

## **INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2021**

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

**Cluster:** Student Success and Support Programs, College Centers

**Program:** College Success Studies **Current Academic Year:** 2020-2021

**Last Academic Year CPPR Completed:** March 2016

**Current Date:** March 2021

### **NARRATIVE: INSTRUCTIONAL CPPR**

Please use the following narrative outline:

#### **I. GENERAL PROGRAM INFORMATION**

##### **A. Program Mission (optional)**

The mission of College Success Studies (CSS) department is to prepare students for academic achievement at Cuesta College. Through the instruction of pre-collegiate, basic skills, and transfer-level coursework emphasizing college readiness, CSS effectively supports students in their efforts to improve foundational skills. CSS courses and curriculum are designed to provide dynamic and challenging learning opportunities that encourage critical and creative thinking strategies. Our courses support students working toward a variety of educational goals including transferring to four-year institutions, earning certificates or associate degrees, and advancing in the workforce. The variety of courses offered all have a distance education option. They include:

- basic skills reading, writing, and grammar strategies
- learning skills
- college success strategies and personal development
- tutor training
- major and career exploration

##### **B. Brief history of the program**

The CSS program consists of several courses that were previously part of the Academic Skills area (ACSK). ACSK courses were offered in reading, grammar, spelling, math, test preparation, test and performance anxiety, word processing, study skills, and college success. These courses helped students review and refine academic skills and strategies needed for success in college and beyond. In addition, ACSK offered academic success workshops in areas such as test preparation and time management. An Academic Support Lab was an integral part of the program to assist students in their academic learning skill development. Students worked independently on various

skill areas using the PLATO Integrated Learning System software. Finally, Tutorial Services were part of the ACSK Program. The program was combined with DSPS and had several full-time and part-time faculty members.

For a brief period from 2012-2013, the ACSK program was part of the Library/Learning Resources Division. In 2013, a new division was formed, Student Development and Success (SDS), combining English as a Second Language (ESL) with CSS. At this time, CSS became part of Academic Affairs in the Arts, Humanities, and Social Sciences cluster (AHSS). After becoming part of the SDS Division, the department underwent a name change from ACSK to CSS in 2013. At that time, with the retirement of the Tutorial Supervisor, Tutorial Services also became a part of AHSS.

Since this time, there have been several changes to the department. First, there are no full-time faculty to provide leadership. The full-time faculty members who retired were never replaced, and Tutorial Services was absorbed by the Student Success and Support Centers. The former Success Lab that relied on PLATO software has been discontinued because of the growth of the Success Centers and the development of technology. In addition to providing students with necessary study skills, CSS is becoming an important bridge program for ESL students who would like to pursue additional studies. Finally, in the recent College-wide reorganization in fall 2020, CSS along with ESL became part of the Student Success and Support Programs cluster.

The main course in the CSS Program is CSS 225 - College Success. This class is still evolving and is now being offered in multiple settings. This course serves a variety of student populations such as dual enrollment, incarcerated, high school transition, and reentry students. This class was a required part of the Zoom! FYE program from 2016-2018. Most recently, it was offered to incoming students as part of the Summer Academy in 2020 and will be offered again in the Summer Academy 2021. In addition to this main course, the CSS program offers tutor training, noncredit basic skills courses in reading, writing, and grammar, and most recently CSS 254 - Major and Career Exploration.

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

Despite the lack of college-wide support and full-time faculty members, the CSS department has continued to work collaboratively in order to improve the program and support student success at Cuesta. CSS part-time faculty have focused on student success through intensive work on course revision and curricular changes in response to recent legislation. In spring 2017, CSS 225 experienced a major revision in course content in order to model Pasadena City College's College 1 Course. To address feedback from faculty, success coaches, and students, the course was further modified. College resources are embedded into the course such as meeting with a counselor, interviewing a faculty member, attending a Student Success workshop, or visiting the Writing Center and working with a tutor. Additionally, part-time faculty have collaborated with the Library Division Chair to revise the CSS 225 library guide assignment and Information Literacy Project. Part-time faculty are continuously improving CSS 225. Most recently, a team of Summer Academy instructors revised the curriculum according to Guided Pathways' principles designating different sections to the various areas of study.

Due to AB 705 legislation, California community colleges can no longer offer credit courses that are three levels below transfer. However, basic skills students who are not prepared for college-level classes still need access to higher education. In order to support these students, the department stopped offering two credit courses (CSS 085 – Writing Strategies and CSS 080 - Reading Strategies) and developed noncredit CSS 789 – Integrated Reading and Writing. This change accelerates instruction by reducing contact hours and integrating skill development. The department developed a noncredit course focusing on grammar in writing, CSS 758 - Grammar Strategies course to replace the credit CSS 058 – Grammar Strategies. Additionally, since the conversion of all ESL courses to noncredit, there is less support for the higher-level ESL students who plan to pursue an academic pathway. These new noncredit CSS courses provide essential academic reading and writing skill development necessary for upper-level ESL students to transition to college-level coursework. Consequently, this revision supports both basic skills college students as well as more advanced ESL students. These courses were cross-listed with advanced ESL classes in fall '19, and since then, CSS 789 and 758 have been offered at the SLO campus and fully online.

The department collaborated with Counseling faculty to revise a former Counseling course now named CSS 254: Major and Career Exploration. This course is intended to help students assess their interests and choose an appropriate major and career path. It was designed to support the Guided Pathways initiative and is being offered for the first time in spring 2021 fully online with synchronous meetings. This course will be a part of the Summer Academy 2021 complementing CSS 225.

D. List current faculty, including part-time faculty

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

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

The SDS Division Chair completed the Program Review with voluntary consultation with the part-time CSS faculty. The Chair met with Rachael Barnett, Monica Contreras, Danny Ender, Laura Harris, and Rachel Pass on Friday February 5<sup>th</sup> to discuss various sections of the Program Review and get input. There were also several email exchanges with CSS faculty to invite feedback. A draft of the Program Review was presented to CSS faculty at the 2/19/21 faculty meeting for additional review and input. The part-time faculty members reviewed the completed draft and provided clarification suggestions and minor edits.

## 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](#).

CSS supports the District's Mission by serving and inspiring the diverse population of Cuesta College students in achieving their educational goals. CSS effectively supports students in their efforts to improve foundational and college-readiness skills. CSS helps Cuesta towards its mission because it prepares students with a variety of educational goals, including transferring to four-year institutions, earning certificates or associate degrees, and advancing in the workforce.

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

The College Success Studies department has been working to help the district meet the following three objectives from Cuesta's Strategic Plan 2017-2020.

**Institutional Objective 1.1:** Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

CSS is dedicated to increasing student success in basic skills as well as transfer-level coursework. There are a range courses from noncredit reading, writing, and grammar to a transfer-level college success class that fulfills CSU GE Area E. These courses build students' foundational skills and improve their study strategies and critical thinking skills, which leads to increased success in other classes. In addition, CSS offers the only tutor training course at the college, so we support success by training the tutors who provide additional assistance to students in all subject areas at the college.

**Institutional Goal 2:** *Increase student access to higher education.*

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

**Institutional Objective 2.4:** *Increase career pathways for local high school students.*

CSS 125- College Learning Strategies has been offered as part of the summer bridge program for several years. This has increased career and college pathways for students. CSS 225 was the main course offered in the Summer Academy, which is also directed at local high school students. The new CSS 254-Major and Career Exploration class also aims to increase pathways for local high school students.

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

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

1. *Personal, Academic, and Professional Development*

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

2. *Critical Thinking and Communication*

Improving students' critical thinking skills is an essential component of CSS 225. One objective of the course is to, "examine critical analysis techniques and demonstrate those techniques using problem solving and decision-making models." Development of critical thinking is embedded throughout the entire course from analyzing study skills to employing effective research skills, and creating collaborative group projects that will serve students in future college and career interactions. This outcome is also supported in CSS 789, which focuses on critical thinking in reading and CSS 758, which emphasizes analyzing grammar in writing.

3. *Technological and Informational Fluency*

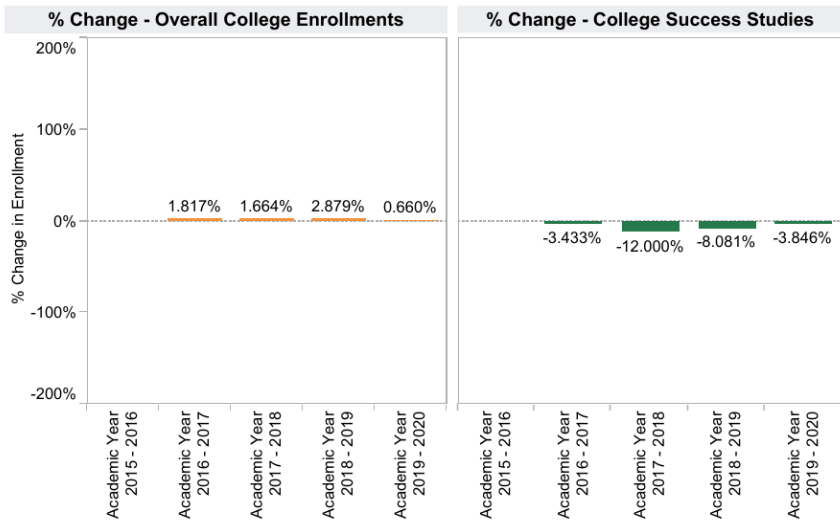
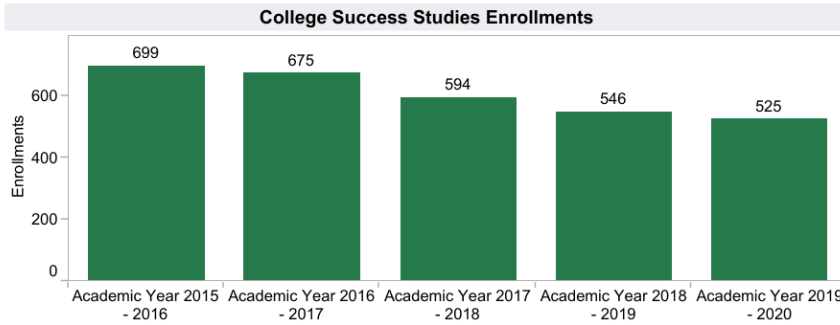
CSS 225 build students' technological and informational fluency. Learning how to effectively use the library and other campus resources is a critical component of the course. More recently, effectively using Canvas and related technological tools essential for online learning has increased in importance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

**III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS**  
 (Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

[General Enrollment \(Insert Aggregated Data Chart\)](#)

**SLOCCCD Program Review Data - Enrollment**

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



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

CSS course enrollments slightly declined from 2018/19 to 2019/20. The decrease was 3.8%, which represents a drop of 21 students overall. In terms of CSS enrollments, there has been a significant decrease in the spring semesters. Most likely this is because incoming students from the high schools begin in fall and are more likely to take this class. By spring there are fewer students. The department can expand enrollments in the spring semesters through more outreach, collaboration with counselors, and careful scheduling of courses that will best meet students' needs. The department can continue to work on increasing enrollments at the California Men's Colony (CMC), in late start 9-week Distance Education (DE) classes, and in special programs such as the Summer Academy.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

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

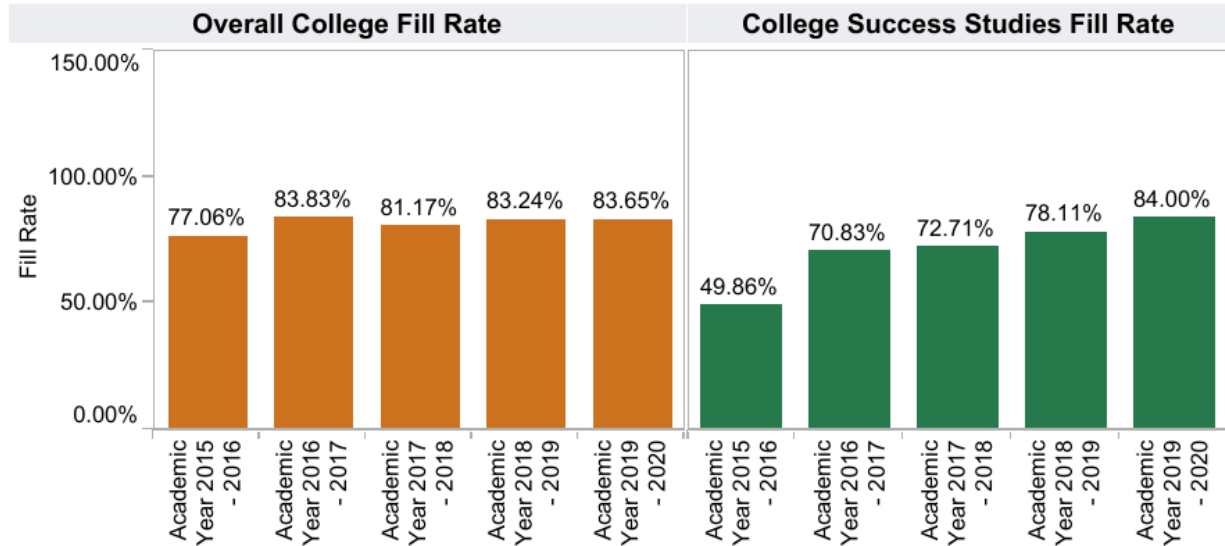
**SLOCCCD Program Review Data - Student Demand (Fill Rate)**

**Department:**  
College Success Studies

**Course:**  
Multiple values

**Dual Enrollment:**  
All

**Prison:**  
All



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

The fill rate in CSS has continued to improve, significantly from 2015/16. The improvement of almost 6% in the last academic year brings CSS to just slightly above the college’s average. This can be attributed in part to the sections taught at CMC and the DE course offerings, which consistently have strong enrollments. Cancelling under-enrolled courses also improved the fill rate. The department is offering a tighter schedule with fewer sections on both main campuses, especially during spring semesters when enrollments are traditionally lower. The department plans to continue these strategies to maintain a robust fill rate.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

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

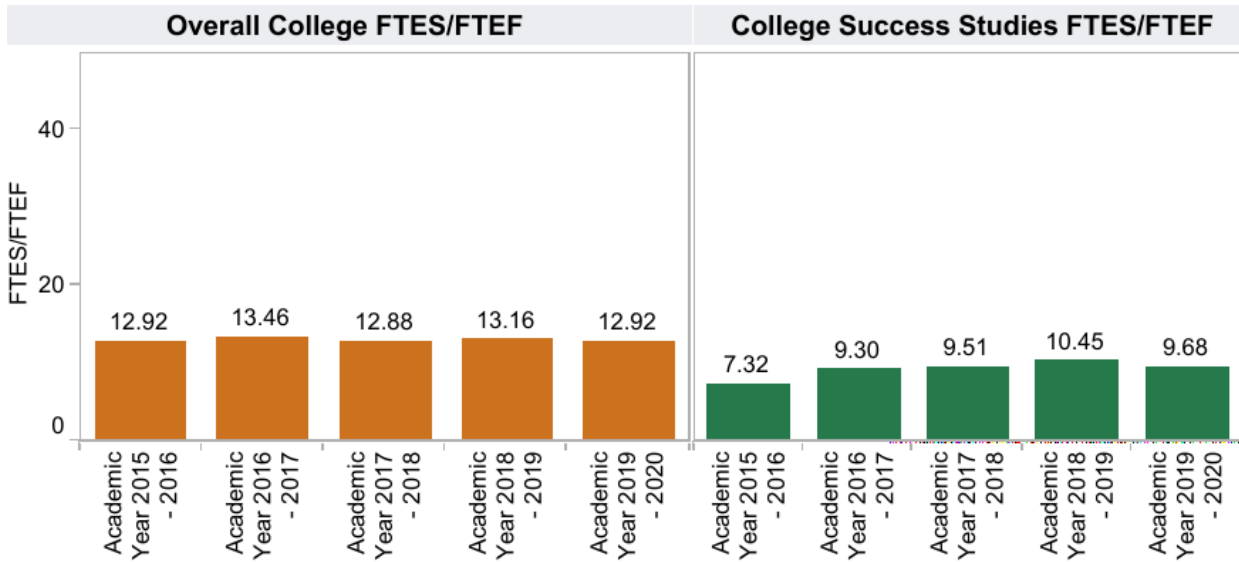
**LOCCCD Program Review Data - Efficiency (FTES/FTEF)**

**Department:**  
College Success Studies

**Course:**  
Multiple values

**Dual Enrollment:**  
All

**Prison:**  
All



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

The efficiency of CSS decreased slightly by .77 from 2018/2019 to 2019/2020 academic years, and it is below the college average in overall FTES/FTEF. In order to improve efficiency, CSS has expanded course offerings in locations such as CMC and in high schools to increase FTES. The CSS department's continuous outreach and collaboration with departments such as Counseling, who can help increase enrollment, can also make a difference. However, it is also important to note that the noncredit courses have a lower-class cap, which is appropriate for basic skills. In addition, as new courses are offered, it takes time to build enrollments.



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

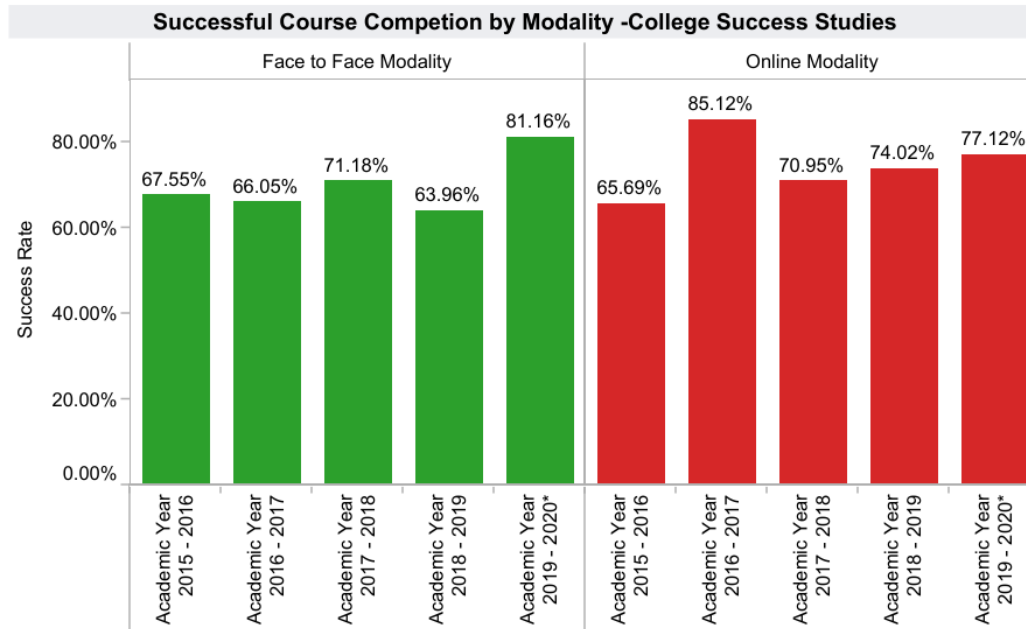
Insert the data chart and explain observed differences between the program and the college.

**SLOCCCD Program Review Data: Successful Course Completion**

**Select Department:**  
College Success Studies

**Course:**  
Multiple values

**Legend:**  
■ Face to Face Modality  
■ Online Modality



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

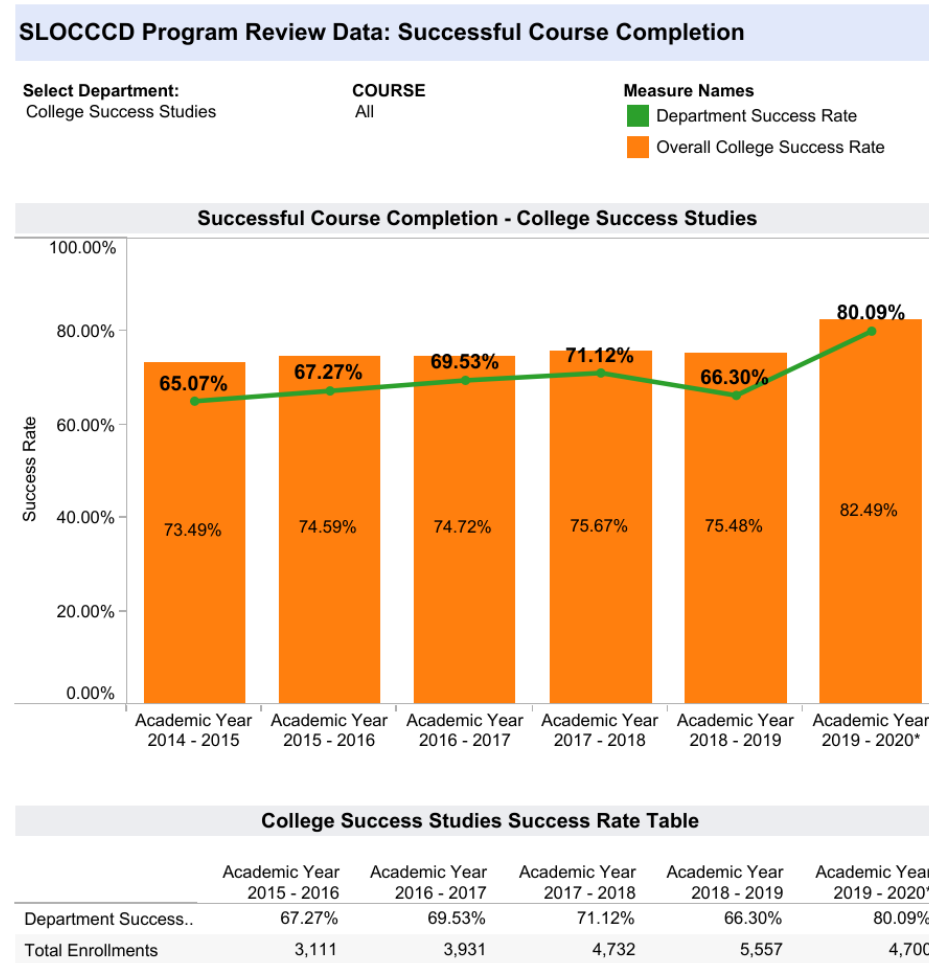
		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	67.55%	66.05%	71.18%	63.96%	81.16%
	Total Department Enrollments	3,009	3,810	4,582	5,430	4,571
Online Modality	Department Success Rate	65.69%	85.12%	70.95%	74.02%	77.12%
	Total Department Enrollments	102	121	150	127	129

There was an increase of over 3% in success rate from 2018/19 to 2019/20 academic years for DE courses. The DE success rate is approximately 4% lower than face-to-face modality. More CSS courses were offered in the DE modality including CSS 225, CSS 168 and 768, and since COVID, all courses have been offered DE. Students taking CSS 168/768 expressed appreciation for having an online modality, as most were taking this tutor training course in conjunction with their regular/full GE course load.

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

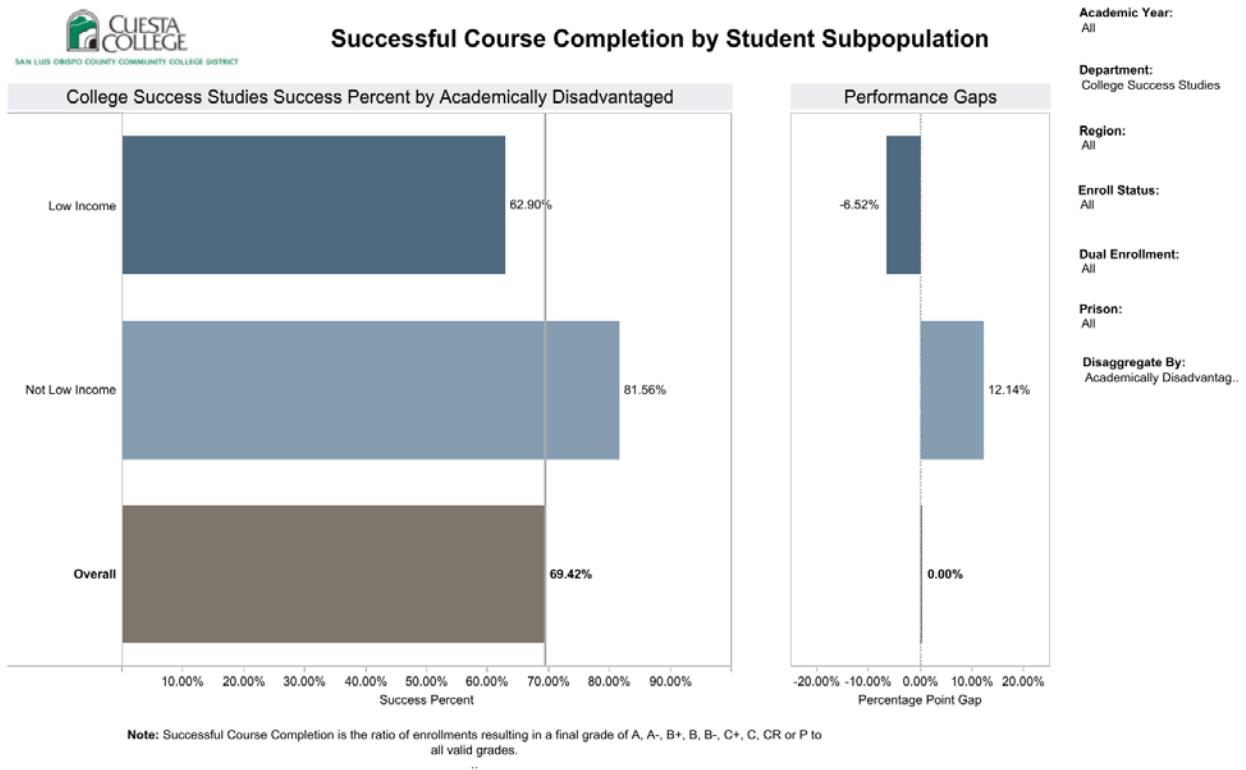
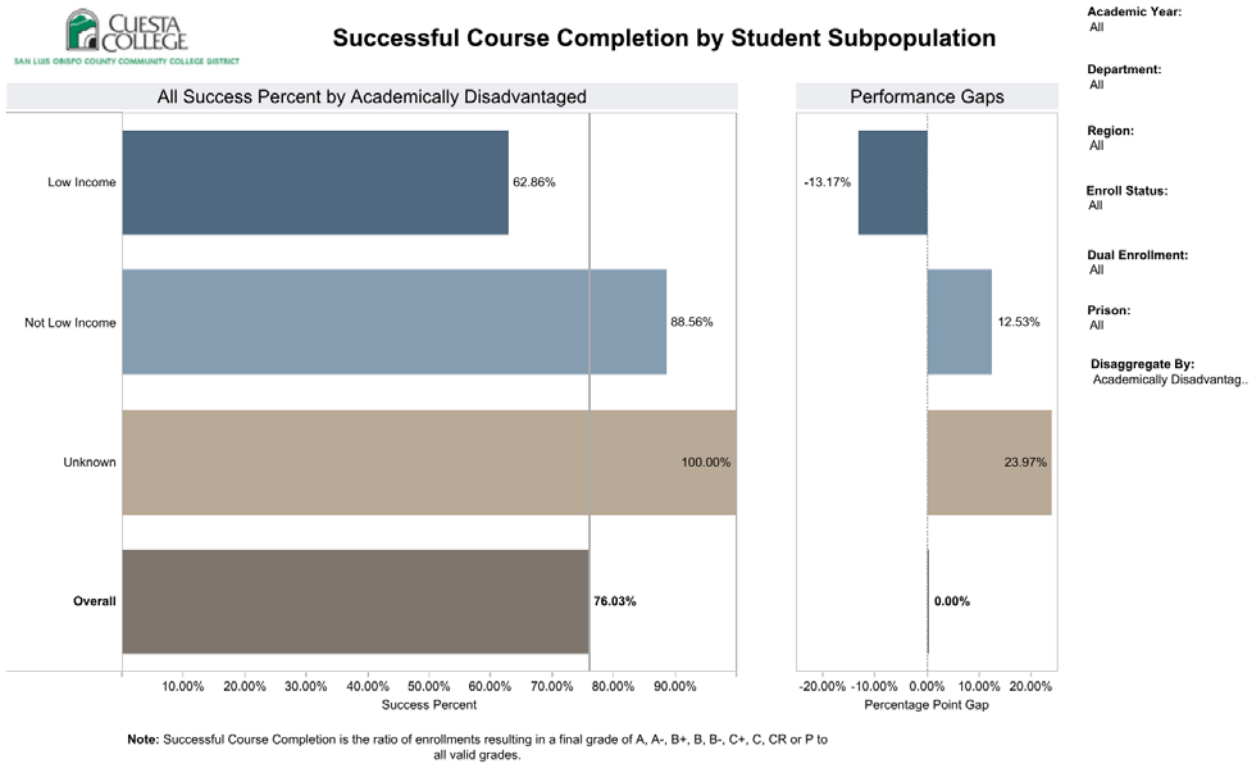
CSS does not offer a degree or certificate that is discipline specific. The department has recently developed a CDCP noncredit certificate, combining CSS 758 and CSS 789 into a certificate. However, these courses are new and noncredit, so there is no data available. Our department would appreciate the assistance of Institutional Research in providing noncredit data so the department can assess its own efficacy.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

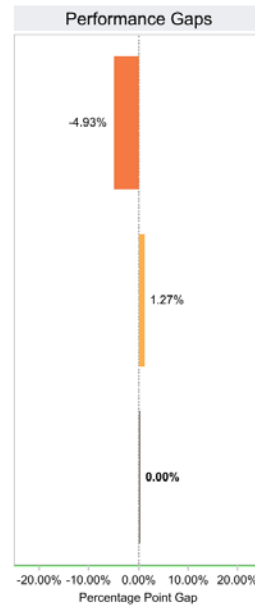
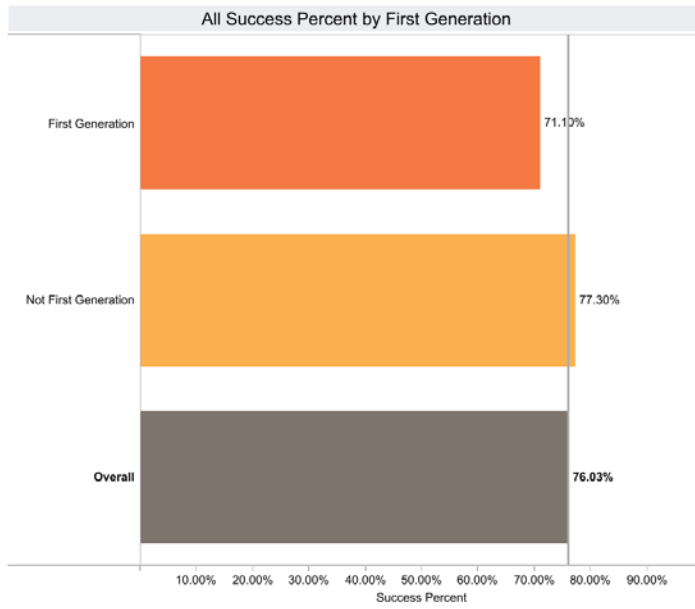


The overall success rate has increased by almost 14% and is very close to the college’s average. The improvement in student success can be explained by the recent changes in curriculum and course coordination between faculty. The CSS 225 course in particular has been revised several times with faculty collaborating on improving materials and sharing teaching strategies to improve student success. In addition, the course is no longer a required part of the First Year Experience program, so students who take the class are those who choose to enroll and are likely more motivated.

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



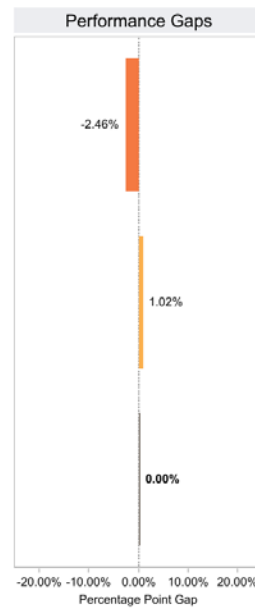
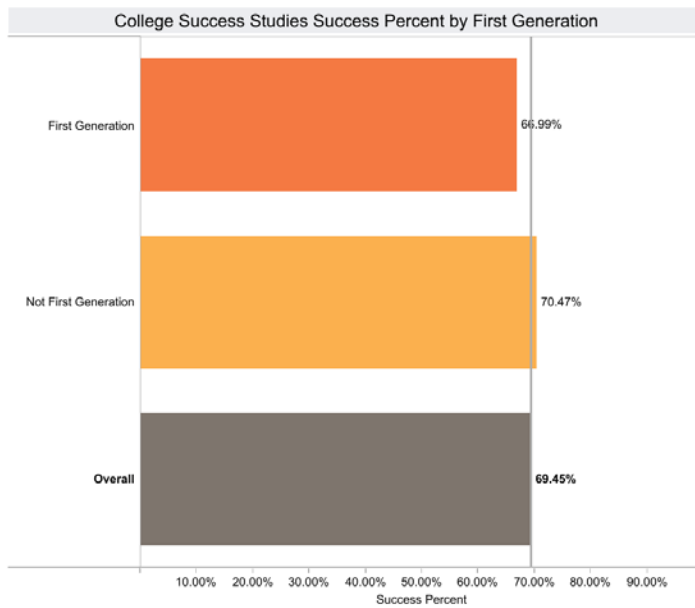
### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: All  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: First Generation

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

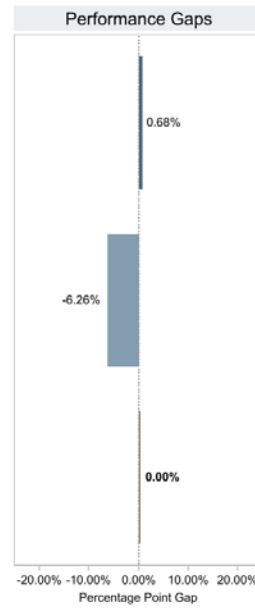
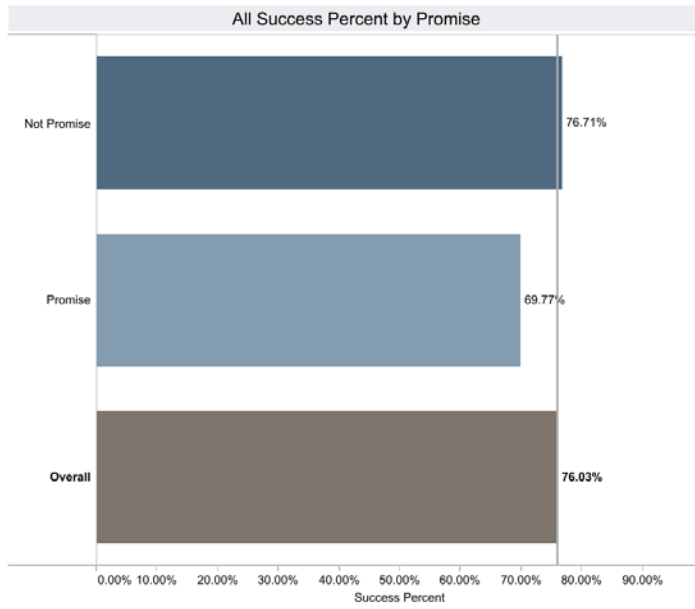
### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: College Success Studies  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: First Generation

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

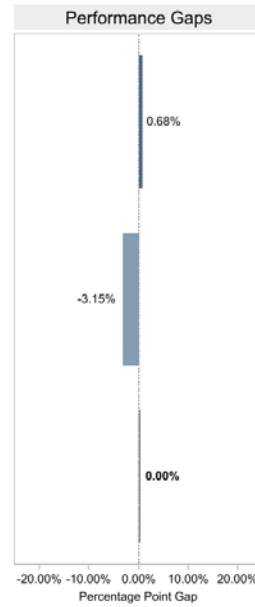
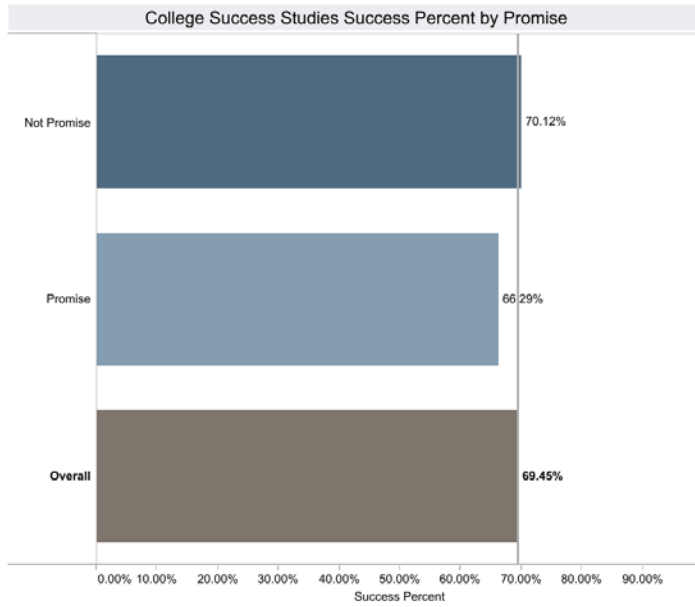
### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: All  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Promise

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

### Successful Course Completion by Student Subpopulation



Academic Year: All  
 Department: College Success Studies  
 Region: All  
 Enrollment Status: All  
 Dual Enrollment: All  
 Prison: All  
 Disaggregate By: Promise

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

Three of the subpopulation's performance gaps include Academically Disadvantaged students, First Generation, and Promise students. The data for the overall college shows a larger performance gap in each category than it does in CSS.

The data for the overall college with Academically Disadvantaged students shows a 13.17% performance gap. However, the gap in success and completion rates for the same students enrolled in CSS are much lower at 6.52%. These students are at a disadvantage in the college because of the limited basic skills classes available, and this has become even more acute with the passing of AB 705. CSS has helped to close the performance gap in this area because it provides the necessary intensive support and instruction that this population needs. For example, academic skill training and personal development is embedded into the CSS 225 curriculum.

In terms of First-Generation students, the overall college performance gap of 4.93 % is double the gap in CSS, which is 2.46%. Factors contributing to this performance gap include a lack of student readiness and intrusive support. The Student Success Centers, tutors, and academic success coaches are resources that can benefit this subpopulation.

Promise students have also been disproportionately impacted at the overall college level, with 6.26% performance gap college wide, and 3.15% for CSS. One reason for this performance gap is that students are given a free program of study and not required to do anything in return. Enrolling in a CSS course undoubtedly improves their chances of success. However, if the department does not build in the support for those students who need it, then the department is not serving these first-year college students effectively. For example, Promise students who enroll in CSS courses have a higher rate of success and course completion. In order to increase student success, CSS faculty are also sharing best practices and specific strategies with campus colleagues in flex day workshops.

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

- What strategies have you implemented to address equity gaps in the classroom?

Some instructors have employed contract grading, which allows for more flexibility and a student-centered approach, to reduce equity gaps. Another strategy is communicating more frequently with students and building a community of support. In addition, students have choice in the way they demonstrate their learning (i.e. option to present a slide show, paper, video, etc.) CSS 225 embedded the 21-day social justice challenge in the Summer Academy and in at least one section throughout the school year. It offered a way for students to explicitly discuss issues of equity and emphasize that diverse voices in the classroom are valued. The Summer Academy and regular session guest speakers also came from diverse backgrounds and shared diverse perspectives.

- What type of professional development opportunities are your program faculty participating in to address equity in the classroom?

The CSS faculty members are very active in professional development activities around the topic of equity. Rosemary Wrenn, who coordinated the CSS 225 component for the 2020 Summer Academy, is a leader in equity awareness at Cuesta. In addition to earning her doctorate in Educational Leadership with an emphasis in social justice, Rosemary has completed research on equitable online course design and Critical Race Theory in education. She has applied what she has learned in these trainings and courses to develop PD opportunities for Cuesta Faculty including offerings such as Humanizing Your Online Course, Equitable Online Course Design, and Collaborative Online Activities. She serves as Equity Trainer as part of the DE Equity Team.

Other faculty members also contribute considerably to improving awareness of equity issues. CSS faculty Rachael Barnett organizes campus wide book groups where faculty read and discuss books related to racism, discrimination, and equity. Monica Contreras is a member of Latina Leadership Network and attends webinars such as legal resources for California community college students. Other faculty members including Laura Harris and Daniel Ender have participated in professional development opportunities, including offerings such as: Humanizing Your Course, Online Education Forums, and a series on teaching incarcerated students. Not only do CSS faculty regularly participate in regular professional development to address equity in teaching, they lead in this area, which is even more remarkable since they are all part-time faculty members.

- What resources might you need to minimize equity performance gaps?

The college could invest in a full-time CSS Faculty Member who can continue leading in equity related awareness activities on campus and continue to update the CSS courses with evidence-based promising pedagogical practices. Funding this position will also help to have more consistent and relevant courses and programs for Cuesta's diverse student population. In addition, the continued funding of tutors and academic success coaches can help to minimize equity gaps.

#### IV. CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Course	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR
CSS 025	yes	no	no	no	no
CSS 058	yes	no	no	no	no
CSS 080	yes	no	no	no	no
CSS 085	yes	no	no	no	no
CSS 090	yes	no	no	no	no
CSS 125	yes	no	no	no	no
CSS 168	yes	no	no	no	no
CSS 225	yes	no	yes: fall 2016	no	no
CSS 254	yes	yes: spring '20	no	no	no
CSS 768	yes	yes: spring '18	no	no	no
CSS 789	yes	yes: fall '19	no	no	no
CSS 758	yes	yes: fall '19	no	no	no

The courses highlighted in yellow above (CSS 025, CSS 058, CSS 080, CSS 085, and CSS 090) have not been officially deactivated though they have not been scheduled for several semesters. The need for these courses diminished with the passing of AB 705 and the creation of noncredit equivalents. The department needs to consider deactivating them through the Curriculum Committee and will do so in consultation with our Dean.

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics/scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information



Course Number	CSS 225	CSS 254	CSS 125	CSS 789
1. Effective term listed on COR	Fall 2017	Spring 2020	Spring 2015	Fall 2019
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	Yes
6. Repeatability is zero	yes	no	n/a	n/a- noncredit
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	n/a	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	n/a	yes
12. Texts, readings, materials are dated within last 5 years	no	n/a- online materials	no	no
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	n/a	n/a
14. Degree / Certificate information (if applicable) is correct	n/a	n/a	n/a	n/a
15. Course Student Learning Outcomes are accurate	yes	yes	Yes	yes
16. Library materials are adequate and current	n/a	yes	n/a	n/a

Course Number	CSS 758	CSS 168	CSS 768	CSS 025
1. Effective term listed on COR	Fall 2019	Spring 2018	Spring 2018	Fall 2017
2. Catalog / schedule description is appropriate	yes	yes	yes	yes
3. Pre-/ co-requisites / advisories (if applicable) are appropriate	n/a	n/a	n/a	n/a
4. "Approved as Distance Education" is accurate (and new addendum complete)	yes	yes	yes	yes
5. Grading Method is accurate	yes	yes	yes	yes
6. Repeatability is zero	n/a-noncredit	yes	n/a-noncredit	yes
7. Class Size is accurate	yes	yes	yes	yes
8. Objectives are aligned with methods of evaluation	yes	yes	yes	yes
9. Topics / scope are aligned with objectives	yes	yes	yes	yes
10. Assignments are aligned with objectives	yes	yes	yes	yes
11. Methods of evaluation are appropriate	yes	yes	yes	yes
12. Texts, readings, materials are dated within last 5 years	yes	no	no	n/a
13. CSU / IGETC transfer & AA GE information (if applicable) is correct	yes	yes	n/a	n/a
14. Degree / Certificate information (if applicable) is correct	yes	yes	n/a	n/a
15. Course Student Learning Outcomes are accurate	yes	yes	yes	yes
16. Library materials are adequate and current	n/a	n/a	n/a	n/a

The curriculum review indicates that the main area to address is updating textbooks for various courses on the Course Outlines of Record so that they are current.

## Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET “Program of Study” outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

<b>Program / Certificate Title</b>	<b>Currently active</b>	<b>New program since last CPPR</b>	<b>Program modification since last CPPR</b>	<b>Deactivated since last CPPR</b>
NONCREDIT READING, WRITING, AND GRAMMAR Certificate of Competency	Yes	Yes: 2019-2020	no	no

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

## Student Learning Outcomes Assessment Calendar

### CSS Department

	<i>S 2021 CPPR</i>	<i>F 2021</i>	<i>S 2022</i>	<i>F 2022</i>	<i>S 2023</i>	<i>F 2023</i>	<i>S 2024</i>	<i>F 2024</i>	<i>S 2025</i>	<i>F 2025</i>	<i>S 2026 CPPR</i>
<i>SLOs Assessment</i>	CSS Program SLOs	CSS 758	CSS 789	CSS 254 CSS 225	CSS 168/768	CSS 758	CSS 789	CSS 254 CSS 225	CSS 168/768	CSS Program SLOs	

Note: Currently Scheduled Courses include CSS 225, CSS 254, CSS 168/768, CSS 758. CSS 789.

If scheduled, CSS 125 will be assessed again in summer '22.

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

Since our last program review, these courses have assessed their student learning outcomes and the data has been entered into eLumen: CSS 025, CSS 225, CSS 168/768, and CSS 125. CSS 758/789 and CSS 254 have not yet assessed SLOs because they are new courses. In fall 2018, CSS 080 and 085 were scheduled to assess their SLOs, but these courses were not offered and haven't been scheduled since, so their SLOs have not been assessed.

- C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

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

- D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

	<b>Artistic and Cultural Knowledge and Engagement</b>		<b>Critical Thinking and Communication</b>		<b>Personal, Academic, and Professional Development</b>
	Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and - and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess and demonstrate the skills and behaviors that promote academic and professional development
<b>CSS025</b>					6
<b>CSS058</b>					4
<b>CSS080</b>			1		5
<b>CSS085</b>					5
<b>CSS090</b>			1		5
<b>CSS099</b>					3
<b>CSS125</b>			1		6
<b>CSS168</b>			1		2
<b>CSS225</b>				1	4
<b>CSS227</b>					5
<b>CSS254</b>					2
<b>CSS758</b>			1		2
<b>CSS768</b>			1		1
<b>CSS789</b>				1	1
			<b>6</b>	<b>2</b>	<b>51</b>

	Personal, Academic, and Professional Development		Scientific and Environmental Understanding		
	Recognize, assess, and practice Mestyle choices that promote personal health and mental well- being	Demonstrate the professional skills necessary for successful employment	Draw conclusions based on the scientific method computations or experimental and observational evidence	Construct and analyze statements in a formal symbolic system	Analyze the relationship between people's actions and the physical world
CSS025					
CSS058					
CSS080					
CSS085					
CSS090					
CSS099					
CSS125	3				
CSS168					
CSS225					
CSS227					
CSS254	2	3			
CSS758					
CSS768					
CSS789					
	5	3			

	Scientific and Environmental Understanding	Personal, Academic, and Professional Development	Technical and Informational Fluency		
	Make decisions regarding environmental issues based on scientific evidence and reasoning	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	Recognize when information is needed and be able to locate and utilize diverse sources effectively and ethically	Produce and share electronic documents, images, and projects using modern software and technology
CSS025					
CSS058					
CSS080					
CSS085					
CSS090					
CSS099					
CSS125					
CSS168					
CSS225				1	1
CSS227					
CSS254					
CSS758					
CSS768					
CSS789				1	1

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

In fall 2020, CSS 225 instructors met to complete the student learning outcomes assessment, enter the data into eLumen and discuss the significance of the results.

CSS 225 has three Student Learning Outcomes:

1. Apply effective and specific study strategies to academic coursework.
2. Utilize technology strategically to find and evaluate information and utilize research to set achievable academic, professional, and personal goals.
3. Identify and describe campus resources that help students succeed.

One class section of CSS 225 assessed all three SLOs, another section assessed #1 only, and the third section assessed #3 only. The results were mixed.

One class section of CSS 225 used My Big Goal Project to assess the overall course learning through a creative presentation that demonstrates meeting all the expected learning outcomes. While 50% of the students exceeded or met expectations on all three outcomes, 44% did not. This can be explained by affective impact of COVID-19, lack of face-to-face learning, and student struggles with not only technology but self-structured learning. Furthermore, fall enrollment has many first-time freshmen right out of high school. To improve outcomes, continuing live and video communication is important, so students feel connected. Other ideas to improve include giving students weekly surveys to gauge the class climate, reaching out to Counseling for struggling students sooner in the semester, and keeping a closer watch on every student's progress/learning.

One section of CSS 225 used the final assessment on goal setting to assess SLO #1. This assignment asked students to formulate three goals using the SMART Goal framework and explain the specific strategies from each unit that will help them achieve the stated goals. Most of the students exceeded expectations on this assignment, with 100% of the class achieving this SLO. To improve student performance in all outcomes, more attention will be paid to the other two outcomes and perhaps an assignment that integrates all the SLOs.

The third section of CSS 225 assessed SLO #3 using an Event Passport, which needed to be adapted to fully asynchronous course environment. As part of this assignment, students met with a counselor for an SEP, a professor or tutor, and listened to guest speakers from various campus resources. Overall, the complete reflections students submitted were strong, and 61% met the outcome. However, some students just did not do the assignment - these are students who had stopped participating in class. Some students did more than assigned. All students commented that they got a lot out of doing the assignment and that it pushed them to contact resources on campus. To improve this assignment in the future, additional options such as cultural clubs, DSPS, Financial Aid and the Health Center will be included.

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

Hiring a full-time faculty member in the CSS department would help students better achieve the course student learning outcomes. It's important to have leadership for course development, SLO assessment, review, and refinement, and curriculum revision. A full-time faculty member could also mentor part-time faculty and provide more consistency within the department. Aside from this, hiring more tutors and academic success coaches to help in CSS classes will improve outcomes.

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives - **See Section 2 B and C.**
- B. Institutional Learning Outcomes - **See Section 2 B and C.**
- C. Program outcomes - CSS classes support students enrolled in various programs at the college. With the exception of one noncredit certificate, there is no program associated with these courses, so there are no program outcomes.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling

In the last program review, revision and redesign of CSS 025 lab course was stated as essential. Since then, the lab course has been revised two separate times. First, upon the recommendation of administration, the lab was converted to DE modality. This was done in order to increase student's success and accessibility. In addition, the Instructional Associate, who provided guidance to students working in the CSS lab, retired, and the position, was not replaced. As a result, the college needed a new way to manage the lab. To accommodate this, the course was converted to a hybrid DE. The two DE instructors created modules on Canvas and designed a way to manage student lab work online. As is typical in hybrid DE, the course also required several face-to-face meetings. Unfortunately, the required meetings seemed to have adversely affected student enrollment, so the DE hybrid lab was cancelled in spring 2017. Following this, the class was then converted to a fully DE course. Instead of having mandatory meetings, the instructor planned to hold weekly office hours to assist students in their lab work as needed. All the course work was online through Cuesta's new Learning Management System (LMS), Canvas. However, since its conversion, the enrollment has been very low. In department discussions, teachers feel that several features of the course replicate CSS 225 and that probably has affected enrollments. It looks like will discontinue offering this course unless a compelling need arises in the future.

Due to the COVID-19 pandemic and conversion to all online instruction, all CSS courses have been offered in DE or correspondence modality since spring 2020. This has adversely affected noncredit especially, and CSS 789 was cancelled in spring 2021. In summer and fall 2021, CSS courses are likely to remain online. Once we are able to return to face-to-face instruction, we

plan to offer CSS face to face at NCC and SLO campuses. We will continue to offer CSS 225 and 168/768 as DE or hybrid. We would like to build enrollments in CSS 758 and 789 by offering them either hybrid or in the evenings to accommodate working students. If we have enough interest and faculty, it would be ideal to offer sections at NCC and SLO campuses.

#### B. Support services to promote success, persistence and retention

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

#### C. Facilities needs

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

#### D. Staffing needs/projections

A recommendation for a full-time instructor has been included in every annual review and resource plan since 2005. We have no full-time faculty in the CSS department. CSS must depend on part-time faculty for little pay, which is not a reasonable nor long-term solution. In addition, a FT faculty member could be instrumental in leading initiatives such as the Summer Academy and collaborating with Counseling on revising CSS 225 and 254 courses to better align with Guided Pathways. If the administration is interested in bringing the Puente Program to Cuesta College, we would need a leader for the CSS component. In order for these projects to be as successful as possible, they would benefit from FT faculty leadership.

Considering the fact that CSS enrollments have declined and the need for basic courses lessened with the passing of AB 705, it would make sense for the SDS department to seek a FT faculty member who is considered both ESL and CSS faculty. This would provide the necessary



leadership to the division as well as be a key position in facilitating ESL student transition to college level coursework. This position would benefit both programs. Now that we are part of a new cluster, Student Success and Support Programs, we may want to revisit our faculty needs and what would best benefit our Division and the College. Cuesta needs to demonstrate its commitment to the ESL and CSS departments by prioritizing a full-time faculty member in the future.

**VII. END NOTES**

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

**VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 14, 2021.**