

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2017-2018**

**PROGRAM:** COACHING CERTIFICATE OF SPECIALIZATION

**CLUSTER:** Math, Bio and Physical Sciences, Nursing/Allied Health, Kinesiology, Health Sciences & Athletics

**LAST YEAR CPPR COMPLETED: 2017-2018**

**NEXT SCHEDULED CPPR: 2022-2023**

**CURRENT DATE:** 2/14/2018

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

**Note:** Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

Coaching Certificate of Specialization

### GENERAL PROGRAM UPDATE

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

### PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

### DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### Enrollments

Kinesiology Theory (KINE 202/213) and Recreation Administration (REC 203) enrollments have been ahead of overall college enrollments by approximately 15%, on average, from 2013/14 to 2015/16. The exception to this trend in the last five years took place in 2016/17, and recognized a 28.57% decrease in percentage enrollment in KINE 202, 213 and REC 203. Though differing from the college enrollment, the total number of enrollees (65) is still above the 2012/2013 year and just below the numbers from 2013/14 and 2015/15.

The decrease in enrollment for 2016/17 is primarily due to the following reasons. Reason 1 should take into consideration the change in program name recently at Cal Poly State University, from Recreation Administration to Experience Industry Management. The new department name encompasses a national shift in name that blends all recreation experiences for the college major, but leaves some students confused about the recreation industry major if not appropriately counseled. Additionally, after four years of growth in enrollment in the courses (KINE 202/213 and REC 203) the 2016/17 enrollment may not be indicative of poor future enrollment, and simply be a one-year diversion from the mean.

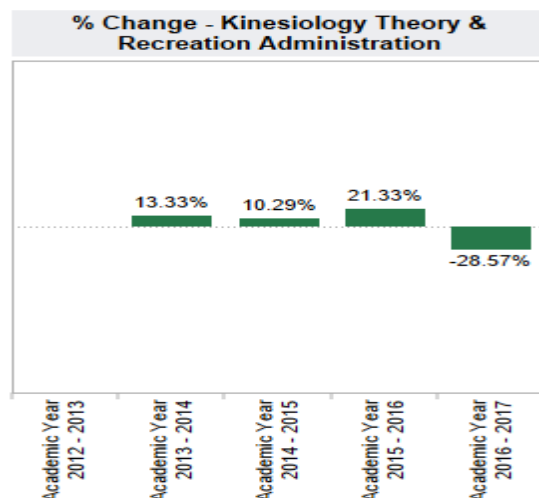
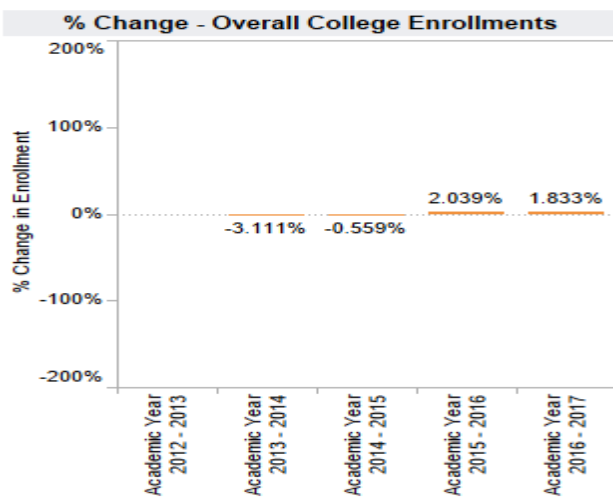
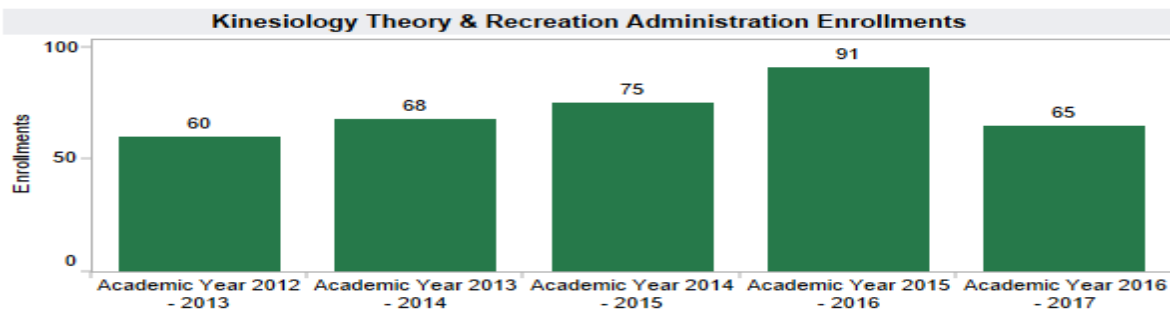
#### SLOCCCD Program Review Data - Enrollment

Department:  
All

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.

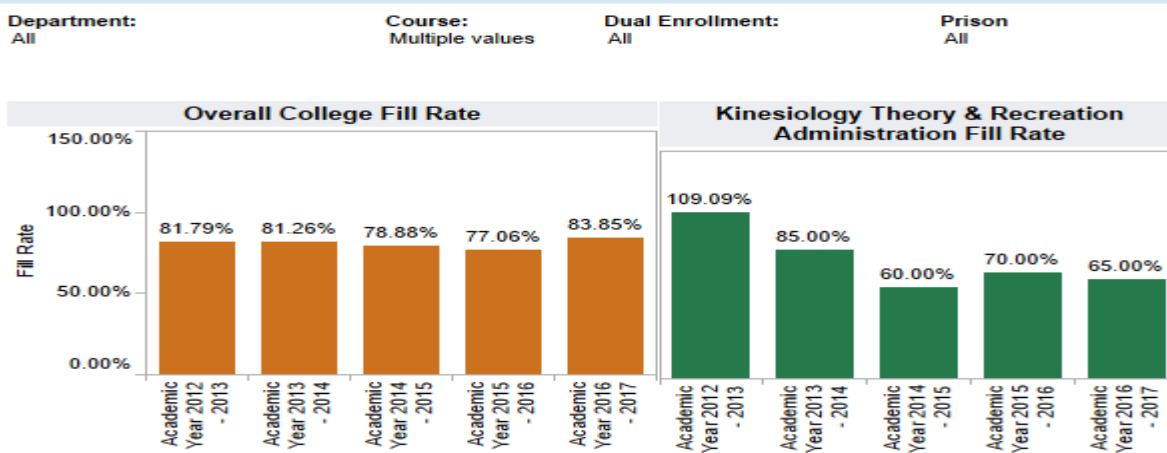
## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### Student Demand

As recently as 2012/13 the fill rates for Principles of Coaching (KINE 202), Introduction to Prevention and Care of Athletic Injuries (KINE 213), and Intramural, and Recreational Sports Programming (REC 203) were approximately 28% higher than the college fill rate. However, there has been a steady decline in fill rate for those courses.

In 2008, the US was hit with a financial crisis. Family member who had lost their jobs as a result of that crisis began to enroll in Community Colleges to bolster their resumes as a means to find new jobs. By 2012, the job market in the United States began to stabilize and persons effected by the crisis began to return to work. Additionally, the courses making up the Coaching Certification of Specialization (KINE 202/213 and REC 203) do not help students fulfill an associate's degree for transfer, a focus for most students. The certificate does help students pursue a career in coaching, specifically at the youth and high school levels, sports medicine and athletic training. This tool has yet to be effectively marketed to the appropriate focus group; high school athletic directors and community recreation groups, thus a lack of awareness surrounds the certificate.

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



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.

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### General Efficiency

Efficiency rates (FTES/FTEF) with the courses making up the Coaching Certification of Specialization correlate with the second graph (above), Student Demand. Since 2012/13 when Kinesiology Theory and Recreation Administration FTES was over 1 point higher than the college average, there has been a steady decline in FTES. This is due in part to the national financial crisis, elimination of repeatable courses, lack of focused marketing, as well as the transition of classes such as KINE 202 to distance education. Principles of Coaching, going on-line in the summer of 2018, has traditionally been inaccessible to students who don't have room in their academic course or work schedules because of the priority of the course and ineffective structure of the classes time scheduling. Going DE and marketing effectively will resolve those issues.

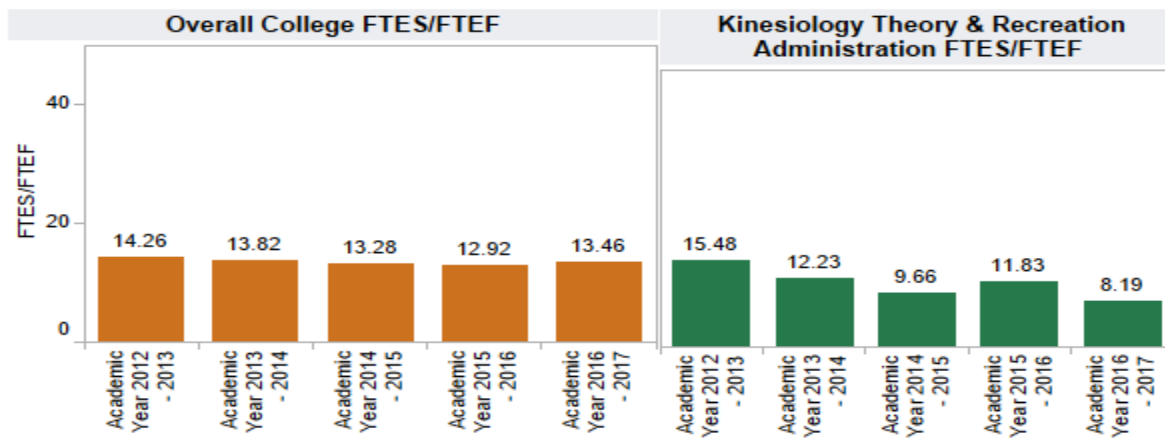
### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Multiple values

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)

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### Successful Course Completion

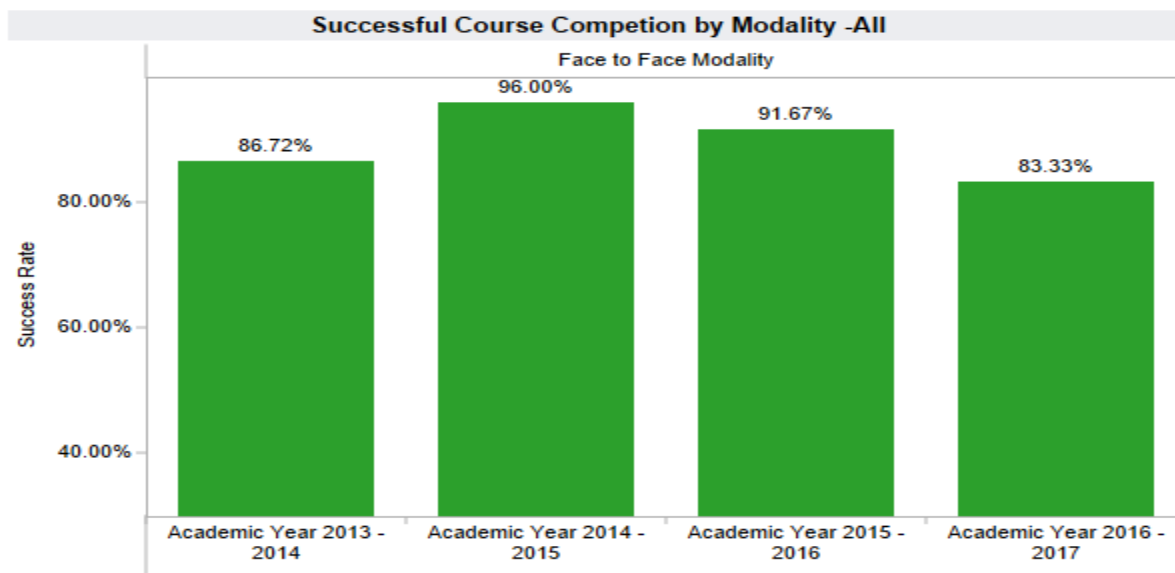
Completion of KINE 202, Principles of Coaching, REC 203, Intramural and Recreation Sport Programming and KINE 213, Introduction to Prevention and Care of Athletic Injuries have had an 89% average successful course completion rate since 2013/14. The rate of successful completion in the noted courses is significantly higher than the successful completion rate of other divisions within the cluster (Health – 72.4% successful completion over 5 years, Math – 54.2% successful completion over 5 years, Biology – 72.8% successful completion over 5 years, and Chemistry – 70% successful completion over a 5 year period of time). The successful completion rate of KINE 202/213 and REC 203 is also well above the Kinesiology Theory course completion rates themselves (74.2% successful course completion over 5 years). There are no apparent, explainable, differences between the college and the selected courses for successful course completion.

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

Select Department:  
All

Course:  
Multiple values

Legend:  
Face to Face Modality



Successful Course Completion by Modality Table - All						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	73.72%	74.56%	74.12%	75.52%	75.66%
	Total Department Enrollments	53,865	51,005	48,584	47,724	47,022
Online Modality	Department Success Rate	67.13%	69.84%	69.40%	69.39%	70.47%
	Total Department Enrollments	6,557	7,101	8,112	9,950	10,442

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

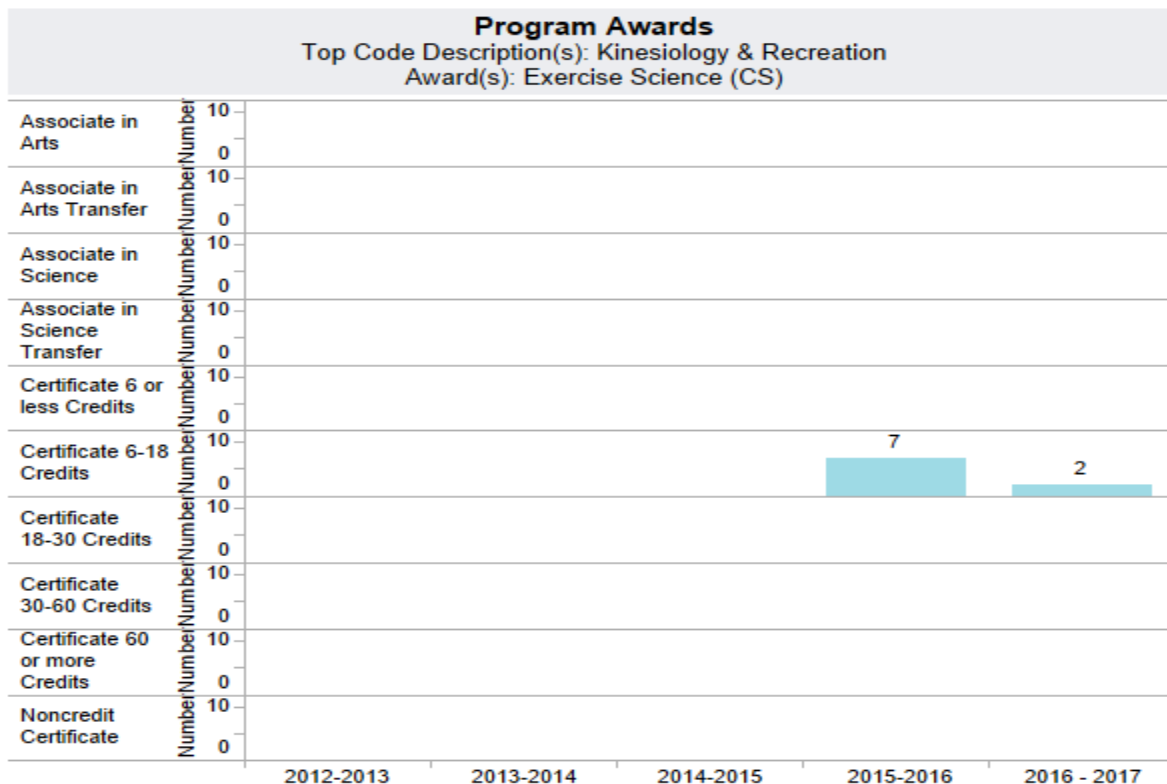
### Degrees and Certificates Awarded

In four years since the Coaching Certificates of Specializations was created at Cuesta in 2013/14 a total of 9 certificates have been awarded. Seven certificates were awarded in 2015/16 and two were awarded in 2016/17. As noted through the interpretation of other data charts within the APPW, these numbers follow a trend for the courses within the certificate. It is not assumed any certificates would be awarded in the first year the Coaching Certificate was offered (2013/14), however with recognition of the certificate across campus, seven awards were provided by 2015/16. With decreased enrollment in the certificated courses, the college and department have seen a decrease in awarded certificates as well. Again, this is due in part to lack of focused marketing of the certificate to local high schools as well as at Cuesta College and within the Kinesiology department.

#### SLOCCCD Program Review Data: Degrees and Certificates Awarded

**Program:**  
Kinesiology

**Award Type:**  
Exercise Science (CS)



#### Program Awards Table

Award Type	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Certificate 6-18 Credits	Exercise Science (CS)				7	2
	<b>Total</b>				7	2
	<b>Grand Total</b>				7	2

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

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### Successful Course Completion (2)

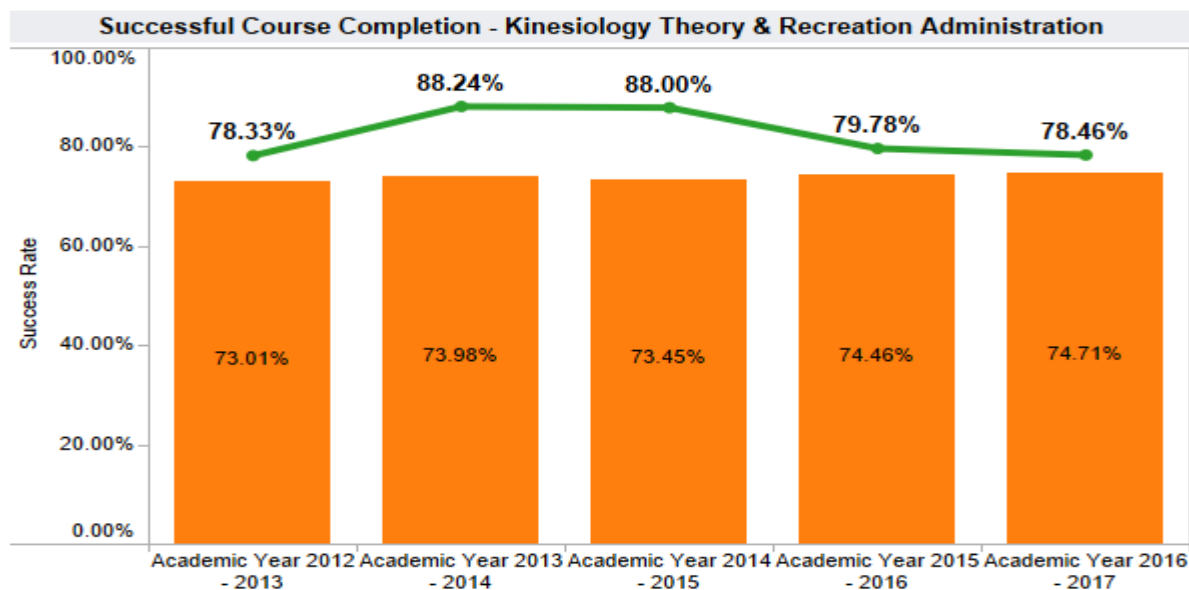
Over the past five years KINE 202, KINE 203 and REC 203 have sustained a higher success rate than the rest of the college, with a 5-year success rate of 82.56%, topping out at 88.24% successful completion in 2013/14. This percentage can be compared to the 73.92% successful completion rate by the college during that same time, which reached a maximum success rate of 73.98%, also in 2013/14. Since the courses listed above within the Coaching Certificate of Specialization are not required classes, and are only taken within the major, for elective units or the completion of the certificate, it can be determined that there is a higher level of motivation for completion of these courses (a "C" or better), among the students that take them. A higher level of motivation can lead to higher average grade.

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

Select Department:  
All

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



**Kinesiology Theory & Recreation Administration Success Rate Table**

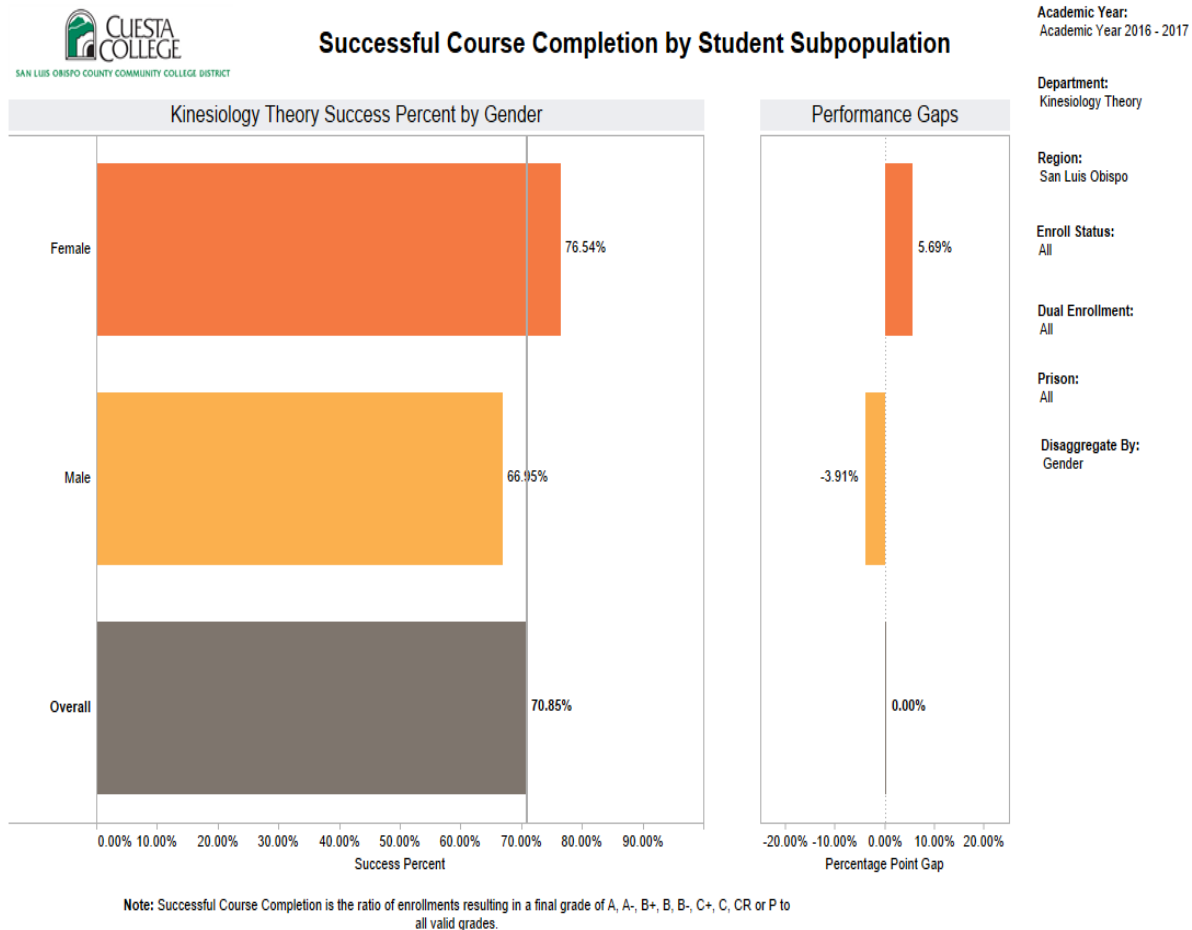
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	78.33%	88.24%	88.00%	79.78%	78.46%
Total Enrollments	60	68	75	89	65

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

## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### **Successful Course Completion by Student Subpopulation (Gender success)**

In 2016/17 there were more females (76.54%) than males (66.95%) who completed courses, with a C or better, associated with the Coaching Certificate of Specialization (KINE 202/213, and REC 203). This information can be useful to appropriately market the certificate to future cohorts and as a sample of possible success within the industry associated with coaching, athletic training, and sports medicine. No departmental or pedagogical outcomes have been discussed as a result of this data.

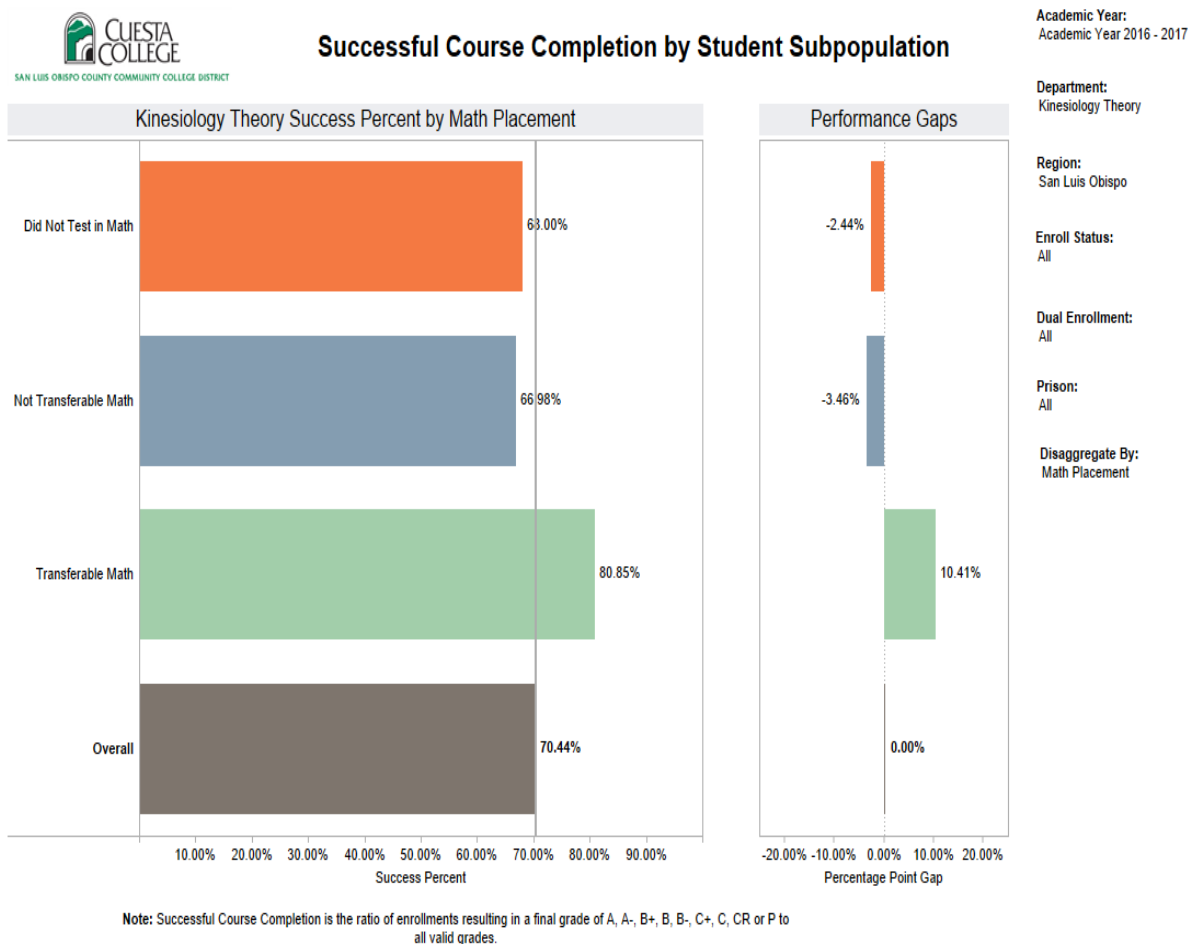




## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### **Successful Course Completion by Student Subpopulation (Math equivalency)**

In 2016/17, more students who were enrolled in, or had successfully completed, a transferable level math, successfully completed one or more of the classes associated with the Coaching Certificate of Specialization (KINE 202/213, and REC 203). The completion rate for students with transferable level math was 10.41% higher (80.85%) than those students who did not test into math (68%) or were enrolled, or completed, a non-transferable level math (66.98%). This information can be useful to appropriately market the certificate to future cohorts and as a sample of success within the related industry. Additionally, this information is useful to relay to counselors who advise students on classes, and as a predictor of success. Again, no, departmental or pedagogical outcomes have been discussed as a result of this data.



## 2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

### OTHER RELEVANT PROGRAM DATA (OPTIONAL)

### PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

#### CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date.
- ☒ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

#### NARRATIVE:

As a result of the data found in the document above there are plans to increase the FTES/FTEF of the courses found within the Coaching Certificate of Specialization through marketing and outreach. Cuesta Kinesiology has recently collaborated with Cal Poly to increase student awareness of the certificate through course articulation. In addition, strategies to market the certificate through AYSO, and parent cohorts, high school athletic directors and any other outlets will be discussed at the next department meeting. Principles of Coaching (KINE 202), the course with the lowest fill rate and efficiency rate of the three classes offered within the certificate is now being offered through distance education, and will be strategically presented for public enrollment at various times of the year that align with the hiring process of coaches.

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### PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

### Program Sustainability Plan Progress Report

**This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.**

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Student Success— Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	---

**If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.**