

## **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. **Current Academic Year:** 2024-2025.

**Last Academic Year CPPR Completed:** 2017. **Current Date:** 2025.

### **NARRATIVE: INSTRUCTIONAL CPPR**

Please use the following narrative outline:

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

The program review was conducted by the former lead faculty member of the program. The results were shared with the department and the division.

**II. GENERAL PROGRAM INFORMATION**

**A. Program Mission**

- The Coaching Certificate of Specialization is designed to prepare students who are interested in pursuing a career in coaching, need training to complete a coaching certification, and/or who serve as youth and high school coaches.

**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.**

Since the last CPPR in 2017 two courses have been removed from the Coaching Certificate; REC 203 and KINE 213. In their place HSCI 204 was added. The Coaching Certificate of Specialization is being deactivated. Deactivation is taking place due to lack of student interest in the program and no current lead faculty to support the program.

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

- Brian Locher (Part-Time).

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**1** San Luis Obispo County Community College District  
Instructional Comprehensive Program Planning & Review  
Approved by Academic Senate April 22, 2022 Document to be Used for Submission Spring, March 3, 2025

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

#### A. District's Mission Statement

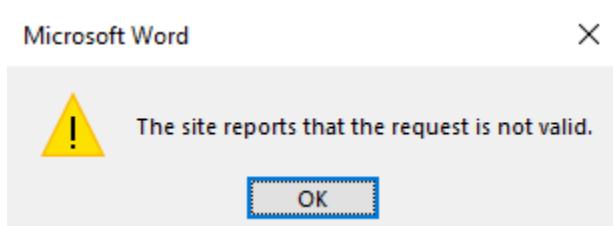
- The Coaching Certificate was supporting students in their efforts to advance in the workforce through a CIF certification required to be a high school athletics coach. The Coaching cert improved student lives by promoting cultural, intellectual, and professional growth.

#### B. District's Institutional Goals and Objectives

- The Coaching Certificate meets the Districts Institutional Objectives outlined below. Although, without a lead faculty to oversee the program the Coaching cert has lost its effectiveness in targeting our local community of high schools to participate in the certification at Cuesta.
  - Institutional Objective 1D: Increase career pathways for local high school students.
  - Institutional Objective 2A: Increase in the number of students who earn an associate degree or associate degree for transfer, credentials, certificates, or specific job-oriented skill sets.

#### C. Institutional Learning Outcomes

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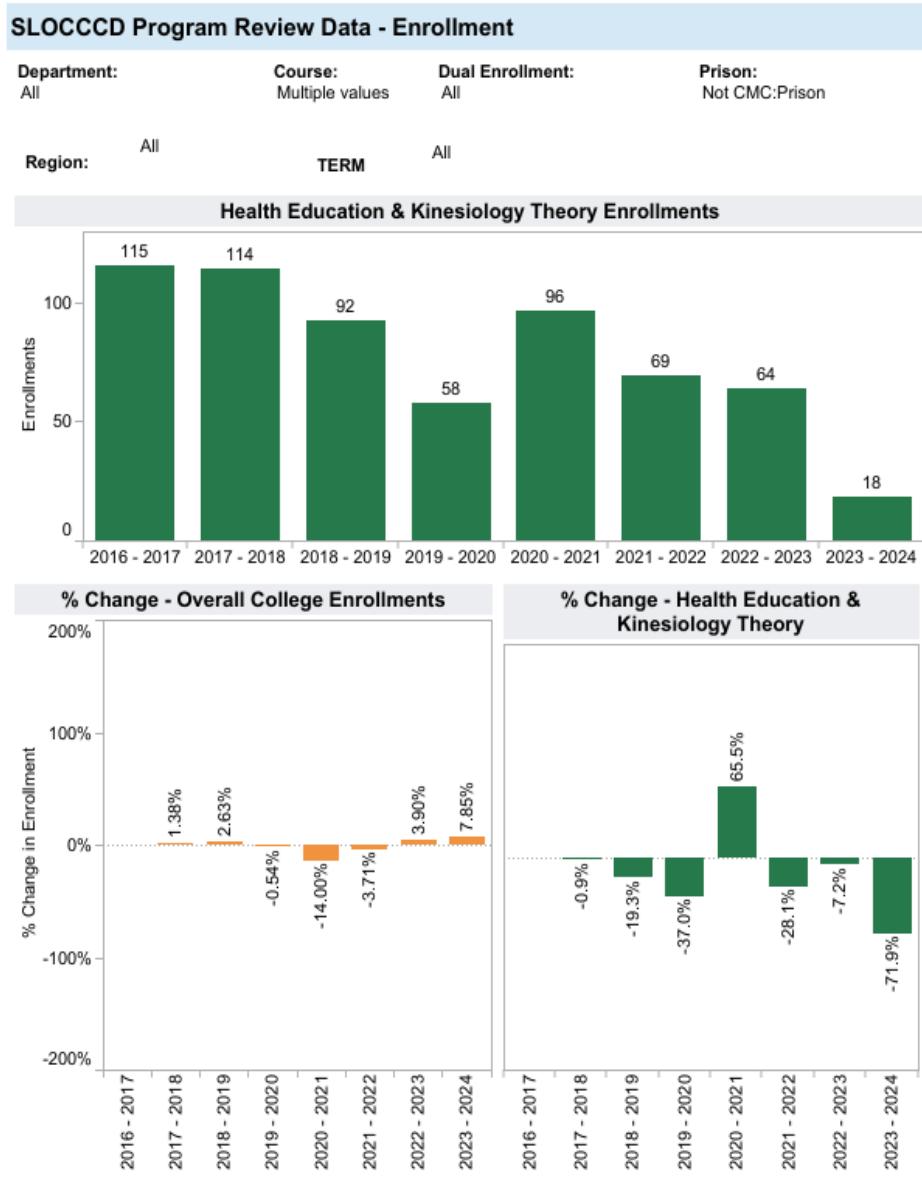
### IV. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

- KINE 202 – Principles of Coaching
- HSCI 204 – Standard First Aid and CPR

## A. General Enrollment

Enrollment in HSCI 204 and KINE 202 (combined) has declined over an 8-year period of time. The drop in enrollment is due in part to the loss of full-time faculty members in the Movement and Health Sciences department to support the program over the last three years, specifically, the tenured instructors for both HSCI 204 and KINE 202 had retired or moved on from Cuesta. This is in addition to the downturn in enrollment due to the covid-19 epidemic between 2019-2020 and 2022-2023.

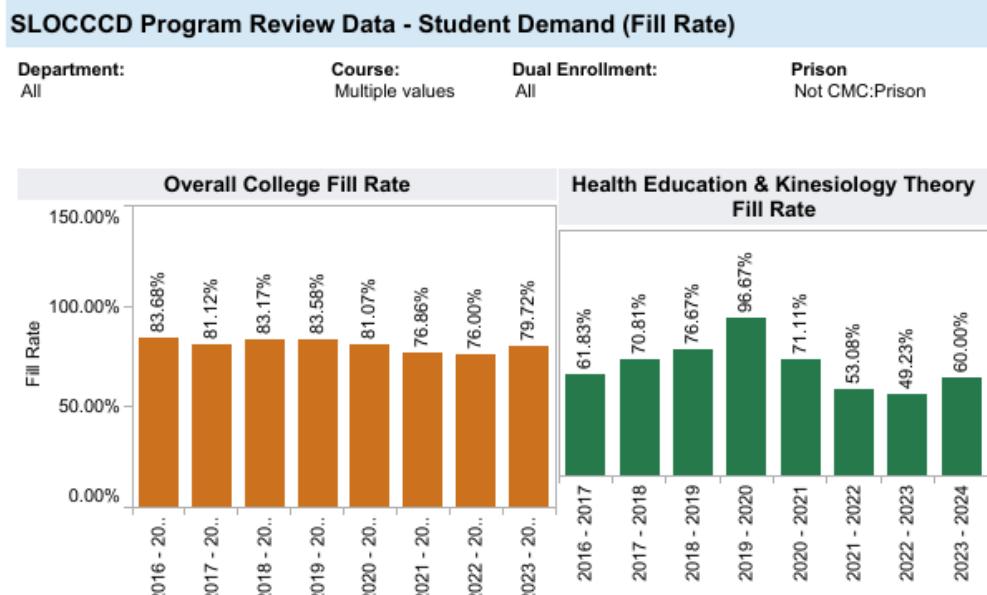
Enrollment graph from 2016-2017 to 2023-2024



## B. General Student Demand

The college fill rate has fluctuated by 1-3% each year between 2016-17 and 2023-24, with the exception of 76.86% fill and 76% fill during covid-19 recovery years (2021-2023). Courses for the Coaching Certification have not followed that same trend, fluctuating wildly with a peak of 96.7% fill rate in 2019-2020 and a low of 49.23% in 2022-2023. Though the fluctuation is hard to explain, the low fill rate is most likely due to KINE 202 not being offered as part of the Movement and Health Science curriculum since the Summer of 2022.

General student demand for the Coaching Certificate program

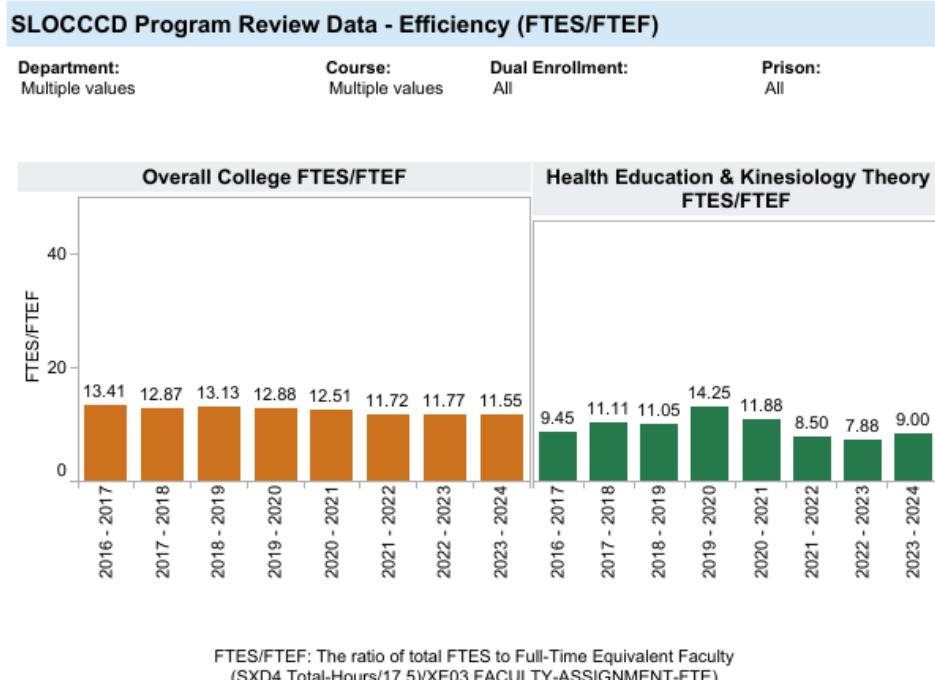


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.  
Also, courses with zero class limits are excluded from this measure.

### C. General Efficiency (FTES/FTEF)

FTES/FTEF for the Coaching Certification has been relatively efficient, within 2% of the college FTES/FTEF, in 4 of the 8 years provided in the data points (below). The other 4 years, as shown in the bar chart, demonstrate inefficiency with FTES/FTEF sometimes well over 2% of the college. Again, the most reasonable answer is that KINE 202 has not been offered over the past 3 years at Cuesta College. In addition, time has shown that KINE 202 is not a required course, nor necessary course as HSCI 204 is, and has not had large class sizes.

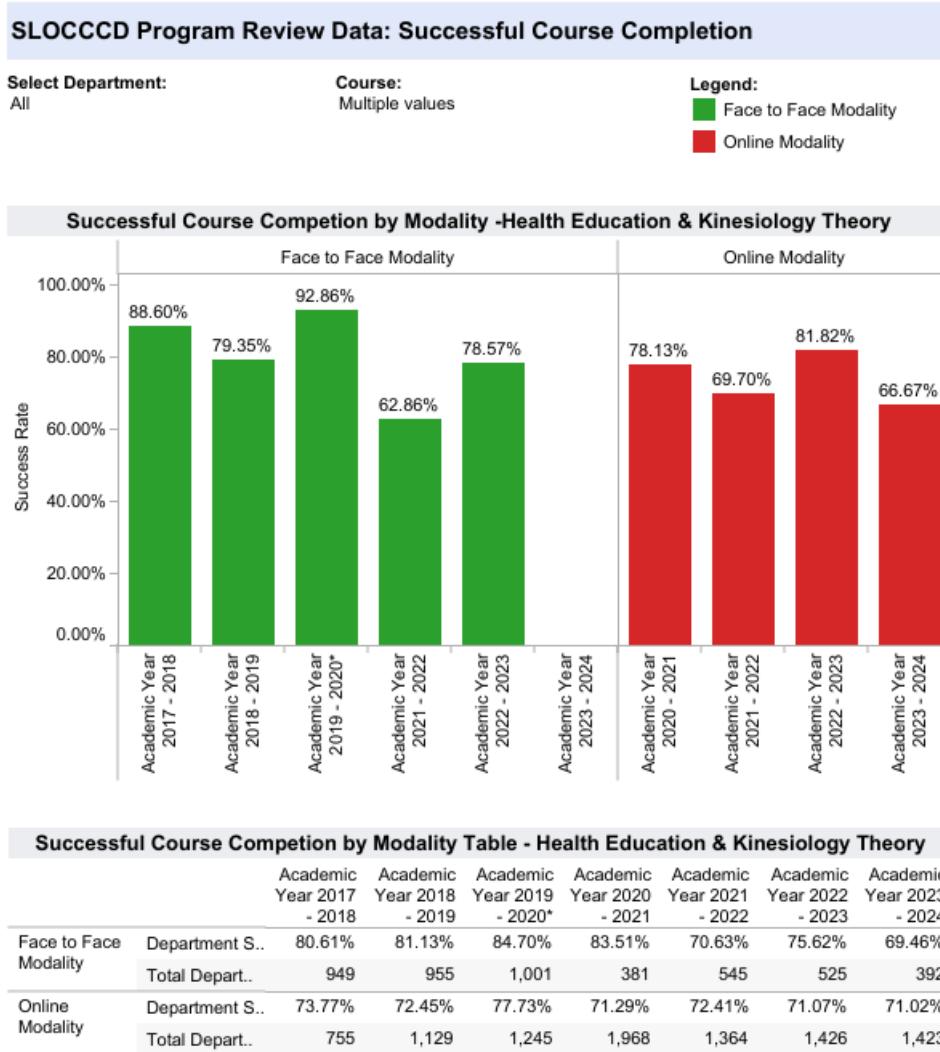
Program review data of FTES/FTEF efficiency between the college and HSCI 204/KINE 202



#### D. Student Success – Course Completion by Modality

HSCI 204, Standard First Aid and CPR makes up the course completion for the Face-to-face modality. It is solely an F2F class. KINE 202 makes up the entirety of course completion in the online modality format. KINE 202 has been offered online exclusively for the years between 2020-2021 and 2023-2024 shown in the bar graph below. Face to face classes have a 10-20% higher completion rate in comparison to online courses due to a variety of factors, including; structured class sessions, peer social interaction, direct interaction with instructor, student learning abilities and accountability.

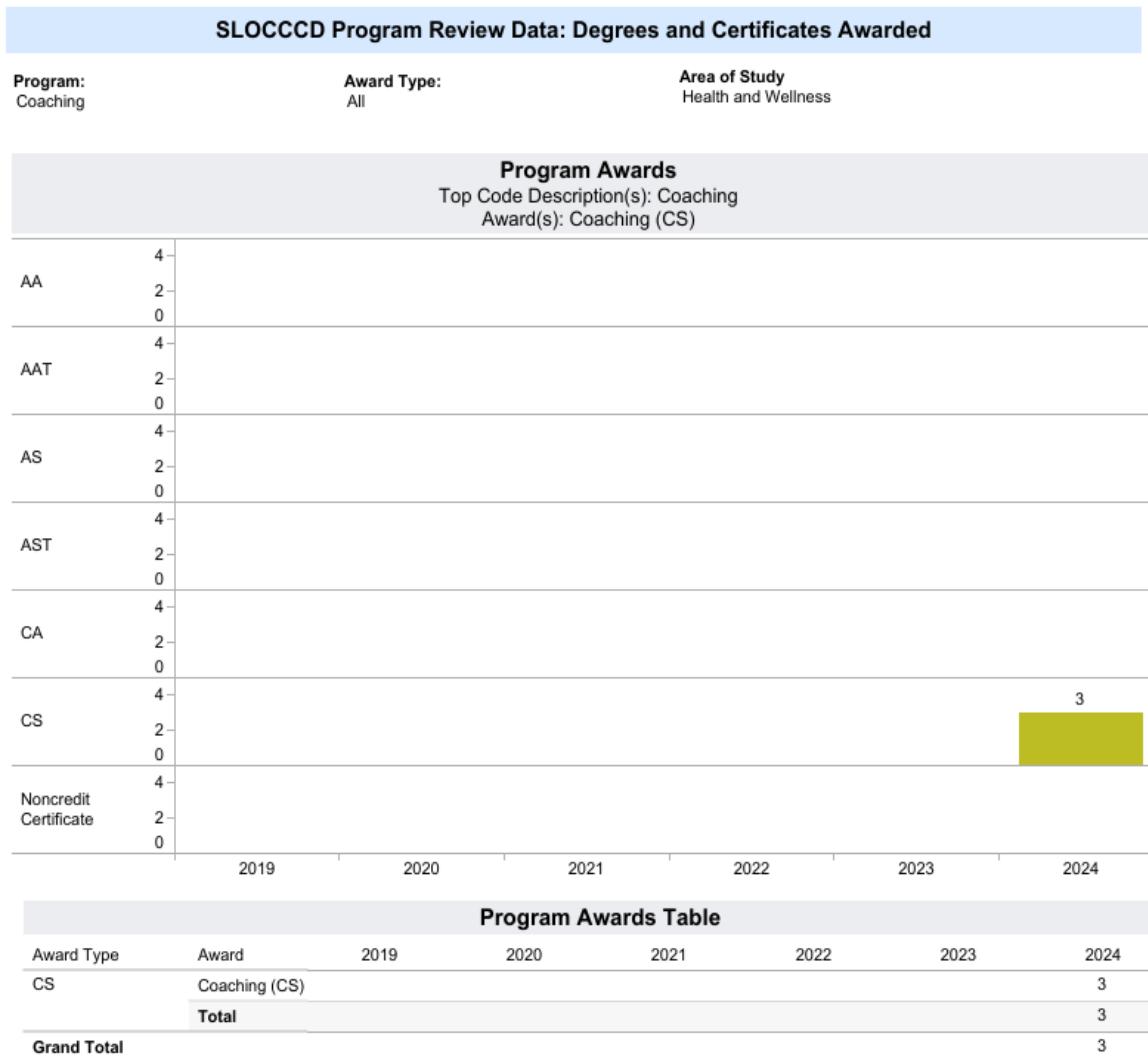
Successful course completion of HSCI 204 and KINE 202 in Face to Face and online modality



## E. Degrees and Certificates Awarded

Only 3 certificates have been awarded for Coaching. The program has not been well supported. In addition, many students take HSCI 204 to obtain their first aid certification which supports multiple professions. The certification obtained from passing the CIF cert associated with KINE 202 only supports one profession, athletics coaching. It is not necessary for alternative careers.

Three certifications awarded for coaching since 2019

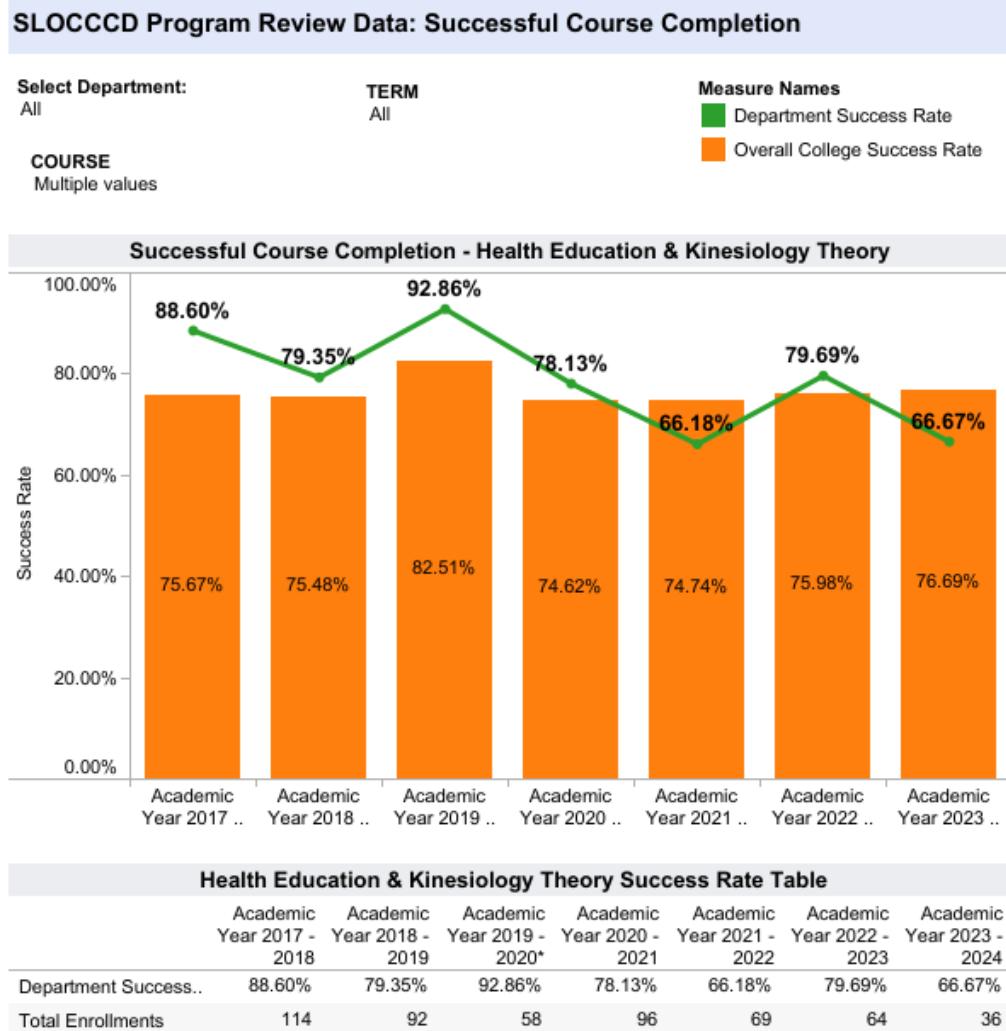


Program Awards: The number of degrees and certificates awarded by program type

## F. General Student Success – Course Completion

HSCI 204 and KINE 202, the two courses making up the Coaching Certificate have surpassed the college's course completion rate in 2017/18, 2018/19, 2019/20, 2020/21 and 2022/23. HSCI 204 and KINE 202 did not meet the standard in 2021/22, or 2023/24. Moreover, KINE 202 will no longer be taught because it will not be attached to a degree or certificate at Cuesta College. The Coaching Certificate is being deactivated.

HSCI 204 and KINE 202 successful course completion as compared to the college

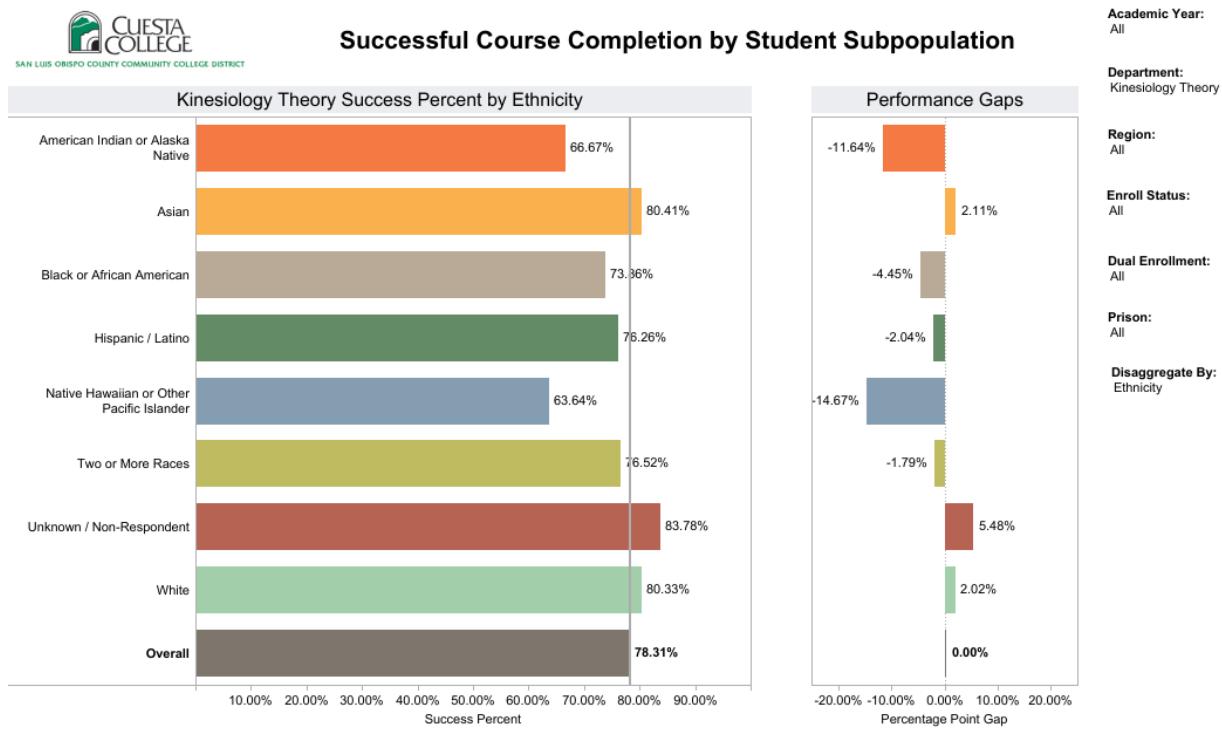


Success: The Percentage of student enrollments resulting in a final grade of "C" or better

## G. Disaggregated Student Success Data

- Disaggregated student success data cannot be paired by class or certificate program and therefore is not specific to the Coaching Certificate being addressed in this CPPR. However, a review of the performance gaps in Kinesiology Theory are addressed below by a review completed by a peer of mine in the Movement and Health Sciences department.
- According to the data, the most significant performance gap by population is in ethnic student populations. The faculty in this program have implemented several strategies to address equity gaps including differentiating instruction to address to 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.

Successful course completion in Kinesiology Theory by student subpopulation, bar graph



## V. PROGRAMS AND CURRICULUM REVIEW

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

<b>Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR)</b>	<b>Currently Active</b>	<b>New program since last CPPR (if yes, include active date)</b>	<b>Program modified since last CPPR (if yes, include modified date)</b>	<b>Deactivated since last CPPR (if yes, include deactivation date)</b>
Coaching Certificate	No	No	No	Yes, deactivation is currently being processed.

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

The Coaching Certificate is in the process of being deactivated.

**3. Curriculum Review Worksheet** (found in the [AY 2024-2025 IPPR Document](#) folder)

- The link above took me to a list of documents in Share Point, however, the title of the document (as read above) was not found in the document list. One of the documents was titled IPPR but was in PDF format and not fillable. Furthermore, the Coaching Certificate is being deactivated due to lack of support and interest. HSCI 204 will continue to be offered at Cuesta College and should undergo curriculum review. KINE 202 will no longer be offered as it is not attached to any other certificate programs or degrees.

## VI. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

- The Coaching Certification program is being deactivated. No further reviews are necessary at this time.

Have you completed all course assessments in eLumen? If not, 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.

- A course assessment for KINE 202, Spring 2017 was completed in eLumen. Assessments for KINE 202, Summer 2020, 2021, and 2022 were not completed in eLumen. It is unknown if HSCI 204 classes were assessed in eLumen. This instructor did not teach that course and does not have access to eLumen assessments for the course. Due to certification deactivation completing assessments in eLumen will not be necessary at this time.

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

- From the Program Learning Outcomes mapped in eLuman by course there are 3 out of 3 unmapped PLO's. They are not included in any assessment rubric.

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

- From the Institutional Learning Outcomes mapped in eLuman by course “all” are completed, though it's uncertain how many “all” is. ILOs not included in any assessment rubric is 11 out of 15.

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.

- N/A

## VII. PROGRAM DEVELOPMENT

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

- A. Institutional Goals and Objectives
  - Institutional Objective 1D: Increase career pathways for local high school students.
    - o Traditionally, the Coaching Certification program has supplied Cuesta students with a pathway to coach throughout the state of California by obtaining their CIF coaching certification and becoming First Aid certified.
  - Institutional Objective 2A: Increase in the number of students who earn an associate degree or associate degree for transfer, credentials, certificates, or specific job-oriented skill sets.
    - o Students who completed HSCI 204 and KINE 202 could achieve a Coaching Certification from Cuesta College

### B. Institutional Learning Outcomes

- Information not available.

### A. 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

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

The Coaching Certificate of Specialization is being deactivated. Deactivation is taking place due to lack of student interest in the program and no current lead faculty to support the program's needs. The program will no longer be measured against Institutional Goals and Objectives, or Institutional Learning Objectives. No changes will be necessary for the future due to deactivation.

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

- The Coaching Certificate of Specialization is being deactivated.

## 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

  
Katy Dittmer (Apr 29, 2025 14:08 PDT)

04/29/2025

Division Chair/Director Name

Signature

Date

Brian Locher

  
Brian Locher (Apr 29, 2025 12:32 PDT)

04/29/2025

Name

Signature

Date

## **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:**

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<b>Vice President/Dean</b>	<b>Date</b>
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<b>Division Chair/Director/Designee</b>	<b>Date</b>
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<b>Other (when applicable)</b>	<b>Date</b>
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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.

# COACH-CPPR-2025

Final Audit Report

2025-04-29

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By:	Emily Hinkle (emily_hinkle@cuesta.edu)
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