

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, SCIENCE, KINESIOLOGY, AND NURSING

Program: Fitness, Health, and Nutrition
2018-2019

Current Academic Year:

Last Academic Year CPPR Completed:
2018

Current Date: Spring

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. College mission:

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.

B. 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.

The mission of the Fitness, Health, & Nutrition degree is to prepare students to work in the field of fitness, field of nutrition, or the field of health. The certificate is to be taken off-line when the Exercise Science degree is approved by the Chancellor's Office.

C. Brief history of the program

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

The Fitness, Health, and Nutrition Program will be deactivated once the C.S. in Exercise Science has been approved by the Chancellor's Office.

B. List current faculty, including part-time faculty

Health Education Classes (HEED 202, 203, 204, 206):

A. Neary, A. Merzon, J. Marsh, S. Gin, M. Medhurst, J. Guadagno, S. Guglielmo, C. Minton, N. Steinmaus, M Zulim-Clark, D. Pry,

Kinesiology Class (KINE 213, 214, 218, REC 204):

S. Gin, A. Neary, J. Guadagno

Nutrition Classes (NUTR 210, 211, 230):

J. Frere, C. Deswart, S. Nunes, C. Moore, C. Coffman

Biology Classes (BIO 205, 212):

R. Ruppert, L. Schicker, E. Lobo, D. Kirkhart, C. Machado, M. O'Neill, D. Barker, D. Lovie

C. Describe how the Program Review was conducted and who was involved

The CPPR was completed by Angela Neary and John Marsh both Full-Time Faculty. A draft was not passed out among faculty as it was decided that this program was to be deactivated with the approval of Exercise Science.

**A. 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 mission of the Fitness, Health, & Nutrition degree is to prepare students to work in the field of fitness, field of nutrition, or the field of health. The certificate is to be taken off-line when the Exercise Science degree is approved by the Chancellor's Office.

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

B. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

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

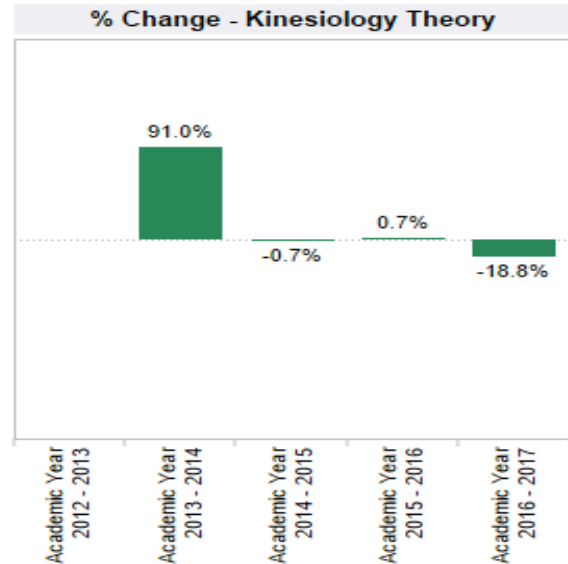
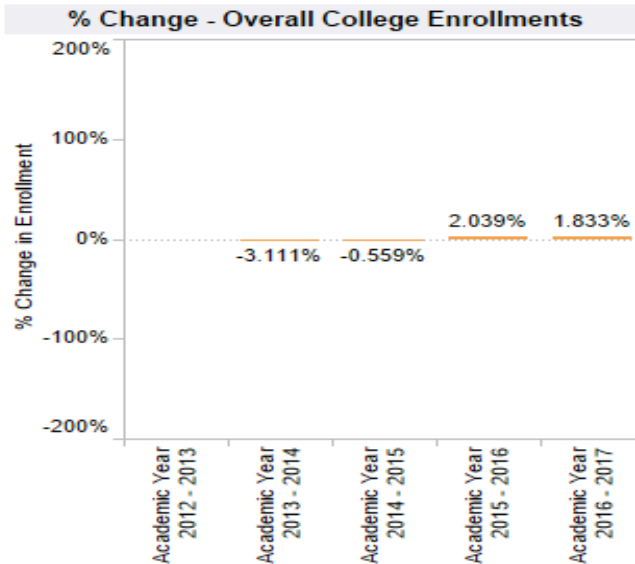
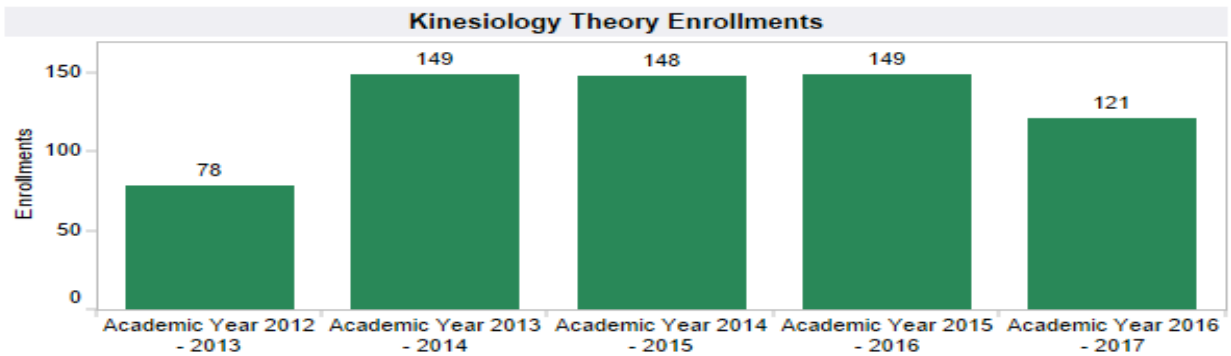
SLOCCCD Program Review Data - Enrollment

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.

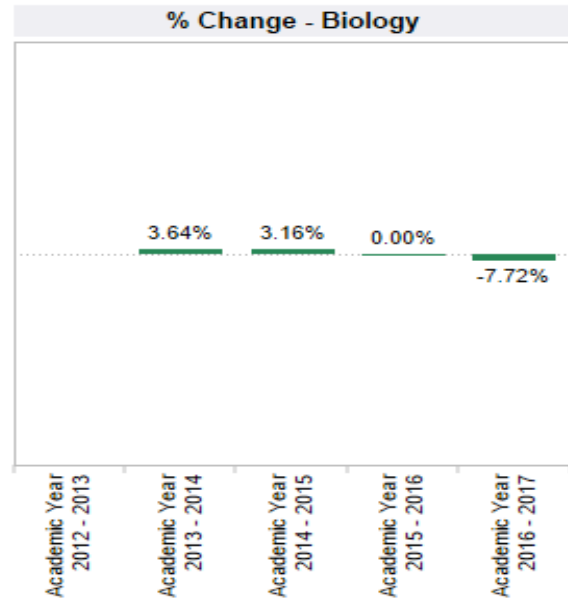
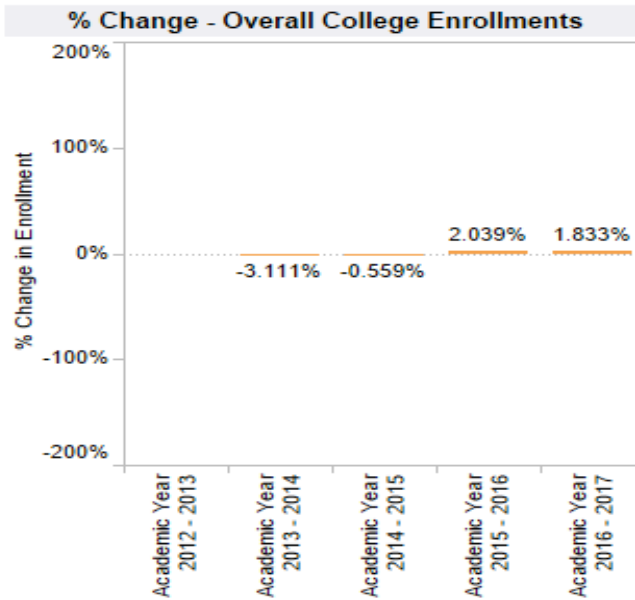
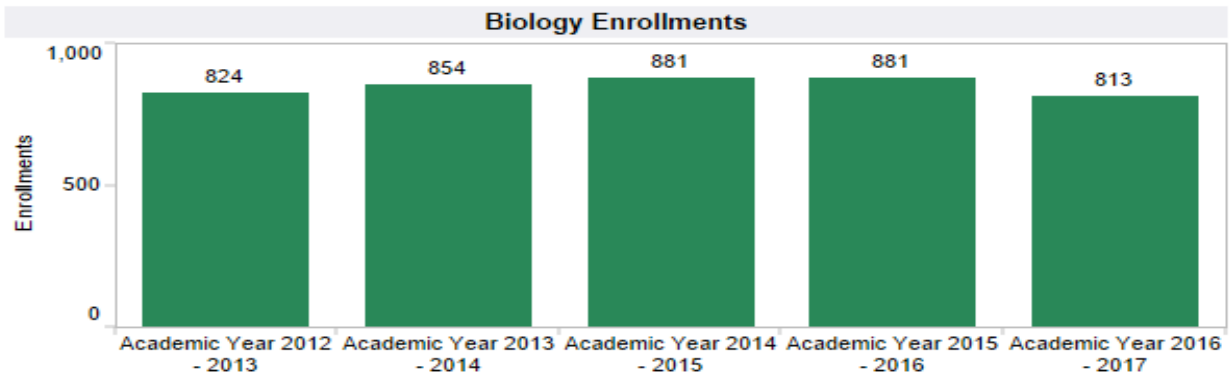
SLOCCCD Program Review Data - Enrollment

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.

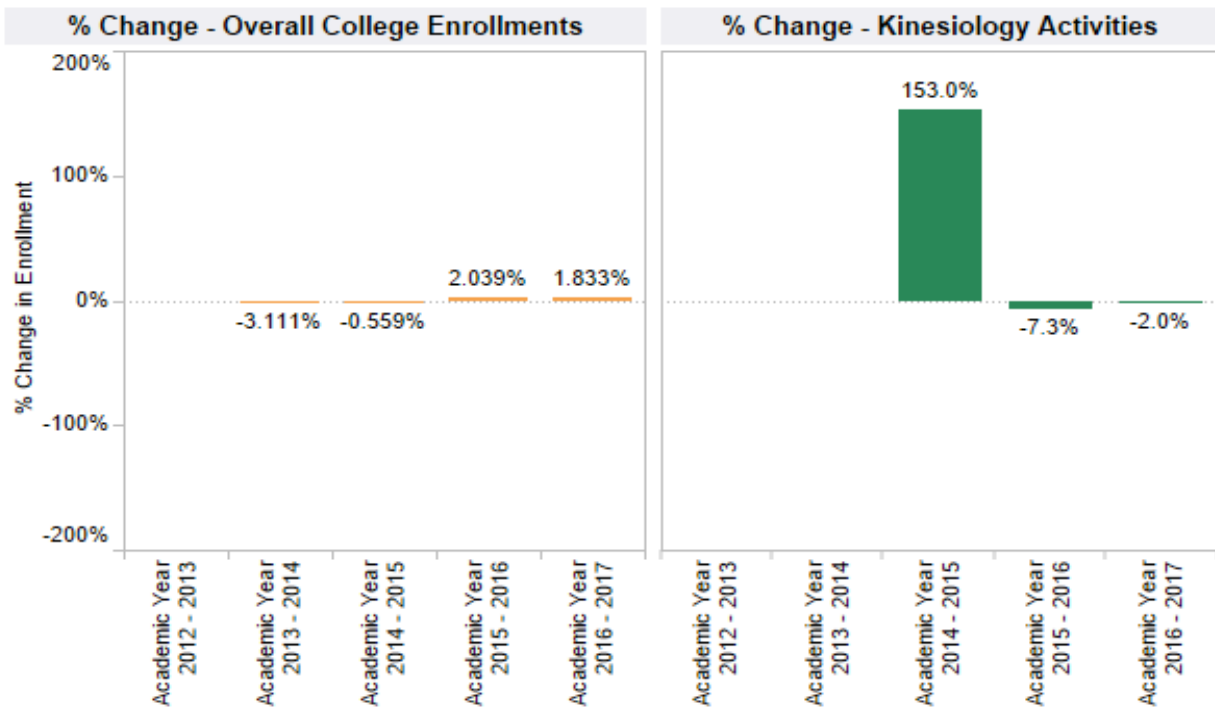
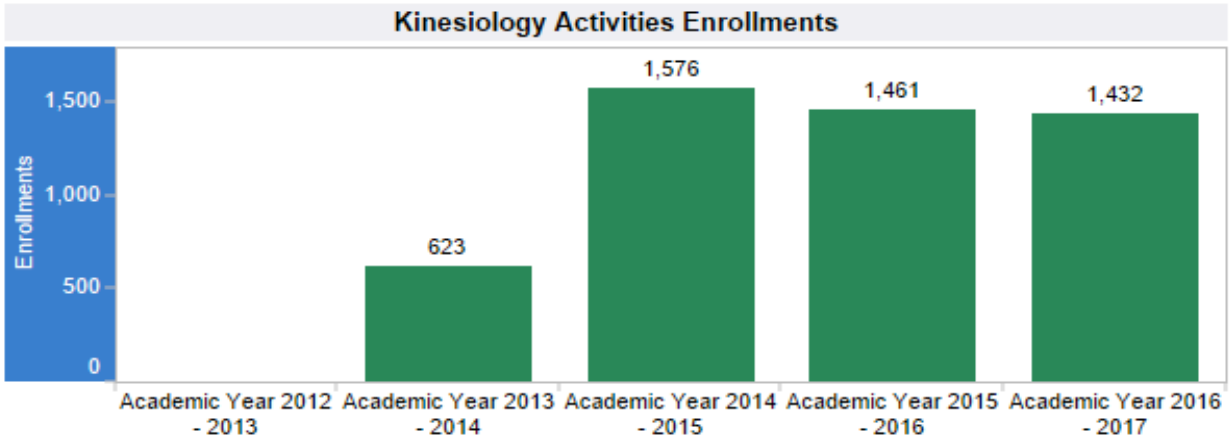
SLOCCCD Program Review Data - Enrollment

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.

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

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

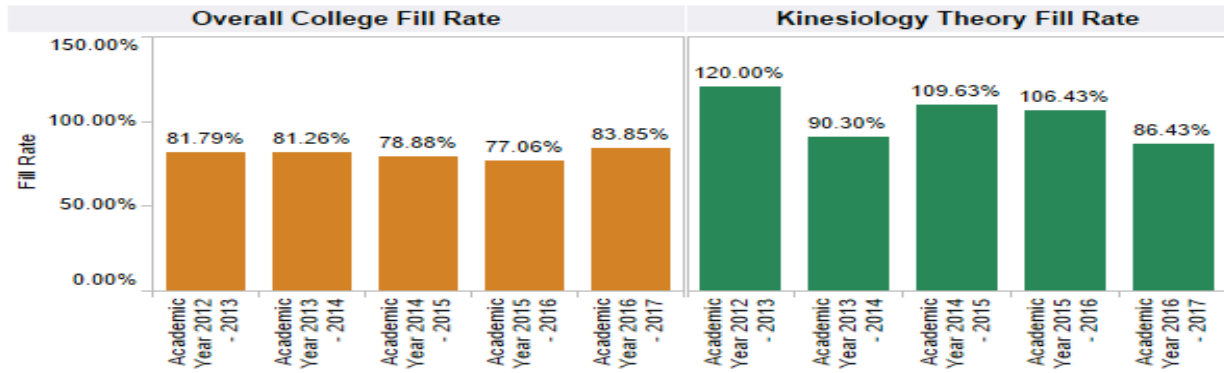
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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.

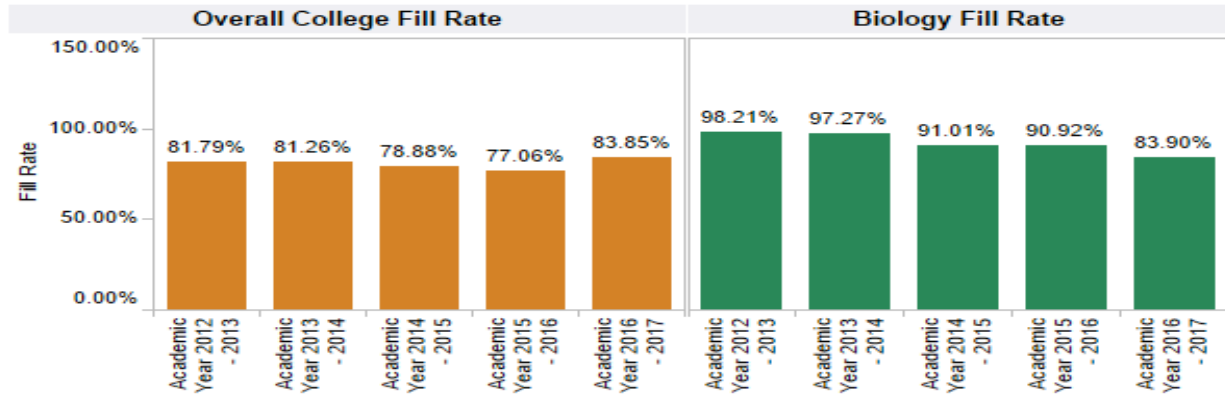
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Biology

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.

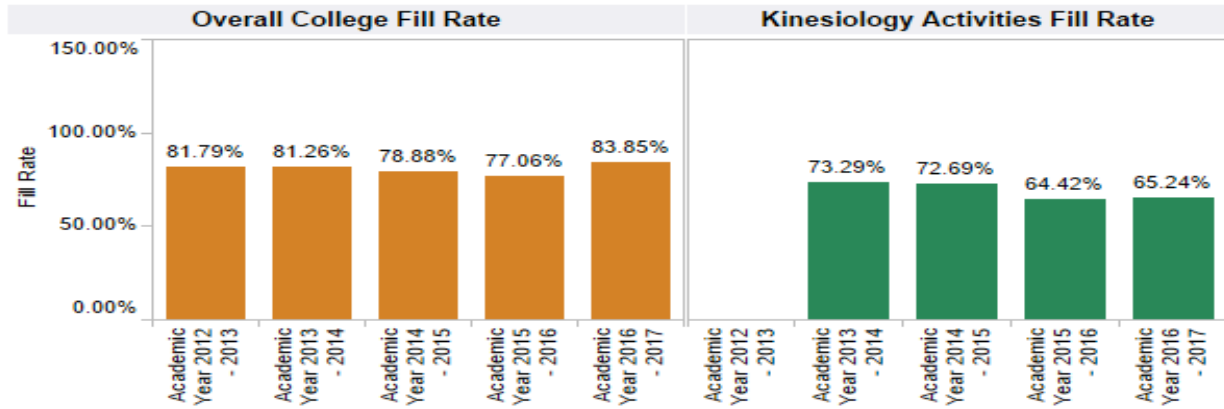
SLOCCCD Program Review Data - Student Demand (Fill Rate)

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.

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

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

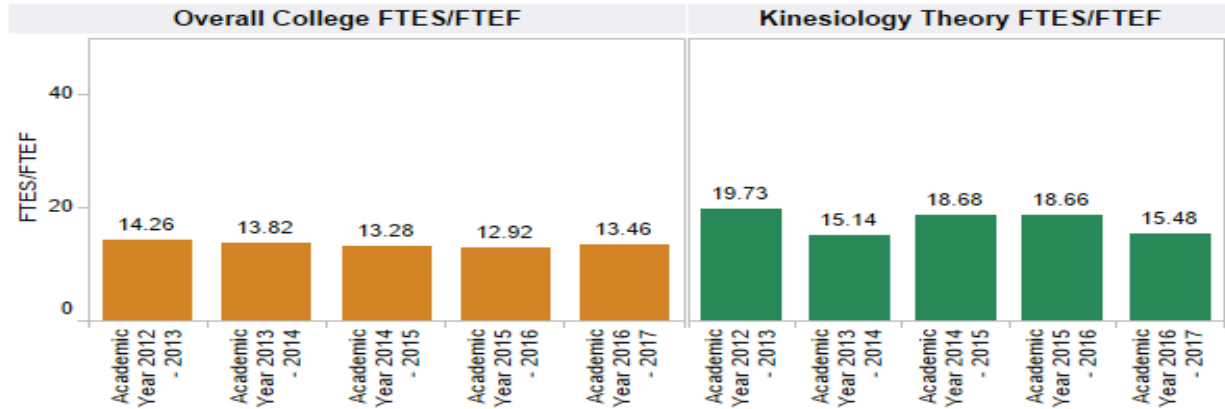
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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)

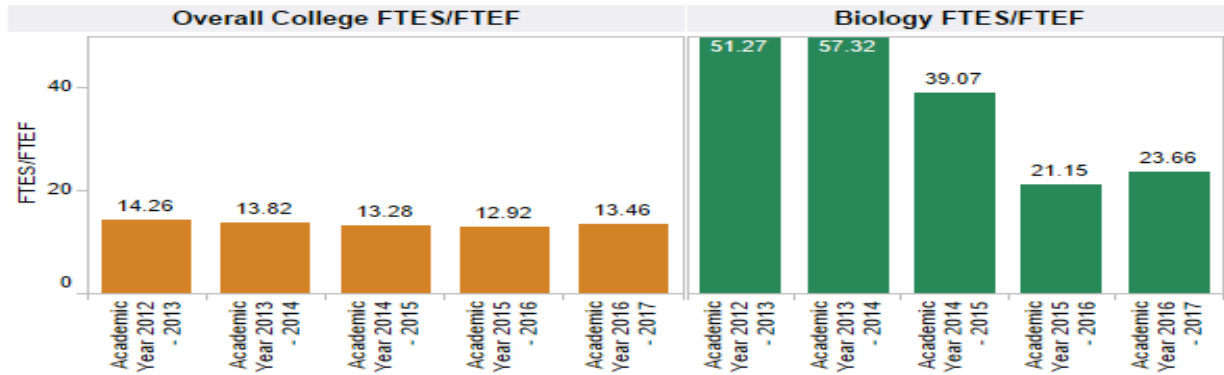
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
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)

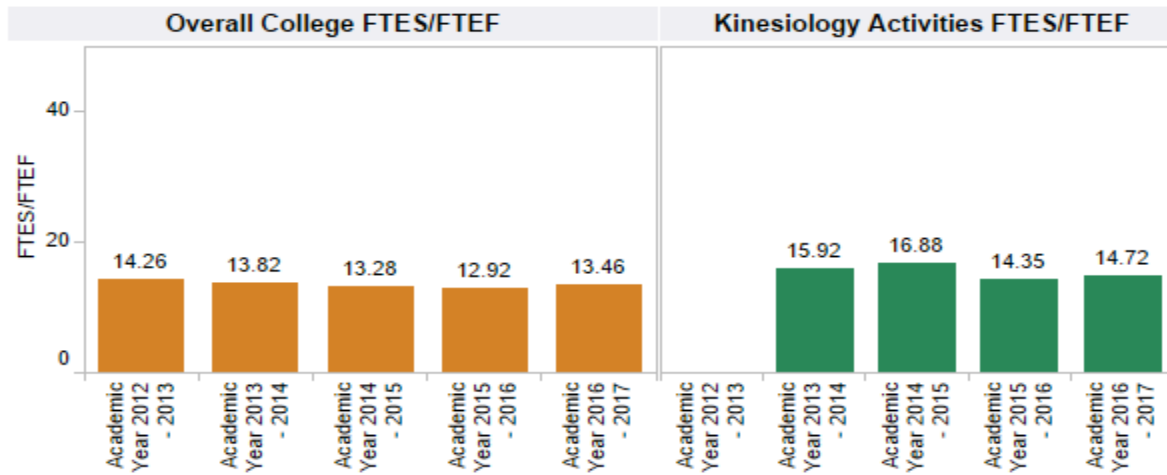
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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.

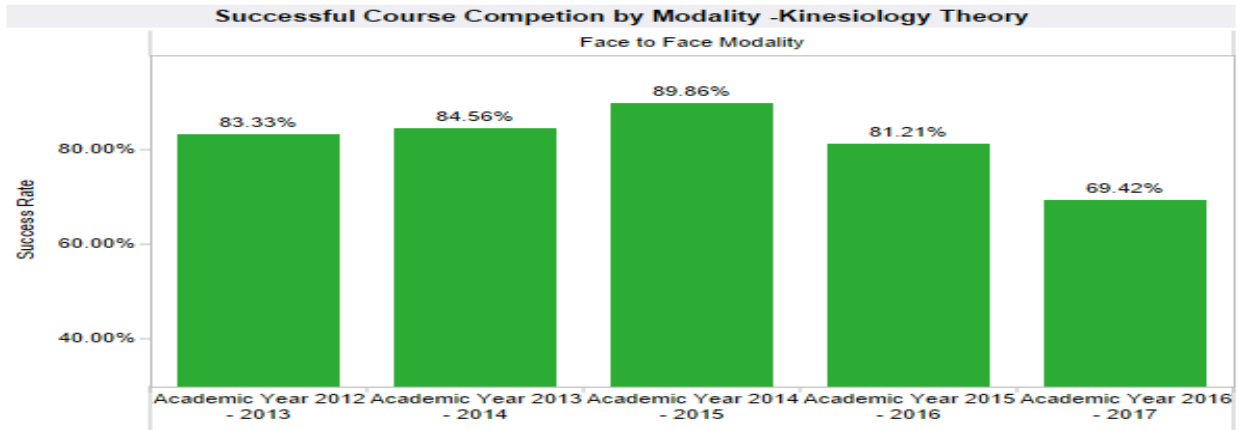
Student Success—Course Modality (Insert Data Chart)

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

		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	77.56%	82.55%	89.68%	77.54%	71.83%
	Total Department Enrollments	205.0	298.0	281.0	276.0	213.0
Online Modality	Department Success Rate	72.00%	76.19%	62.22%	61.54%	55.00%
	Total Department Enrollments	25.0	21.0	45.0	13.0	20.0

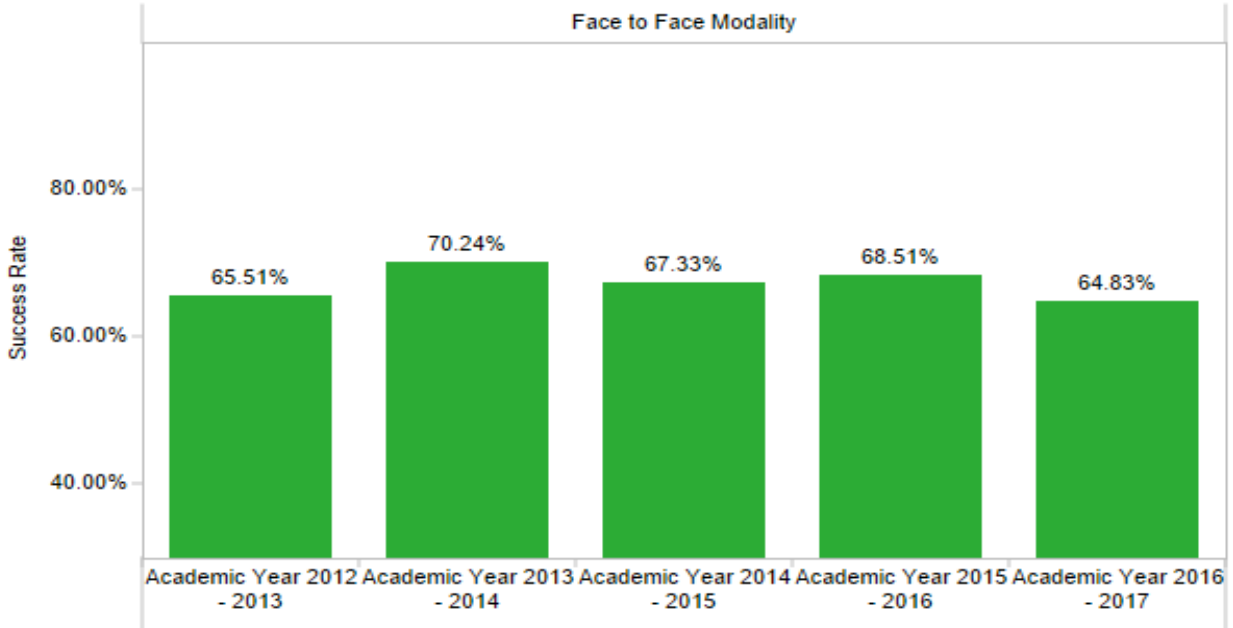
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Biology

Course:
Multiple values

Legend:
■ Face to Face Modality

Successful Course Completion by Modality -Biology



Successful Course Completion by Modality Table - Biology

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

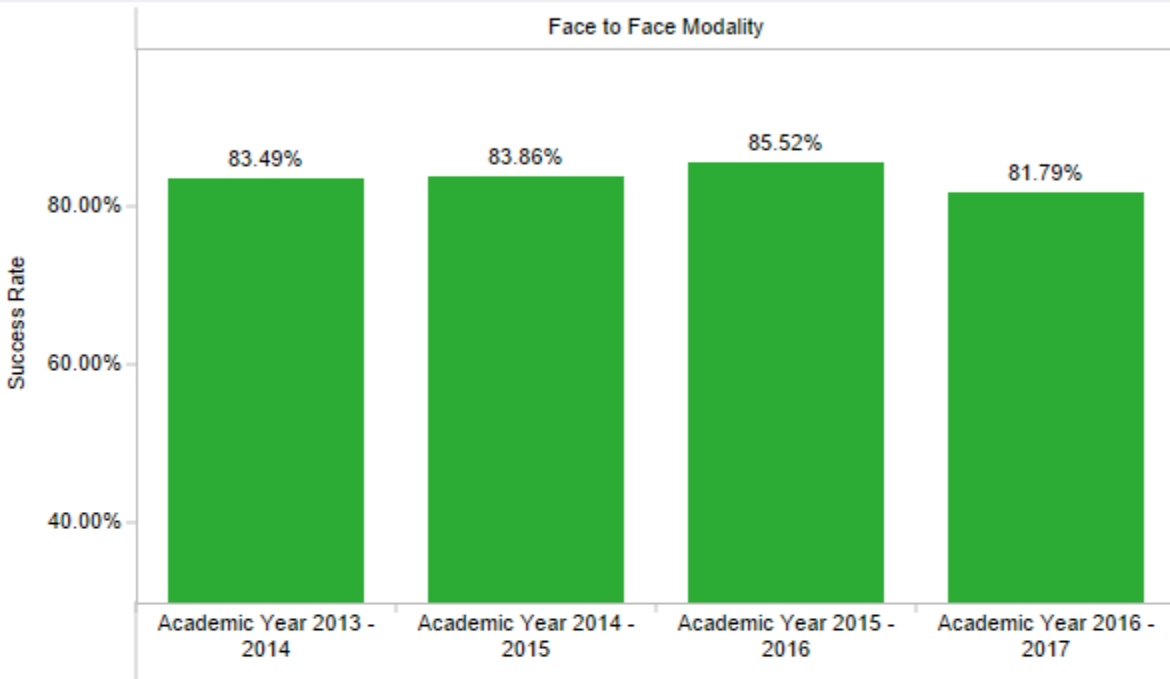
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Kinesiology Activities

Course:
All

Legend:
■ Face to Face Modality

Successful Course Completion by Modality -Kinesiology Activities



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

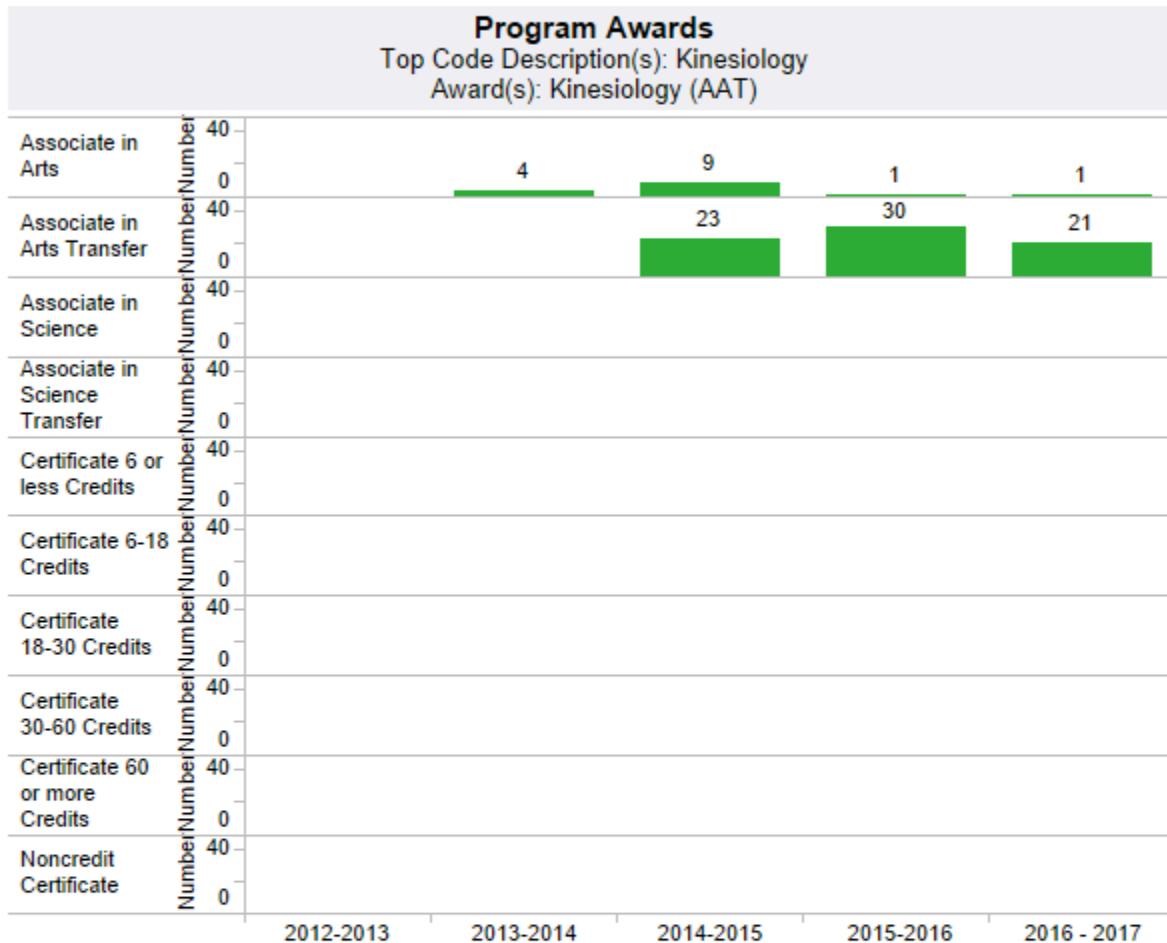
Insert the data chart and explain observed differences between the program and the college.

Degrees and Certificates Awarded (Insert Data Chart)

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

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

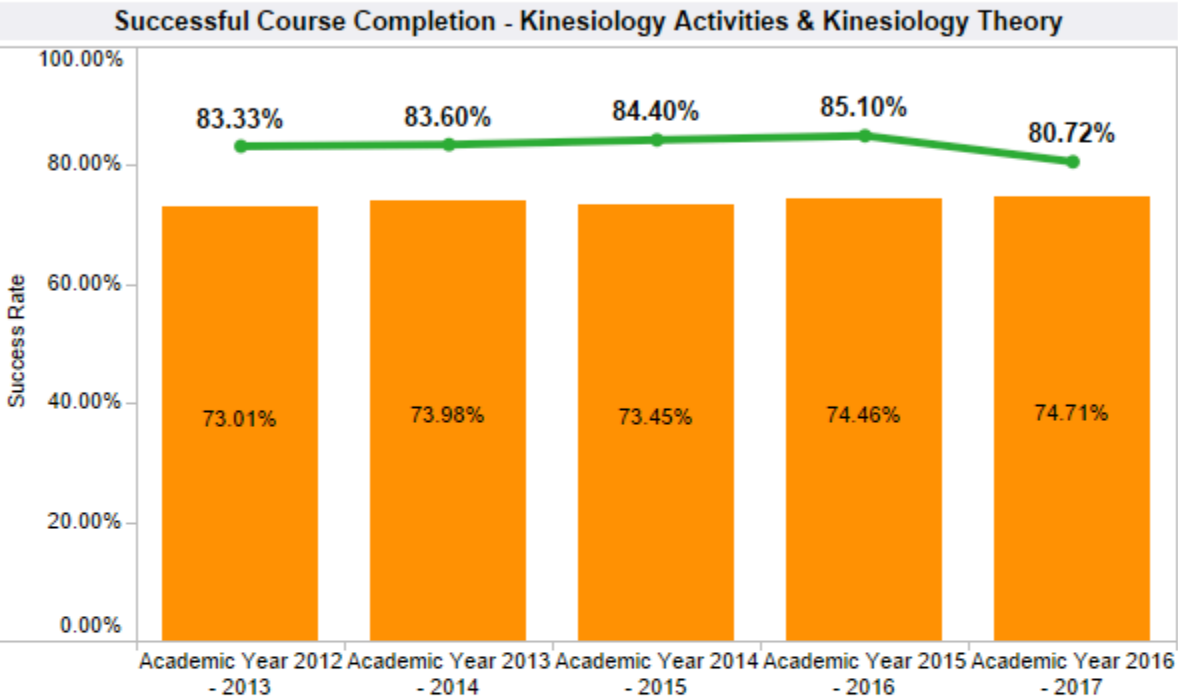
[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

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

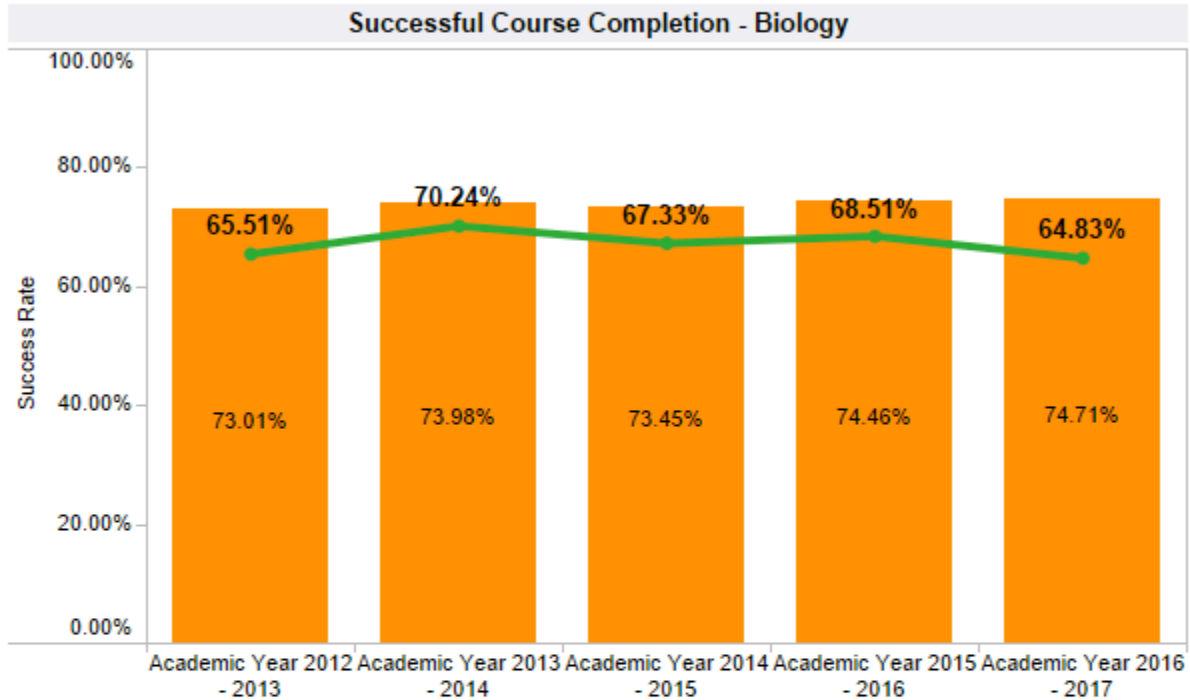
Success: The Percentage of student enrollments resulting in a final grade of "C" or better

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Biology

COURSE
Multiple values

Legend:
■ Department Success Rate
■ Overall College Success Rate

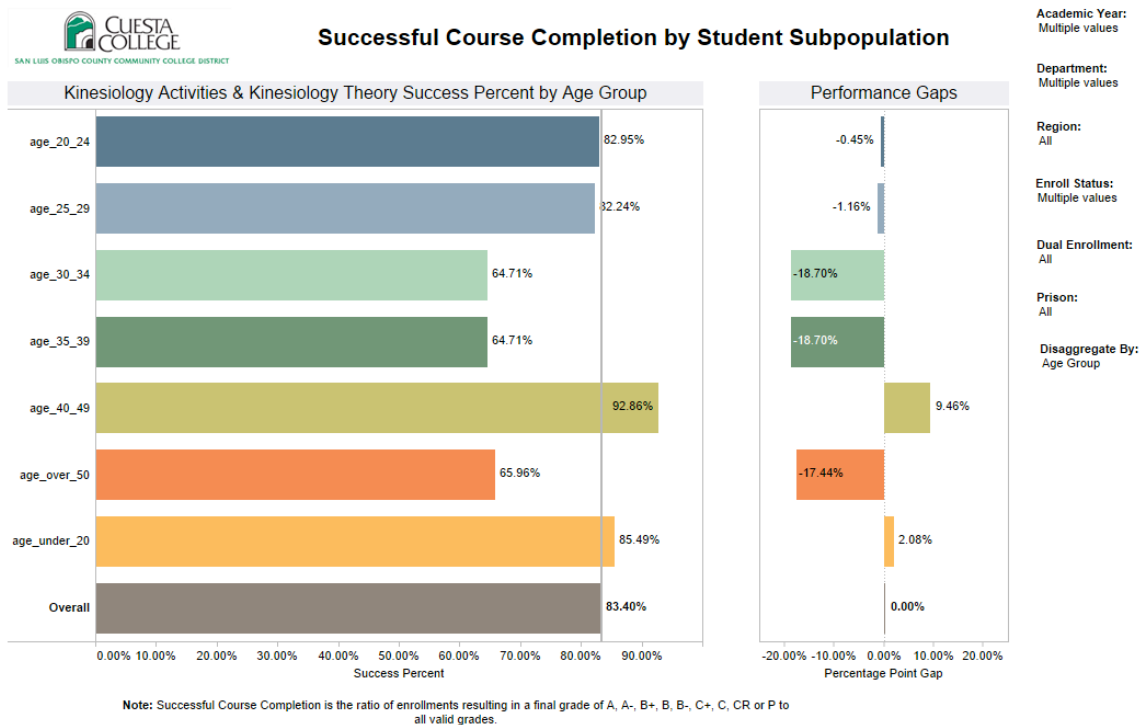
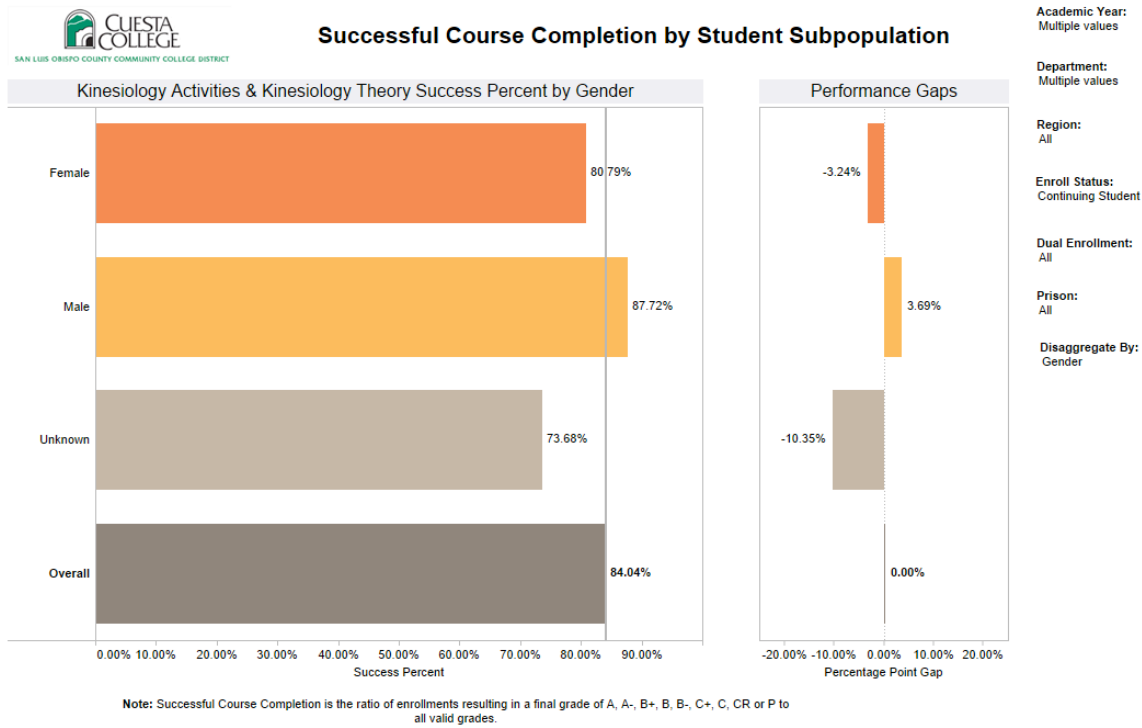


Biology Success Rate Table

	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

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.



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

- 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.

C. 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.

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.

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

- 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](#).

E. 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.

F. 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.

G. 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

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

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>