

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024

PROGRAM(S): COACHING CERTIFICATE

CLUSTER: SKILLED TRADE TECHNOLOGY

AREA OF STUDY: KINESIOLOGY

LAST YEAR CPPR COMPLETED: 2020 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 4/4/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

COACHING CERTIFICATE OF SPECIALIZATION

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

NONE.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If

this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

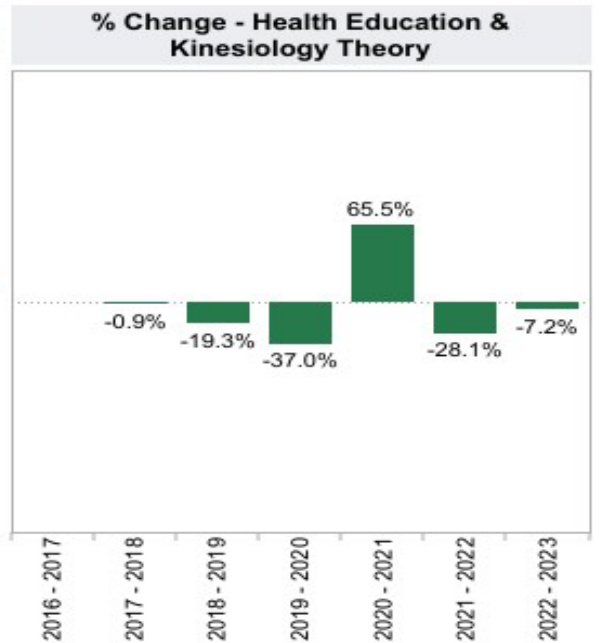
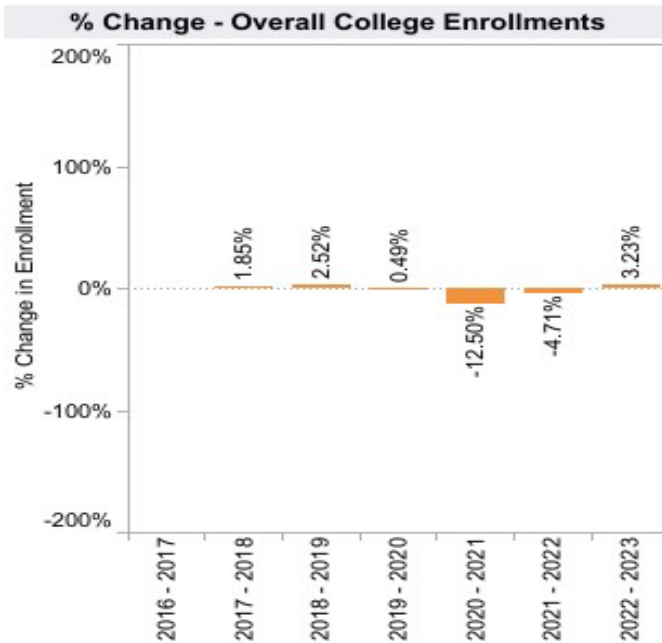
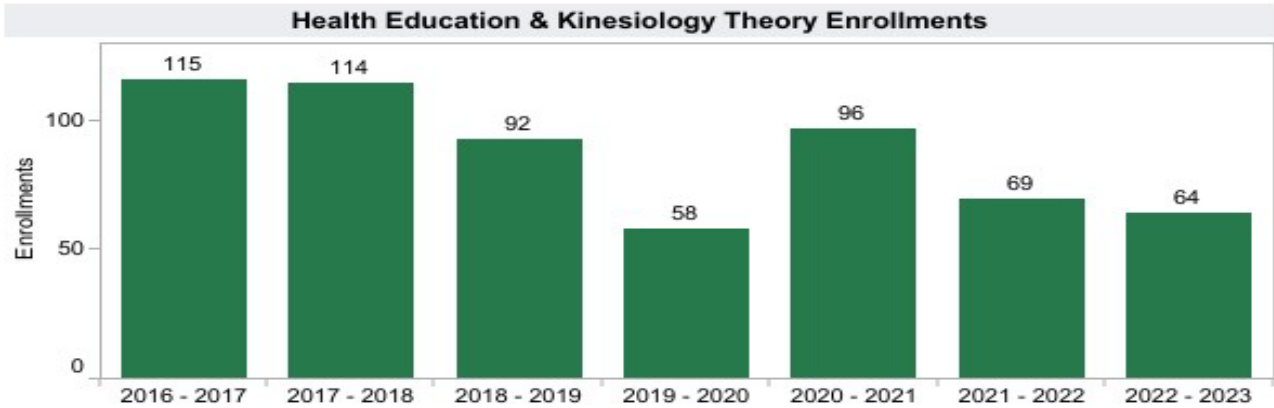
A. **General Enrollment (Insert Aggregated Data Chart)**

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

SLOCCCD Program Review Data - Enrollment

Department: All
Course: Multiple values
Dual Enrollment: All
Prison: All
Region: All

TERM



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 data shows enrollment has decreased in KINE 202-Principles of Coaching and Health 204 from 2016-17 to 2022-23. The percentage enrollment is negative compared to the college enrollment.

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

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

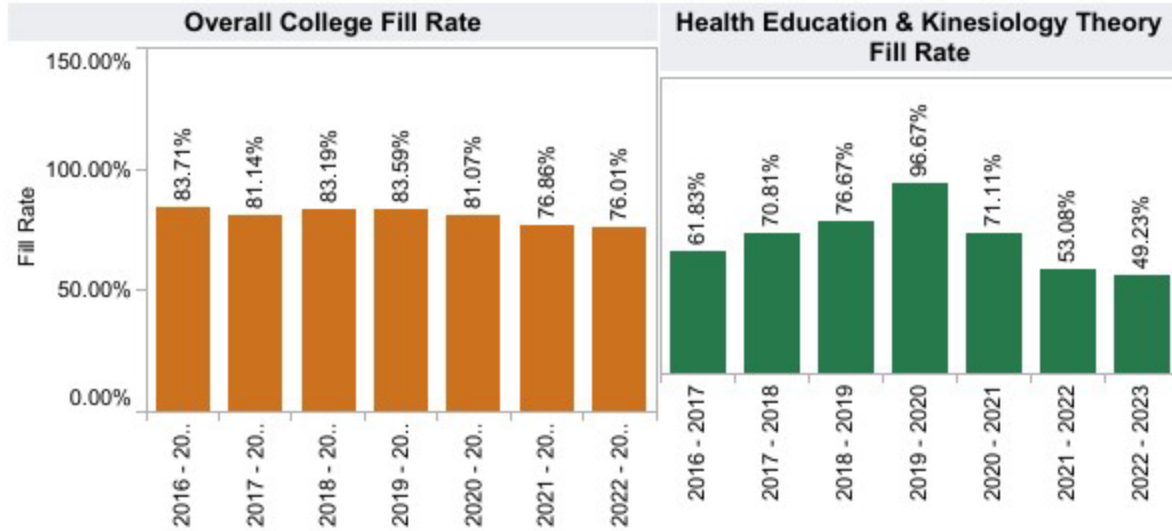
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
All

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.

Data shows that fill rates for KINE 202 and Health 204 have declined since 2019-2020. The data also shows that these fill rates were increasing prior to the steep decline. There are many factors that may play a role in reduced enrollment percentages. KINE 202 has not been offered since the summer of 2020. Health 204 can only be offered face-to-face. COVID-19 and slow recovery in face-to-face enrollment at Cuesta eliminated potential enrollment from students looking for primarily online classes or specific time slots of classes, to focus on school and work.

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

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

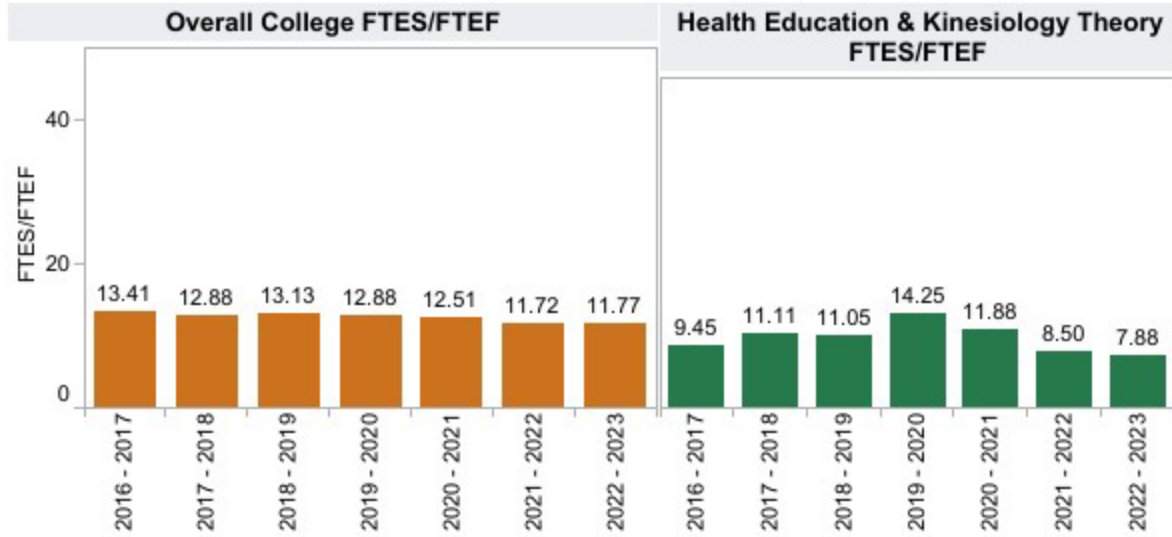
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Multiple values

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)

Over the past 6 years the FTES/FTEF for HEED 204 and KINE 202 increased significantly from 2016-2020, then declined significantly from 2020–2023. The college has also declined during this time, but not as significantly. The demand increased when the certification was implemented. Since 2020 KINE 202 has not been offered and a wide range of factors may contribute to this decline, such as, CIF coaches can complete certification online through the CIF.

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

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

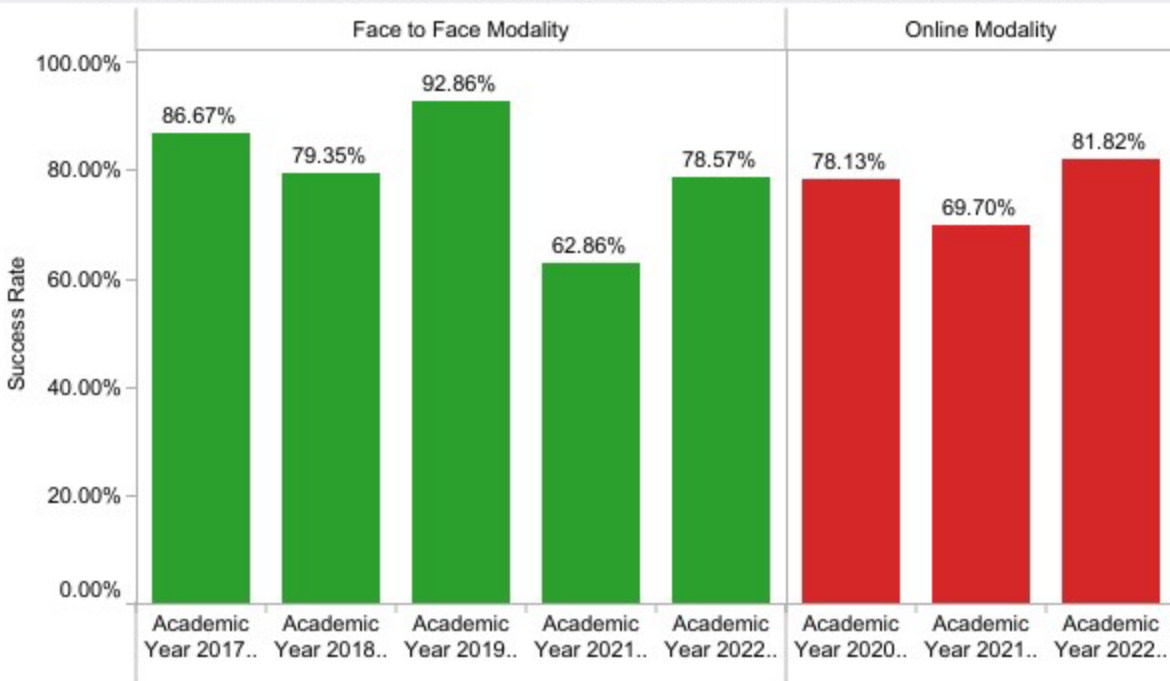
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
Multiple values

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Health Education & Kinesiology Theory



Successful Course Completion by Modality Table - Health Education & Kinesiology Theory

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	79.84%	81.15%	84.75%	83.51%	70.83%	75.95%
	Total Department Enrollm..	1,002	972	1,004	381	552	529
Online Modality	Department Success Rate	73.90%	72.64%	77.81%	71.27%	72.53%	71.11%
	Total Department Enrollm..	793	1,144	1,249	1,979	1,382	1,436

Overall, KINE 202 and Heath 204 have seen an increase in the Online Modality and a slight decrease in Face-to-Face Modality. This is probably due to the impact of COVID and the college moving instruction to online.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

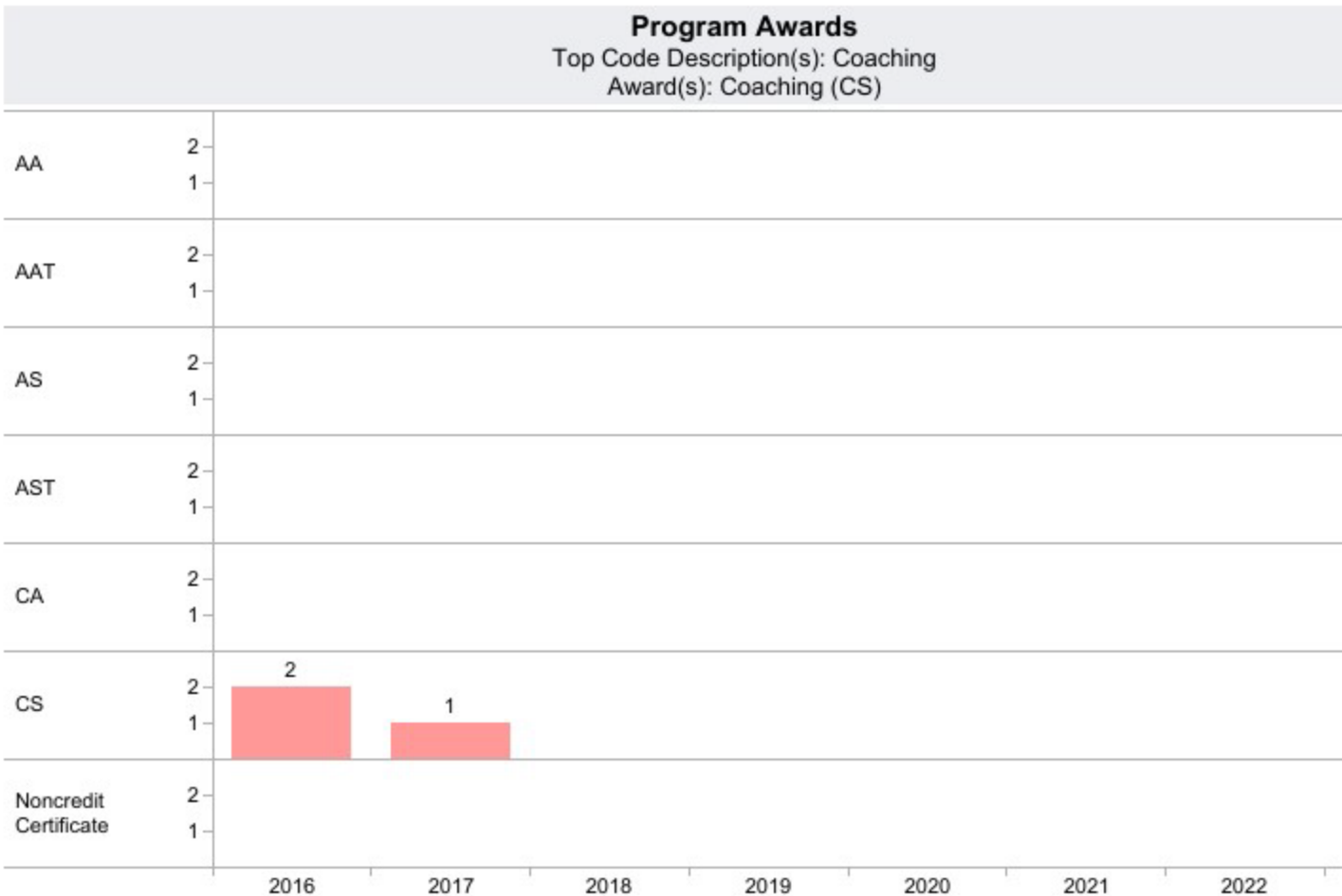
Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Coaching

Award Type:
All

Area of Study
All



Program Awards Table								
Award Type	Award	2016	2017	2018	2019	2020	2021	2022
CS	Coaching (CS)	2	1					
	Total	2	1					
Grand Total		2	1					

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

The Coaching Certificate is not offered due to KINE 202 not being offered in the past three years, so students cannot complete the certified courses.

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

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

No Chart Available.

NO CHART AVAILABLE FOR THE COMPARISON BETWEEN THE PROGRAM AND THE COLLEGE SUCCESS DUE TO THE CERTIFICATE NOT BEING ACHIEVED IN RECENT YEARS.

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.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Our division is currently adjusting course offering to meet the needs of our students and college. The reasons that this program was not in high demand are due to the changing requirements and the offerings of the CIF.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

- A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.
1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

- B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

No other relevant data.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- A. New or modified plans for achieving program-learning outcomes and addressing equity
 - No new plans are being implemented.
- B. Anticipated changes in curriculum, scheduling, or delivery modality
 - KINE 202 is not currently being offered.
- C. Levels, delivery or types of services
 - None
- D. Facilities changes
 - None
- E. Staffing projections
 - None
- F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.