

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

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 Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** Math, Nursing, Science, and Kinesiology  
**Current Academic Year:** 2017-2018

**Program:** Exercise Science

**Last Academic Year CPPR Completed:** 2013-2014

**Current Date:** 3.1.2018

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

##### A. Program mission (optional)

The mission of the Exercise Science certificate is to fill a niche between the Associate Degree of Transfer in Kinesiology and the Associate Degree of Transfer in Public Health Science.

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

The certificate was started when the department made the decision to eliminate the Fitness, Health, and Nutrition degree. This program includes the Personal Training and Coaching certificates.

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

The most significant change to this program has been the hire of a new full-time faculty member who will serve in a leadership role for this program. Moreover, a new change is the addition of a Cooperative Work Experience component this is currently being explored.

##### D. List current faculty, including part-time faculty

Faculty who teach in this program are: Jenel Guadagno, Allison Merzon, Brian Locher, Angela Neary, Nancy Steinmaus, and Sue Gin

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

The program review was initially drafted by the full-time faculty in the program. Then, a draft was disseminated prior to a department meeting as well as at the department meeting. A final draft was disseminated for one last review and feedback prior to its final form.

## 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.

The Exercise Science Program serves the College's Mission by offering an educational opportunity to a diverse population of students to train and become viable members of the workforce. Students within this program can immediately contribute to the economic development of the service district of the college. The program includes Personal Training and Coaching certificates.

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

The Exercise Science certificate program is designed to provide students with opportunities to acquire the knowledge, skills, and abilities that are essential for competency and success in the commercial and corporate fitness industries as well as to prepare students for upper division baccalaureate work in Exercise Science (**Institutional Goal 1.**) In addition, the program is designed to prepare students to pass the national exams for certifications such as: American College of Sports Medicine's Group Exercise Leader (GEL) certification, American Council on Exercise (ACE) Group Fitness Instructor Certification, and National Academy of Sport Medicine (NASM) Certification.

Members of the Kinesiology department are currently working on developing cooperative work experience opportunities with several local corporate fitness gyms. This will allow students to earn course credit and hands on work experience in the community. Students will have the opportunity to learn all aspects of running a successful fitness company including, managerial skills, social skills, organizational skills, shadowing personal and group trainers (**Institutional Goal 3.**)

Completion of the Exercise Science certificate students will be able to apply general principles of exercise and fitness for different populations. Construct appropriate fitness plans while creating a safe and positive working environment for fitness and individual training. Students will have a basic knowledge of anatomy and its relation to the human body. Students will also be able to interpret and apply the five components of fitness in their client's fitness test results (cardiovascular endurance, strength, muscular endurance, flexibility and body composition.)

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

The Exercise Science certificate program is geared toward each student's, personal, academic, and professional growth and development. Students will complete courses that promote lifelong wellness, functional fitness for life, nutrition for fitness and sport, certified personal training, and human anatomy and biology. Students will understand which lifestyle choices are needed to promote positive physical and mental health. The program guides students in their ability to use critical thinking and communication skills to demonstrate their professionalism, problem solving ability, and integrity in the working environment. (ILO 1,2)

Cuesta College supports diversity and culture across campus. As faculty members we lead by example and encourage individual creativity and embrace diversity and culture inside and outside of the classroom. Instructors are able to engage learning through diversity and different cultures. (ILO 5)

Instructors promote multiple avenues of learning through the use of technology and modern software. Cuesta College has equipped the Kinesiology department with "Smart" classrooms that allow instructors to use audio and visual tools to promote learning during lectures. Instructors are able to post their lectures on Canvas, which allow students to use as study material. Canvas grade book is another tool used to keep students up to date on their current grades. Smart classrooms also allow instructors to access internet for videos, movies, etc. For auditory learning instructors are thorough in their lessons and include personal experiences, stories, and examples. Instructors encourage students to give input about their personal experiences or thoughts about certain topics to influence critical thinking. (ILO 6)

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

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

#### SLOCCCD Program Review Data - Enrollment

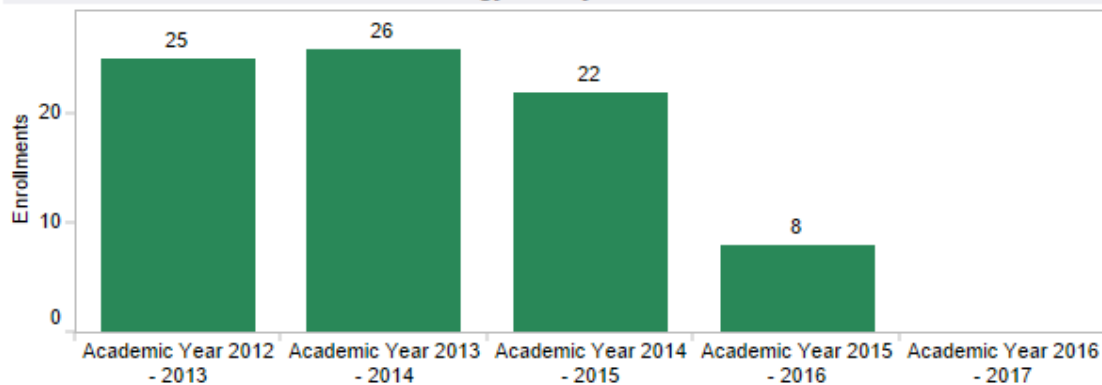
Department:  
Kinesiology Theory

Course:  
KINE 214

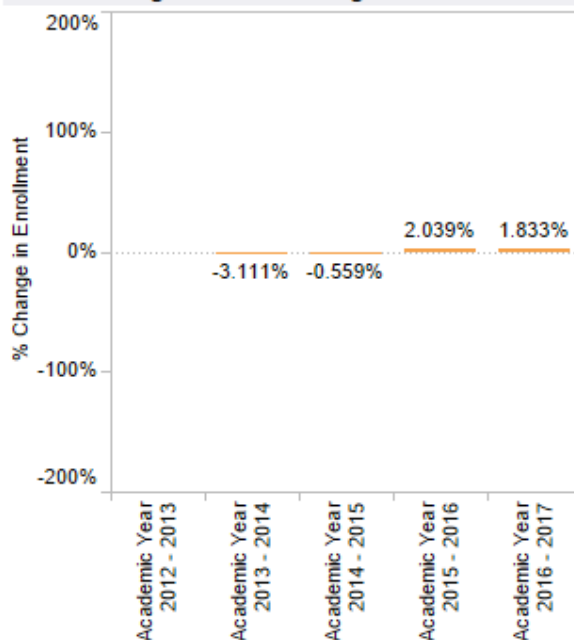
Dual Enrollment:  
All

Prison:  
All

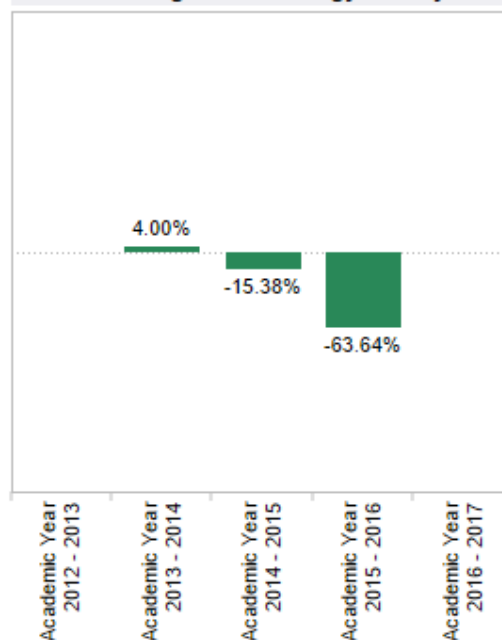
#### Kinesiology Theory Enrollments



#### % Change - Overall College Enrollments



#### % Change - Kinesiology Theory



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.

## SLOCCCD Program Review Data - Enrollment

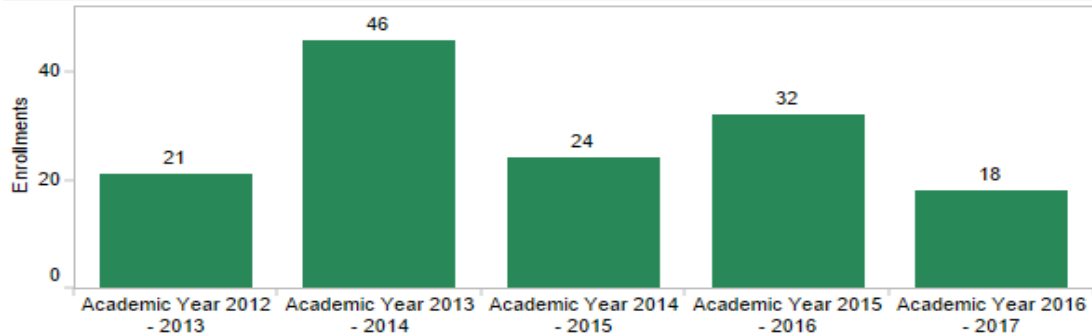
Department:  
Kinesiology Theory

Course:  
KINE 224

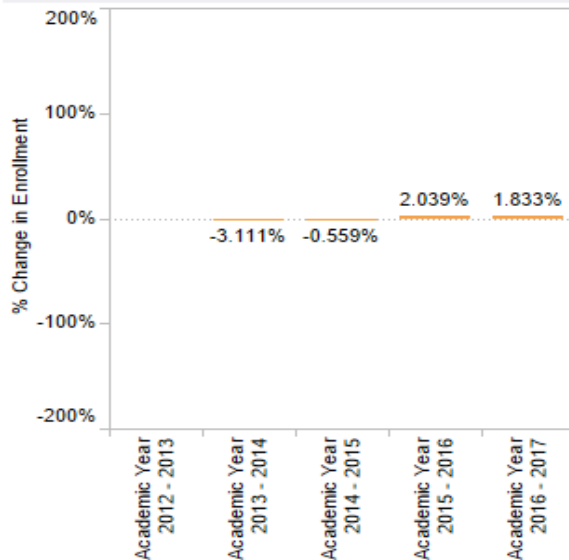
Dual Enrollment:  
All

Prison:  
All

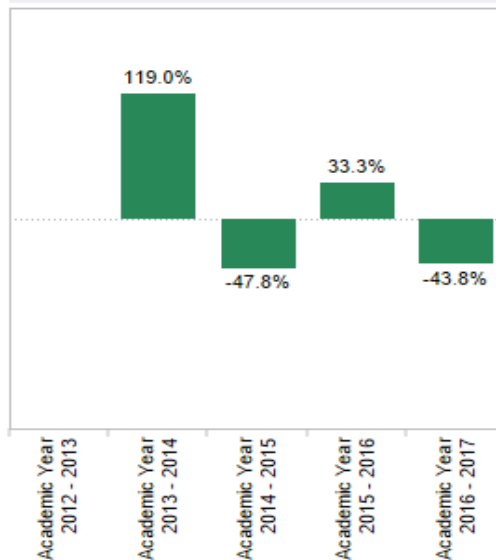
### Kinesiology Theory Enrollments



### % Change - Overall College Enrollments



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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.

## SLOCCCD Program Review Data - Enrollment

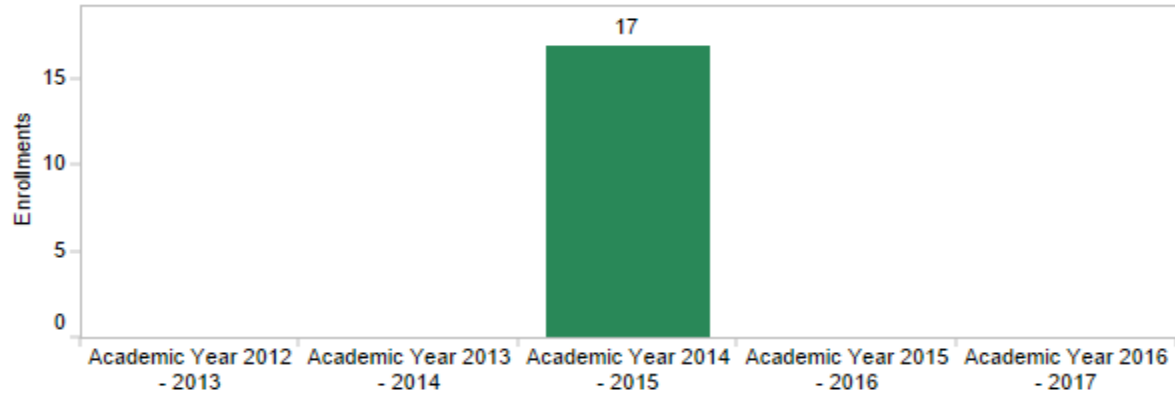
Department:  
Kinesiology Theory

Course:  
KINE 218

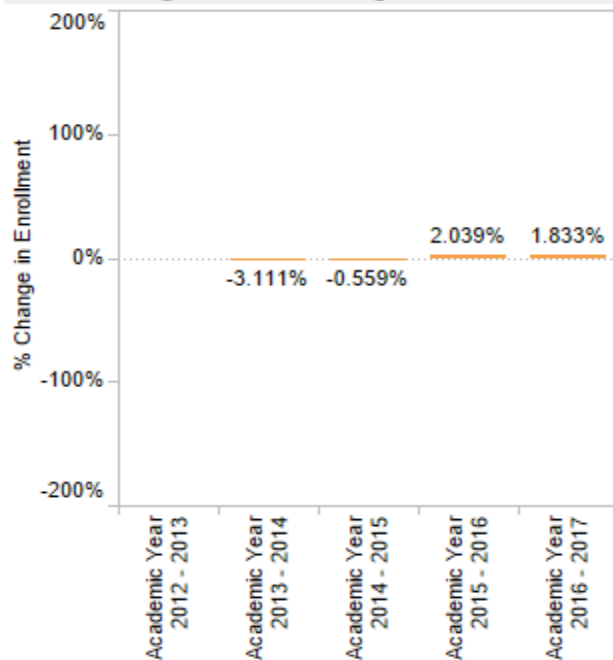
Dual Enrollment:  
All

Prison:  
All

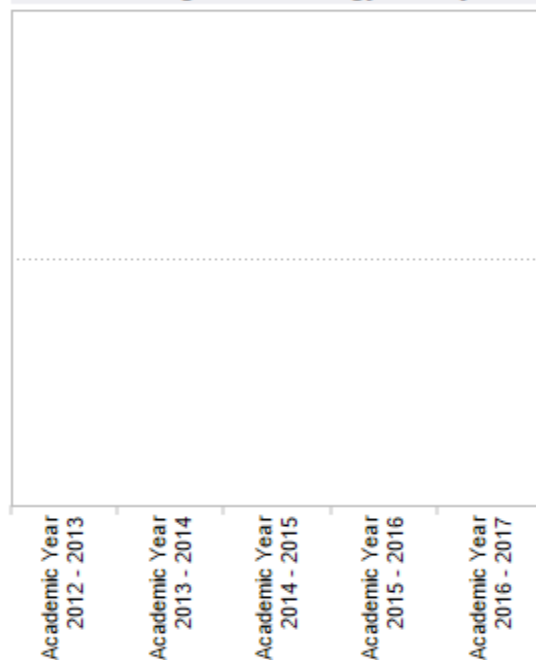
### Kinesiology Theory Enrollments



### % Change - Overall College Enrollments



### % Change - Kinesiology Theory



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.

This program is still beginning to find its student niche. The program has had a few courses, KINE 214 and KINE 218 that have been rewritten and revised due to the program review evaluation. With the connection to future work experience opportunities, the department is hopeful the enrollment numbers will increase.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

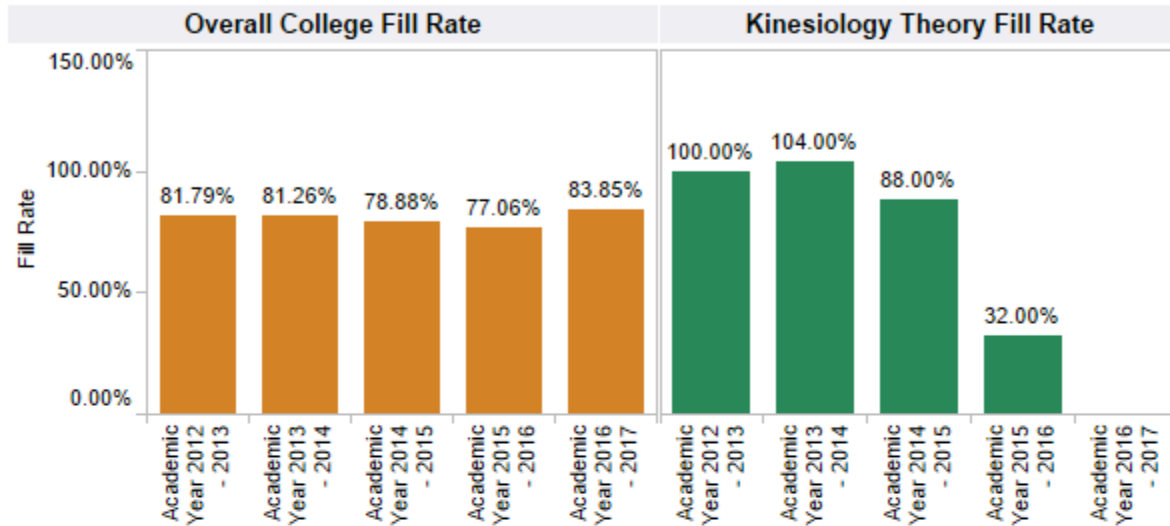
**SLOCCCD Program Review Data - Student Demand (Fill Rate)**

Department:  
Kinesiology Theory

Course:  
KINE 214

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.

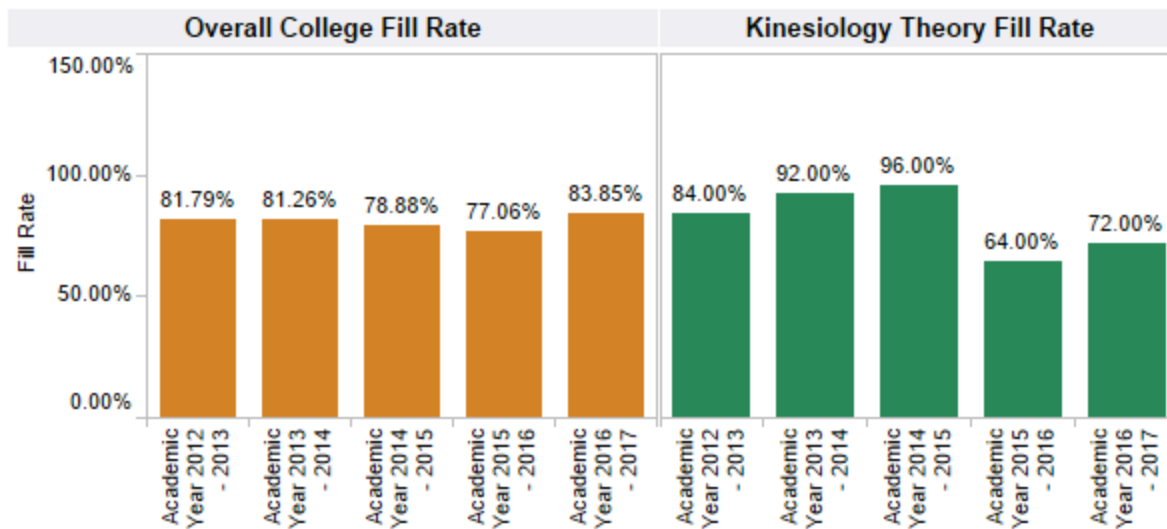
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Kinesiology Theory

Course:  
KINE 224

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.



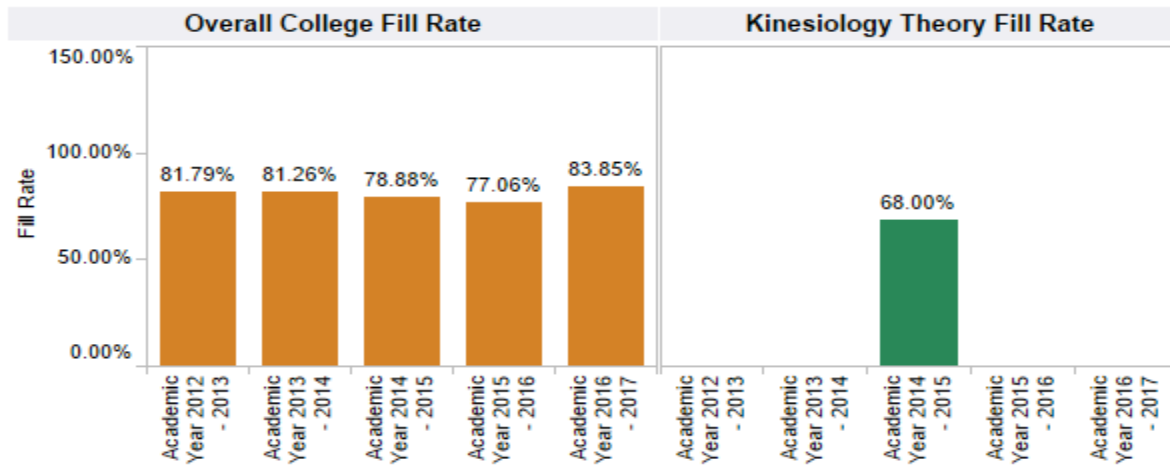
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Kinesiology Theory

Course:  
KINE 218

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.

Overall, student demand for these courses have decreased, but this movement parallels the decline in enrollment college-wide. The department is diligently working on marketing and outreach for this program. And, has begun the work toward completing the necessary steps to develop this program as CTE.

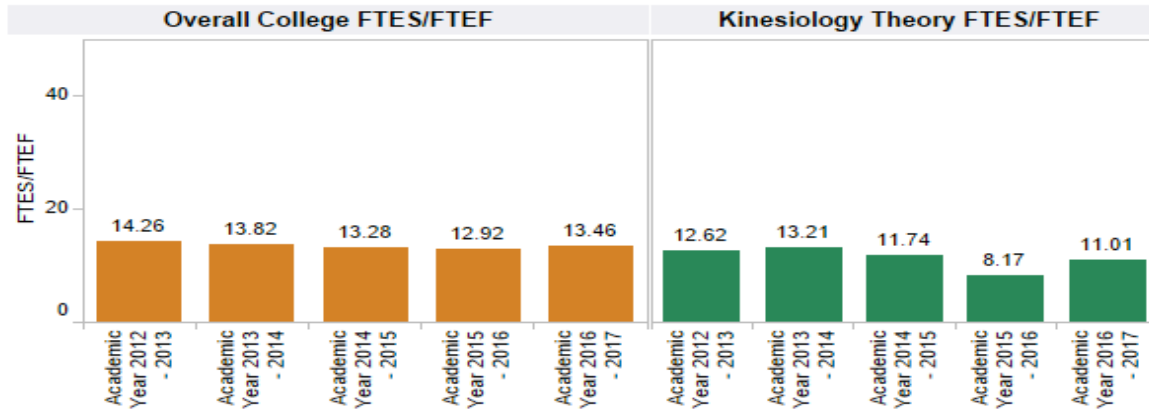
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Kinesiology Theory

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)

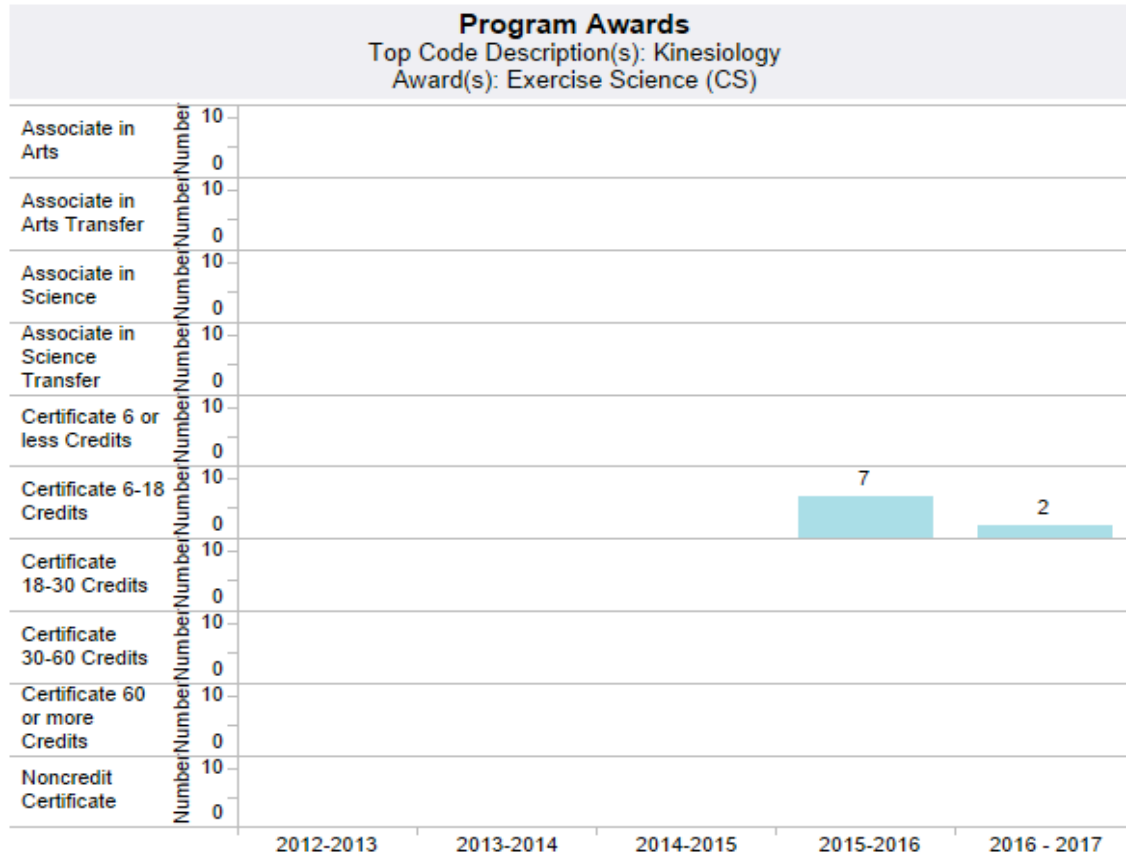
### General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

The program is currently below the college mean for efficiency. However, with the increase in outreach and marketing, the department hopes to improve these numbers. Moreover, with a new full-time faculty member on-board and the addition of a Cooperative Work Experience component, utilizing the CTE focus and current national/state trend toward fitness professionals, this program should grow.

## 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

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

The number of certificates awarded in this program is small. However, again with additional marketing, promotion and leadership, the department is working on increasing these.

#### IV. CURRICULUM REVIEW

- A. 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.

KINE 218 – Exercise Leadership

KINE 214 - Introduction to Exercise Science

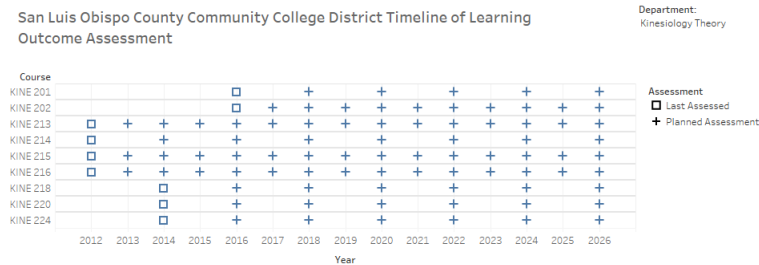
- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form 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 and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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



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.

KINE 218 will be the last course to be reviewed. The class has been cancelled twice and therefore not assessed. It will be assessed fall 2018.

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

The mapping of the PLO to the courses is incomplete.

C. Highlight changes made at the course or program level that have resulted from SLO assessment.

The addition of a Cooperative Work Experience component as a means to outreach to students and to integrate real world experience/ job placement into the classroom, was a product of program level assessment.

D. 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](#).

None at this time.

## **VI. 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:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

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

## **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 15, 2018.**

## 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.**

**Student Services and Administrative Services 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.)**

Division Chair/Director Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
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: [https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED\\_Prioritization\\_Process\\_Handbook\\_9\\_2016.pdf#search=faculty%20prioritization%20handbook](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/REVISED_Prioritization_Process_Handbook_9_2016.pdf#search=faculty%20prioritization%20handbook)

### APPLICABLE SIGNATURES:

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**Vice President/Dean**

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**Date**

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**Division Chair/Director/Designee**

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**Date**

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**Other (when applicable)**

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**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.



## **OPTIONAL SURVEY**

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>