

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

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: HAWK **Program:** Kinesiology ADT **Current Academic Year:** 2022

Last Academic Year CPPR Completed: 2020 **Current Date:** March 3, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program Mission (optional)

The Kinesiology Program is designed for students wishing to transfer to any four year institution. Courses are designed to provide the opportunity for students to develop a solid academic foundation in the human movement and sciences areas with a focus on career goals such as physical therapy, athletic training, teaching physical education in the K-12 setting, coaching, and health/wellness promotion.

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 out paces the college enrollments as a whole

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

In 2019/2020 we added multiple movement courses within the major of Kinesiology ADT. Due to COVID it is difficult to give any update on changes good or bad.

D. List current faculty, including part-time faculty Brian Locher, Allison Head, John Marsh, Bob Miller, Angela Orefice, Jenel Guadagno, A Brown, N Steinmaus, Z Wales, M Medhurst, B Wilson, J Dansby, R Blair, C Blair.

E. Describe how the Program Review was conducted and who was involved It was completed by John Marsh, Jenel Guadagno, and Brian Locher.

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.

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 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.

The Kinesiology AD-T 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 prepare students for upper division baccalaureate work in Exercise Science or Kinesiology. 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.

The Kinesiology department is 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.

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

The Kinesiology AD-T 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, and nutrition. 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 gradebook is another tool used to keep students up to date on their current

grades. Smart classrooms also allow instructors to access the internet for videos, movies, etc. For auditory learning instructors are thorough in their lessons and include personal experiences, stories, and examples. Calling on 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

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

General Enrollment (Insert Aggregated Data Chart)

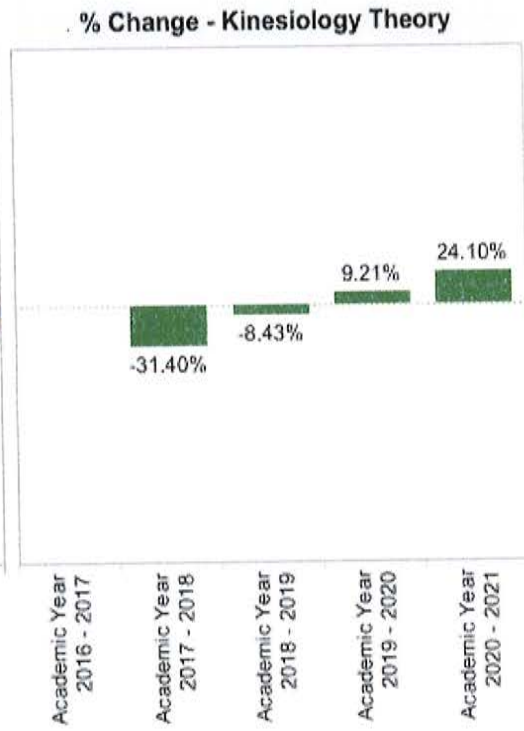
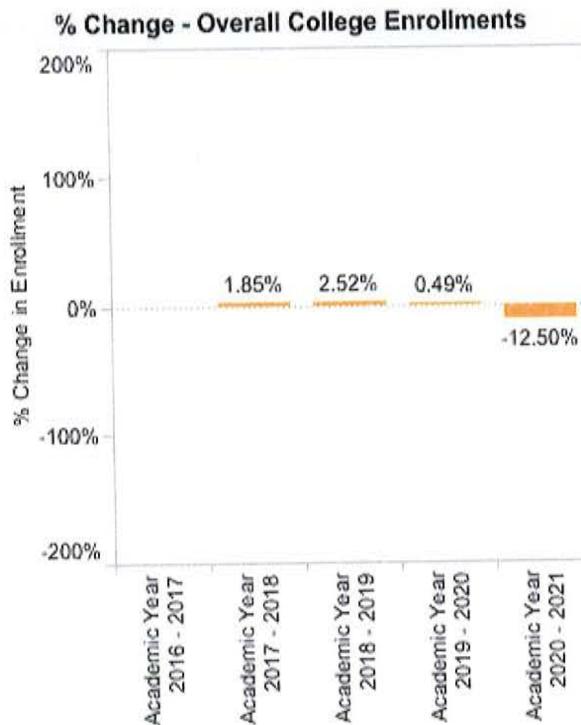
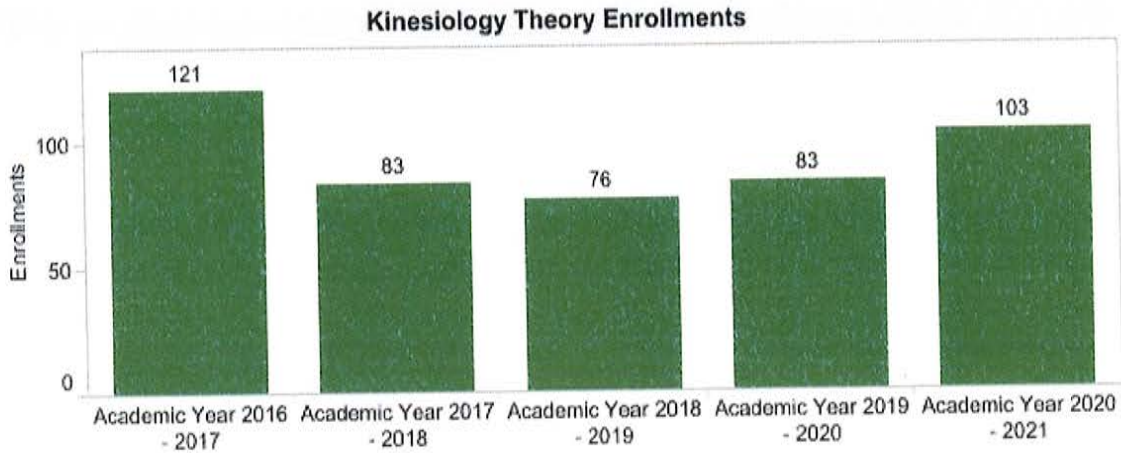
SLOCCCD Program Review Data - Enrollment

Department:
Kinesiology Theory

Course:
KINE 201

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

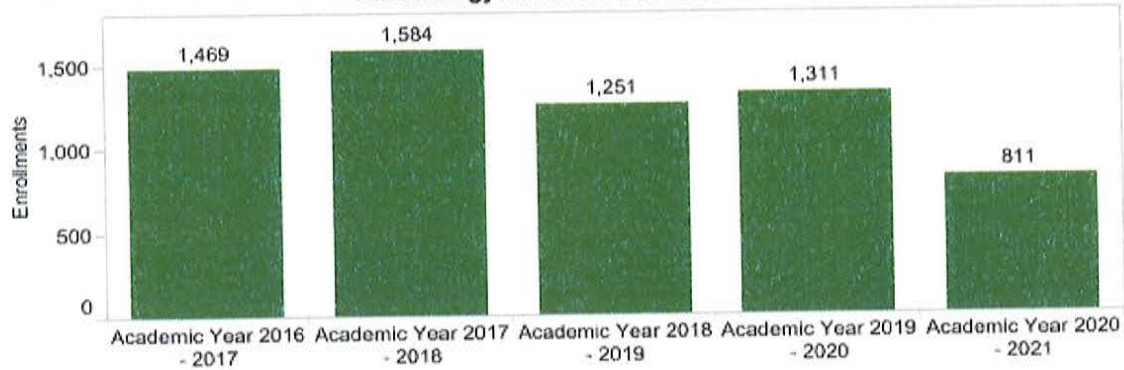
Department:
Kinesiology Activities

Course:
All

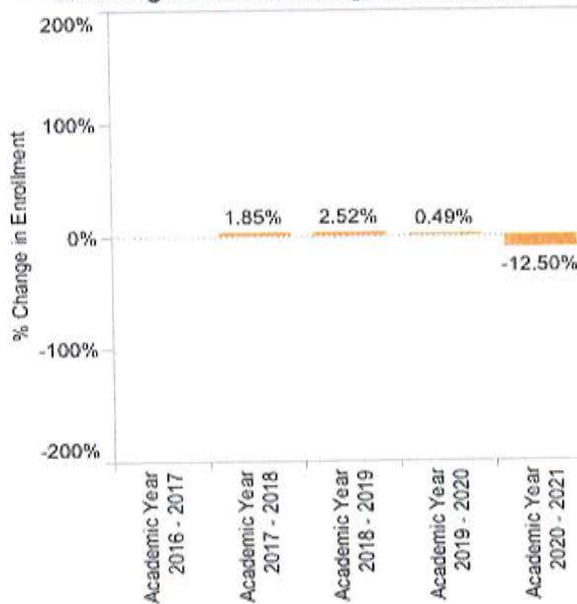
Dual Enrollment:
All

Prison:
All

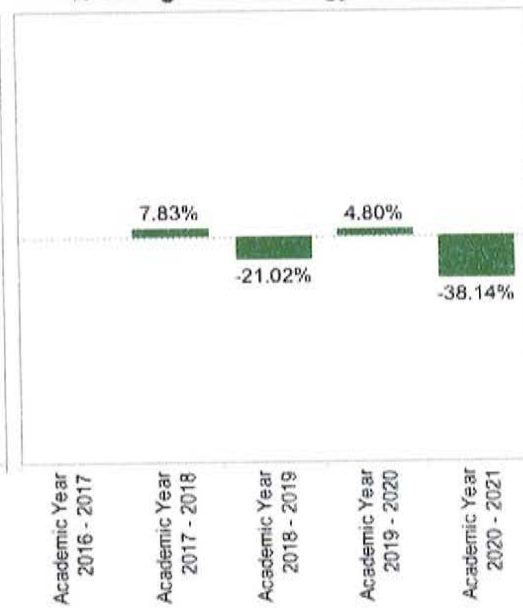
Kinesiology Activities Enrollments



% Change - Overall College Enrollments



% Change - Kinesiology Activities



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.

The enrollment had slowly decreased overtime, but over the last two years we see an increase in general enrollment. The Kinesiology activity classes have been affected by COVID-19. The enrollment is down 500 students, but can be explained by even though classes were offered most students did not take activity classes that were meeting online, or even chose not to take an activity class since their academic class load was all online and were not even living in the area.

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

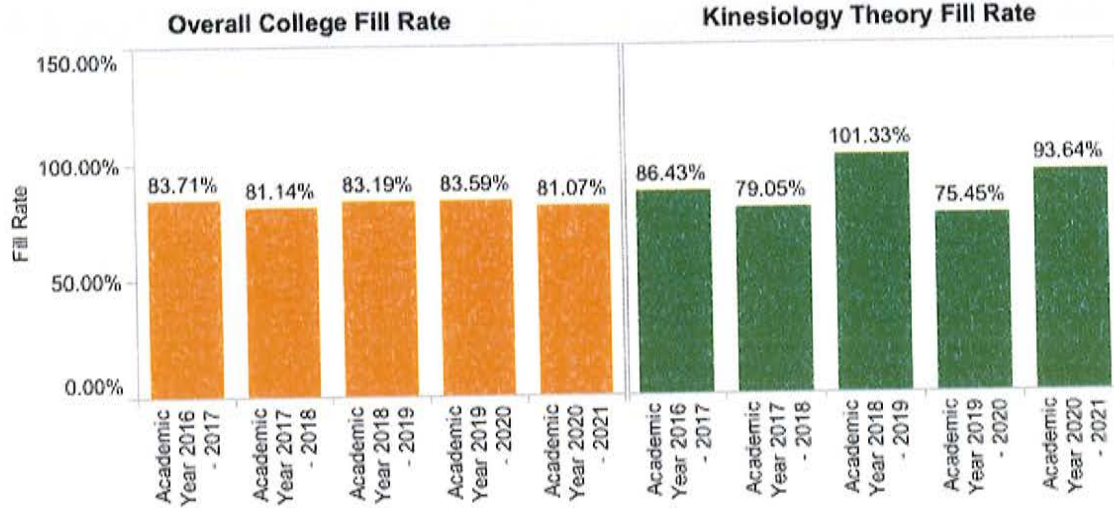
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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.

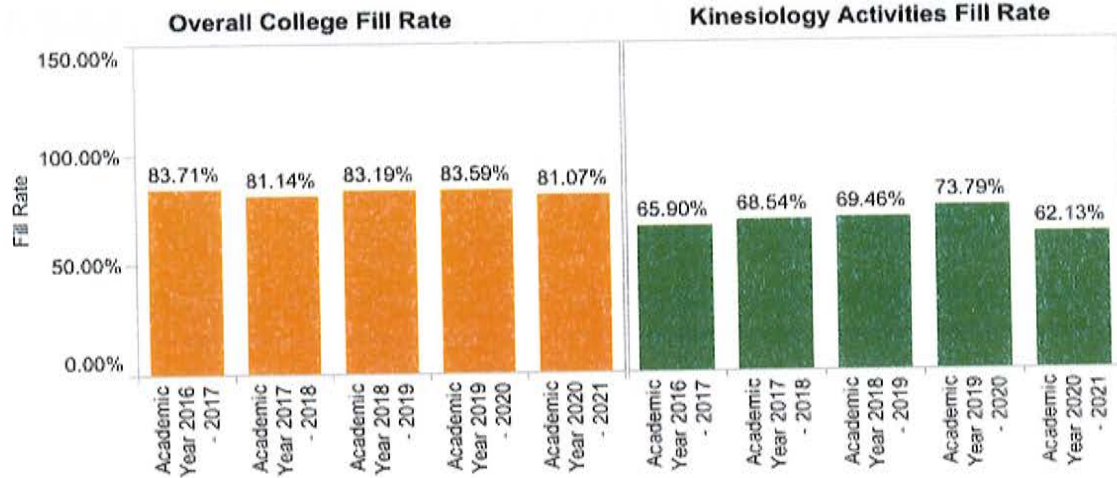
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Kinesiology Activities

Course:
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.

General fill rates remain high in KINE 201, above the overall college fill rates. On the other hand, the activity fill rates have run historically 10 to 15% below the college average. The 20/21 year rate can be explained by COVID-19. As a department we have created a flyer to distribute among the campus to try and help future activity classes. We may also have to change the days, times, and calendar week that some of our activity classes are offered.

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

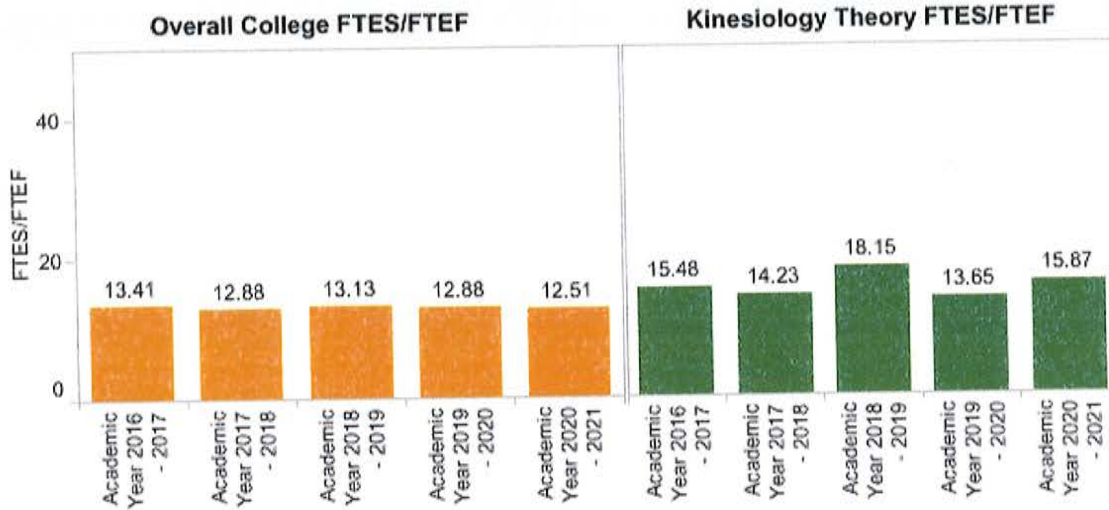
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

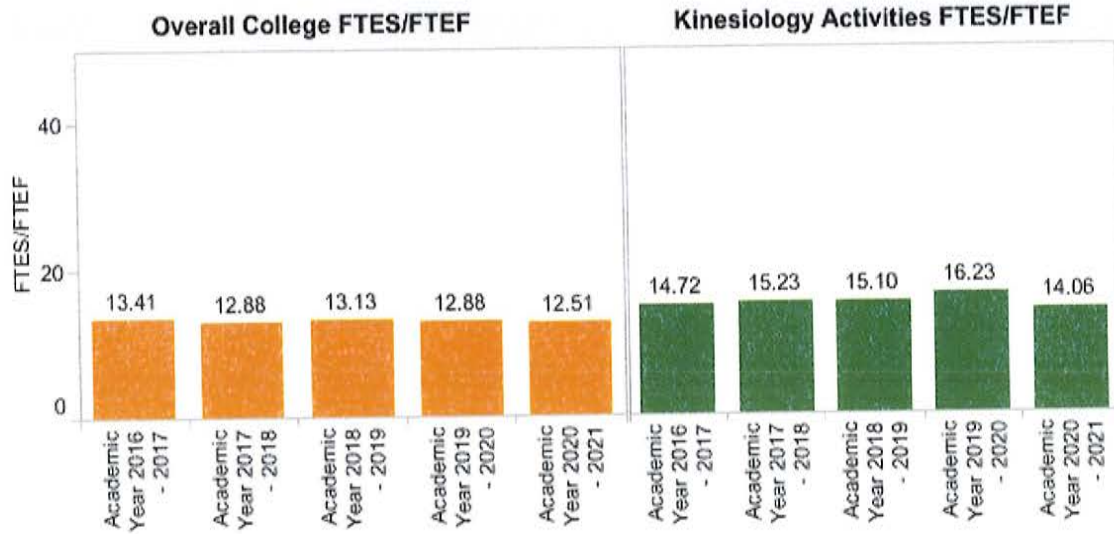
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Kinesiology Activities

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)

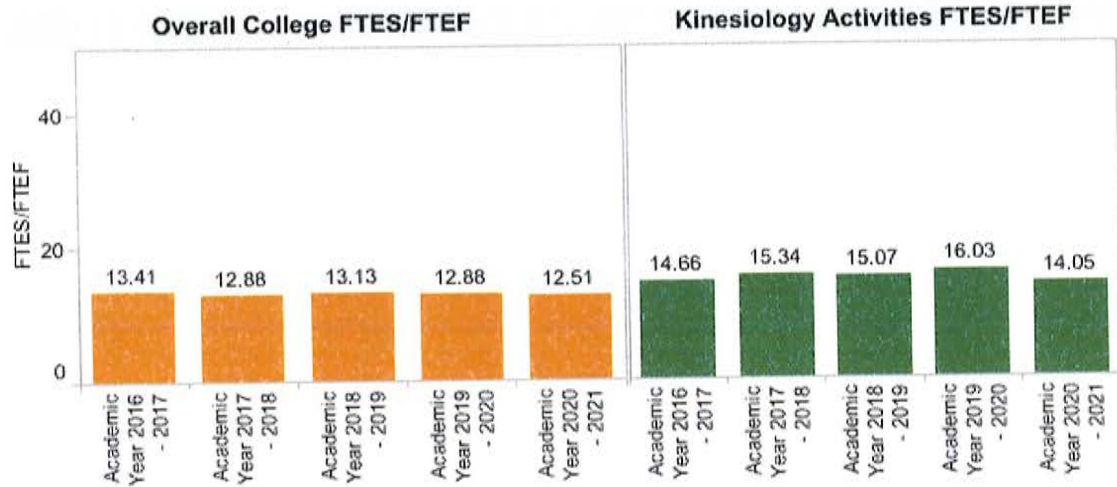
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

The efficiency for the KINE course is above the college average at 15.87, while the KINA and KINA/ATHL courses are above the college average with a 14.05, and a 14.06 respectively. However, the KINA and KINA/ATHL course efficiency is at its lowest value in the last 5 years.

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

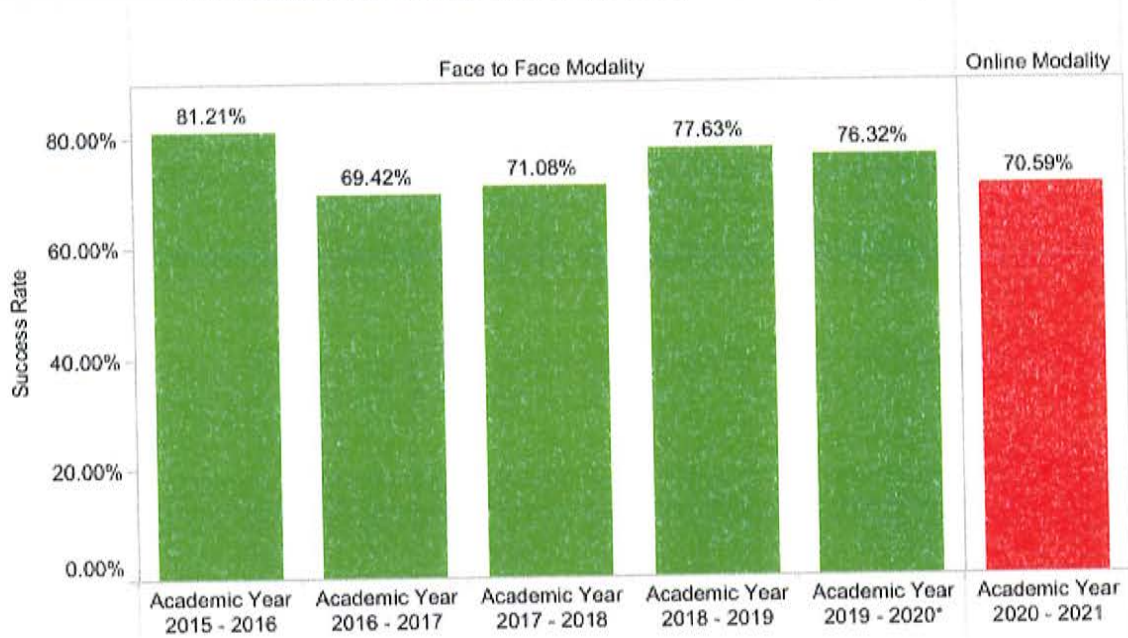
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Kinesiology Theory

Course:
KINE201

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Kinesiology Theory



Successful Course Completion by Modality Table - Kinesiology Theory

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	77.54%	71.83%	83.12%	84.65%	86.38%	80.95%
	Total Department Enrollm..	276.0	213.0	237.0	241.0	328.0	195.0
Online Modality	Department Success Rate	61.54%	55.00%	73.91%	77.97%	80.39%	73.71%
	Total Department Enrollm..	13.0	20.0	46.0	59.0	58.0	254.0

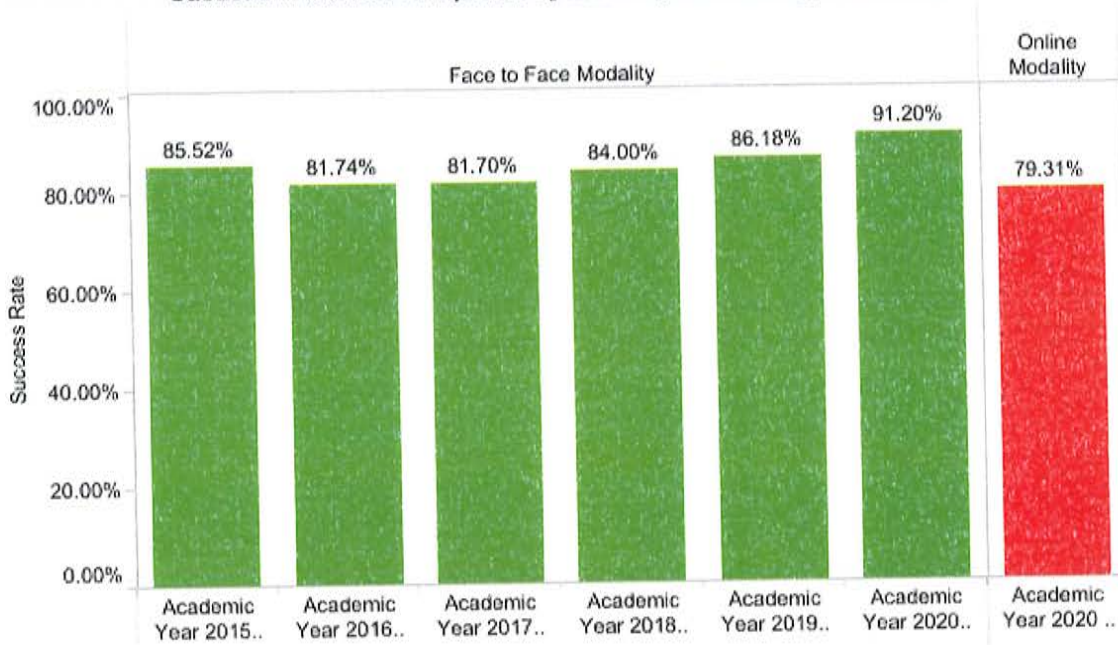
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Kinesiology Activities

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Kinesiology Activities



Successful Course Completion by Modality Table - Kinesiology Activities

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	85.52%	81.74%	81.70%	84.00%	86.18%	91.20%
	Total Department Enrollm..	1,354	1,276	1,328	1,076	1,247	432
Online Modality	Department Success Rate						79.31%
	Total Department Enrollm..						294

The data shows that students enjoy these class better face to face, than online which can be understood.

Degrees and Certificates Awarded (Insert Data Chart)

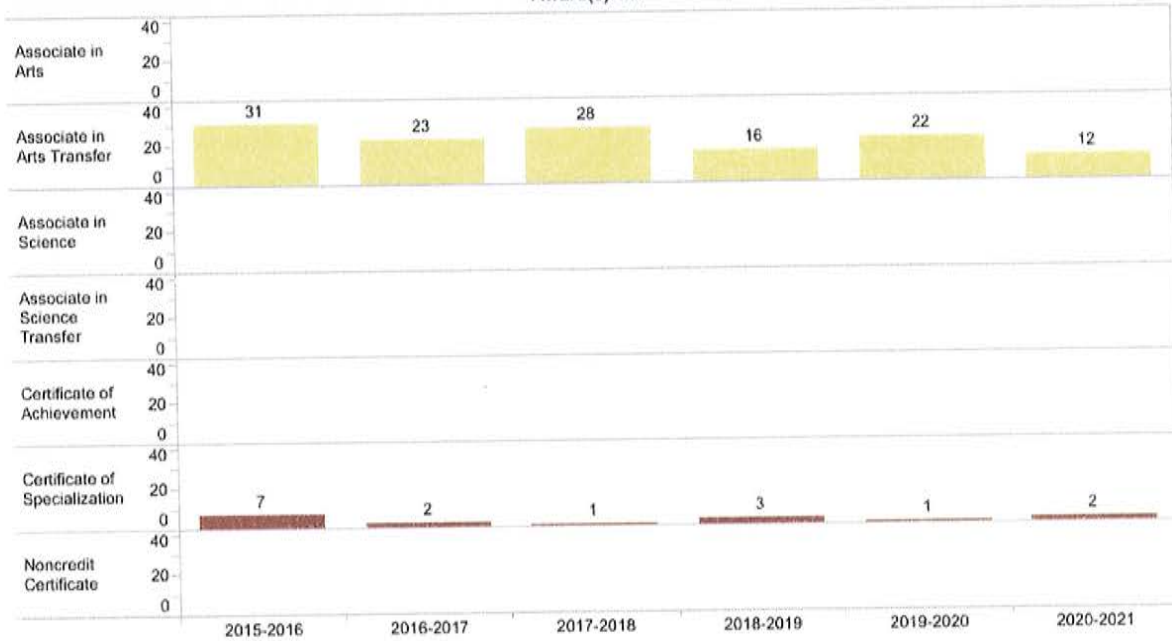
SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Kinesiology

Award Type:
All

Program Awards

Top Code Description(s): Kinesiology
Award(s): All



Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts Transfer	Kinesiology (AAT)	31	23	28	16	22	12
	Total	31	23	28	16	22	12
Certificate of Specialization	Exercise Science (CS)	7	2	1	3	1	2
	Total	7	2	1	3	1	2
Grand Total		38	25	29	19	23	14

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

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Multiple values

TERM
All

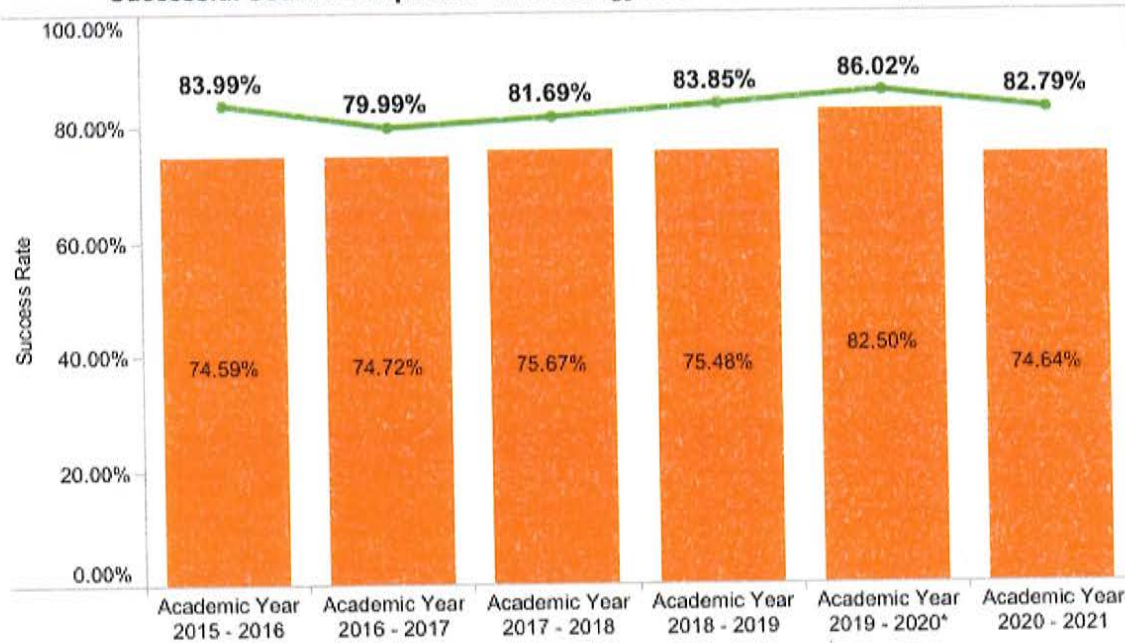
Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All

Successful Course Completion - Kinesiology Activities & Kinesiology Theory



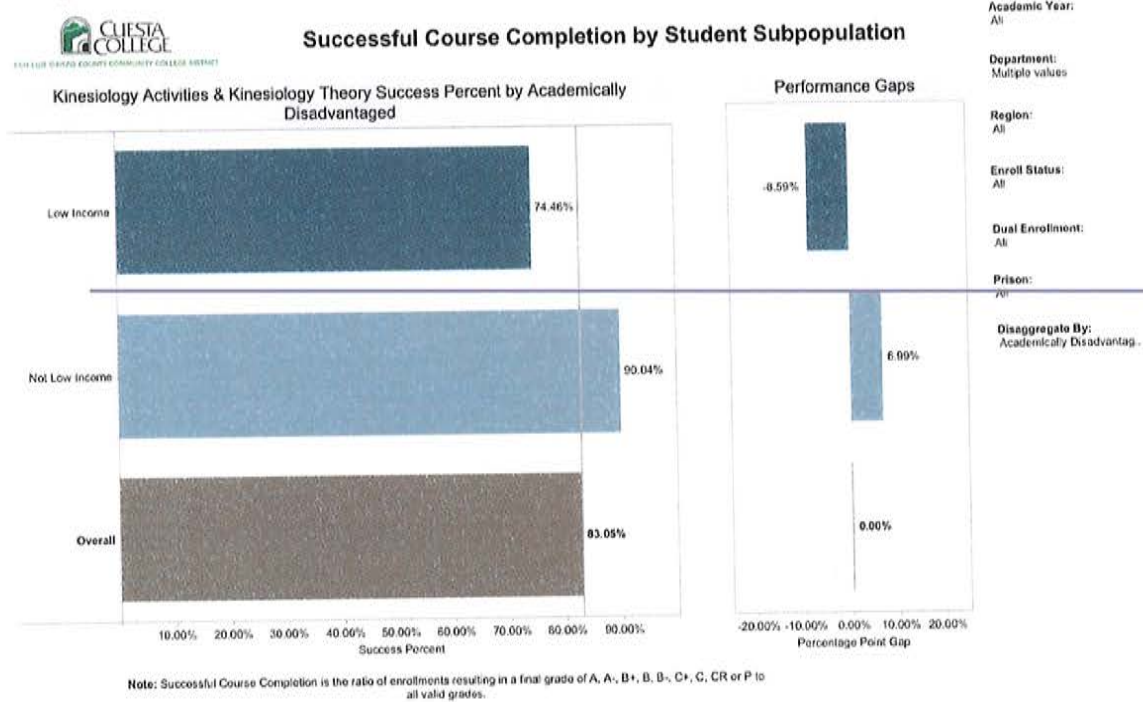
Kinesiology Activities & Kinesiology Theory Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success..	83.99%	79.99%	81.69%	83.85%	86.02%	82.79%
Total Enrollments	1,643	1,509	1,611	1,376	1,633	1,175

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

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.

As a program we have better with lower income and non low income compared to the college as a whole.



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.

All Kina activity classes were major modifications for varying unit value. There were no course review and there was no curriculum review needed.

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

- F. 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](#).

VI. PROGRAM DEVELOPMENT

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

A. Institutional Goals and Objectives

The Kinesiology ADT program will continue to work on increasing enrollment through marketing and community connections for all students regardless of age or finances. Work with Cal Poly and other universities to increase our student's success. Work with local high schools to educate them on the opportunities that are out in the world. Work to continue to develop more partnerships with not only local business, but also abroad.

B. Institutional Learning Outcomes

The Kinesiology AD-T 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, and nutrition. 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 gradebook is another tool used to keep students up to date on their current grades. Smart classrooms also allow instructors to access the internet for videos, movies, etc. For auditory learning instructors are thorough in their lessons and include personal experiences, stories, and examples. Calling on students to give input about their personal experiences or thoughts about certain topics to influence critical thinking. **(ILO 6)**

C. Program outcomes

Due to low enrollment through 2020-2021, we have seen a decrease in degrees awarded. We anticipate within the next two years we will see an increase in enrollment as students return to campus.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

Course offerings for KIN 201, some KINA activity classes will be reduced in the Fall of 2022, while other KINA activity classes will be offered.

B. Support services to promote success, persistence and retention

C. Facilities needs

Upgrade to facilities and equipment in Room 1200. Upgrade room 1100, 1105, and 1113.

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 13, 2022.

KINESIOLOGY ADT 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.)

Allison Head		
Division Chair/Director Name	Signature	Date
Brian Locher	 <small>Brian Locher (Mar 8, 2022 12:38 PST)</small>	
Name	Signature	Date
John Marsh	 <small>John Marsh (Mar 9, 2022 11:54 PST)</small>	
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date












2022_KINE_Signature Page

Final Audit Report

2022-03-09

Created:	2022-03-08
By:	Nancy Webb (nwebb@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAO4sdAO8pOWyxOpP_rqBc9cScWubkOhKU

"2022_KINE_Signature Page" History

-  Document created by Nancy Webb (nwebb@cuesta.edu)
2022-03-08 - 6:56:41 PM GMT- IP address: 209.129.64.67
-  Document emailed to Allison Head (allison_head@cuesta.edu) for signature
2022-03-08 - 6:57:15 PM GMT
-  Email viewed by Allison Head (allison_head@cuesta.edu)
2022-03-08 - 6:57:56 PM GMT- IP address: 104.47.73.254
-  Document e-signed by Allison Head (allison_head@cuesta.edu)
Signature Date: 2022-03-08 - 6:58:13 PM GMT - Time Source: server- IP address: 97.93.18.88
-  Document emailed to Brian Locher (brian_locher@cuesta.edu) for signature
2022-03-08 - 6:58:15 PM GMT
-  Email viewed by Brian Locher (brian_locher@cuesta.edu)
2022-03-08 - 8:38:46 PM GMT- IP address: 104.47.73.126
-  Document e-signed by Brian Locher (brian_locher@cuesta.edu)
Signature Date: 2022-03-08 - 8:39:06 PM GMT - Time Source: server- IP address: 47.7.48.164
-  Document emailed to John Marsh (jmarsh@cuesta.edu) for signature
2022-03-08 - 8:39:07 PM GMT
-  Email viewed by John Marsh (jmarsh@cuesta.edu)
2022-03-09 - 4:19:53 AM GMT- IP address: 172.226.7.125
-  Document e-signed by John Marsh (jmarsh@cuesta.edu)
Signature Date: 2022-03-09 - 7:54:26 PM GMT - Time Source: server- IP address: 209.129.64.67
-  Agreement completed.
2022-03-09 - 7:54:26 PM GMT