

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: 4 Area of Study: Movement & Health Science **Program:** Sports Medicine
Current Academic Year: 2025

Last Academic Year CPPR Completed: Not available **Current Date:** 2/28/25

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 deactivation of the sports medicine certification program is necessary due to insufficient support from the college and a lack of adequate funding. Recently, significant workforce funding, which was previously allocated for essential upgrades to the athletic training room, was redirected to support the operation of KINE 210 and KINE 211 courses. Unfortunately, without a qualified faculty member to teach these courses and oversee the certification program, we are unable to continue offering the program effectively. This decision reflects the current challenges in sustaining a high-quality sports medicine certification due to these resource limitations.

GENERAL PROGRAM INFORMATION

A. Program Mission

- The Sports Medicine certificate is designed to provide students with opportunities to acquire the basis of knowledge, skills, and abilities for a potential career in sports medicine and/or athletic training. The certificate is designed to affirm student's practicum skills in basic sport injury care, prevention, and rehabilitation.
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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

- 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.
 - Sue Gin (PT)

PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

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

The mission of the Sports Medicine certificate is designed to provide students with opportunities to acquire the basis of knowledge, skills, and abilities for a potential career in sports medicine and/or athletic training.

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

Through outreach and engagement with students from diverse backgrounds, we aim to provide opportunities for all interested individuals to develop the foundational knowledge, skills, and abilities necessary for a potential career in sports medicine and athletic training.

- 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.

- Identify how your program helps students achieve Institutional Learning Outcomes.



PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

The data components are hyperlinked below.

[KINE 214 - INTRODUCTION TO EXERCISE SCIENCE](#)

[KINE 213 - INTRODUCTION TO SPORTS MEDICINE](#)

[KINE 210 - ATHLETIC TRAINING AND SPORTS MEDICINE LAB LEVEL 1](#)

[KINE 211 - ATHLETIC TRAINING AND SPORTS MEDICINE LAB LEVEL 2](#)

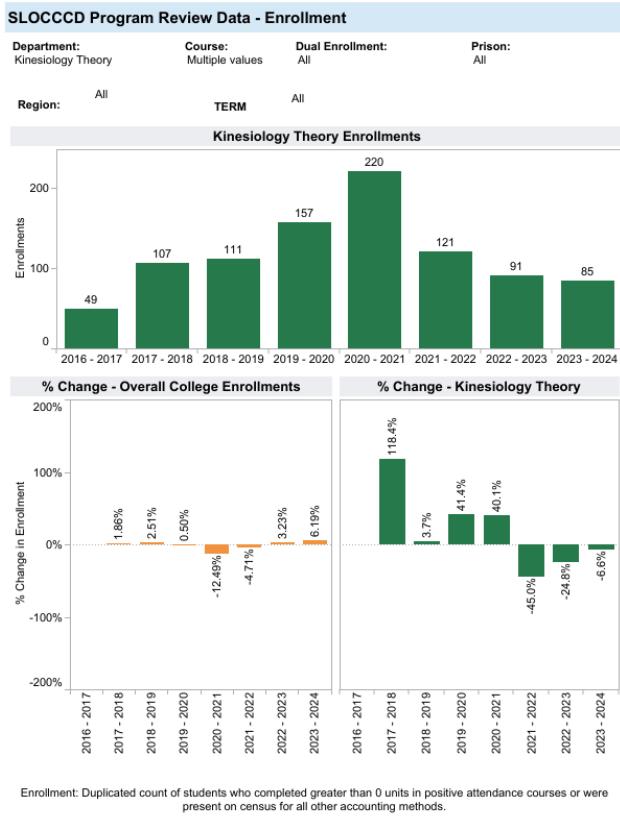
[HSCI 204 - STANDARD FIRST AID AND CPR \(CARDIOPULMONARY RESUSCITATION\)](#)

[BIO 205 - HUMAN ANATOMY \(This course is taught in a Division other than Movement & Health Science.\)](#)

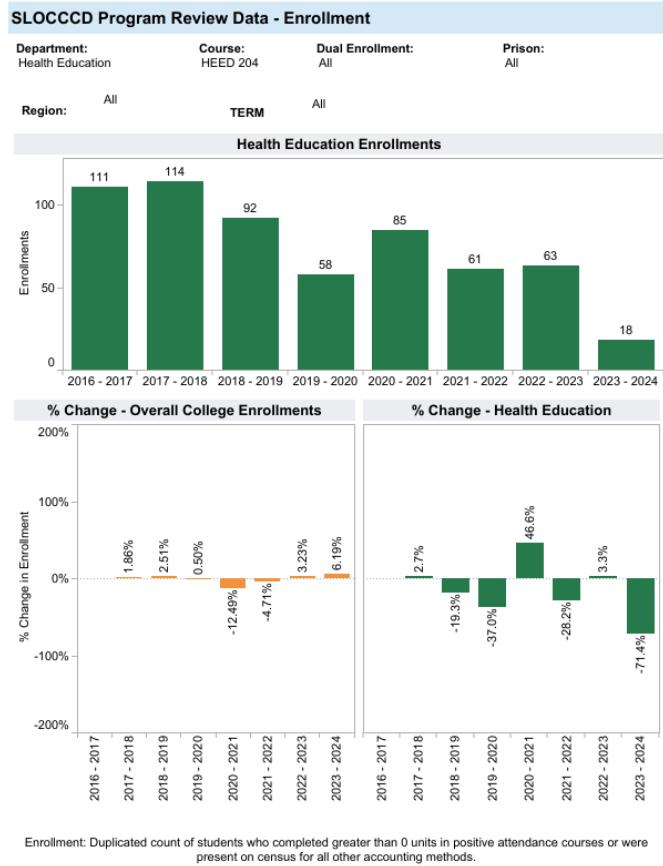
A. [General Enrollment \(Insert Aggregated Data Chart\)](#)

Enrollment for KINE 213 & 214 has declined slightly in the last few years. Enrollment for HEED 204 has declined from 63 (2021-22) to 18 (2023-24.) There is not data listed for KINE 210 & 211.

[Graph of enrollment for KINE 213 and KINE 214](#)



Enrollement for HSCI 204 (HEED 204)



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

The graph shows that KINE 213 & 214 are above the college fill rate. While HEED 204 is below the college fill rate. We have seen fluctuation in the enrollment for HEED 204 in the last 3-4 years. KINE 213 & 214 are not offered at CMC or dual enrollment. *No data provided for KINE 210 & 211*

Graph fill rate for KINE 213 and KINE 214 from 2016-2024

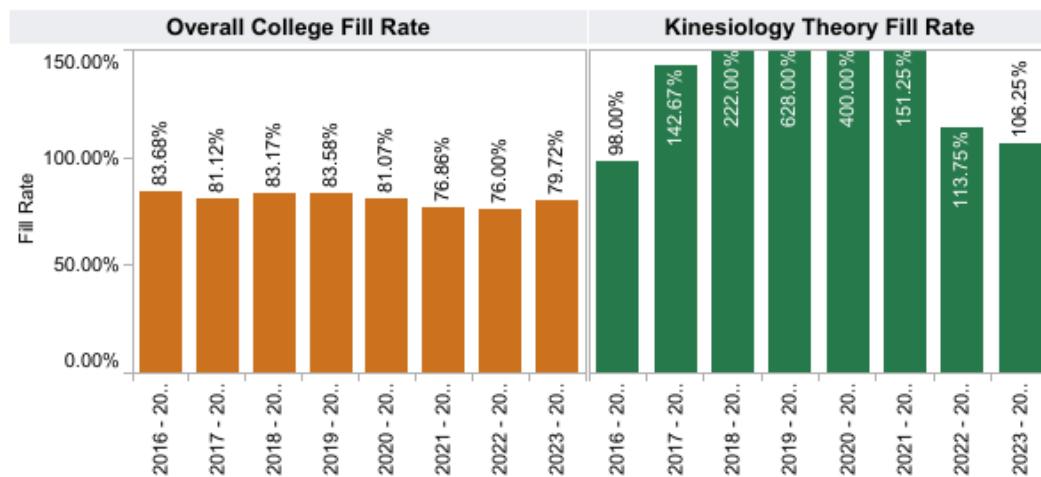
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Kinesiology Theory

Course:
Multiple values

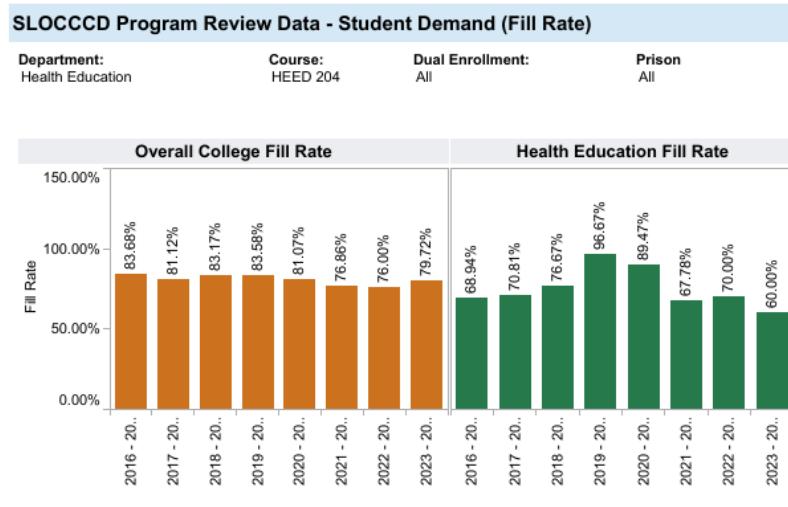
Dual Enrollment:
All

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.

Graph fill rate for HEED 204 from 2016-2024

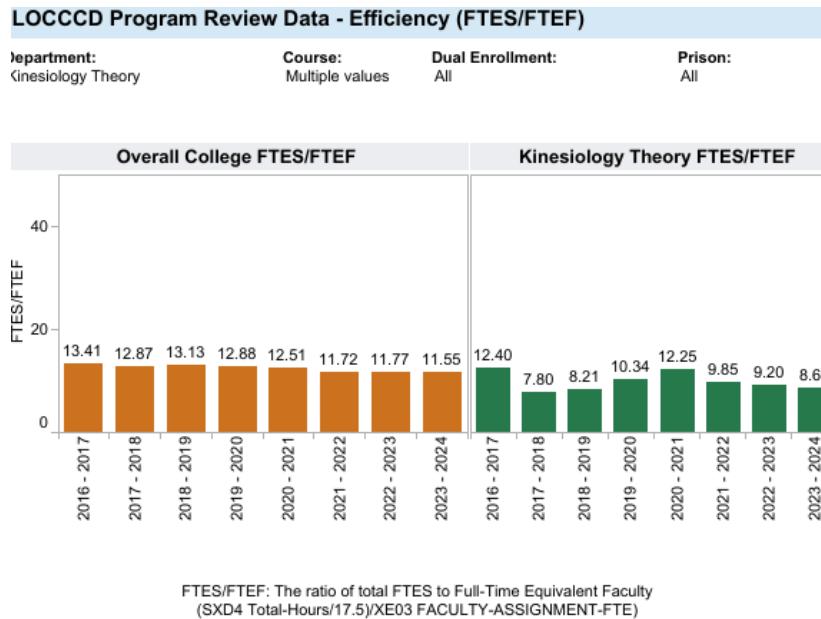


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

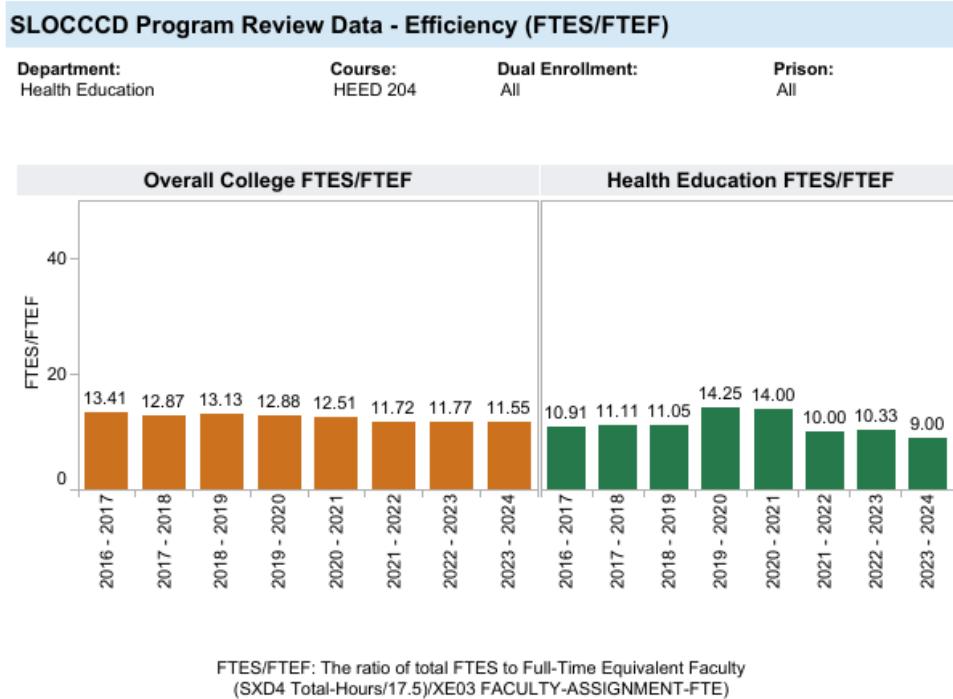
C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Although the data from the previous graph indicated high fill rates, the program overall, is less efficient than the college average. *No data available for KINE 210 & 211*

Graph of efficiency (FTES/FTEF) for KINE 213 &214 from 2016-2024



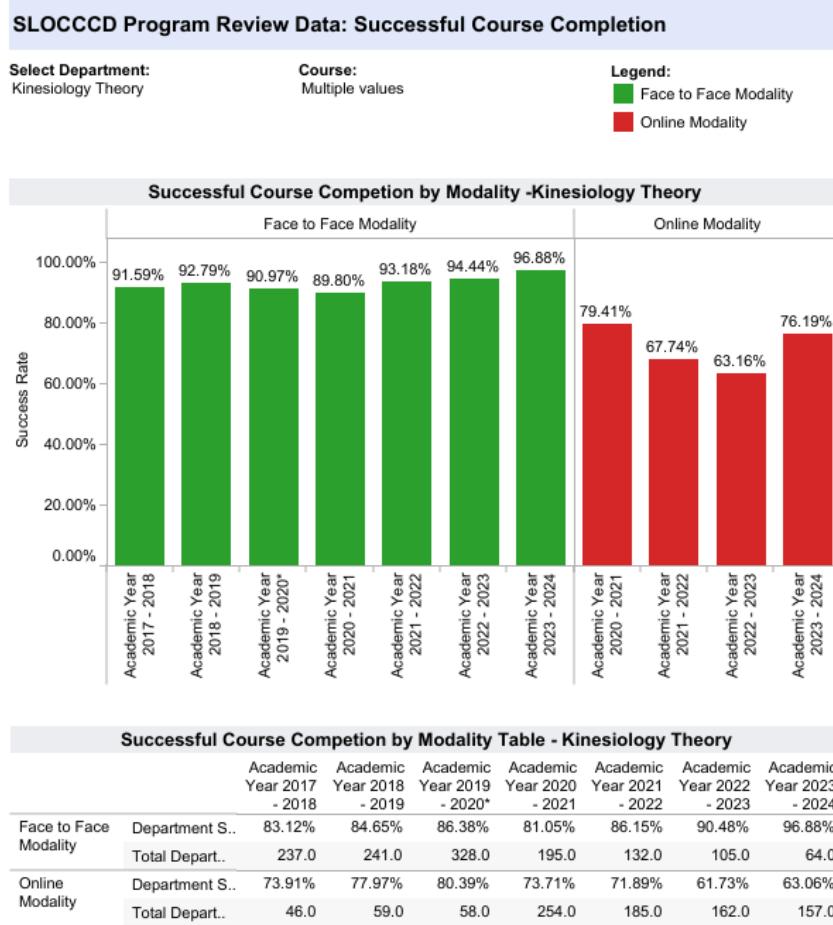
Graph of efficiency for (FTES/FTEF) for HEED 204



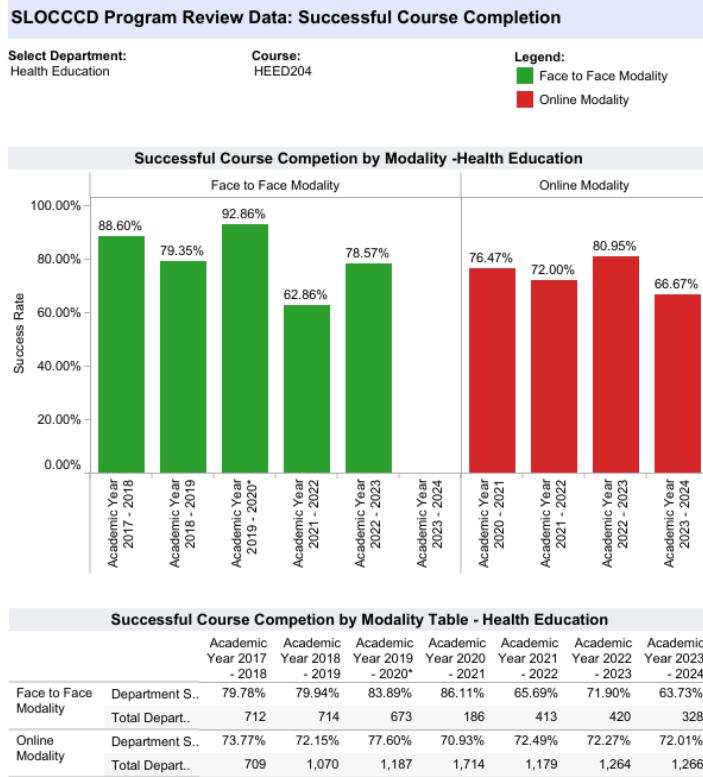
D. Student Success—Course Completion by Modality (Insert Data Chart)

The graph represents a stronger success rate in the face to face modality for KINE 213, 214, and HEED 204. HEED 204 has portions of the class that require hands on activities that may not be suitable for DE modality. 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, difficulty with communication, and challenges adapting to an online learning environment. *No data for KINE 210 & 211*

Graph of successful course completion for KINE 213 & 214 from 2016-2024



Graph of successful course completion for HEED 204



E. Degrees and Certificates Awarded (Insert Data Chart)

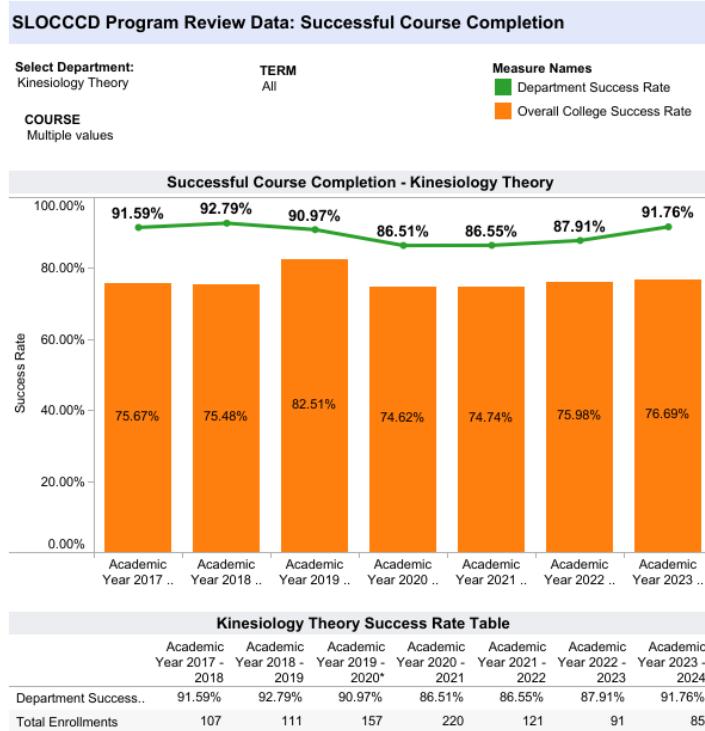
The certification was activated in 2023 and zero degrees have been awarded. We have not offered KINE 210 & KINE 211 due to eligible staff and resources.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

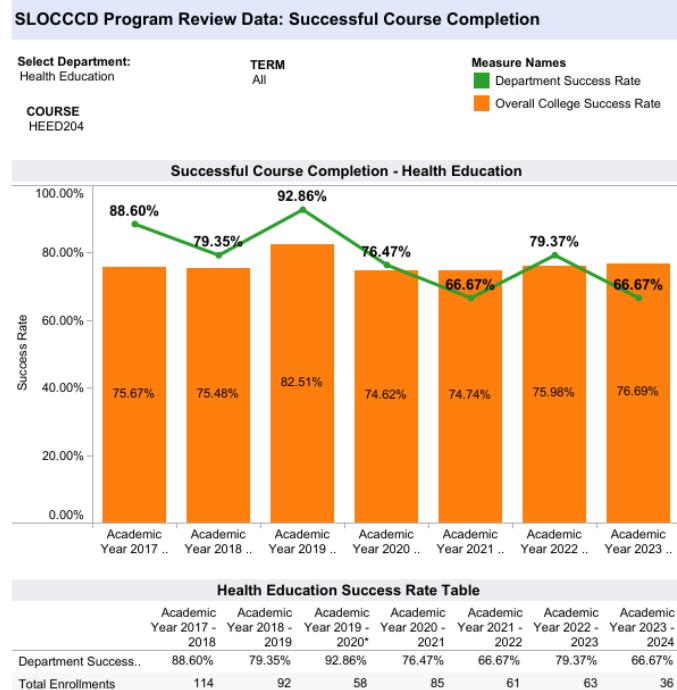
The graphs show the course completion in KINE 213, KINE 214, and HEED 204. KINE 213 and 214 are above the college success rate. HEED 204 reflects a fluctuation in the success rate comparable to the department. *No data provided for KINE 210 and KINE 211*

As stated previously, we have not offered KINE 210 and KINE 211. In order to have a successful certification, we should offer those classes annually or bi-annually so students can finish the degree in two years.

Graph of successful course completion from 2016-2024

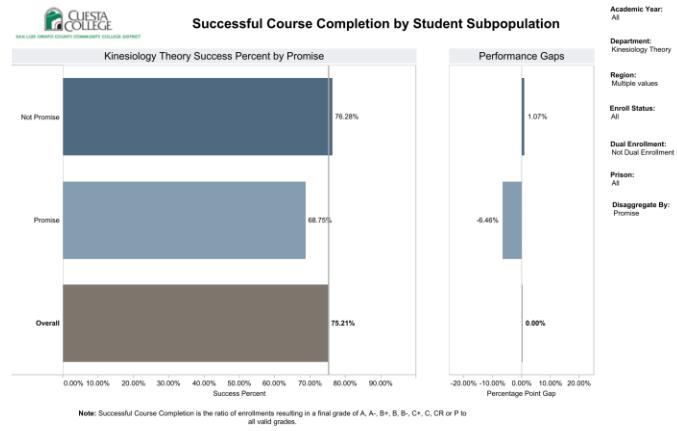


Graph of successful course completion from 2016-2024

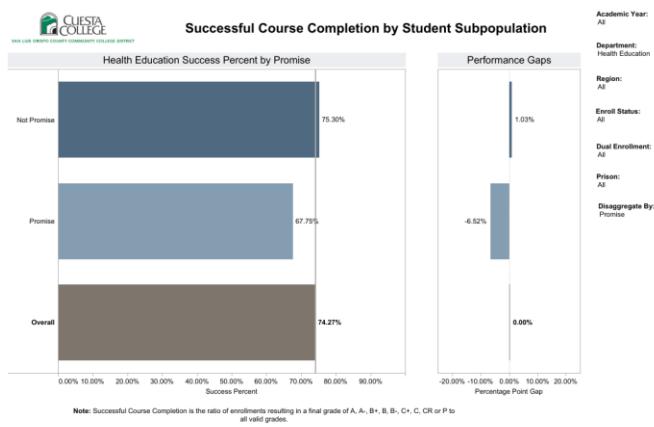


G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

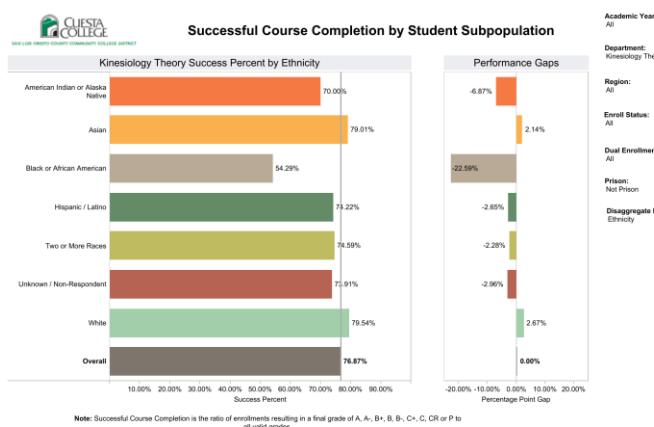
Successful course completion by Promise students. Kinesiology



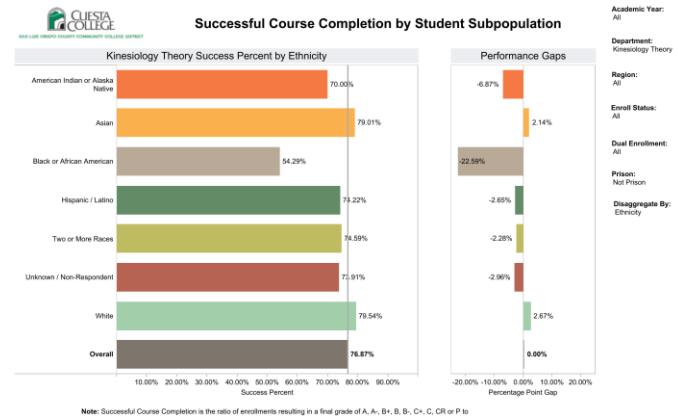
Successful course completion by Promise students. (Health Education)



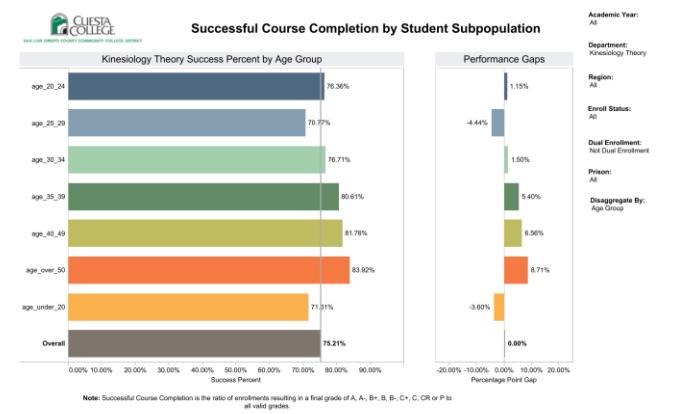
Successful course completion by student subpopulation ethnicity. (Kinesiology)



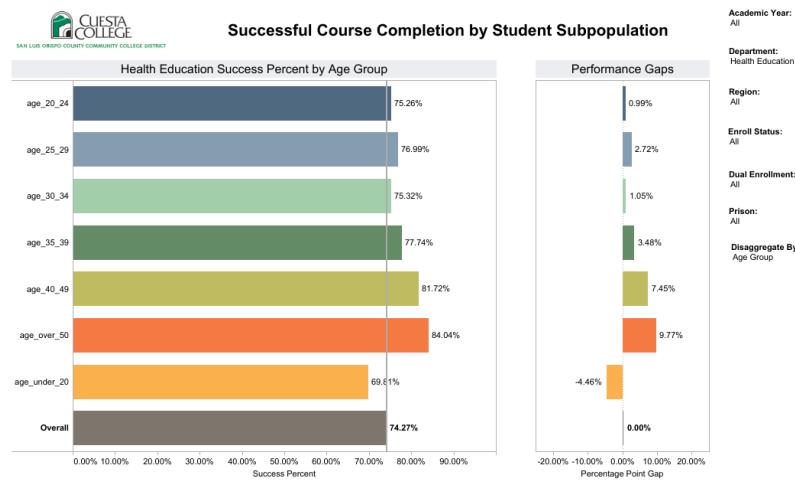
Successful course completion by student subpopulation ethnicity. (HEED)



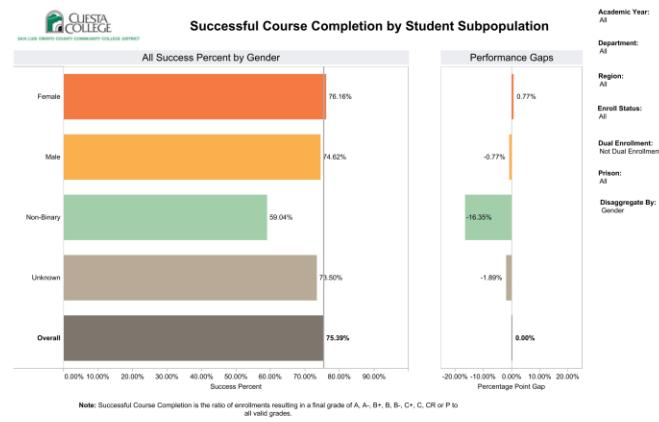
Successful course completion by student subpopulation age group. (Kinesiology)



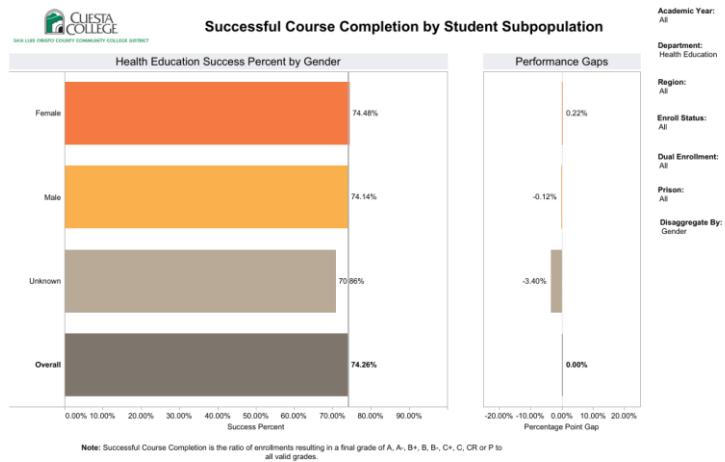
Successful course completion by student subpopulation age group. (HEED)



Successful course completion by student subpopulation gender. (Kinesiology)



Successful course completion by student subpopulation gender. (HEED)



- 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 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.
- Current program faculty participate annually in the approved FLEX offererings that are student equity focused including, JEDI Academy, Culturally Responsive Teaching in Your Classroom, Grading for Growth, and the Human Library.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

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.
- The deactivation of the sports medicine certification program is necessary due to insufficient support from the college and a lack of adequate funding. Recently, significant workforce funding, which was previously allocated for essential upgrades to the athletic training room, was redirected to support the operation of KINE 210 and KINE 211 courses. Unfortunately, without a qualified faculty member to teach these courses and oversee the certification program, we are unable to continue offering the program effectively. This decision reflects the current challenges in sustaining a high-quality sports medicine certification due to these resource limitations.

<ul style="list-style-type: none"> Program/Certificate Title (include all those programs and certificates that were active at the time of the last CPPR). 	<ul style="list-style-type: none"> Currently active 	<ul style="list-style-type: none"> New program since last CPPR (if yes, include active date) 	<ul style="list-style-type: none"> Program modified since last CPPR (if yes, include modified date) 	<ul style="list-style-type: none"> Deactivated since last CPPR (if yes, include deactivation date)
<ul style="list-style-type: none"> Sports Medicine 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes, 2023 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Program deactivation

- 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.

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<ul style="list-style-type: none"> Program/Certificate Title (include only those 	<ul style="list-style-type: none"> Required courses 	<ul style="list-style-type: none"> Program 	<ul style="list-style-type: none"> Program 	<ul style="list-style-type: none"> If any answers are “no” for a program,
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<p>programs/ certificates that are active).</p>	<p>s and ele ctiv es (inc ludi ng cou rse nu mb ers, titl es, and cre dits) are acc ura te</p>	<p>scr ipt io n is cu rre nt</p>	<p>ar ni ng Ou tc o m es ar e ac cu rat e an d inc lu de m et ho d of as se ss m en t.</p>	<p>please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected .</p>
<ul style="list-style-type: none"> • Sports Medicine 	<ul style="list-style-type: none"> • KIN E 210 • 2.0 uni ts 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Sports Medicine 	<ul style="list-style-type: none"> • KIN E 211 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • 2.0 units 			
• Sports Medicine	<ul style="list-style-type: none"> • KIN E 213 • 3.0 units 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	•
• Sports Medicine	<ul style="list-style-type: none"> • KIN E 214 • 3.0 units 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	•
• Sports Medicine	<ul style="list-style-type: none"> • HS CI 204 (HE ED 204) • 3.0 units 	<ul style="list-style-type: none"> • yes 	<ul style="list-style-type: none"> • Yes 	•
• Sports Medicine	<ul style="list-style-type: none"> • BIO 205 • 4.0 units 	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Yes 	•

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B. Curriculum Review

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

- Based on information that you enter, the template will create a 5-year calendar for your program to follow during which any modifications to the Course Outline of Record determined during the curriculum review.
- What is the purpose of the worksheet? Completing the worksheet provides evidence that the curriculum (including course delivery modalities) have 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 you have reviewed that the entries on the course outline of record (CurrlQunet format) are appropriate and complete.
-

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

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

Faculty need to work together on an assessment calendar for this certificate. Updated PLOs for the certificate also need to be included/added.

- 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.

Course assessments have not been completed in eLumen. Faculty who teach within this certificate need to work together to come up with a proper assessment for all courses which include KINE 210, 211, 213, 214, and HSCI 204.

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

After reviewing elumen, there are no PLO Summary Maps within eLumen. PLOs need to be added to eLumen.

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

After reviewing elumen, there are no ILO Summary Maps within eLumen. ILO's need to be added to eLumen.

- 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.
- After reviewing eLumen, changes can not be determined.

- 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](#).

N/A

PROGRAM DEVELOPMENT

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

A. Institutional Goals and Objectives

Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts.

- There is outreach to local high schools and fitness facilities. Students from all backgrounds who are excited about their own health can empower the community by becoming an athletic trainer.

B. Institutional Learning Outcomes

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. The Sports Medicine certificate is designed to provide students with opportunities to acquire the basis of knowledge, skills, and abilities for a potential career in sports medicine and/or athletic training. The certificate is designed to affirm student's practicum skills in basic sport injury care, prevention, and rehabilitation.

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

At this time, there are no staffing or additional support services are needed. A consistent course scheduling of SLO, PLO, and ILOs should be implemented yearly.

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C. Program outcomes

Indicate any anticipated changes in the following areas:

1. Curriculum and scheduling: PLO, SLOs need to be completed yearly. We currently do not offer KINE 210 and 211.
2. Support services to promote success, persistence and retention: Guidance from the college in Marketing of the Sports Medicine Certificate would be helpful.
3. To offer KINE 210 and 211, students should have access to the Athletic Training room to acquire hands on learning.
4. Staffing for KINE 210 and 211

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

Staffing and resources are required to make this certificate valuable.

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.

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 (Apr 30, 2025 11:50 PDT)

04/30/2025

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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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
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Division Chair/Director/Designee	Date
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Other (when applicable)	Date
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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.

SPORTS-MEDICINE-CPPR-2025

Final Audit Report

2025-04-30

Created:	2025-04-29
By:	Emily Hinkle (emily_hinkle@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQk9okjgcWKqZLNd3j3Dyj7WRge3ok96a

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- 📄 Document created by Emily Hinkle (emily_hinkle@cuesta.edu)
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