

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2025

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: Health, Wellness, Trades & Technology **Area of Study:** Health and Wellness

Program: Coaching Health and Wellness **Current Academic Year:** 2024-2025

Last Academic Year CPPR Completed: NA **Current Date:** 2025

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

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

The program review was authored by the lead faculty member in the program. The results were shared with Division and feedback was requested.

GENERAL PROGRAM INFORMATION

- A. Program Mission – **The mission of this program is to support students interested in becoming a certified Health and Wellness Coach.**
- B. Please highlight any changes and improvements since the last Comprehensive Program Review. Be sure to specifically indicate those changes that have been made in the program in order to address equity gaps – **This is the first Comprehensive Program Review for this certificate.**
- C. List all current full-time and part-time faculty in the program – **Allison Head (FT)**

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

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

The mission of the Coaching Health and Wellness certification program supports students interested in empowering their own education and helping others to improve their holistic health and wellness.

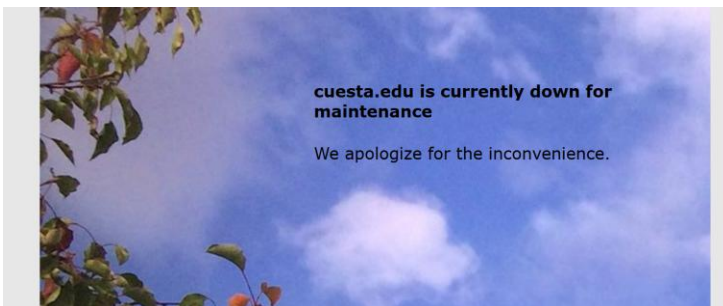
2. Identify how your program addresses or helps to achieve the **District's Institutional Goals and Objectives**, and/or operational planning initiatives.

The Coaching Health and Wellness certificate meets the institutional objectives listed below. Through targeted outreach to local high schools, fitness facilities, and wellness programs the program aligns with students from all backgrounds who are interested in empowering others in health and wellness. Moreover, the certificate is a steppingstone for student on the path to acquire job placement, and/or a degree in the health and wellness field.

- Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts
- Institutional Goal 2: Completion Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets.

3. Identify how your program helps students achieve **Institutional Learning Outcomes**.

The link to the Institutional Learning Outcomes was down for maintenance.



PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The three courses in the Coaching Health and Wellness Certificate are:

- KINE 219 – Coaching Wellness Behaviors
- KINE 220 – Personalized Fitness Planning for Lifetime Wellness
- NUTR 240 - (This course is taught in a Division other than Kinesiology. The program faculty in Nutrition are not in the same Division as the Kinesiology faculty).

A. General Enrollment

Although the enrollment for the two Kinesiology courses has fluctuated over the past 8 years, the program continues to enroll, on average, 49 students. This is a small program focused on a specific student audience in the health and wellness industry.

Graph of enrollment for KINE 220 and 219 from 2016-2024.



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.

B. General Student Demand (Fill Rate)

According to the graph below, the demand for the program courses is significant and frequently about the overall college fill rate. Currently, neither class is offered as a dual enrollment or CMC course. Specifically, there were two years, 2023-2024 and 2017-2018, where the fill rate was 100% and 92%. Again, although this is a small program, these are very demand rate numbers. Notably, the program fills higher than the overall college program.

Graph of fill rate for KINE 220 and 219 from 2016-2024.

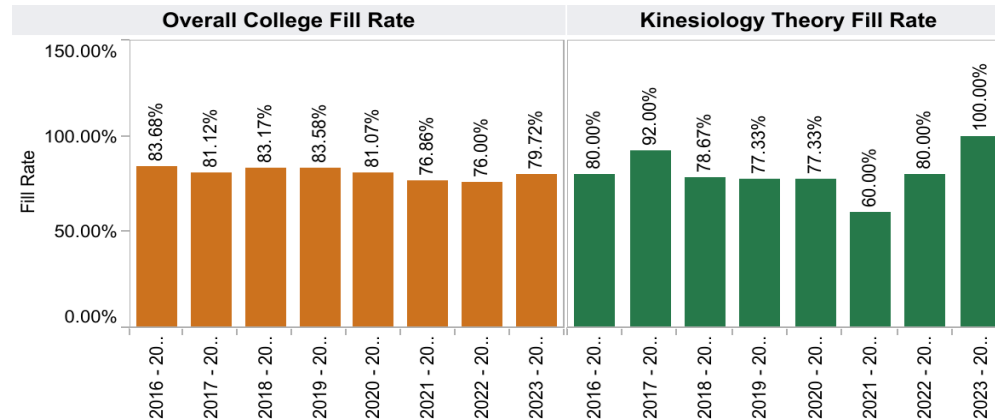
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Kinesiology Theory

Course:
Multiple values

Dual Enrollment:
Not Dual Enrollment

Prison
Not CMC:Prison



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.

C. General Efficiency (FTES/FTEF)

Although the data from the previous graph indicated high fill rates, the program overall, is less efficient than the college average. This data juxtaposes on another and warrants further investigation. However, it may be due, in part, to the low unit value of the classes assigned, as a component of load, to a full-time faculty member.

Graph of efficiency (FTES/FTEF) for KINE 220 and 219 from 2016-2024.

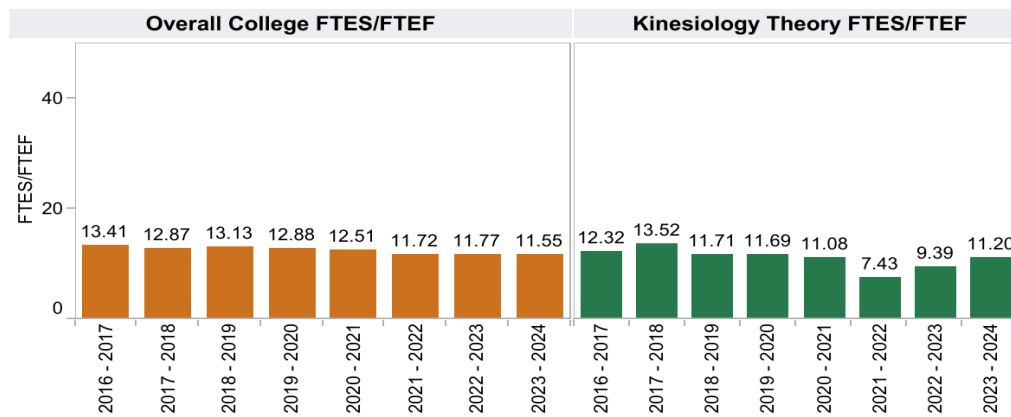
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Kinesiology Theory

Course:
Multiple values

Dual Enrollment:
Not Dual Enrollment

Prison:
Not CMC:Prison



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

D. Student Success—Course Completion by Modality

This program is solely an online program. The success rate for students in this program is, often, at or below 73%. This finding could be an outcome based on many of the same factors that impact student’s learning online – lack of motivation, poor time management, distractions, technical difficulties, feelings of isolation, difficulty with communication, inadequate access to technology, and challenges adapting to an online learning environment.

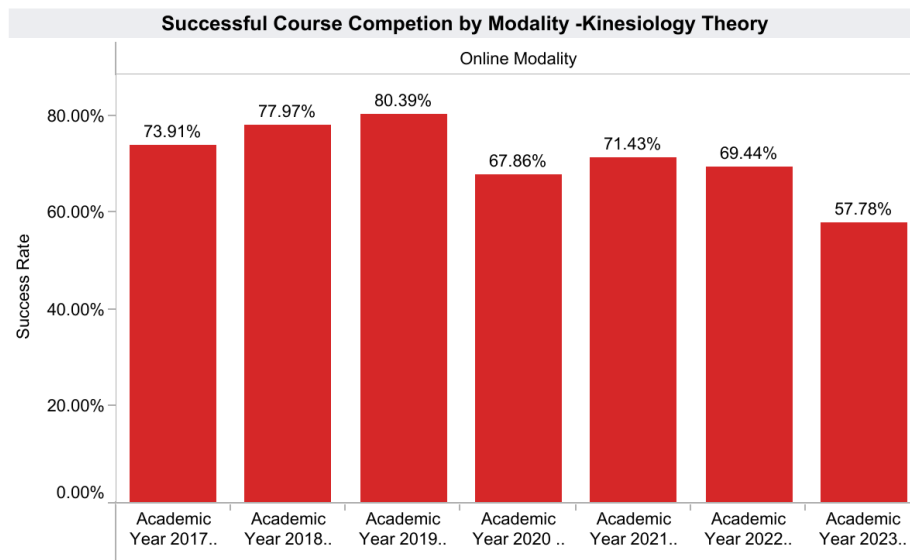
Graph of successful course completion by modality for KINE 220 and 219 from 2016-2024.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Kinesiology Theory

Course:
Multiple values

Legend:
Online Modality

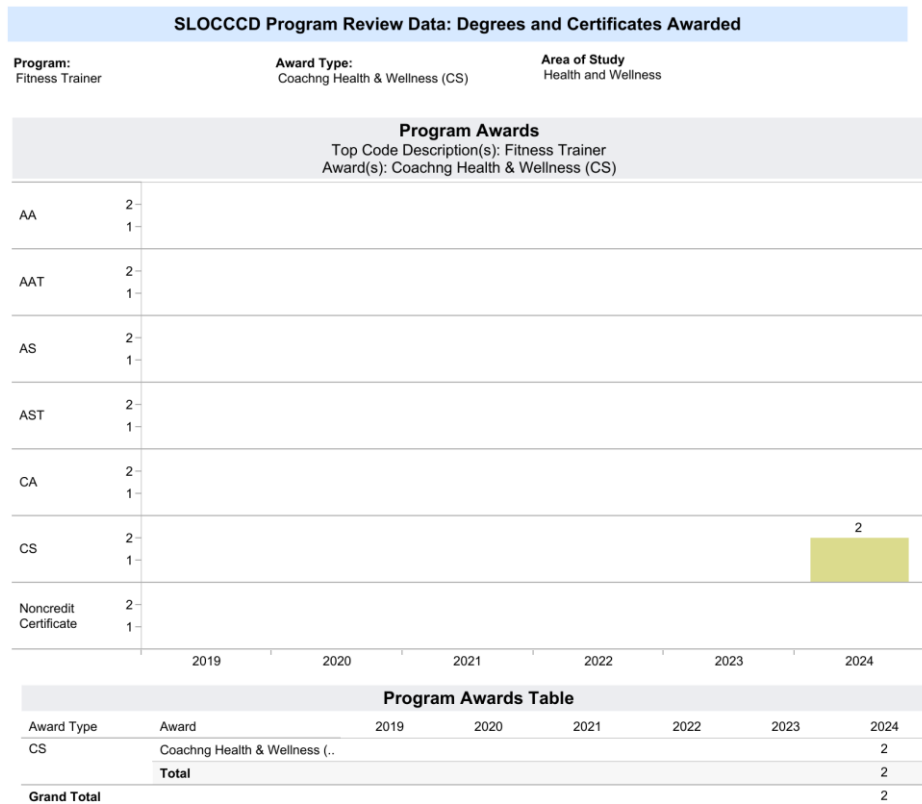


Successful Course Completion by Modality Table - Kinesiology Theory								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	83.12%	84.65%	86.38%	81.05%	86.15%	90.48%	96.88%
	Total Depart..	237.0	241.0	328.0	195.0	132.0	105.0	64.0
Online Modality	Department S..	73.91%	77.97%	80.39%	73.71%	71.89%	61.73%	63.06%
	Total Depart..	46.0	59.0	58.0	254.0	185.0	162.0	157.0

E. Degrees and Certificates Awarded

This certificate was activated in 2023 and in 2024 two certificates were awarded. Again, this is a small program targeting a specific student population in the health and wellness area of study,

Graph of Health and Wellness Coaching certificates awarded 2019-2024.

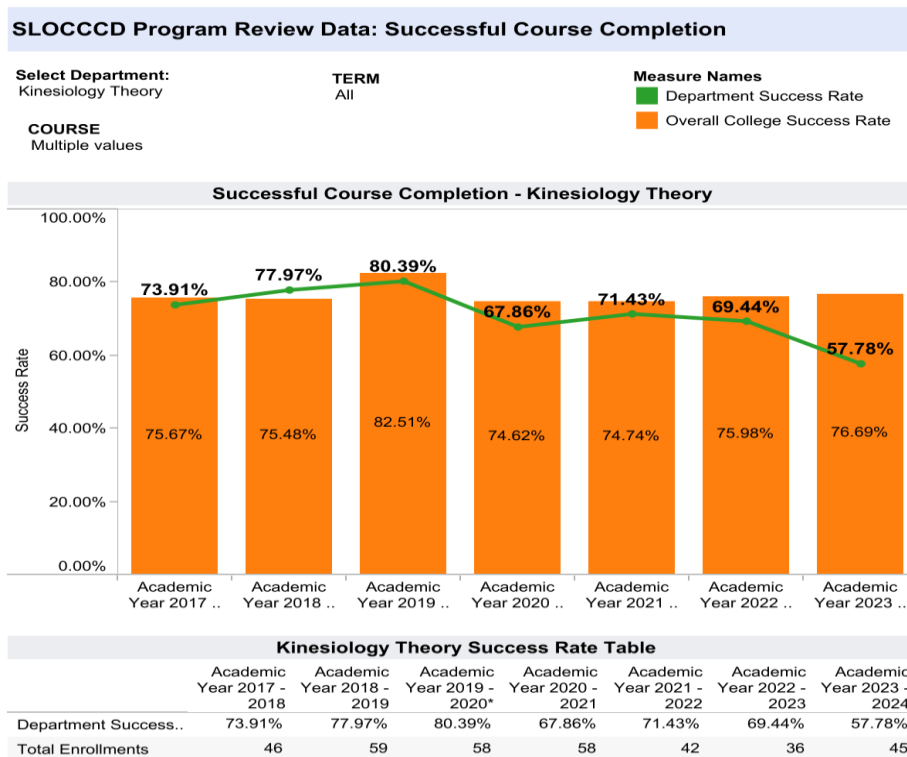


Program Awards: The number of degrees and certificates awarded by program type

F. General Student Success – Course Completion

- G. Kinesiology Theory is not a Department. Kinesiology is a Department in the Movement and Health Sciences and is comprised of theory AND activity courses. Moreover, the graph below only shows the completion rate of students enrolled in KINE 220 and KINE 219. The data reveal that students in these courses have a lower success rate, on average, than the college success rate. This may be due to the nature of the course being of low unit values. Students perceive the class as “low risk” and are not as diligent in the course as in higher, more unit valued courses. This may also be due to the modality of the class. Enhancements within the classes such as outreach increased integration may help support student success.

Graph of successful course completion 2016-2024.

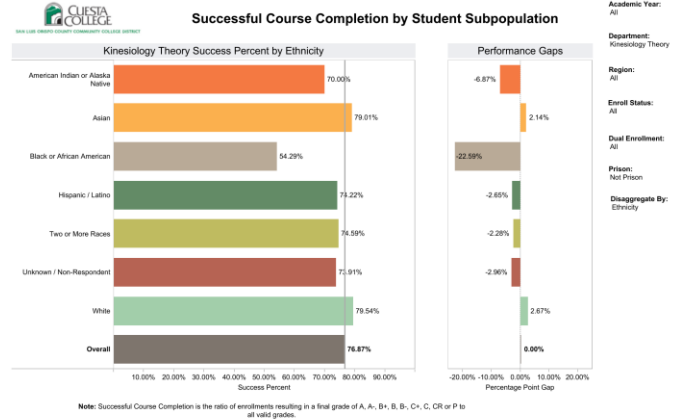
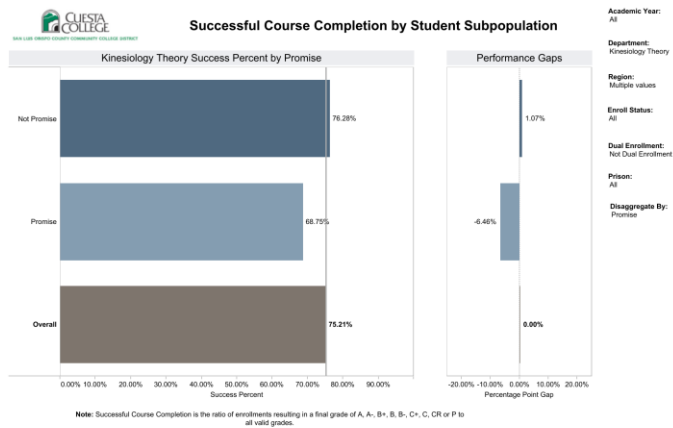


Success: The Percentage of student enrollments resulting in a final grade of "C" or better

H. Disaggregated Student Success Data

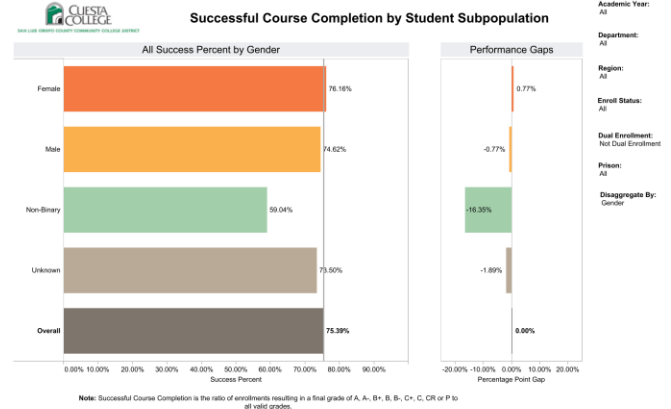
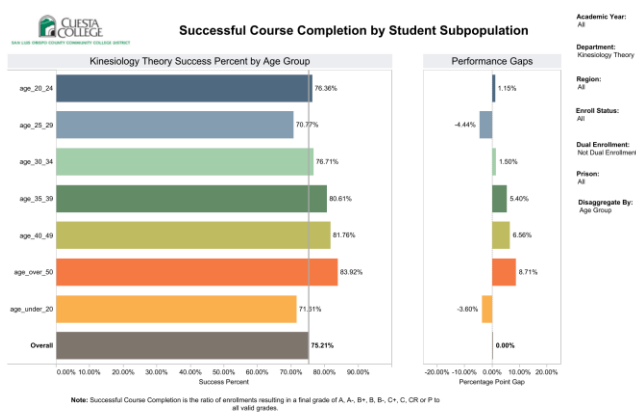
Successful course completion by student subpopulation Promise students.

Successful course completion by student subpopulation ethnicity.



Successful course completion by student subpopulation age-group.

Successful course completion by student subpopulation gender.



- According to the data, the two most significant performance gaps by population are in ethnicity and non-binary student populations. The faculty in this program have implemented several strategies to address equity gaps in the program including: differentiating instruction to address diverse learning styles, incorporating culturally relevant curriculum, building strong student-teacher relationships, actively promoting inclusivity, providing information and access to necessary support systems, and consistently monitoring student progress.
- Current program faculty participate annually in the approved FLEX offerings that are student equity focused including Culturally Responsive Teaching in Your Classroom, Grading for Growth, and the Human Library.

Other Relevant Program Data (optional)

The goal of the current program faculty is to develop this program into one similar to the program developed at San Diego Mesa.

https://www.sdmesa.edu/_resources/newsroom/posts/board-approved-health-wellness-coaching-sdmesa.php



The Coaching Health and Wellness certificate is an entry level certificate to support students in the pursuit of a National coaching certification as endorsed by the National Board for Health and Wellness Coaching (NBHWC). These programs include: WellCoaches, ACE, and MindBodyGreen. An increased professional development funding for program faculty and an acknowledgement of the career potential in Health and Wellness Coaching (college funding resources) can assist in moving this program, and it's students, to the next level. In addition, it will help attract more students to the program.

PROGRAMS AND CURRICULUM REVIEW

A. Programs Review

1. Review the CurriQunet “Program of Study” outline for each program and indicating yes/no for each program/certificate.

Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR).	Currently active	New program since last CPPR (if yes, include active date)	Program modified since last CPPR (if yes, include modified date)	Deactivated since last CPPR (if yes, include deactivation date)
Coaching Health and Wellness, C.A.	Yes	Yes, 2023	No	No

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

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are “no” for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Coaching Health and Wellness, C.A.	KINE 219 (2.0) units)	Yes	Yes	
Coaching Health and Wellness, C.A.	KINE 220 (1 unit)	Yes	Yes	
Coaching Health and Wellness, C.A.	NUTR 240 (3.0 units)	Yes	Yes	

B. Curriculum Review

Complete the **Curriculum Review Worksheet** (found in the **AY 2024-2025 IPPR Document** folder) and submit the form with your CPPR.

Completed.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

The assessment for KINE 219 and KINE 220 has not been completed. KINE 219 is offered spring 2025 and KINE 220 fall 2026. Assessments will occur at that time. Additionally, program learning outcomes for KINE 220 need to be added to eLumen in spring 2025.

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.

This is the first comprehensive review for this program. Program outcomes and assessment will be completed at the end of the spring and fall 2025 semesters.

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

The assessment for KINE 219 and KINE 220 has not been completed. KINE 219 is offered spring 2025 and KINE 220 fall 2026. Assessments will occur at that time. Additionally, program learning outcomes for KINE 220 need to be added to eLumen in spring 2025.

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

The assessment for KINE 219 and KINE 220 has not been completed. KINE 219 is offered spring 2025 and KINE 220 fall 2026. Assessments will occur at that time. Additionally, program learning outcomes for KINE 220 need to be added to eLumen in spring 2025.

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** and review the **Resource Allocation Rubric**.

If the Division make the determination that this certificate becomes a NHWBC program, additional resources will be needed. However, at this time, none are necessary.

PROGRAM DEVELOPMENT

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

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

Indicate any anticipated changes in the following areas:

- 1. Curriculum and scheduling
- 2. Support services to promote success, persistence and retention
- 3. Facilities needs
- 4. Staffing needs/projections

The Coaching Health and Wellness certificate meets the institutional objectives listed below. Through targeted outreach to local high schools, fitness facilities, and wellness programs the program aligns with students from all backgrounds who are interested in empowering others in health and wellness. Moreover, the certificate is a steppingstone for student on the path to acquire job placement, and/or a degree in the health and wellness field.

- Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts
- Institutional Goal 2: Completion Increase the number of students earning an Associate Degree including Associate Degrees for Transfer (ADT), credentials, certificates, or specific job-oriented skill sets.

At this time, there are no staffing or additional support services needed. However, a consistent course scheduling paradigm should be implemented. KINE 220 in the fall and KINE 219 in the spring, annually.

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


SIGNATURE PAGE

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

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

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

Katy Dittmer

	 <small>Katy Dittmer (Apr 29, 2025 14:03 PDT)</small>	04/29/2025
Division Chair/Director Name	Signature	Date

Allison Head

	<i>Allison Head</i>	04/29/2025
Name	Signature	Date

Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

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

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

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









COACHING-HEALTH-WELLNESS-CPPR-2025 (2)

Final Audit Report

2025-04-29

Created:	2025-04-29
By:	Emily Hinkle (emily_hinkle@cuesta.edu)
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"COACHING-HEALTH-WELLNESS-CPPR-2025 (2)" History

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