprepared students prepare, prepared students advance, and advanced students excel. There are endless opportunities for the College Success Studies department to contribute to the mission, vision, strategic plan and institutional initiative goals if supported by the institution to do so.

VI. END NOTES

SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION

Worksheet A.1 OBJECTIVE CRITERIA FOR TEACHING FACULTY

Position: College Success Studies

1. Data provided by Institutional Research; some data may be the same:

%	DATA		SEMESTER					
			Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
20%	1	Projected PT/FT load ratio by <u>discipline</u> (if position were hired)	1.28					
10%	2	# PT Faculty (duplicated headcount for previous Fall and Spring) / # FT Faculty (duplicated headcount for next Fall and Spring if hired)	2.67					
10%	3	Number of class sections by <u>division</u>	58	53	49	49	45	40
10%	4	Total Number of Students by <u>discipline</u>	425	332	363	256	331	249
15%	5	Fill rates by <u>discipline</u>	51.8%	62.4%	75.6%	49.0%	51.1%	47.7%
15%	6	FTES/FTEF by <u>discipline</u>	9.710	9.384	10.376	6.611	8.147	6.730
15%	7	FTES by <u>discipline</u>	35.198	27.684	32.686	22.698	29.603	22.099
5%	8	# Students on Waitlist/Average Course Cap	0.0158	0.0131	0.0270	0	0.0246	0.0229

WORKSHEET C.1

SUBJECTIVE NARRATIVE INFORMATION SHEET

(Filled prior to Institutional Prioritization Subcommittee meeting)

POSITION: College Success Studies

Please write one or two sentences to address each prompt. Please see the rules page in the Prioritization Process Handbook.

Use 10-point, Arial font

1. Are you requesting a new position or a replacement position? Replacement:

Replacement position. A full-time faculty member retired in 2011 and another in spring 2015, and the positions have not been replaced. Currently, the department has .75 FT instructor.

2. Are there any safety concerns if this position is not filled? No

3. Does this position provide leadership for classified staff within the discipline? If so, how?

This instructor will work closely with instructional associates in the College Success Labs.

4. What service to the campus community does this position provide?

This position will greatly contribute to the college's efforts to meet Institutional Goal 1, and more specifically Institutional Objectives, 1.1, 1.5, and 1.6. Additionally with 49% first-generation college students (SENSE data) entering Cuesta, which includes many of Cuesta's Promise students, Cuesta needs faculty who are trained and prepared to immediately address student academic support needs in their first year at Cuesta.

5. Does this position maintain any equipment and/or materials? Explain.

Yes. This instructor will provide leadership for the College Success Lab software/materials on the SLO and NC Campuses.

6. How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?

This position would have a tremendous impact on the department with an additional person for committee representation, especially the Student Support & Success Committee, and for facilitating College Success Studies Department meetings, assessment and research efforts, curriculum development, faculty peer evaluations, and for mentoring new PT faculty.

7. Have you had any difficulty in hiring part-time instructors in your discipline?

Historically, our department has struggled to find qualified part-time faculty due to the lack of appropriate training, educational background, and experience for the diversity of courses taught (i.e. developmental reading, writing, learning skills, labs, tutor training, and transfer-level college success courses). For fall 2015, we hired two new part-time faculty, and for spring 2016, we will again need to hire more part-time faculty due to unstaffed classes.

8. How does this position support the Mission, Vision, and Values of Cuesta College?

This position directly affects the college's potential to meet three objectives in the 2014-2017 Strategic Plan: Institutional Objective 1.1 to increase the percentage of transfer-directed students who are transfer prepared by 2% annually; Institutional Objective 1.5 to increase basic skills course success and improvement rates by 2% annually; and Institutional Objective 1.6, to increase the percentage of first-time students who complete the fall semester and continue to the immediate spring semester by 2%. Further, there is great potential for CSS classes in dual enrollment programs in the County and for nontraditional students, such as those at the California Men's Colony.

9. Has your division included the need for this position in Program Plan and Review documentation?

Yes! A recommendation for one or two FT instructors has been included in every IPPR and Unit Plan since 2005. The need for an additional full-time faculty in CSS has been dire for a very long time and this need will become even greater for the academic year 2016-2017 since our .75 full-time faculty will likely be further reducing her load. Further, our .75 faculty member is only eligible to continue teaching through 2016-2017.

10. What are the critical effects on the overall program if the position is not filled?

An inadequate number of full time faculty makes it more difficult to update and expand curriculum and to offer this curriculum at nontraditional, off-campus sites, including the CMC and the South County. It will also be more difficult to institutionalize some of the "best practices" advocated by the California Basic Skills Initiative and the Student Equity Plan, such as a First Year Experience (FYE), learning communities, and other successful mechanisms for learning assistance in traditionally high-risk and other discipline courses.

11. What will be the impact on other College programs if this position is not filled?

Data has shown students who successfully complete College Success 225 have substantially higher persistence and success rates in subsequent math and English courses than the overall college percentages; two of our courses, CSS 080 and CSS 085, are prerequisite courses for students who do not assess into English 099; and CSS 168, Tutor Training, ensures our Student Success Centers can provide quality tutoring services to all Cuesta students. College Success Studies will also be instrumental in a First Year Experience program and in the expansion of course offerings for nontraditional students in the community.

12. What will the district-wide impact be if this position is not filled?

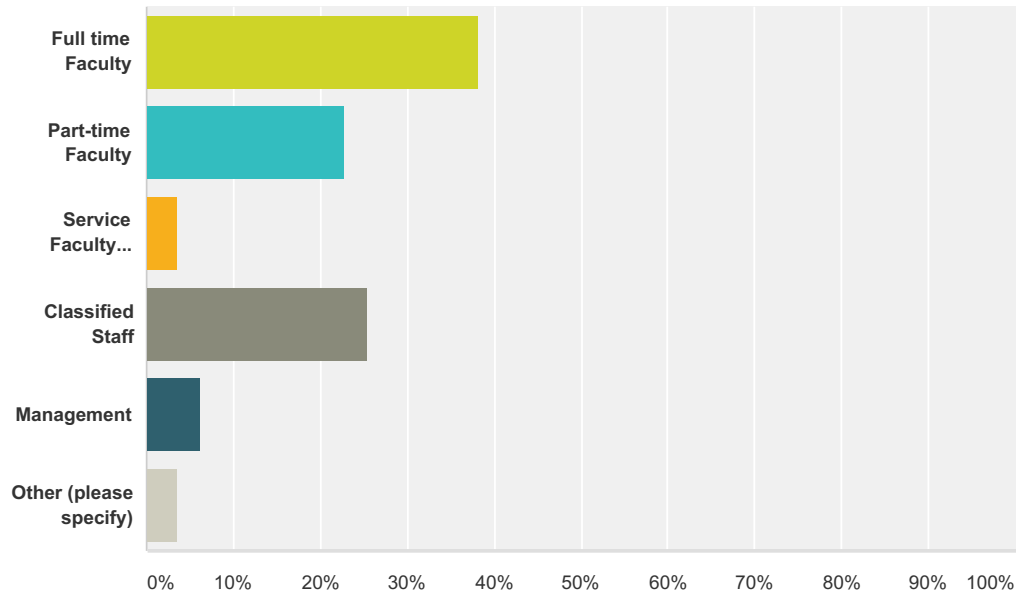
The developmental education program at Cuesta will continue to be fragmented and limited, especially the reading course offerings. The Promise Program increases access for students who may otherwise not have been able to attend college, and the College Success Studies Department can provide the support that these first-time, and often underprepared students will undoubtedly need. Institutional Data and current research identifies graduating high school students as having the lowest reading and college success skills seen in twenty years, and College Success Studies will be instrumental in helping these students attain success at Cuesta.

13. What, if any, regulatory requirements or best practice recommendations are involved with this position?

One of the Basic Skills Initiative best practices is that developmental education be highly coordinated at the college and district level. This coordination will not be possible without sufficient and properly trained full-time instructional faculty.

Q1 My role at Cuesta is:

Answered: 110 Skipped: 2

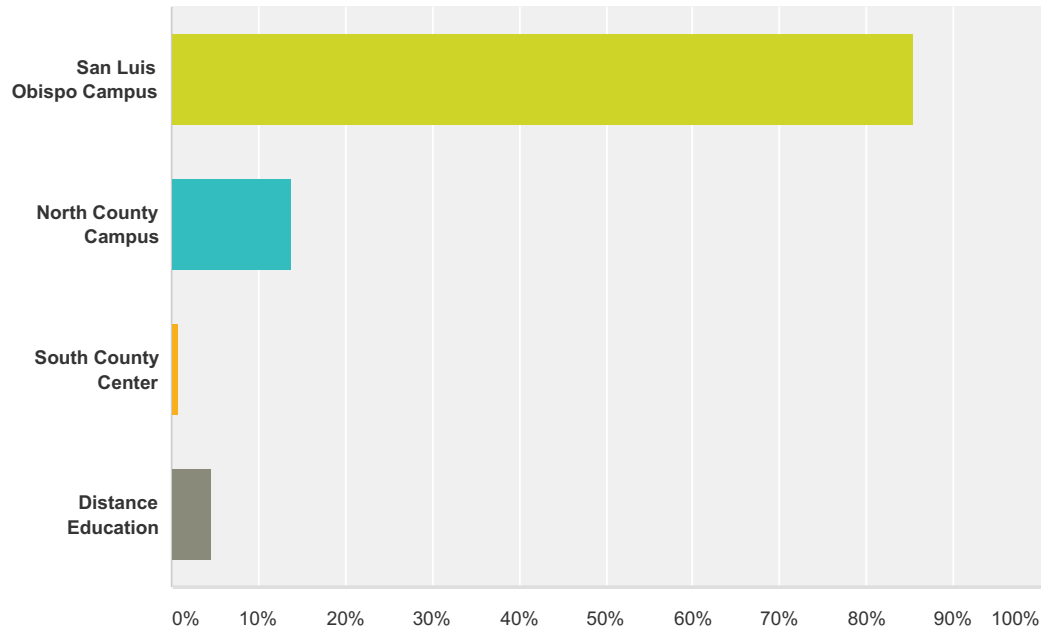


Answer Choices	Responses
Full time Faculty	38.18% 42
Part-time Faculty	22.73% 25
Service Faculty (Counseling, Health Center, etc.)	3.64% 4
Classified Staff	25.45% 28
Management	6.36% 7
Other (please specify)	3.64% 4
Total	110

#	Other (please specify)	Date
1	non-teaching full time counselor	12/7/2015 4:02 PM
2	Short-term/Hourly	12/7/2015 2:43 PM
3	both pt faculty and pt service faculty	12/7/2015 2:17 PM
4	Confidential	12/7/2015 11:37 AM

Q2 I work primarily on the:

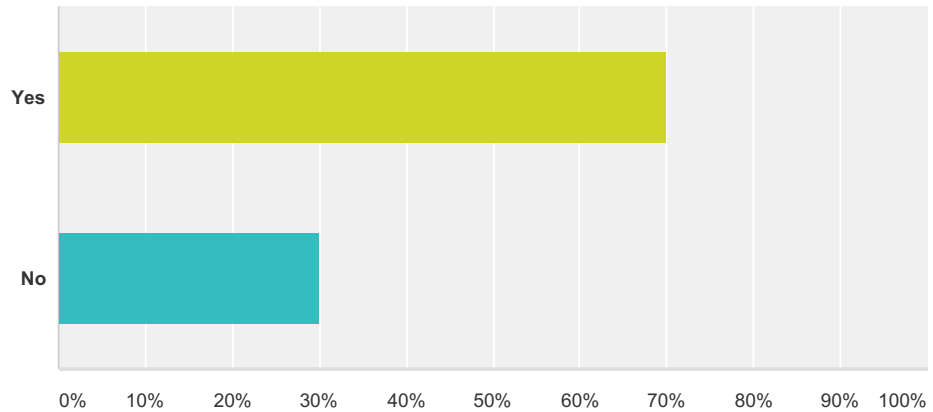
Answered: 109 Skipped: 3



Answer Choices	Responses	
San Luis Obispo Campus	85.32%	93
North County Campus	13.76%	15
South County Center	0.92%	1
Distance Education	4.59%	5
Total Respondents: 109		

Q3 I am aware that College Success Studies (CSS) formerly (ACSK) resides in the Student Development and Success Division (SDS) along with English as a Second Language (ESL).

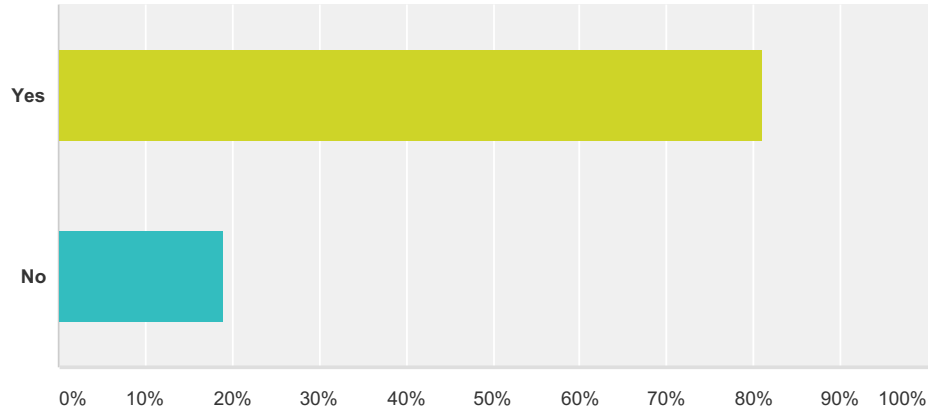
Answered: 110 Skipped: 2



Answer Choices	Responses	
Yes	70.00%	77
No	30.00%	33
Total		110

Q4 I am aware that CSS courses are created to support ALL students including basic skills and transfer level.

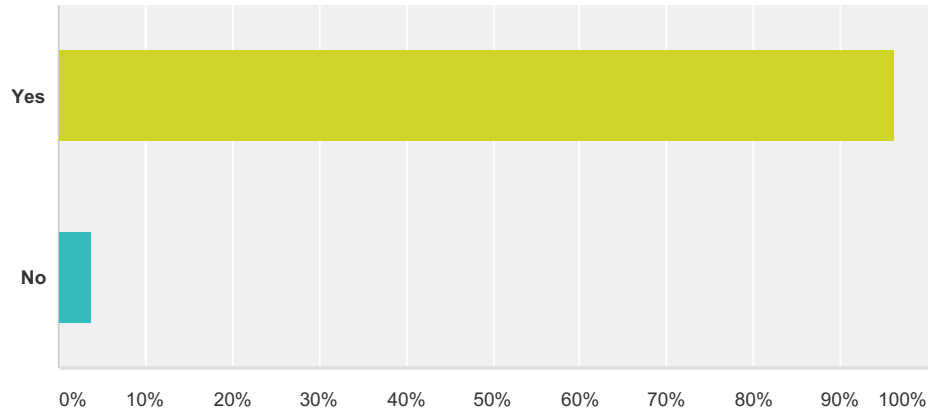
Answered: 110 Skipped: 2



Answer Choices	Responses	
Yes	80.91%	89
No	19.09%	21
Total		110

Q5 Do you believe College Success Studies (CSS) is vital in serving the Cuesta College Mission to “effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce?”

Answered: 106 Skipped: 6

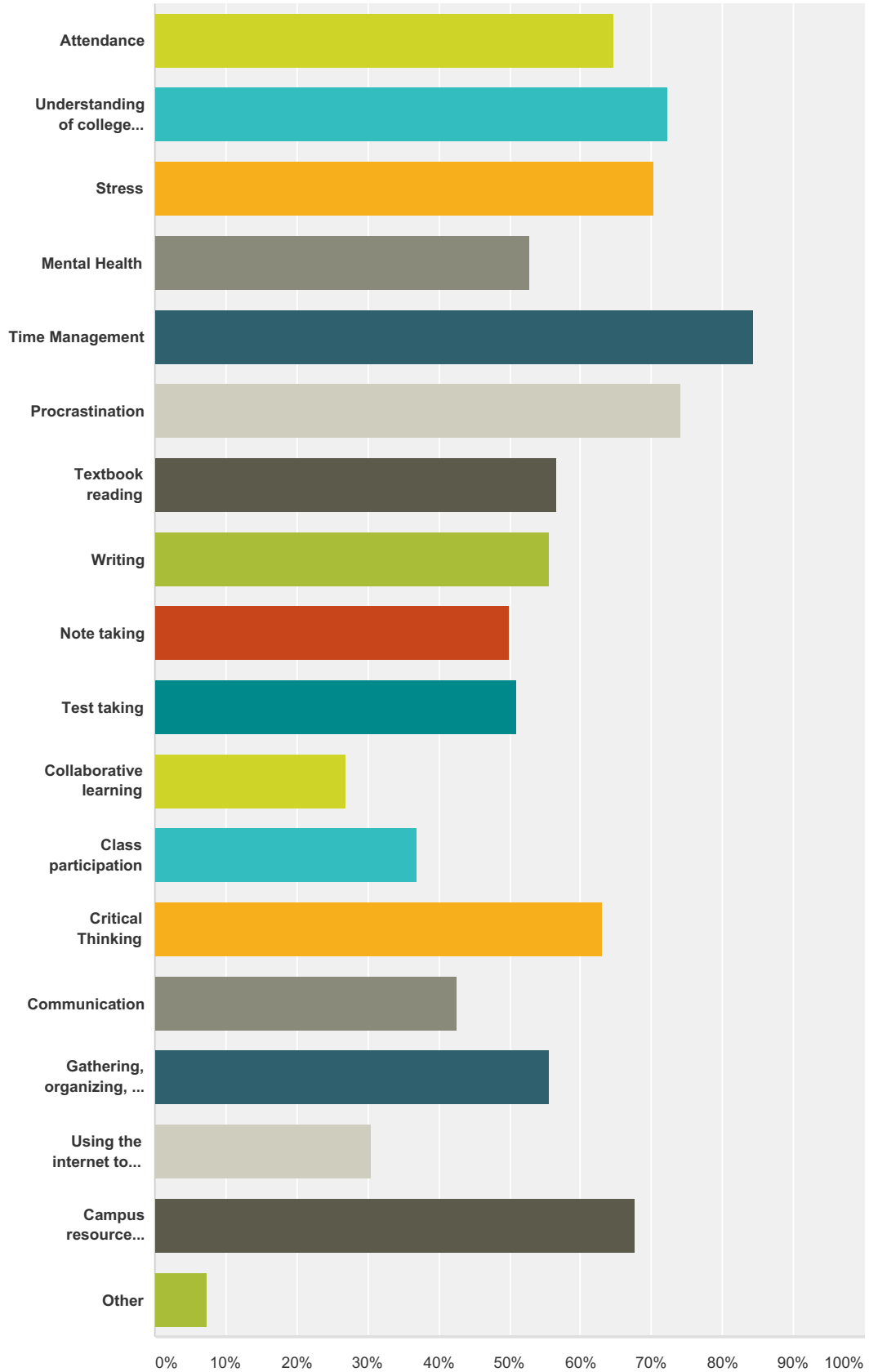


Answer Choices	Responses	
Yes	96.23%	102
No	3.77%	4
Total		106

Q6 Which of the following issues have you observed in Cuesta students (check all that apply):

Answered: 108 Skipped: 4

College Success Studies Faculty and Staff Survey 2015



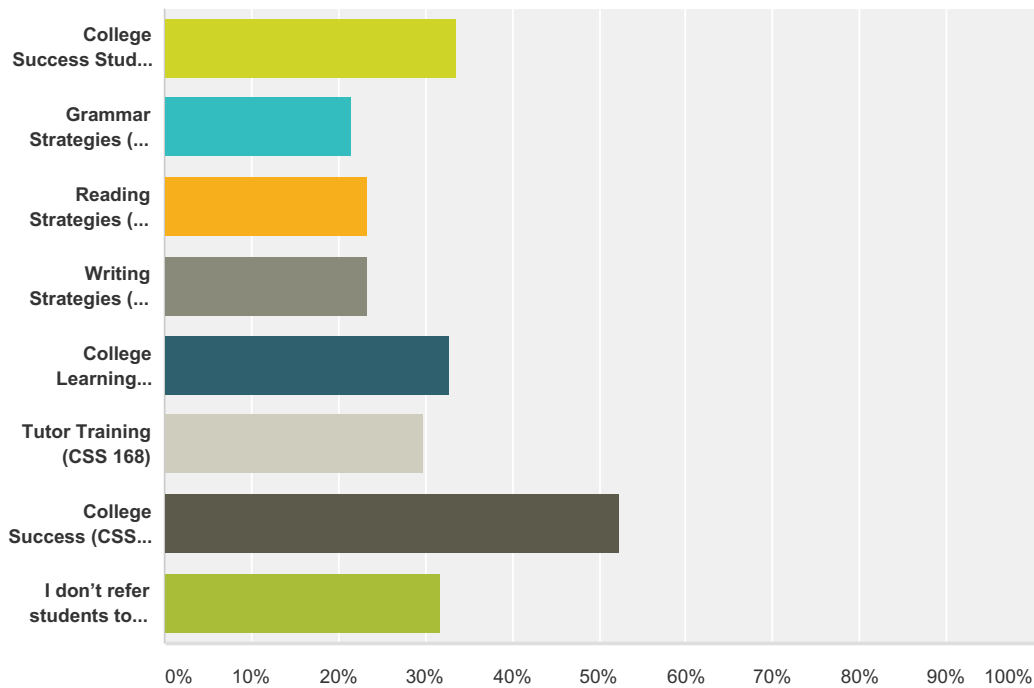
Answer Choices	Responses
Attendance	64.81% 70

College Success Studies Faculty and Staff Survey 2015

Understanding of college expectations	72.22%	78
Stress	70.37%	76
Mental Health	52.78%	57
Time Management	84.26%	91
Procrastination	74.07%	80
Textbook reading	56.48%	61
Writing	55.56%	60
Note taking	50.00%	54
Test taking	50.93%	55
Collaborative learning	26.85%	29
Class participation	37.04%	40
Critical Thinking	62.96%	68
Communication	42.59%	46
Gathering, organizing, and evaluating information	55.56%	60
Using the internet to achieve academic goals in a digital environment	30.56%	33
Campus resource awareness	67.59%	73
Other	7.41%	8
Total Respondents: 108		

Q7 I refer students to the following CSS courses (please check all that apply):

Answered: 107 Skipped: 5



Answer Choices	Responses
College Success Studies Lab (CSS 025)	33.64% 36
Grammar Strategies (CSS 058)	21.50% 23
Reading Strategies (CSS 080)	23.36% 25
Writing Strategies (CSS 085)	23.36% 25
College Learning Strategies (CSS 125)	32.71% 35
Tutor Training (CSS 168)	29.91% 32
College Success (CSS 225)	52.34% 56
I don't refer students to College Success Courses; if so, please explain below:	31.78% 34
Total Respondents: 107	

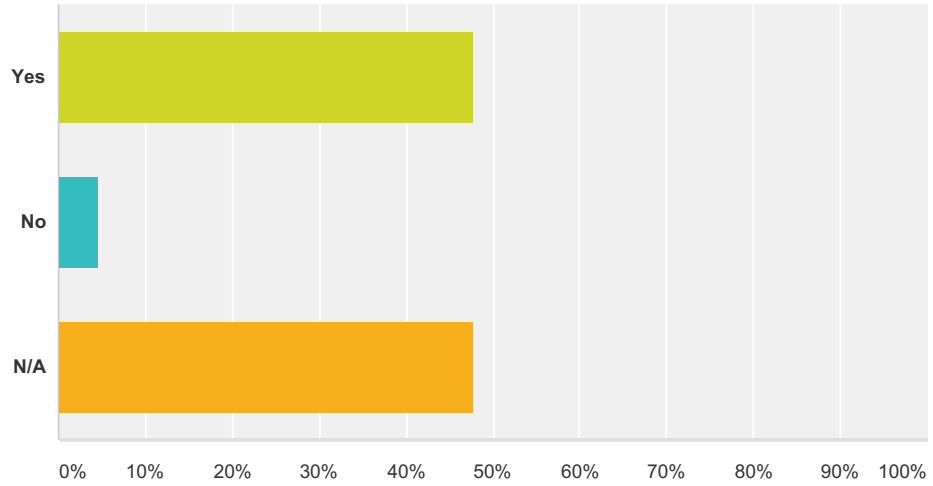
#	I don't refer students to College Success Courses; if so, please explain below:	Date
1	I often refer students to the writing lab, but I don't know enough about CSS courses to make such recommendations. How about a one-page handout to guide faculty in doing just that?	12/14/2015 11:28 AM
2	wasn't well informed on courses	12/10/2015 8:48 AM
3	Students are too low level for these courses	12/9/2015 5:41 PM
4	never heard of them	12/9/2015 3:45 PM
5	As support staff, I refer students to their instructor first so the instructor is aware of the student's concerns.	12/8/2015 12:05 PM
6	In my first semester here, I've referred students to workshops (on time management, etc.) but not to specific classes	12/8/2015 11:04 AM

College Success Studies Faculty and Staff Survey 2015

7	I am not that familiar with these courses and they may not pertain to my discipline	12/8/2015 10:56 AM
8	I post the notices about the classes, but they're usually over by the time I know that an individual student can benefit.	12/8/2015 8:36 AM
9	I was not aware of this program	12/7/2015 6:07 PM
10	Counselors should do this	12/7/2015 4:39 PM
11	It is not my role to counsel students on which courses to take.	12/7/2015 4:28 PM
12	Forget to do this.	12/7/2015 3:03 PM
13	new to Cuesta	12/7/2015 2:42 PM
14	I typically refer to Student Services.	12/7/2015 2:06 PM
15	N/A	12/7/2015 2:00 PM
16	I would do so, but I am not very familiar with these courses.	12/7/2015 1:51 PM
17	I don't have regular contact with students.	12/7/2015 1:22 PM
18	lack of awareness	12/7/2015 1:03 PM
19	To be honest, I think it's important for students to be earning units that count towards transfer so the only one I sometimes refer them to is CSS 225, but that's a problem because students who assess into Engl 99 are advised not to take that class. It seems like students who need the most help learning how to be successfull in college should be advised to take that class right away. It should be open access.	12/7/2015 1:01 PM
20	No student contact	12/7/2015 12:40 PM
21	not usually engaged with students academically	12/7/2015 12:29 PM
22	I teach ESL and am not sure which classes my students are able to take.	12/7/2015 12:20 PM
23	I teach ESL courses to lower level students who aren't yet prepared for CSS courses taught in English	12/7/2015 12:18 PM
24	I refer them to the center for tutoring but am unaware of the courses	12/7/2015 12:16 PM
25	I have no opportunity	12/7/2015 12:04 PM
26	My position does not interact with students.	12/7/2015 11:41 AM
27	I don't work with Students	12/7/2015 11:18 AM
28	Not aware of the programs	12/7/2015 11:14 AM
29	uninspiring instruction	12/7/2015 11:10 AM
30	I knew of the Success Center but not CSS Courses.	12/7/2015 11:08 AM
31	I don't know all that much about the courses you offer.	12/7/2015 11:06 AM
32	Veterans on the GI-Bill ONLY get paid toward on degree and those classes only!	12/7/2015 11:01 AM
33	I am classified staff.	12/7/2015 11:01 AM
34	I tell them then need remedial skills before they take my class.	12/7/2015 10:58 AM

Q8 The students I encounter who have taken College Success Studies courses are better prepared for college success

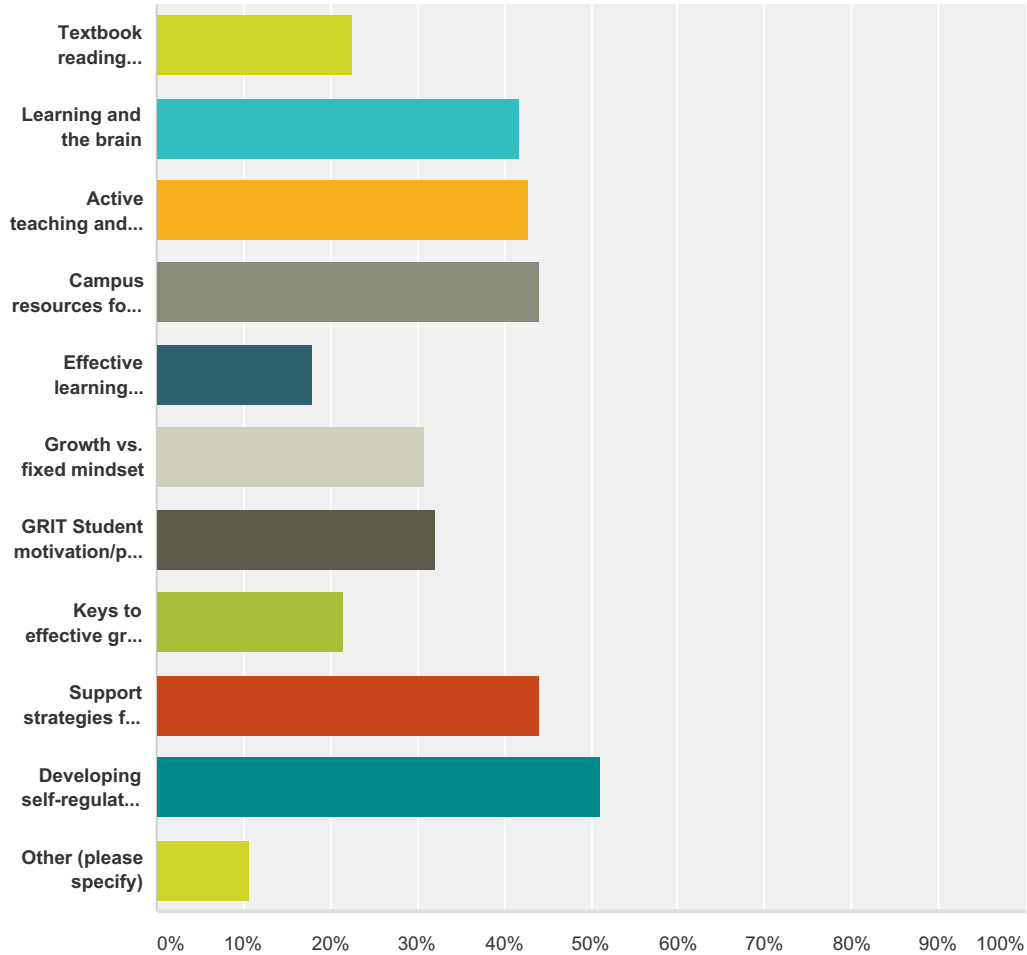
Answered: 109 Skipped: 3



Answer Choices	Responses	
Yes	47.71%	52
No	4.59%	5
N/A	47.71%	52
Total	109	

Q9 I would be interested in any of the following FLEX activities that could be offered by College Success Studies Faculty (please check all that apply):

Answered: 84 Skipped: 28



Answer Choices	Responses
Textbook reading strategies	22.62% 19
Learning and the brain	41.67% 35
Active teaching and learning strategies	42.86% 36
Campus resources for student success	44.05% 37
Effective learning communities	17.86% 15
Growth vs. fixed mindset	30.95% 26
GRIT Student motivation/persistence	32.14% 27
Keys to effective group work	21.43% 18
Support strategies for students' success	44.05% 37

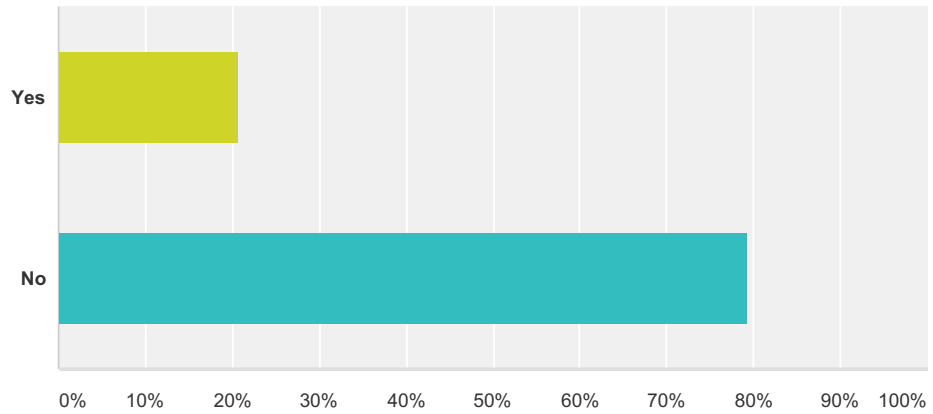
College Success Studies Faculty and Staff Survey 2015

Developing self-regulatory behaviors in first-year students	51.19%	43
Other (please specify)	10.71%	9
Total Respondents: 84		

#	Other (please specify)	Date
1	Classified staff do not have flex days	12/17/2015 7:25 AM
2	I'm not a student	12/8/2015 11:45 AM
3	This comment refers to #6 above (there was no space to specify "other"): Issues observed: Long-term memory skills are lacking	12/8/2015 10:56 AM
4	The above are not my areas of expertise: that's why we have counselors, dsps and college success	12/7/2015 5:49 PM
5	N/A	12/7/2015 2:06 PM
6	How to use Moodle/Canvas, basic online learning prep	12/7/2015 1:36 PM
7	volunteering or becoming a student mentor	12/7/2015 12:29 PM
8	I don't receive FLEX credit. I'm Classified.	12/7/2015 11:14 AM
9	N/A	12/7/2015 11:03 AM

Q10 Would you be interested partnering with CSS to offer a module that focuses on content-specific study strategies offered as a co-requisite for your course?

Answered: 102 Skipped: 10



Answer Choices	Responses	
Yes	20.59%	21
No	79.41%	81
Total		102

Q11 Because you indicated that you would be interested in partnering with CSS to offer a module that focuses on content-specific study strategies offered as a co-requisite for your course, please explain:

Answered: 22 Skipped: 90

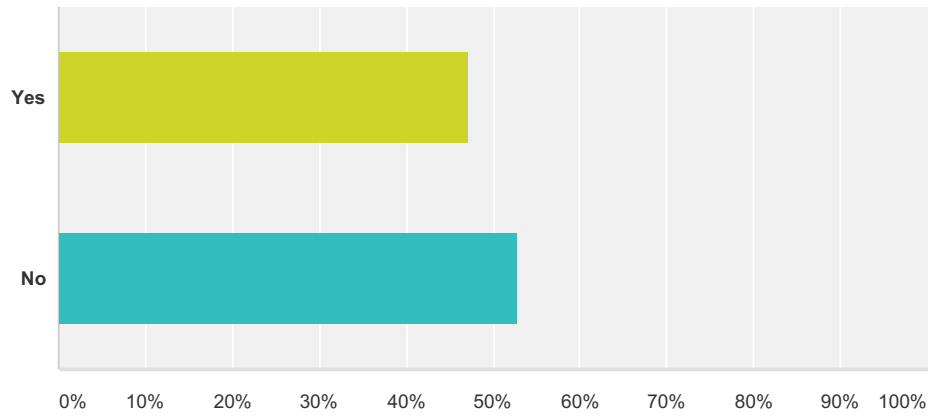
#	Responses	Date
1	I think partnering would support student success.	12/10/2015 2:20 PM
2	I am currently the part-time CalWORKs Counselor and a Financial Aid Technician. I constantly see areas of need in my students that I serve in both of my roles at Cuesta. I would like to participate in offering life-skills, college readiness or financial literacy modules to students enrolled in CSS courses.	12/10/2015 10:52 AM
3	I do not teach a course but am always interested in partnering with CSS to better serve our students.	12/10/2015 10:01 AM
4	I teach math 128 and we have success objectives in our course outline I need help implementing.	12/9/2015 1:42 PM
5	It would be interesting to create a module to pair with an online course.	12/8/2015 3:45 PM
6	I would like to work with CSS to help my students better manage expectations and their role in success; that is, making students more aware of and better able to communicate (should the need arise) to make up for missed classes, catch up on late or missing assignments, and assume responsibility for their success. My hope is this would lead to greater course completion rather than my experience so far of having a number of students disappear (either at a point in the term or for a particular assignment) without considering carefully the effect on their learning and their course grade (and whether or not they can pass the class, in some cases).	12/8/2015 11:07 AM
7	Modern Languages	12/8/2015 10:57 AM
8	I did not indicate such. I am a classified employee.	12/8/2015 10:24 AM
9	I did not indicate that and would have entered "maybe" if it had been an option.	12/8/2015 8:36 AM
10	I teach basic skills math courses (math 003 and math 007) which lend themselves to CSS partnering naturally. Additionally, I teach Math 236 which has a higher failure rate college wide. Much discussion has been centered around increasing students' success specifically in math 236.	12/7/2015 8:37 PM
11	Critical and analytical reading of texts.	12/7/2015 4:12 PM
12	I think student success and counseling are logical partners. I support your endeavors.	12/7/2015 4:03 PM
13	I teach BUS 130 100% online. Students taking the class have usually never taken an online class, and I take too much time providing tech support, DE course tutoring, etc. They need to come into a DE class prepared.	12/7/2015 1:38 PM
14	Not so sure if content specific applies, but it would be great to help create a module that focuses on reading assignment descriptions and comparing finished work to the assignment sheet so that students are sure they've included all of the requirements and followed directions. That's the biggest issue in my classes.	12/7/2015 1:03 PM
15	? I left it blank as the question was N/A	12/7/2015 12:30 PM
16	I teach Chem 201A and Chem 201B. I find that many of my students do not know how to study and I spend a lot of time in office hours talking about how to study. I do some of this in lecture, but there isn't enough time to do more.	12/7/2015 12:26 PM
17	I work part time in the NCC SSC, along with teaching ESL. I see the SSC as a facility that is not being used to its full capacity as a center for "learning" in all its definitions. I would like to see more offered the learners who have issues with organization, time management, critical thinking, etc. that jeopardize their potential for success. The SSC would provide the perfect environment for offering regular, drop-in or enrolled activities focused on experiencing more success as a learner.	12/7/2015 12:22 PM
18	Career preparedness (job searching, employment skills and keeping a job)	12/7/2015 12:17 PM
19	I might be interested depending if the college would support this endeavor by balancing a load accordingly. I teach Math. Denise Chellsen	12/7/2015 12:05 PM

College Success Studies Faculty and Staff Survey 2015

20	I would give extra credit , or even as a requirement for student to take a course that make them aware of the college expectation, note taking and test taking skills. These are the areas that I found most needed for most students fresh from high school.	12/7/2015 11:48 AM
21	It might be useful to have a class that helps students with chemistry skills	12/7/2015 11:05 AM
22	1. Reading and Writing Across the Curriculum strategies for college success (show students how reading and writing development connects to their major and gen ed studies)	12/7/2015 11:01 AM

Q12 Do you believe there is a need for more CSS courses or modules?

Answered: 104 Skipped: 8



Answer Choices	Responses	
Yes	47.12%	49
No	52.88%	55
Total		104

Q13 Because you indicated there is a need for more CSS courses or modules, Please explain:

Answered: 38 Skipped: 74

#	Responses	Date
1	Along the lines of college success, students away from home and family for the first time. Many don't have mom and dad's finances and are learning how to budget and how much things in the real world cost.	12/17/2015 7:27 AM
2	Many students arrive on our campuses under prepared both personally and academically. We have the unique opportunity to offer these students access to a holistic educational approach that encourages them towards both personal and academic growth.	12/10/2015 10:55 AM
3	I found the website link, Help With Classes and Life, http://www.cuesta.edu/student/servs_classes/index.html . I think it would be helpful to students if there were a link to specific ongoing resources, like student success workshops with times and room numbers, hours and locations of the writing and math labs, information about the DIST 101, Intro to Online, et cetera. Maybe this already exists, but it would be helpful to have a single web page to embed in Moodle courses and/or refer students to.	12/9/2015 2:09 PM
4	see my answer to last question	12/9/2015 1:43 PM
5	I don't know but I didn't want to say no. I have limited interaction with most students on campus because I teach 1-1 in applied music. One of my students does seem to be aware of campus opportunities and uses the disability services, though I'm aware that's a different department.	12/8/2015 6:26 PM
6	More class's on DE preparation and management.	12/8/2015 3:46 PM
7	I feel this should be a required course	12/8/2015 11:45 AM
8	I would like see CSS courses specific to Math courses.	12/7/2015 8:37 PM
9	Students are woefully underprepared for college in general. Experts in learning skills are needed to assist.	12/7/2015 5:49 PM
10	I work in the counseling department and we refer students to take this course each term. Many times the sections are full. I have heard feedback from many students on how helpful this course was and how it changed their college success.	12/7/2015 5:47 PM
11	In looking at the CSS course offerings for the next term/Spring 2016, more courses in the evenings on the North County Campus would be helpful for students who work during the day.	12/7/2015 5:42 PM
12	Students need basic English reading, writing and math skills before going on to higher levels and then failing and retaking courses. More CSS may cut down on as much need to retake classes with poor grades.	12/7/2015 4:30 PM
13	I'm glad there was a chance to explain, because I don't think it's necessarily a matter of offering more CSS courses on the North County Campus, but offering courses of higher quality.	12/7/2015 4:14 PM
14	More emphasis on class attendance/participation and reading the class materials to be a better student are important topics.	12/7/2015 3:18 PM
15	I have had many students who could benefit from these courses	12/7/2015 2:25 PM
16	College readiness is a large issue and the more services we make available to students the better.	12/7/2015 2:06 PM
17	DE Course Success	12/7/2015 1:38 PM
18	Computer readiness course--some students need basic skills	12/7/2015 1:21 PM
19	Based on data regarding course, degree and goal completion	12/7/2015 12:31 PM
20	Content specific study skills, as described in the previous question.	12/7/2015 12:27 PM
21	I explained in the previous question.	12/7/2015 12:22 PM
22	With constant shifts in technology students needs shift. Many of them think they can simply look something up on the internet rather than read the textbook or do more in-depth work. We need to keep up and offer help to them.	12/7/2015 12:13 PM
23	I like the idea of more short term workshop/module style offerings as that might work for more students.	12/7/2015 12:06 PM

College Success Studies Faculty and Staff Survey 2015

24	Managing Life (Personal Issues, Life, Children...etc., and Your Financial Aid)	12/7/2015 11:53 AM
25	Students need additional basic skills remediation as well as courses designed to support career exploration and/or development. Many students have no idea where to take their education or where to start. Classes offered to help students identify their career focus would help them be more of success in chosen courses taken at Cuesta.	12/7/2015 11:47 AM
26	Assistance with more getting started needs. Many students don't even come thru our Students Services area and just have a friend or someone help them register because they already think they know what they need. However, they forget about the many support services that are out there. So it would be great to making classroom presentations on the available resources for students to be successful in school.	12/7/2015 11:41 AM
27	Students have expressed frustration with lack of educational support.	12/7/2015 11:39 AM
28	These classes fill quickly. I think we need more available in the evening and summer schedule.	12/7/2015 11:20 AM
29	I would not have made it through Cuesta, had we not had these classes (ACSK). They helped me be more prepared for my classes. I was a re-entry student and had been out of school for over 20 years. Without these classes I don't know that I would have made it. NOT only are the classes so very important, but the support I received from the instructors, was incredible.	12/7/2015 11:18 AM
30	A financial literacy course or seminar would be a good addition.	12/7/2015 11:17 AM
31	The transition to College, either from 12th grade or re-entry can be difficult. I believe these courses can provide resources for success in higher education.	12/7/2015 11:17 AM
32	The college success lab should be linked to the writing help desk. More support is needed in the student success center.	12/7/2015 11:16 AM
33	Our students need all the help that they can get, especially tutoring services. We used to have a very robust tutoring program, the recession gutted it. I have not seen that we have made much of an effort to resurrect that program.	12/7/2015 11:09 AM
34	CSS provides a pathway for students to be more successful. Any additional tools would always be helpful.	12/7/2015 11:05 AM
35	I would like to see the CSS Workshops return, and with more topics. You folks do a great job! Keep up the good work!	12/7/2015 11:04 AM
36	I do not believe the answer is yes or no; rather, I am not sure. I think a course that inspires/motivates students to self-invest in their own learning may be helpful. I teach Growth mindset, Grit, and Habits of Mind in my coursework already.	12/7/2015 11:03 AM
37	I didn't indicate that, I don't know. Since I don't what all the modules are I don't know what's needed.	12/7/2015 10:59 AM
38	Any specific help that can be offered is welcome.	12/7/2015 10:53 AM

Q14 What ideas do you have for collaboration with the College Success Studies Department?

Answered: 44 Skipped: 68

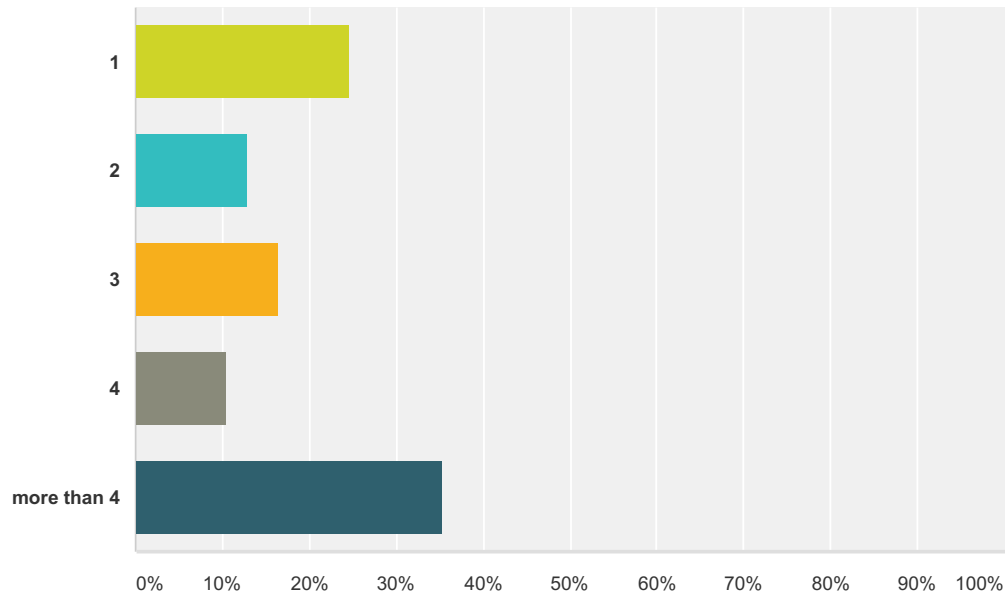
#	Responses	Date
1	Increased interaction with Student Services Departments - presentations to students to promote student's use of vital support services.	12/22/2015 1:52 PM
2	I am classified therefore I do not teach a class to have in collaboration with CSS Dept. I am aware of CSS as being a former employee of the Counseling Dept. I am aware of some of the needs of students by speaking with them and working with student workers.	12/17/2015 7:29 AM
3	You need to fully disclose the success and retention rates, AND also disclose how heavily subsidized many of the classes are, especially ESL.	12/16/2015 5:08 PM
4	We could offer a variety of life-skills topics, Financial Literacy/Wellness, community building, job skills and career building in addition to college information!	12/10/2015 10:57 AM
5	The Health Center is always willing to collaborate with the College Success Department especially in the areas of promoting wellness, mental health and stress reduction.	12/10/2015 10:02 AM
6	more info available for teachers to decide where to refer students. I have many students use DSPS but was unaware of the volume of classes available for other issues	12/10/2015 8:49 AM
7	Great group, always enjoy working with your students and faculty.	12/9/2015 2:10 PM
8	teach me how to incorporate strategies into my curriculum	12/9/2015 1:43 PM
9	Counselors would benefit from a visit by the Dean of the College Success Studies Department at one of their weekly staff meetings to highlight new services and strategies for students.	12/9/2015 10:55 AM
10	None at this time but I'll think about it!	12/8/2015 6:27 PM
11	I don't feel there needs to be more courses in this area. The courses that are offered need to somehow enforce more of an attitude of commitment to classes from students. In the past two weeks I have walked by four classrooms that had three students in three rooms plus the instructor and two students plus the instructor in the fourth!!! One was an ESL course and two were CSS. I find that amazing.	12/8/2015 6:04 PM
12	Help with time management in online courses.	12/8/2015 3:46 PM
13	None beyond what I'm already doing.	12/8/2015 11:45 AM
14	I helped run the Math Workshop program at Cal Poly and would like to see something similar here. That program was quite successful in increasing student achievement.	12/7/2015 8:38 PM
15	Pairing this class with a counseling course that helps students with career exploration, has students develop an education plan and learn in depth degree/transfer information.	12/7/2015 5:49 PM
16	1) CSS provide handouts for students to review in Student Services office 2) Have former CSS students share their experience with new students 3) Have Cuesta's Marketing Department create a CSS banner to promote courses on Cuesta's homepage/website	12/7/2015 5:45 PM
17	Nothing specific yet.	12/7/2015 4:45 PM
18	none come to mind at this time	12/7/2015 4:39 PM
19	Offering feedback to each other in terms of what we perceive students need to succeed in our classes, and what we can do to be better instructors for their sake. In a sense, we should take the CSS classes as well, or at least become familiar with their content.	12/7/2015 4:16 PM
20	none at this time	12/7/2015 2:26 PM
21	the library is always happy to hold workshops or other kinds of session for you	12/7/2015 2:18 PM
22	Have CSS courses promoted more to faculty and students, e.g. CSS faculty offer to come into the classroom of to share 10 minutes with students in all disciplines the benefits of these courses.	12/7/2015 1:52 PM

College Success Studies Faculty and Staff Survey 2015

23	Provide a set of Cuesta DE video tutorials that all DE students need to pass in order to register for a DE course.	12/7/2015 1:39 PM
24	I'd support anything that brought more resources into the content area classroom, rather than stand-alone classes or workshops. Students generally do not recognize their needs until they are right in the middle of a course that is demanding something of them for which they lack effective strategies.	12/7/2015 1:39 PM
25	I would love carve out time in my classes for someone who teaches CSS to visit my class and do a mini-lesson in text book reading. Not sure that's how CSS operates though?	12/7/2015 1:06 PM
26	Devon invited me to speak at one of her tutoring classes. I think that collaborations like that, using discipline-specific experts in the classes taught by college success studies experts is a great practice.	12/7/2015 12:28 PM
27	More Tutors	12/7/2015 12:26 PM
28	Combine more specific learning opportunities for ESL students, many of whom enter the ESL program having no idea how to study, how to complete homework, how to prepare for tests, how to organize their materials, etc. to more effectively enhance their chances of success within the ESL program. In general: offer more online and in-person exercises, activities, and interaction within the confines of the SSC that serve the objective of "College Success", along with the more traditional approach of "tutoring" that is specific to academic goals.	12/7/2015 12:25 PM
29	I am open to any type of collaboration that will help students be successful in college and in their career path.	12/7/2015 12:18 PM
30	None	12/7/2015 12:04 PM
31	Ideas that focus on career-specific exploration. The reason is because students who have identified a career path, whether academic or vocation, can choose a very specific academic course load. This would help them gain appropriate support from the College Success team. Many students who are just taking courses at random have absolutely no direction and no desire to learn. Give them a vision and they will succeed, but that vision must be an area they have a passion for.	12/7/2015 11:50 AM
32	I would be willing to do classroom presentations at the beginning of the semester as to what resources and support are available to students.	12/7/2015 11:42 AM
33	I would love to collaborate more with the CSS Dept. Would it be possible for a representative of the Dept. to come to a Division meeting to share information with faculty about the course offerings and how to successfully refer students?	12/7/2015 11:26 AM
34	Financial aid office procedures could begin to incorporate CSS coursework completed as a favorable item when reviewing appeals for Satisfactory Academic Progress standards.	12/7/2015 11:23 AM
35	Communicating on what students needs are. Sharing what services are offered across campus and how the service is helpful.	12/7/2015 11:22 AM
36	It would be good to have some statistics to share with students as to how CSS has benefited students in the past. Thanks.	12/7/2015 11:19 AM
37	none.	12/7/2015 11:16 AM
38	None.	12/7/2015 11:15 AM
39	None	12/7/2015 11:14 AM
40	Better communication between clusters and departments and College Success Studies.	12/7/2015 11:06 AM
41	1. Reading and Writing Across the Curriculum 2. Learning and the 21st Century issues 3. Neurolinguistic applications for learning (building background knowledge so students can learn)	12/7/2015 11:04 AM
42	They should come to our classes and run their modules based on a menu that I select from.	12/7/2015 11:00 AM
43	I'd like to see more advertising on campus about the program so staff are better prepared to encourage students to participate and explain why	12/7/2015 10:59 AM
44	Thank you for asking my opinion.	12/7/2015 10:58 AM

Q1 How many semesters have you been enrolled at Cuesta (including this semester)?

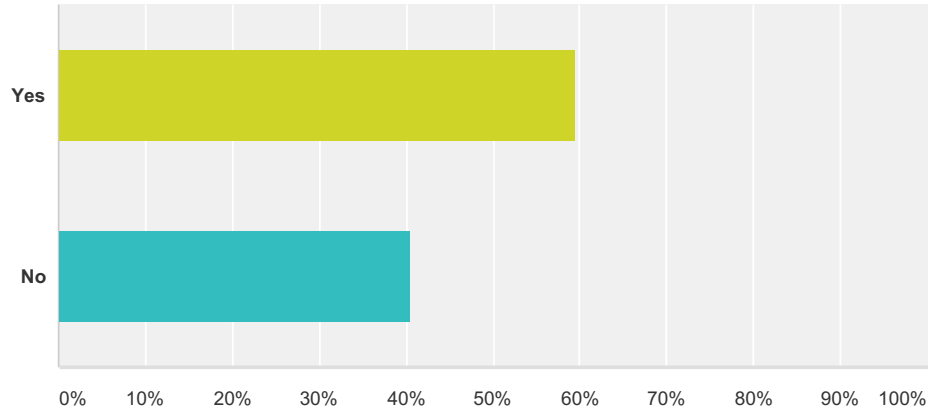
Answered: 580 Skipped: 1



Answer Choices	Responses	
1	24.66%	143
2	12.93%	75
3	16.55%	96
4	10.52%	61
more than 4	35.34%	205
Total		580

Q2 Are you aware of the College Success Studies (CSS) courses (formerly Academic Skills)?

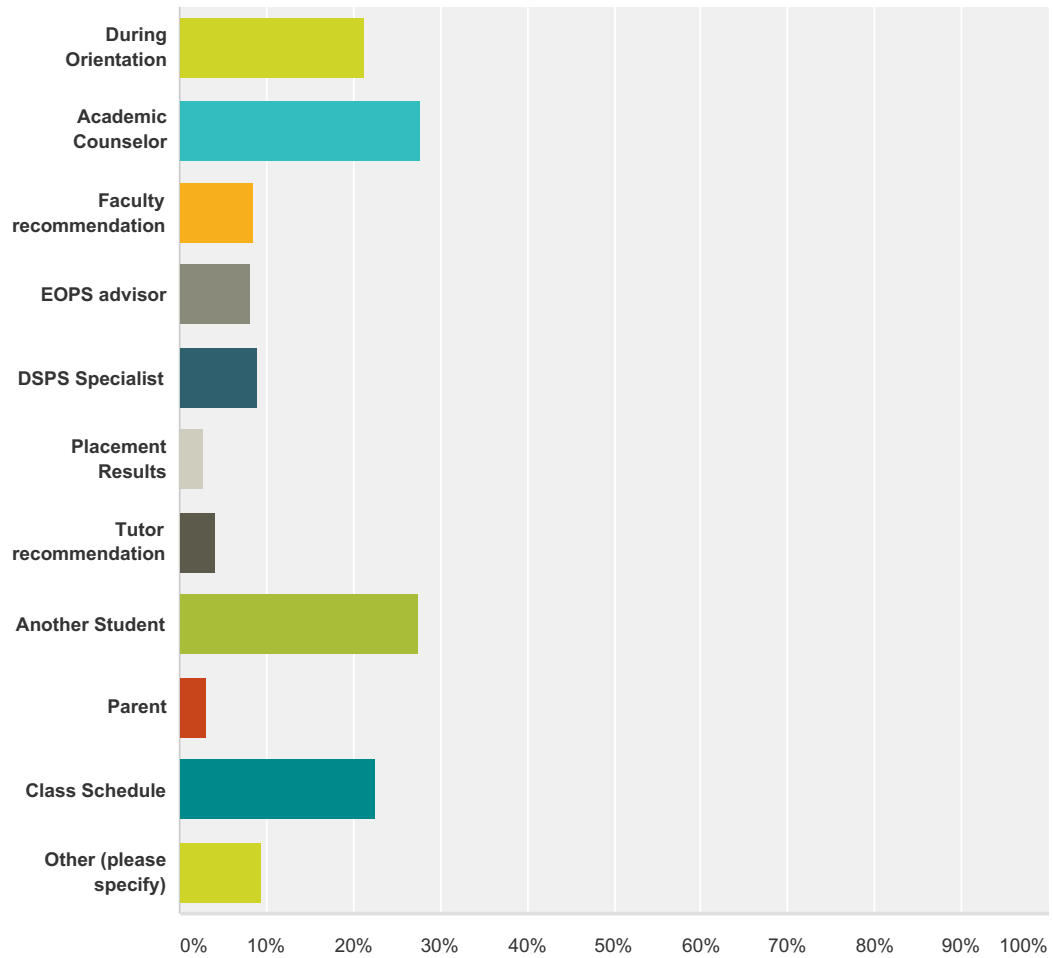
Answered: 580 Skipped: 1



Answer Choices	Responses	
Yes	59.48%	345
No	40.52%	235
Total		580

Q3 How did you learn about the courses?

Answered: 342 Skipped: 239



Answer Choices	Responses	
During Orientation	21.35%	73
Academic Counselor	27.78%	95
Faculty recommendation	8.48%	29
EOPS advisor	8.19%	28
DSPS Specialist	9.06%	31
Placement Results	2.63%	9
Tutor recommendation	4.09%	14
Another Student	27.49%	94
Parent	3.22%	11
Class Schedule	22.51%	77
Other (please specify)	9.36%	32

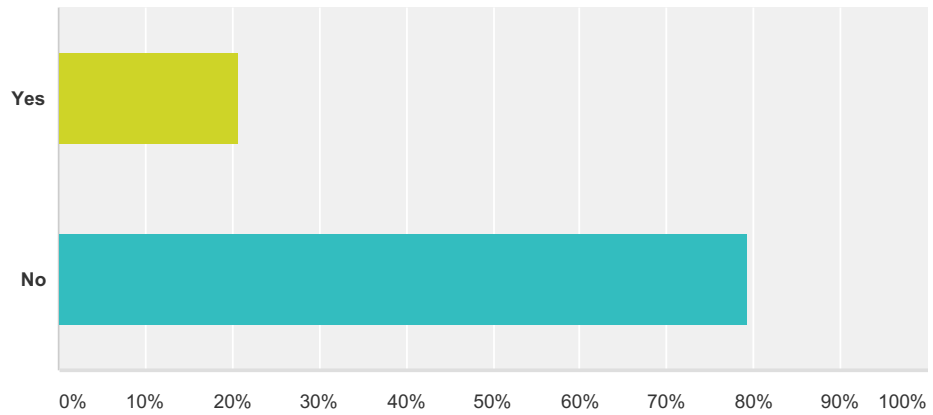
College Success Studies Student Survey 2015

Total Respondents: 342

#	Other (please specify)	Date
1	My Cuesta	1/22/2016 1:14 AM
2	email	1/19/2016 11:49 AM
3	Took them back in 90's	1/12/2016 1:36 PM
4	When I was in highschool	12/30/2015 10:29 PM
5	email	12/29/2015 3:09 PM
6	emails	12/25/2015 2:26 PM
7	On-line exploring	12/21/2015 1:26 PM
8	Cuesta website	12/21/2015 12:16 PM
9	Took it in 1996	12/20/2015 6:17 PM
10	I am a tutor	12/19/2015 3:58 PM
11	Cuesta email	12/18/2015 11:49 PM
12	PROFESSOR MENTIONED IT IN CLASS	12/18/2015 11:45 PM
13	Counselor, have already completed it	12/18/2015 5:49 PM
14	Saw listed when searching for other classrs	12/18/2015 4:29 PM
15	Pretty sure I saw it in an email	12/16/2015 9:39 AM
16	I had to enroll in one to become a tutor.	12/14/2015 2:53 PM
17	Class Finder	12/14/2015 12:24 PM
18	Christy Little	12/12/2015 7:55 PM
19	Reentry Specialist	12/9/2015 10:22 PM
20	Online when I was looking at classes	12/9/2015 4:39 PM
21	I am a tutor	12/9/2015 2:03 PM
22	I took the class	12/9/2015 12:20 PM
23	Athlete freshman orientation	12/9/2015 12:12 PM
24	Fliers, e-mails	12/9/2015 10:54 AM
25	Emails	12/9/2015 10:46 AM
26	Art history teacher	12/9/2015 10:30 AM
27	It was on class finder next to CIS	12/9/2015 10:19 AM
28	e-mails	12/9/2015 9:46 AM
29	searching courses	12/9/2015 9:39 AM
30	Professor	12/9/2015 9:27 AM
31	email	12/9/2015 8:26 AM
32	Email	12/9/2015 8:02 AM

Q4 Have you taken any College Success Studies (CSS) courses (formerly Academic Skills)?

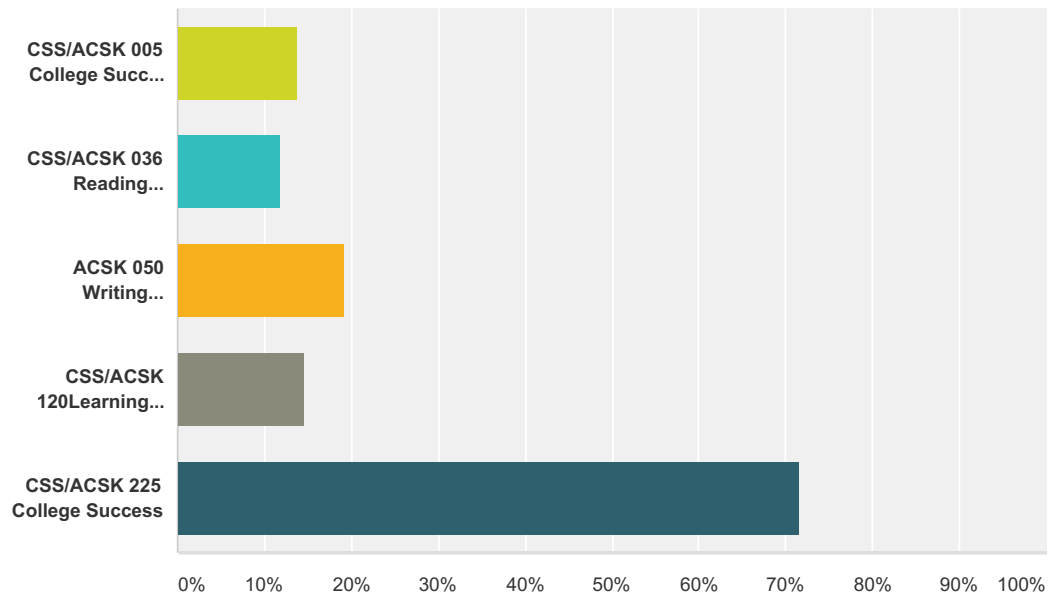
Answered: 573 Skipped: 8



Answer Choices	Responses	
Yes	20.59%	118
No	79.41%	455
Total		573

Q5 Which of the following classes have you taken?

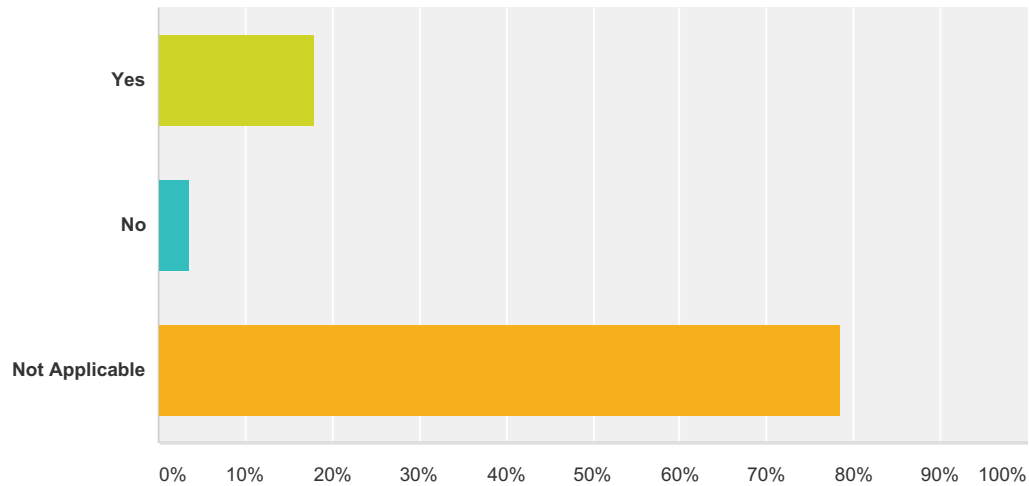
Answered: 109 Skipped: 472



Answer Choices	Responses	
CSS/ACSK 005 College Success Lab	13.76%	15
CSS/ACSK 036 Reading Essentials	11.93%	13
ACSK 050 Writing Fundamentals	19.27%	21
CSS/ACSK 120 Learning Essentials for College Success	14.68%	16
CSS/ACSK 225 College Success	71.56%	78
Total Respondents: 109		

Q6 If you've taken or are currently taking a College Success Studies (CSS) course, did you find it beneficial?

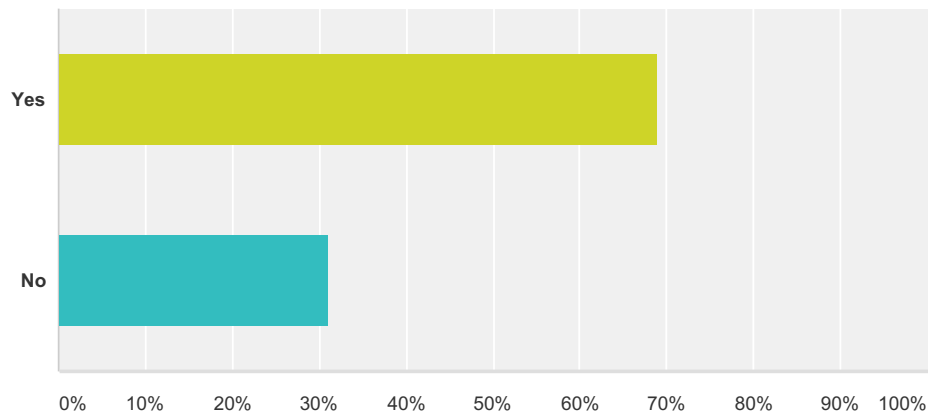
Answered: 566 Skipped: 15



Answer Choices	Responses	
Yes	18.02%	102
No	3.53%	20
Not Applicable	78.45%	444
Total		566

Q7 Did you take the Cuesta English Placement Test?

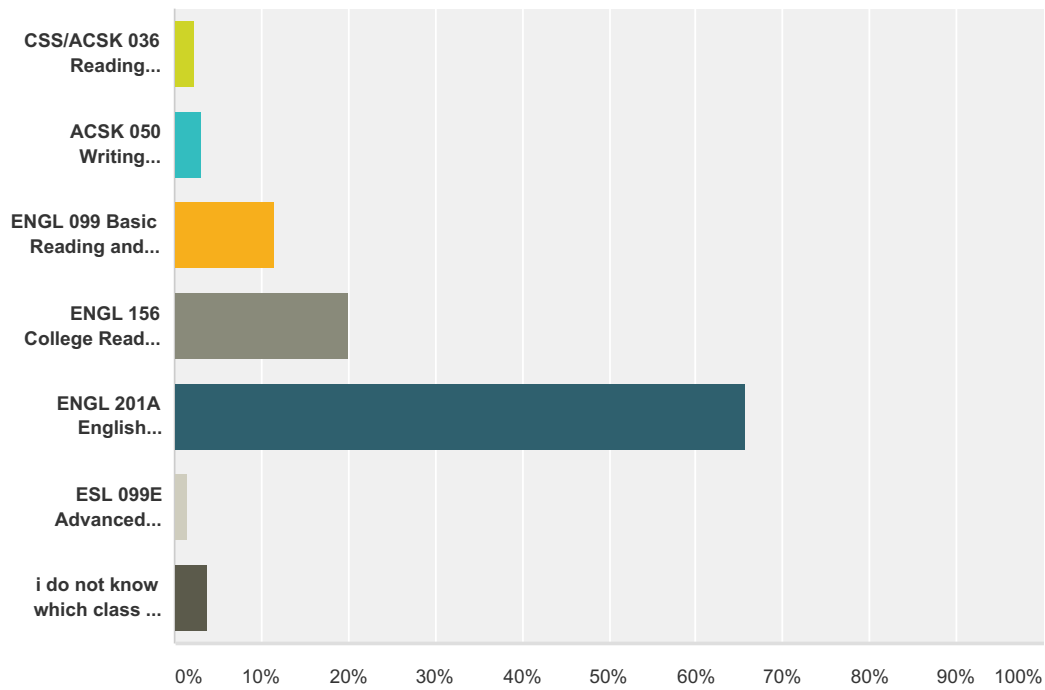
Answered: 566 Skipped: 15



Answer Choices	Responses	
Yes	68.90%	390
No	31.10%	176
Total		566

Q8 Which course(s) were recommended to you?

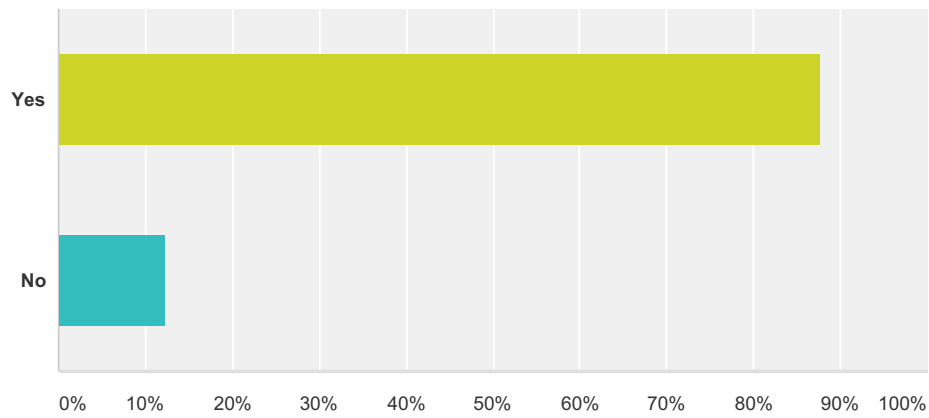
Answered: 391 Skipped: 190



Answer Choices	Responses
CSS/ACSK 036 Reading Essentials	2.30% 9
ACSK 050 Writing Essentials	3.07% 12
ENGL 099 Basic Reading and Writing	11.51% 45
ENGL 156 College Reading and Writing	19.95% 78
ENGL 201A English Composition	65.73% 257
ESL 099E Advanced Reading and Writing	1.53% 6
i do not know which class I placed into	3.84% 15
Total Respondents: 391	

Q9 Did you follow the placement results and take the course(s)?

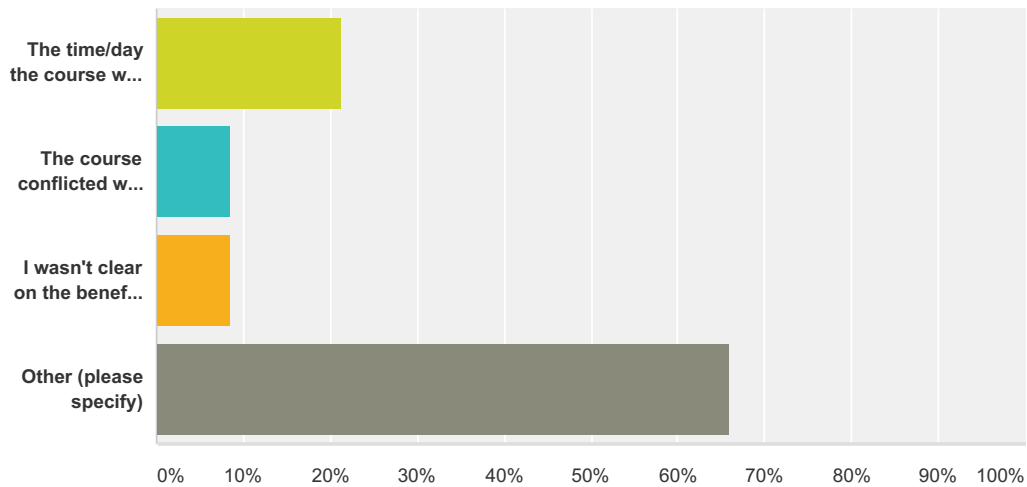
Answered: 389 Skipped: 192



Answer Choices	Responses	
Yes	87.66%	341
No	12.34%	48
Total		389

Q10 Why didn't you follow the placement recommendation?

Answered: 47 Skipped: 534



Answer Choices	Responses
The time/day the course was offered didn't match my schedule.	21.28% 10
The course conflicted with other courses I was taking.	8.51% 4
I wasn't clear on the benefit or purpose of taking the course.	8.51% 4
Other (please specify)	65.96% 31
Total Respondents: 47	

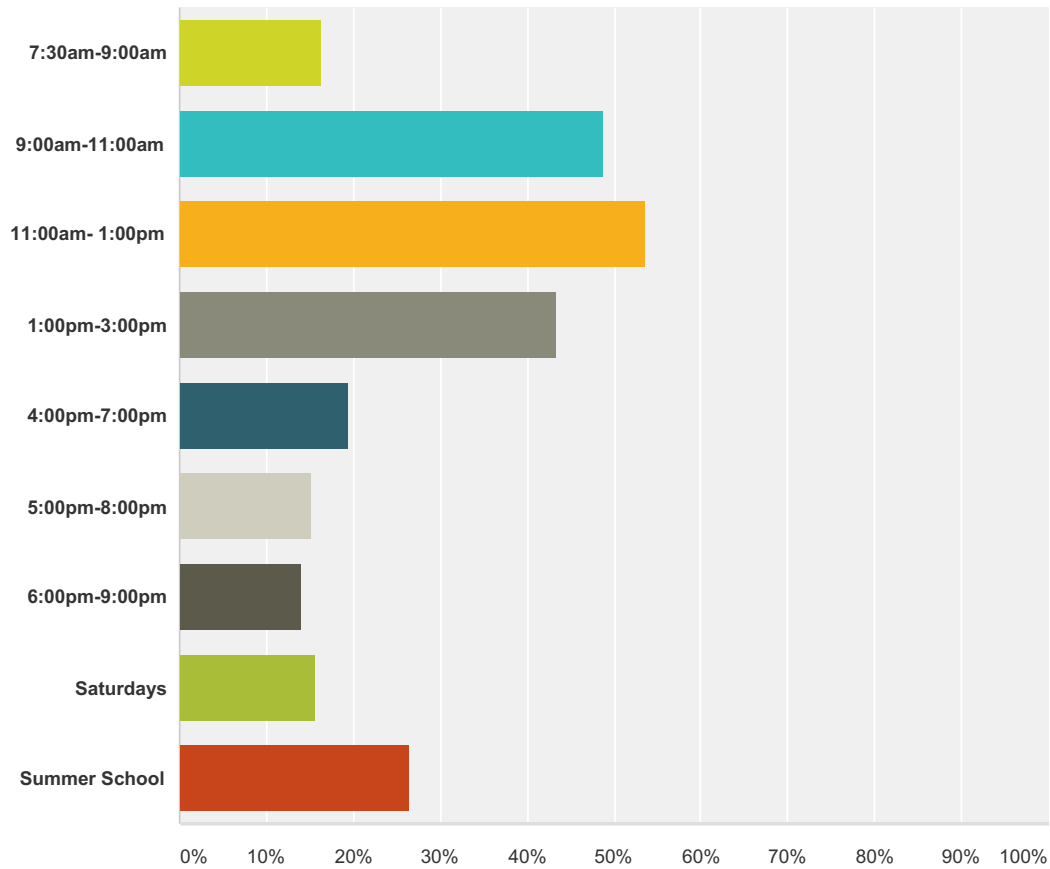
#	Other (please specify)	Date
1	I plan to in a future semester	1/9/2016 11:52 AM
2	Planning on taking a course	12/22/2015 9:00 PM
3	I will next semester	12/21/2015 9:19 AM
4	I felt I needed more basic english to start out due to the length of time I had been out of school.	12/20/2015 3:21 PM
5	I'm taking one course a semester. Currently taking Math	12/20/2015 8:34 AM
6	Have not taken the course yet.	12/19/2015 8:40 AM
7	My focus is on Mathematics, CIS, and business	12/19/2015 8:12 AM
8	I already had the credits for this class from an AP class, so I waited until my second semester to take 201B.	12/18/2015 8:09 PM
9	I haven't gotten a chance to take it yet	12/18/2015 8:05 PM
10	I test higher then I feel comfortable	12/18/2015 4:41 PM
11	WAS FININSHING OTHER CLASSES FIRST	12/18/2015 4:12 PM
12	Didn't want to	12/18/2015 3:30 PM
13	Tested low but also took classes in the 80's	12/18/2015 3:07 PM
14	I did not feel confident to start at Eng 156, so I started at English 099 and also took the Grammer Essentials course	12/15/2015 12:02 PM
15	not taking at this time, retaking placement test,just getting off a lot of medecation when I took the test, I had a lot of anxiety and the test was really long and I was tired, I need a redo	12/11/2015 10:11 PM

College Success Studies Student Survey 2015

16	Decided to take courses with a friend next semester and hold off on English.	12/10/2015 6:21 PM
17	Not needed as a prerequisite	12/10/2015 2:55 AM
18	I wanted a better understanding of English structure and grammar.	12/9/2015 10:25 PM
19	I'm scheduled to take it in spring.	12/9/2015 6:26 PM
20	I have taken ENG 101, 201, 202 at a previous college. I received B's in all of them and can't quite understand why those credits are not counted. I was told it was because it (the classes) wasn't up to Cuesta's standards. I beg to differ.	12/9/2015 11:44 AM
21	Im taking it in the Spring, which is the semester Im enrolled in.	12/9/2015 11:31 AM
22	I did not feel confident in my skills and took a low class because it was my first semester in college.	12/9/2015 10:42 AM
23	I had already taken it at Cal Poly for my undergrad	12/9/2015 9:44 AM
24	I place higher than my actual abilities	12/9/2015 9:40 AM
25	I took 201B because I passed the AP exam which meant I didn't need to take 201A.	12/9/2015 8:21 AM
26	Already completed ENGL 201A class at another college	12/9/2015 8:15 AM
27	I wanted to take German 201	12/9/2015 7:35 AM
28	i wanted more writing experience, so I took a lower level class.	12/9/2015 7:34 AM
29	I knew I was not prepared.	12/9/2015 7:10 AM
30	I had taken the equivalent to this course in high school as AP literature.	12/9/2015 7:05 AM
31	Focusing on other classes now, will take soon	12/9/2015 6:57 AM

Q11 What would be your top three time frames for taking a College Success Studies course?

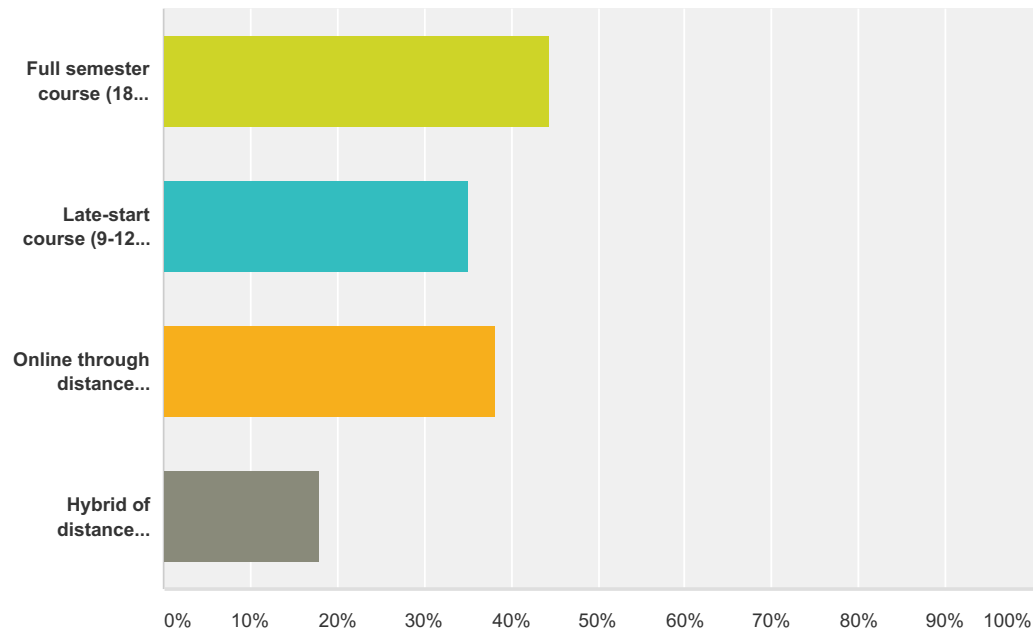
Answered: 531 Skipped: 50



Answer Choices	Responses	
7:30am-9:00am	16.20%	86
9:00am-11:00am	48.78%	259
11:00am- 1:00pm	53.67%	285
1:00pm-3:00pm	43.50%	231
4:00pm-7:00pm	19.40%	103
5:00pm-8:00pm	15.25%	81
6:00pm-9:00pm	13.94%	74
Saturdays	15.63%	83
Summer School	26.55%	141
Total Respondents: 531		

Q12 What College Success Studies course structure would you prefer?

Answered: 529 Skipped: 52



Answer Choices	Responses	
Full semester course (18 weeks)	44.42%	235
Late-start course (9-12 weeks)	34.97%	185
Online through distance education	38.19%	202
Hybrid of distance education and face-to-face	17.96%	95
Total Respondents: 529		

College Success Studies
New Courses for Fall 15 and Spring 16

Paired Reading and Writing Courses	
Reading	Writing
CSS 080, Reading Strategies (formerly CSS 036, formerly ACSI 036)	CSS 085, Writing Strategies *New non-DSPS writing course for fall 15 DSPS students take ACSI 050 and CSS 080 Non-DSPS students take CSS 085 and CSS 080
CSS 090, College Reading Strategies *New course for spring 16 *Designed for students who assess into English 099 or ESL 099E but who need additional reading support	English 099, Basic Reading and Writing ESL 099E, Advanced Reading and Writing

STUDENT DEVELOPMENT AND SUCCESS DIVISION

COURSES FOR COLLEGE SUCCESS

The courses below are designed to prepare students to succeed in college-level coursework. Research indicates that completing these courses will improve your grades.

Subject	Pre-Collegiate/College Success	English as a Second Language (ESL)	AA/AS Applicable
READING	CSS 025 <i>College Success Lab</i> CSS 080 <i>Reading Strategies</i> CSS 090 <i>College Reading Strategies</i>	ESL 053 <i>Intermediate</i> ESL 054 <i>High Intermediate</i> ESL 099E <i>Advanced</i>	ENGL 156 <i>College Reading & Writing</i>
WRITING	ENGL 099 <i>Basic Reading & Writing</i> CSS 085 <i>Writing Strategies</i> CSS 025 <i>College Success Lab</i>	ESL 053 <i>Intermediate</i> ESL 054 <i>High Intermediate</i> ESL 099E <i>Advanced</i>	ENGL 156 <i>College Reading & Writing</i> ENGL 201A <i>**English Composition</i>
GRAMMAR	CSS 058 <i>Grammar Strategies</i> CSS 025 , <i>College Success Lab</i>	ESL 043 – <i>Intermediate</i> ESL 044 – <i>High Intermediate</i>	
CONVERSATION		ESL 025A (B,C) * ESL 035A (B,C) *	
SPELLING	CSS 025 <i>College Success Lab</i>		
INTEGRATED SKILLS		ESL 701 <i>Low Limited Low - NC</i> ESL 702 <i>Low Beginning - NC</i> ESL 703 <i>High Beginning - NC</i> ESL 704 <i>Intermediate Low – NC</i> ESL 705 <i>Intermediate High – NC</i> ESL 706 <i>Advanced - NC</i>	
MATH	CSS 025 <i>College Success Lab</i> MATH 003 <i>Arithmetic</i> MATH 007 <i>Pre-Algebra</i> MATH 008 <i>Factoring</i> MATH 114 <i>Word Problems</i>		MATH 021 <i>Beginning Algebra part 1</i> MATH 022 <i>Beginning Algebra part 2</i> MATH 123 <i>Elementary Algebra</i> MATH 126A <i>Intermediate Algebra part 1</i> MATH 126B <i>Intermediate Algebra part 2</i> MATH 127 <i>Intermediate Algebra</i> MATH 128 <i>Applied Beginning and Intermediate Algebra</i>
COMPUTER	CSS 025 <i>College Success Lab</i>	ESL Tutoring	
STUDYING	CSS 025 <i>College Success Lab</i>	ESL Tutoring	CSS 125 <i>College Learning Strategies</i> CSS 225 <i>**College Success</i>
ALL SUBJECTS	CSS 025 <i>College Success Lab</i>	ESL Tutoring	

* ESL - A/Fall, B/Spring, C/Summer **These courses are transferable to CSU/UC

Revised December 8, 2015

New students are placed into an English course **one** of the following ways:

- Take the **Cuesta College English or ESL placement exam** and **submit official (sealed) final copy of high school transcript**
- Earn “**Ready for CSU college-level English courses**” status on the **EAP exam**
- Pass the **AP English Language or Literature Composition Exam** with a score of **3 or above**.
- Submit results from **completed English assessment** taken at **another college or university**.
- Earn a “**C**” or better grade on an English course taken at another college or university **AND submit a copy of college / university transcript with a Prerequisites Form A**

Contact the
Assessment Office
for details.

(805)546-3951

Although unofficial transcripts can be used to clear prerequisites, official transcripts must be submitted to Cuesta’s Records Office

P.O. Box 8106
San Luis Obispo, CA
93403-8106

Official transcripts are required for Student Education Plans, GE Certifications, Financial Aid and all program evaluations.

English Placement and Flowchart

Non Associate Degree Applicable

CSS 080
(3.0 credits)
Reading
Strategies

CSS 085
(3.0 credits)
Writing
Strategies

ESL 054
(6.0 credits)
High-Intermediate
Reading and Writing



English 099
(4.0 credits)
Basic Reading & Writing

ESL 099E
(5.0 credits)
Advanced Reading & Writing



Associate Degree Applicable

English 156
(4.0 credits)
College Reading and Writing



Transfer Level

English 201A*
(4.0 credits)
English Composition



English 201B
(4.0 credits)
Composition: Introduction
to Literature / Critical
Thinking

English 201C
(4.0 credits)
English Composition:
Critical Thinking

*Required for Cuesta’s AA/AS degrees and to transfer to a University