

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPR) 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, SCIENCE, KINESIOLOGY, AND NURSING

**Program:**Kinesiology AD-T

**Current Academic Year:** 2018-2019

**Last Academic Year CPR Completed:** 2014-2015

**Current Date:** Spring 2018

### NARRATIVE: INSTRUCTIONAL CPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

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

The mission of the Kinesiology AD-T program is to support students who wish to transfer to a four year college or university in the kinesiology, exercise, or therapeutic fields

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

The Kinesiology AD-T is unique in that, although the department offers several courses in Kinesiology Theory, the Introduction to Kinesiology course is the only course that is a required component of the AD-T. The increase for KINE 201 has been driven by the demand for the Kinesiology AD-T – the third most popular AD-T at Cuesta College. Beginning Fall 2018, the AD-T has been expanded to the North County. The degree is included in the cohort of 7 degrees offered exclusively at the North County campus.

##### Kinesiology Activity

Students may choose from several different courses to meet the required three units of activity within the AD-T. After suffering an enrollment decline, as attributed to repeatability constraints placed on activity courses, the enrollment appears to be increasing. The streamlining of course offerings along with offering diverse time/day options for students may have contributed to the enrollment increase. As with the Kinesiology 201 course, the enrollment for activity courses outpaces the college enrollments as a whole

##### A. List current faculty, including part-time faculty (**those who teach courses in the program include**)

Brian Locher, Allison (Merzon) Head, John Marsh, Bob Miller, Jenel Guadagno, Angela Neary, Sue Gin, Zach Wales, Rusty Blair, Ron Barba, Paul Schmitt, Kasey Brown, Michelle Zulim-Clark, Mechelle Medhurst, Sarah Guglielmo, Roche Nystron, Joe Dansby, Dan Pry, Nancy Steinmaus, and Jani Johnson.

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

## **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](#).

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The AD-T in Kinesiology supports the mission of the college in that it challenges students educationally and personally through knowledge and experiential opportunities. The diversity in curriculum prepares students to develop critical thinking skills in the science fields as well as to adapt those skills in a hands-on setting. Moreover, as an AD-T, the degree is aligned with CSU content expectations and prepares students to successfully transfer into junior level standing.

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

The AD-T in Kinesiology was in direct response to the statewide demand to matriculate students from the community college system to the 4-year college/university level. The development of this degree directly supports the achievement of Institutional Goal #1 and Objectives 1.1, 1.2, and 1.3.

Also, the Kinesiology faculty have been working with local business leaders and other educational partners to improve the program. For example, regular meetings between the Cal Poly Kinesiology faculty and members of the Cuesta faculty to review course offerings, develop program strategies, and further strengthening education collaboration has occurred. Moreover, connections between local health and fitness clubs, physical therapy businesses, and other health and fitness groups continue to be developed.

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

The Kinesiology program supports several of the Institutional Learning Objectives (ILOs) by offering an academic program that challenges students to demonstrate and assess skills and abilities that promote personal growth, fitness, and behaviors that align with successful employment within the fitness field (ILO 1. Personal, Academic, and Professional Development). Moreover, coursework within the degree requires students to assess their thinking about relevant topics, evaluate current material, and interpret complex fitness and health information / data (ILO 2. Critical Thinking and Communication). The students in the program complete observational and application experiments to better understand the course material

(ILO 3. Scientific and Environmental Understanding) as well as utilize technology as a relevant component of the Health and Fitness industry (ILO 6. Technical and Informational Fluency).

Finally, The Kinesiology program is in demand. Since fall 2012, the program has tripled the enrollment in the introductory course, Kinesiology 201, Instruction to Kinesiology. Moreover, the program has successfully extended the course to North County. Furthermore, the demand for courses within the entire academic program is high and are well the overall college levels (see Program Review Data).

Course data demonstrates that the kinesiology program has a diverse student population. Students directly out of high school as well as reentry are enrolled. Moreover, Veteran students, students of various racial and ethnic backgrounds are well represented.

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

### General Enrollment

The Kinesiology AD-T is unique in that, although the department offers several courses in Kinesiology Theory, the Introduction to Kinesiology course is the only course that is a required component of the AD-T. The increase for KINE 201 has been driven by the demand for the Kinesiology AD-T. However, recently the department has reduced offerings on the SLO campus to balance the needed, but lower enrolled course, on the North County campus. The program continues a growth pattern that outpaces the college-wide enrollment.

### Kinesiology Activity

Students may choose from several different courses to meet the required three units of activity within the AD-T. After suffering an enrollment decline, as attributed to repeatability constraints placed on activity courses, the enrollment appears to be increasing. The streamlining of course offerings along with offering diverse time/day options for students may have contributed to the large enrollment increase. As with the Kinesiology 201 course, the enrollment for activity courses outpaces the college enrollments as a whole.

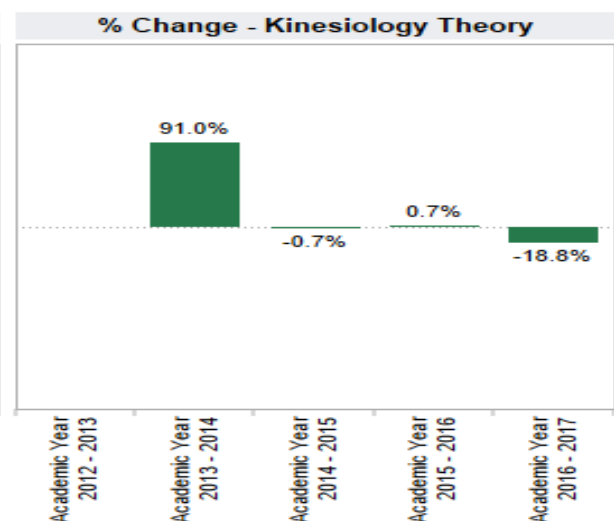
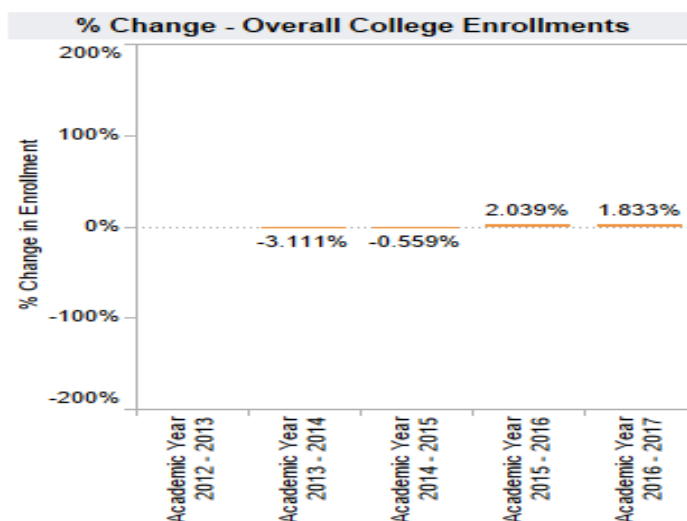
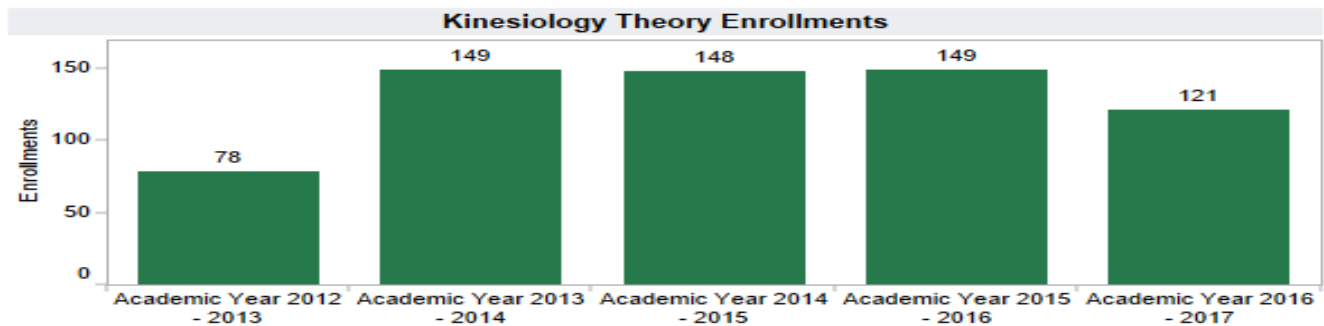
#### SLOCCCD Program Review Data - Enrollment

**Department:**  
Kinesiology Theory

**Course:**  
KINE 201

**Dual Enrollment:**  
Not Dual Enrollment

**Prison:**  
Not CMC:Prison



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.

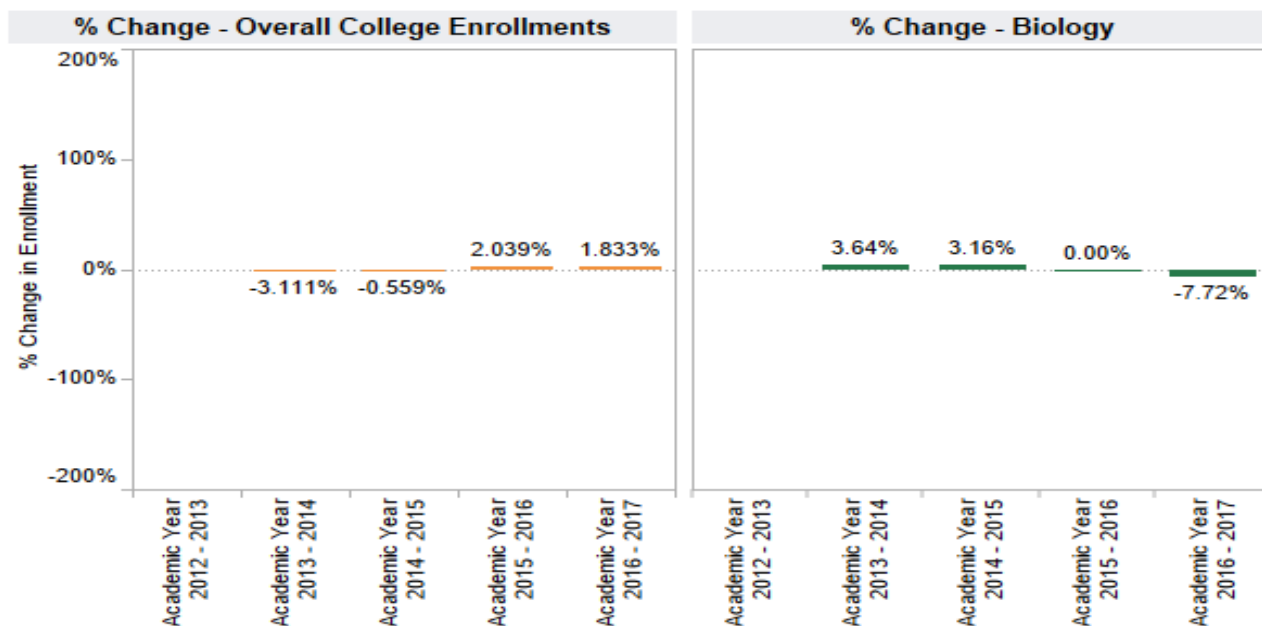
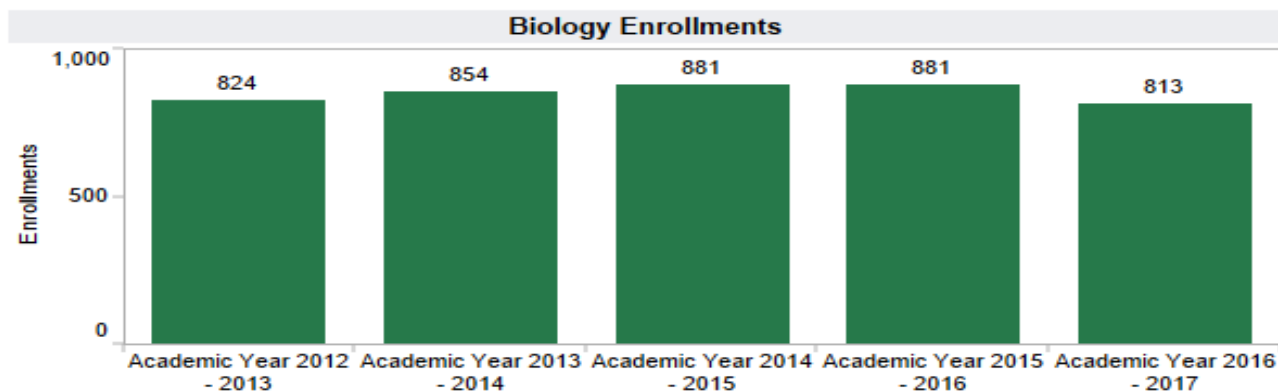
## SLOCCCD Program Review Data - Enrollment

Department:  
Biology

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.

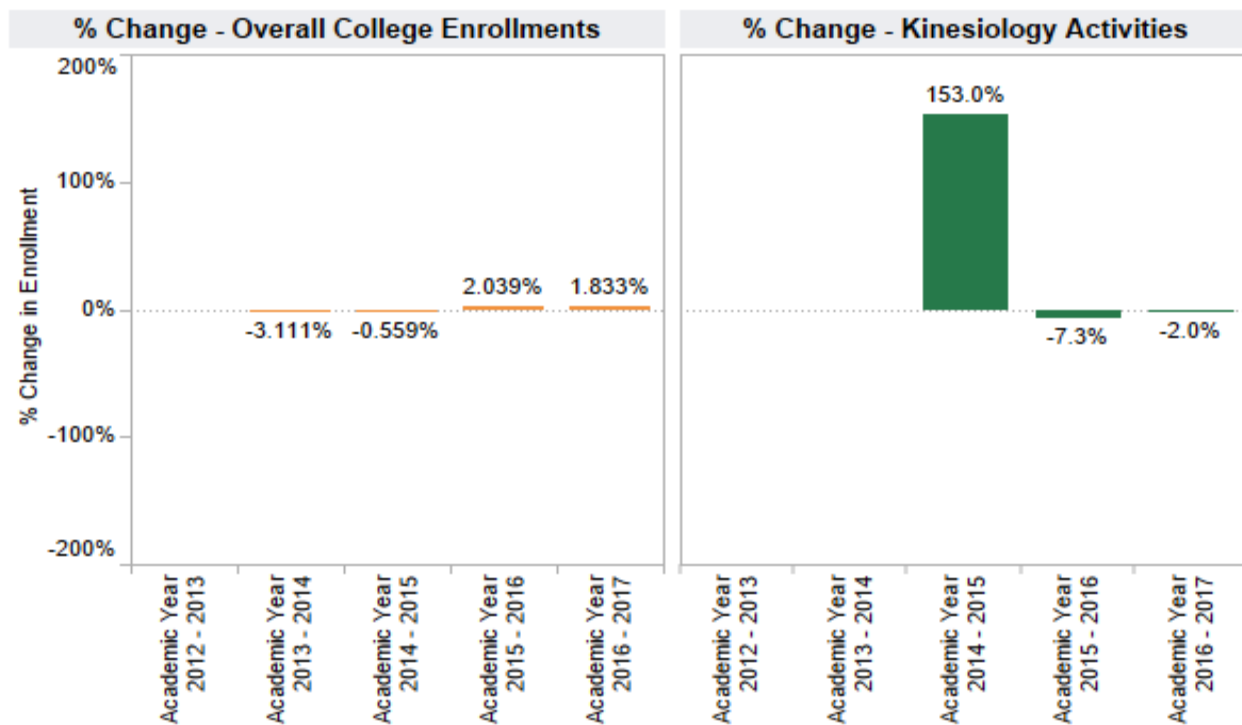
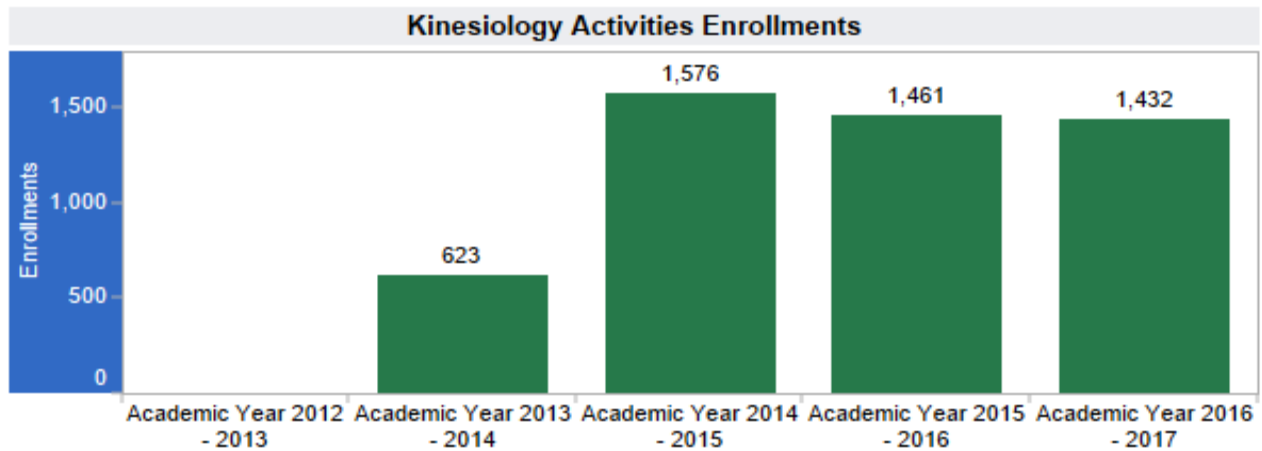
## SLOCCCD Program Review Data - Enrollment

**Department:**  
Kinesiology Activities

**Course:**  
All

**Dual Enrollment:**  
Not Dual Enrollment

**Prison:**  
Not CMC:Prison



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.

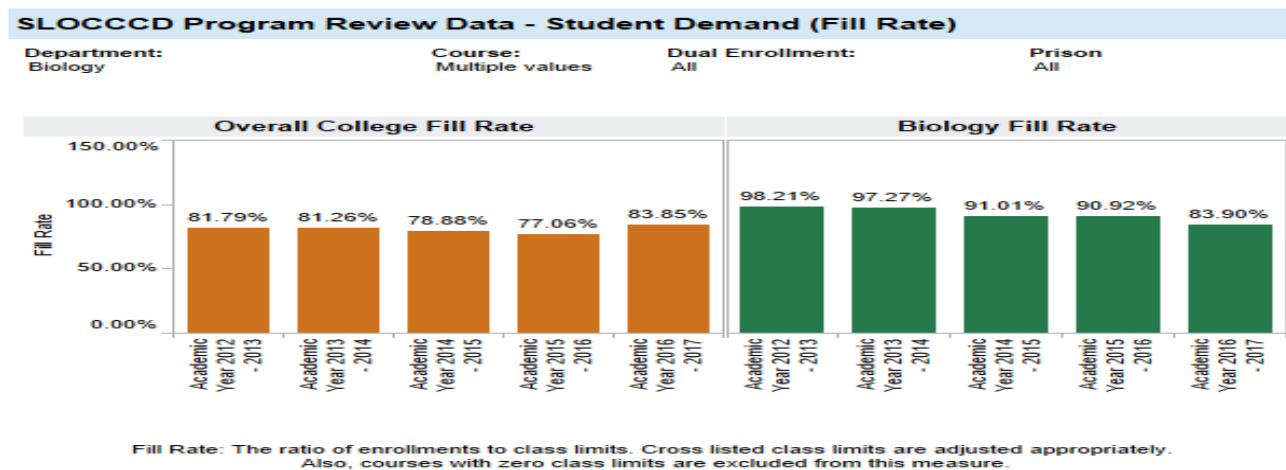
## General Student Demand

### **Kinesiology Theory**

Fill Rate for the KINE 201 class has remained steady. The demand for the course correlates with the rise in the demand for the AD-T. And, the course is now part of a cohort of degrees and classes offered at the North County.

### **Kinesiology Activity**

There has been a decline in the fill rate for the Kinesiology Activity courses. Some of this may be attributed to the lack of repeatability; however some can be attributed to the various cross-listing of courses and/or sections offered to accommodate Title IX requirements. This latter factor is beyond the control of the department.



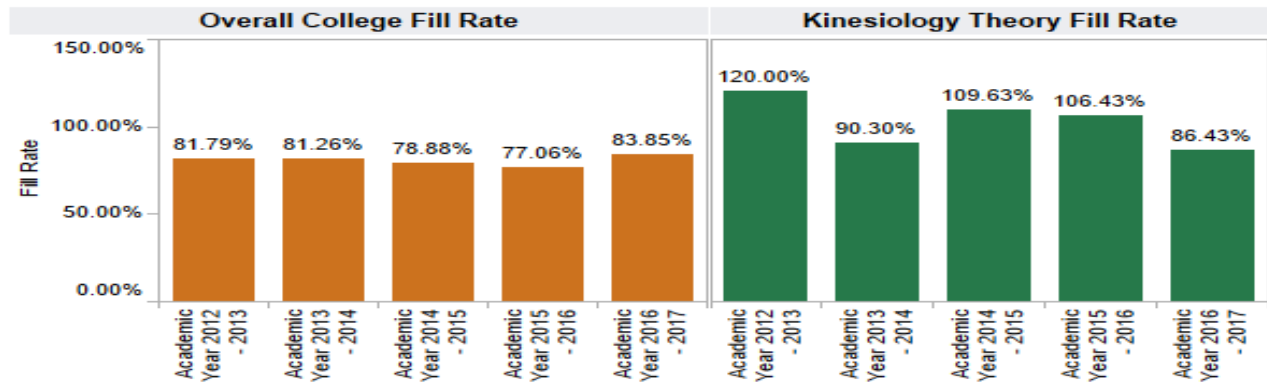
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Kinesiology Theory

Course:  
KINE 201

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.



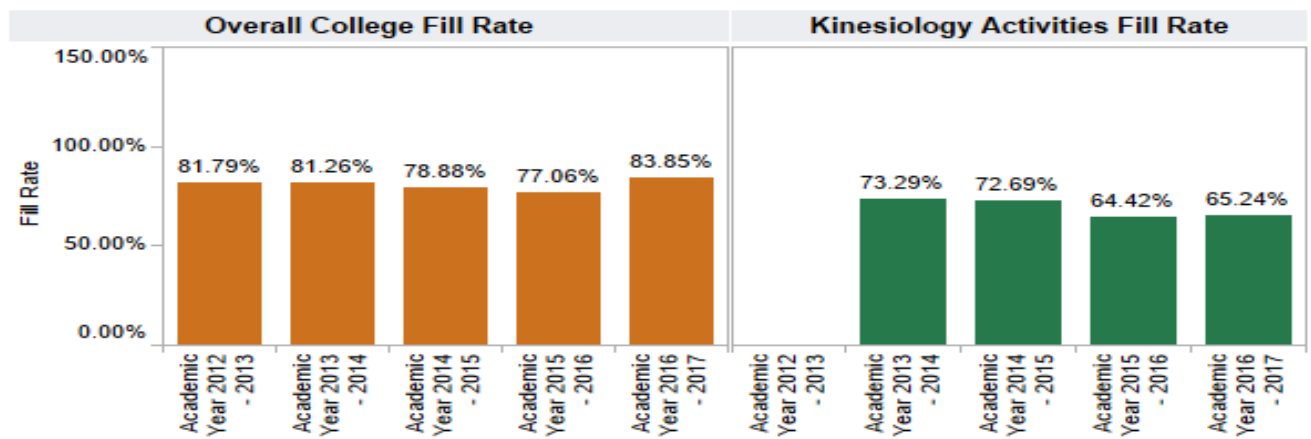
## SLOCCCD Program Review Data - Student Demand (Fill Rate)

**Department:**  
Kinesiology Activities

**Course:**  
All

**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.

## General Efficiency

### **Kinesiology Theory**

The course is efficient and is above the college target and college mean. Moreover, the efficiency has remained steady for several years. Currently, there are no plans to increase FTES/FTEF.

### **Kinesiology Activity**

The activities courses are close to the college threshold of 14.72. With increased marketing and outreach, the department is focused on increasing the overall KINA FTES.

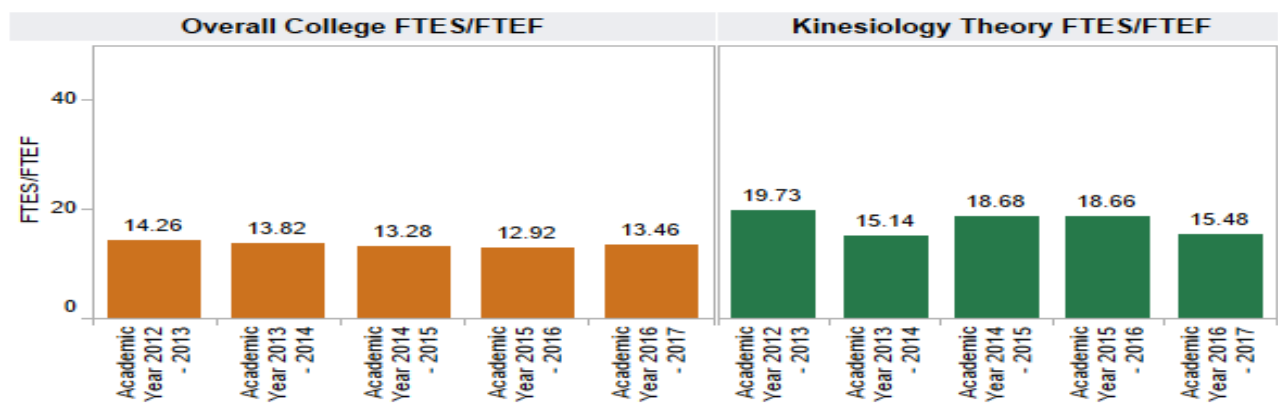
#### **SLOCCCD Program Review Data - Efficiency (FTES/FTEF)**

**Department:**  
Kinesiology Theory

**Course:**  
KINE 201

**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)

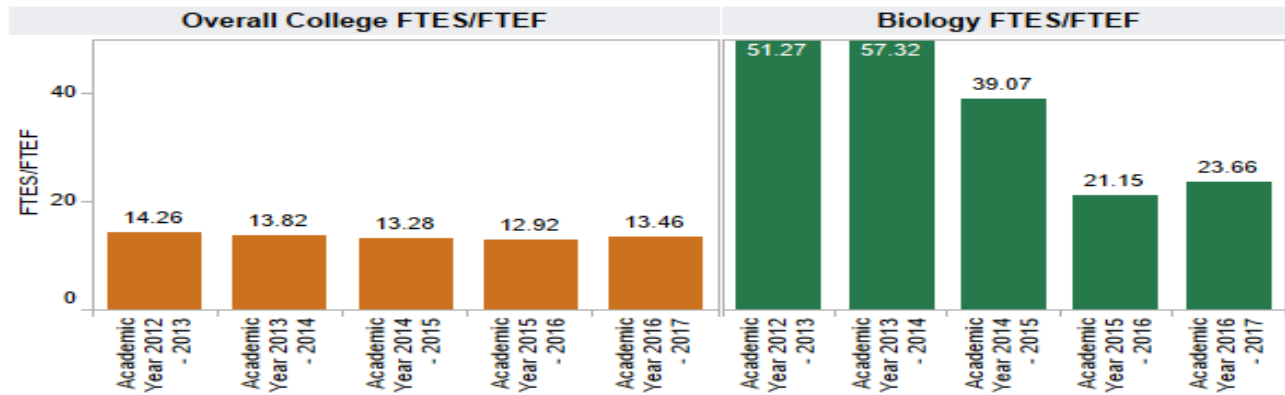
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Biology

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)

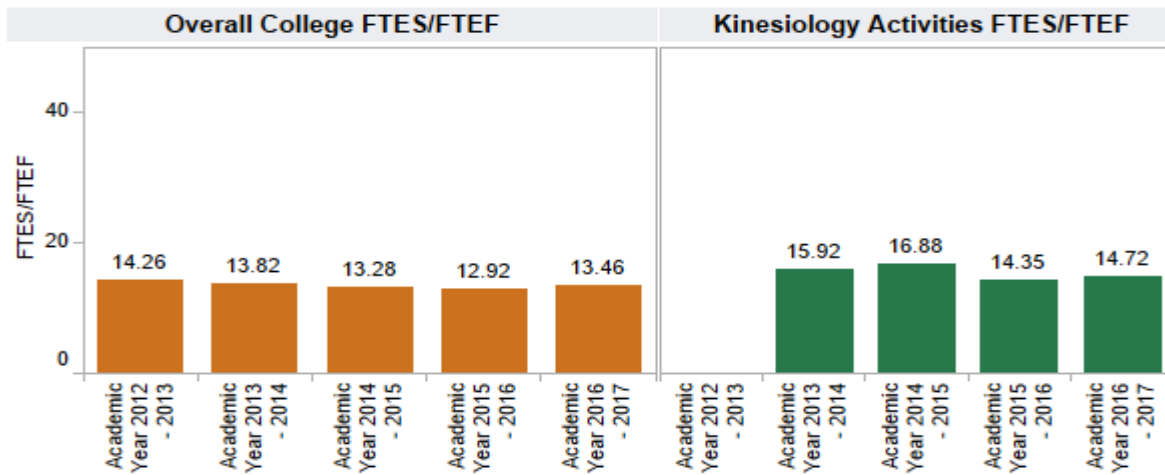
## SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Kinesiology Activities

Course:  
All

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)

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

## Success Rate

### **Kinesiology Theory**

The student success rate is close to 70%, close to the college success rate of 74.7%. However, it is a significant decrease in the previous academic year. Discussion related to strategies to address this decline will be addressed at department meetings.

### **Kinesiology Activity**

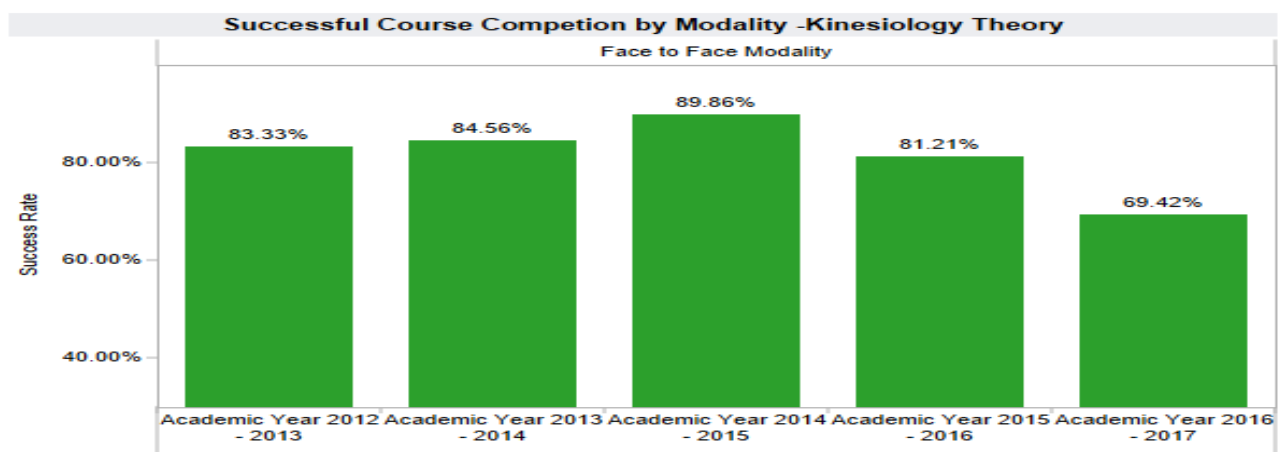
The student success rate in activity courses is well above the college wide success rate, 83.91% compared to 74.7%. The trend appears to be stabilizing.

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

Select Department:  
Kinesiology Theory

Course:  
KINE201

Legend:  
■ Face to Face Modality



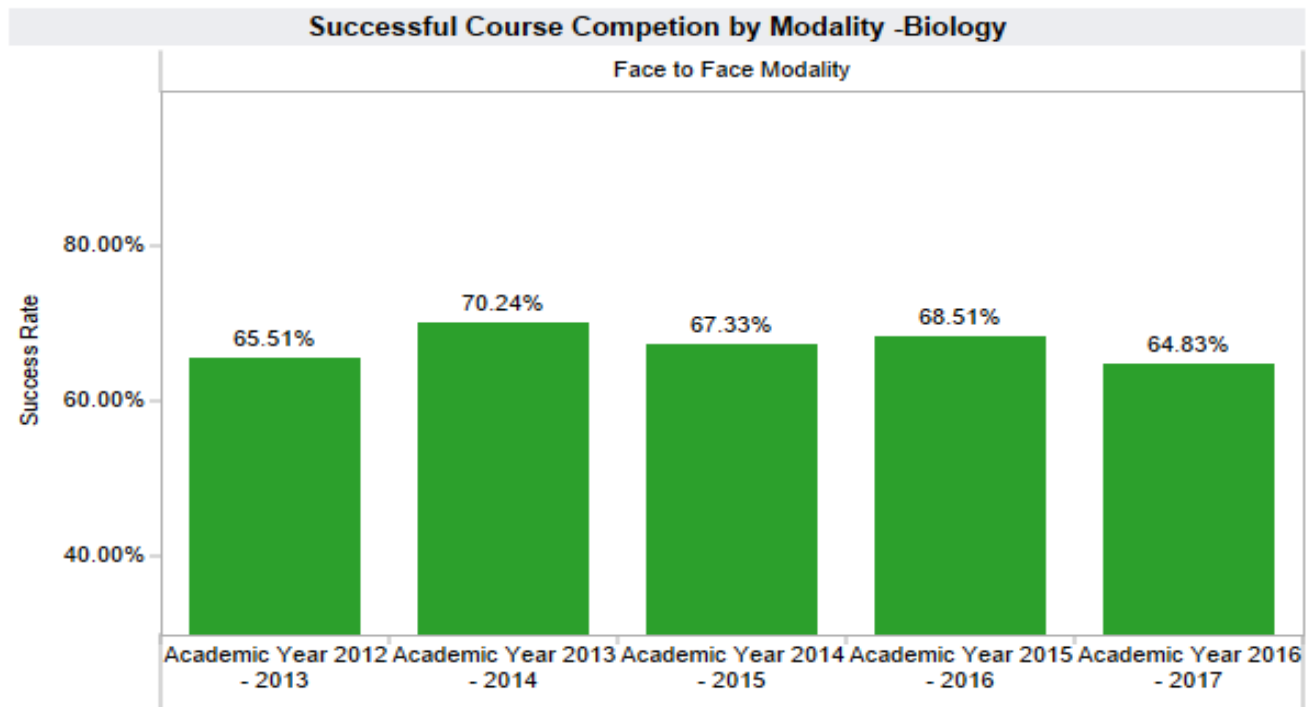
Successful Course Completion by Modality Table - Kinesiology Theory						
Face to Face Modality	Department Success Rate	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
		77.56%	82.55%	89.68%	77.54%	71.83%
Online Modality	Total Department Enrollments	205.0	298.0	281.0	276.0	213.0
		25.0	21.0	45.0	13.0	20.0

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Biology

Course:  
Multiple values

Legend:  
■ Face to Face Modality



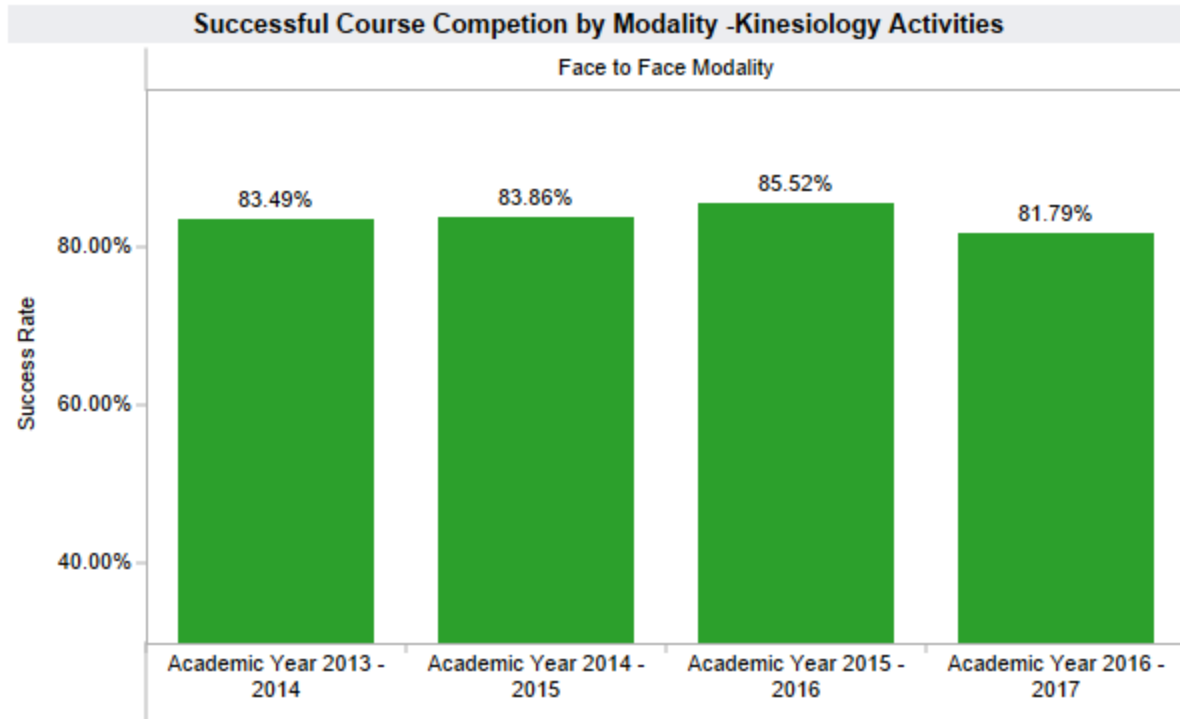
Successful Course Completion by Modality Table - Biology						
Face to Face Modality		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
	Department Success Rate	72.30%	74.29%	70.93%	74.33%	74.10%
Face to Face Modality	Total Department Enrollments	3,055	2,910	2,773	2,778	2,781

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Kinesiology Activities

Course:  
All

Legend:  
■ Face to Face Modality



Successful Course Completion by Modality Table - Kinesiology Activities					
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	83.49%	83.86%	85.52%	81.79%
	Total Department Enrollments	1,345	1,499	1,354	1,276

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

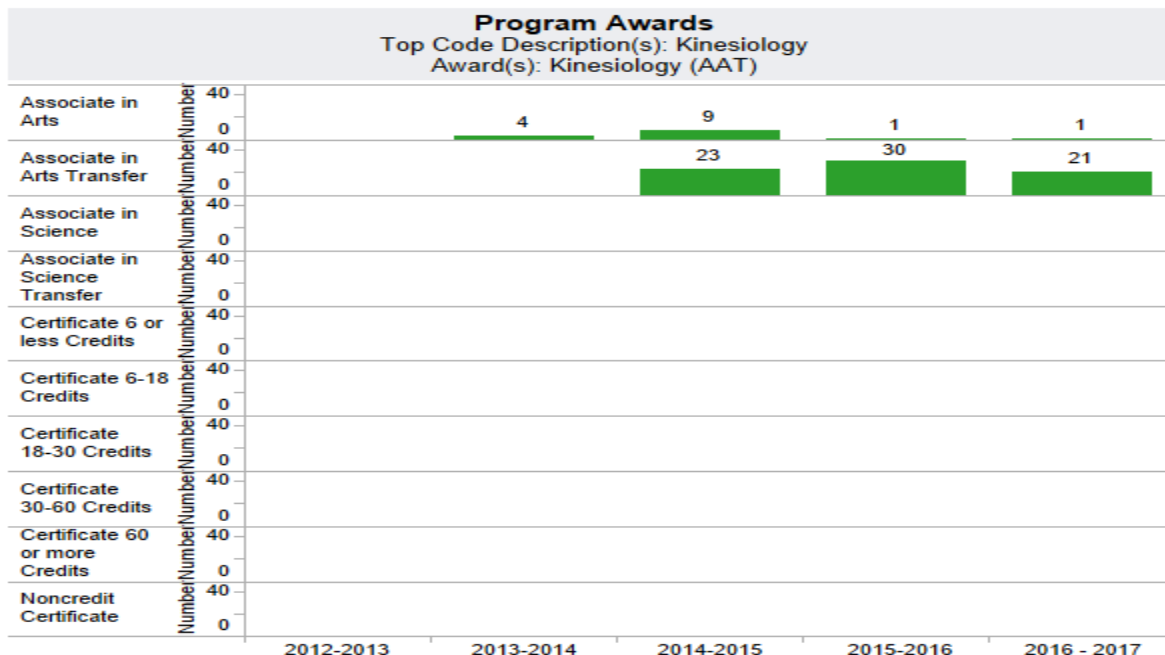
## Degrees and Certificates Awarded (Insert Data Chart)

The awarding of an AD-T in Kinesiology has maintained a high level. Student awareness regarding the AD-Ts in general and specific targeted marketing of the Kinesiology AD-T in specific, have led to the increase. The degree pattern is now a content component in the Theory course. Moreover, student pre/post surveys have led to increased awareness and action to file for the degree as reported by students. In addition, Cuesta and Cal Poly have partnered to increase degree marketing and student awareness.

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

Program:  
Kinesiology

Award Type:  
Kinesiology (AAT)



Program Awards Table						
Award T..	Award	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Kinesiology (AAT)		4	9	1	1
	Total		4	9	1	1
Associate in Arts Transfer	Kinesiology (AAT)			23	30	21
	Total			23	30	21
Grand Total			4	32	31	22

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



## General Student Success

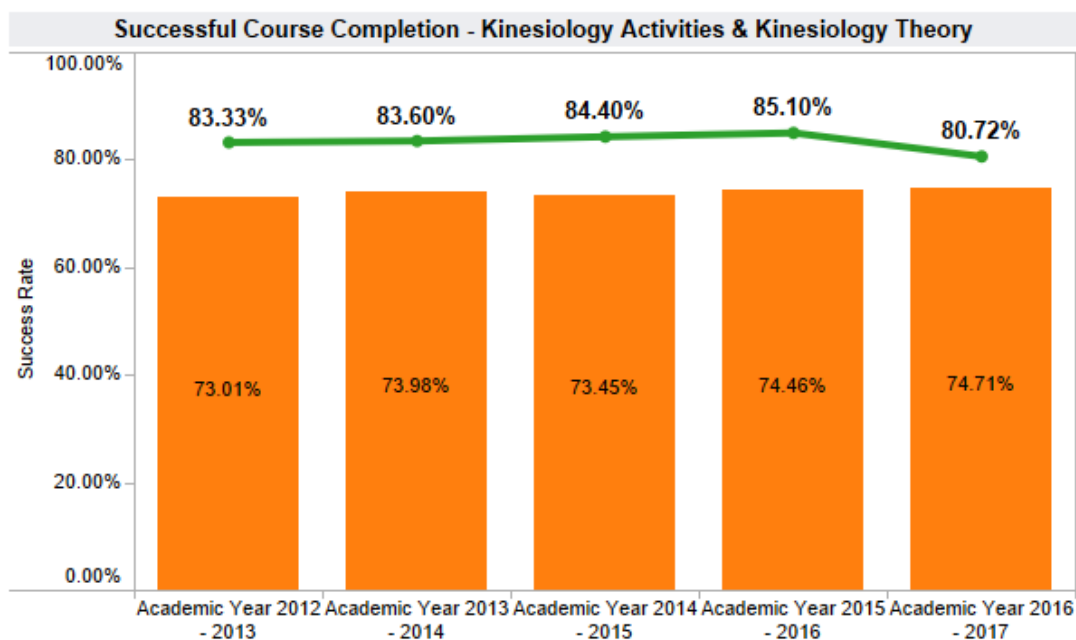
The student success rate is over 80% and well above the college success rate of 74.7%. The rate has increased slightly. Strategies used to create a “cohort” compatibility within the class may have contributed to the overall high success rate.

### SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
All

COURSE  
Multiple values

Legend:  
■ Department Success Rate  
■ Overall College Success Rate



### Kinesiology Activities & Kinesiology Theory 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..	83.33%	83.60%	84.40%	85.10%	80.72%
Total Enrollments	78	1,494	1,647	1,503	1,397

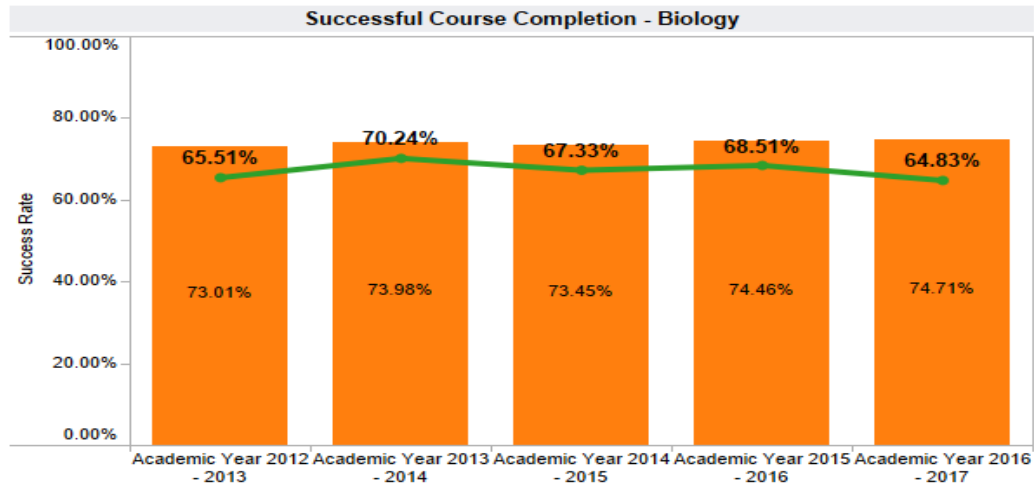
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Biology

COURSE  
Multiple values

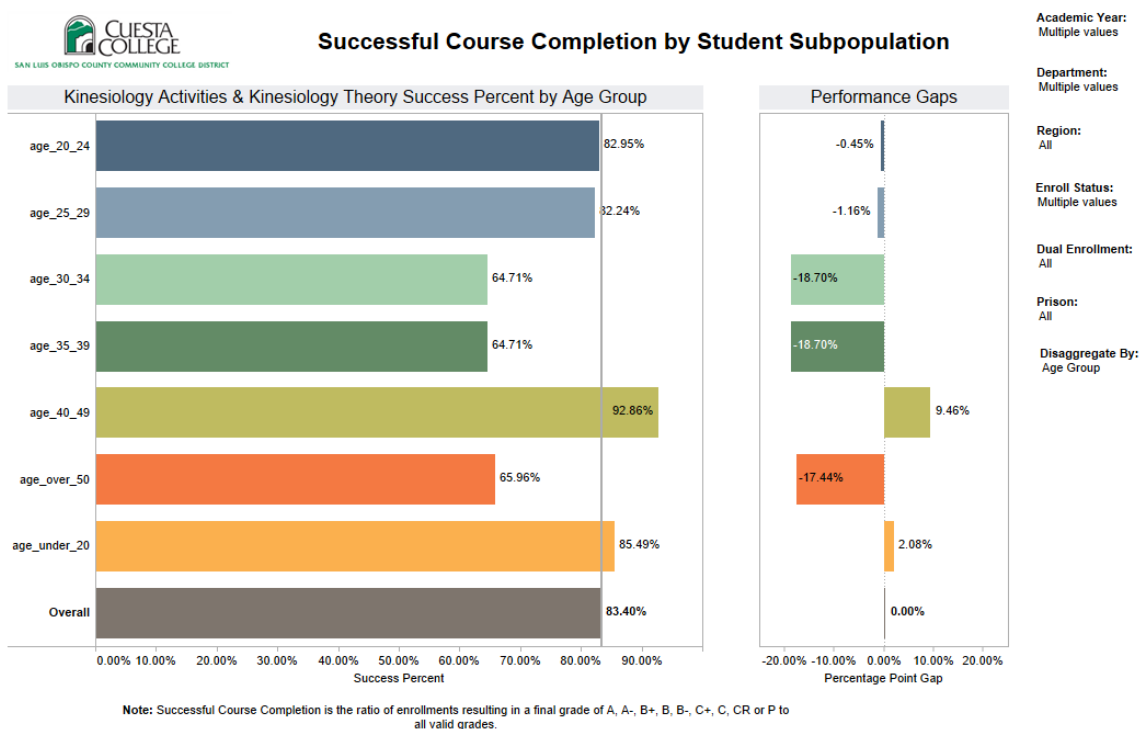
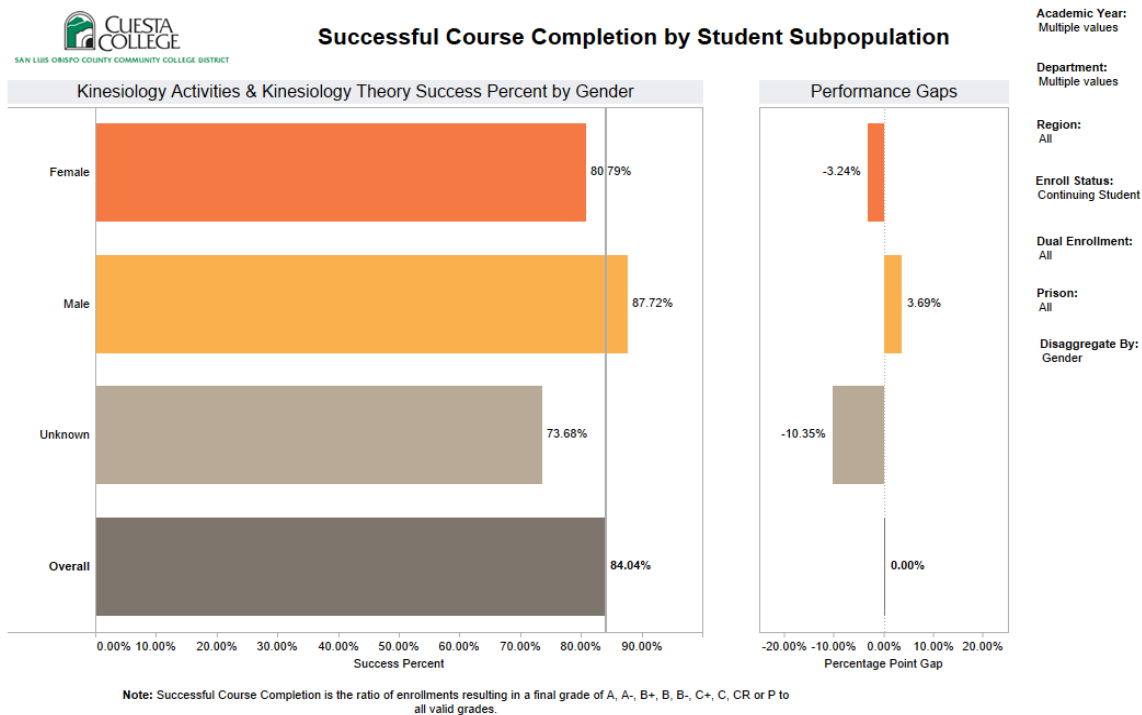
Legend:  
■ Department Success Rate  
■ Overall College Success Rate



Biology 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..	65.51%	70.24%	67.33%	68.51%	64.83%
Total Enrollments	835	850	805	813	816

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

## Disaggregated Student Success



- Data for above is 2015-2016 and 2016-2017

## **B. 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.

### **Completed.**

- 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.

### **C. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

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

**The next program review will be the APPW in 2018-2019.**

- 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.

**The course assessments for this program are nearly complete. The theory course is complete and approximately 75% of the activity courses have been completes.**

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

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

**As a result of discussions in program review, the department created a common KINA SLO that is utilized to discuss "Best Practices" in the activity classes.**

- E. 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](#).

Budget request include:

1. Full time faculty
2. An increase in instructional aide money for assistant coaches.
3. Vertical jump tets for studne assessment.
4. WiFi for faculty and staff work support as well as a student exercise lab.
5. An instructional facility for the North County Campus classes.
6. A walking path to support fitness at the North County and to integrate the path into class offerings.
7. Website and marketing money.
8. Spin (Cyling) meters
9. Weights for the gym.
10. Techonoolgy updates from the main lecture classrooms: 1100 and 1113.

#### **D. 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.

#### **E. 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.

- F. 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>