2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025
PROGRAM(S): RECREATION ADMINISTRATION
CLUSTER: Health & Wellness, Skilled Trades & Technology
AREA OF STUDY: MOVEMENT AND HEALTH SCIENCE
LAST YEAR CPPR COMPLETED: 2022
NEXT SCHEDULED CPPR: 2026
CURRENT DATE: 2/26/2025

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 the **IPPR Program Review Documents 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):

Recreation Administration

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. There have been no changes made for the program for the 2024 year. We have looked at the course enrollments and discussed putting the REC courses online to increase enrollments. Currently the data shows an uptick for the 2023-2024 year. Beginning in the summer of 2025 and into the fall of 2025 all REC top code courses in the program will be offered fully online. REC 201 Introduction to Recreation and Leisure Services will be offered as a 6-week fully online course for the summer. Beginning fall, 2025 REC 201 and REC 205 will be offered online as back-to-back nine-week courses. The plan is to offer two courses a semester where one is offered in the first nine weeks and another the second nine weeks of each semester. The program is hopeful that putting these classes online will increase enrollments, interest in the degree, as well as increase graduation rates.

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.

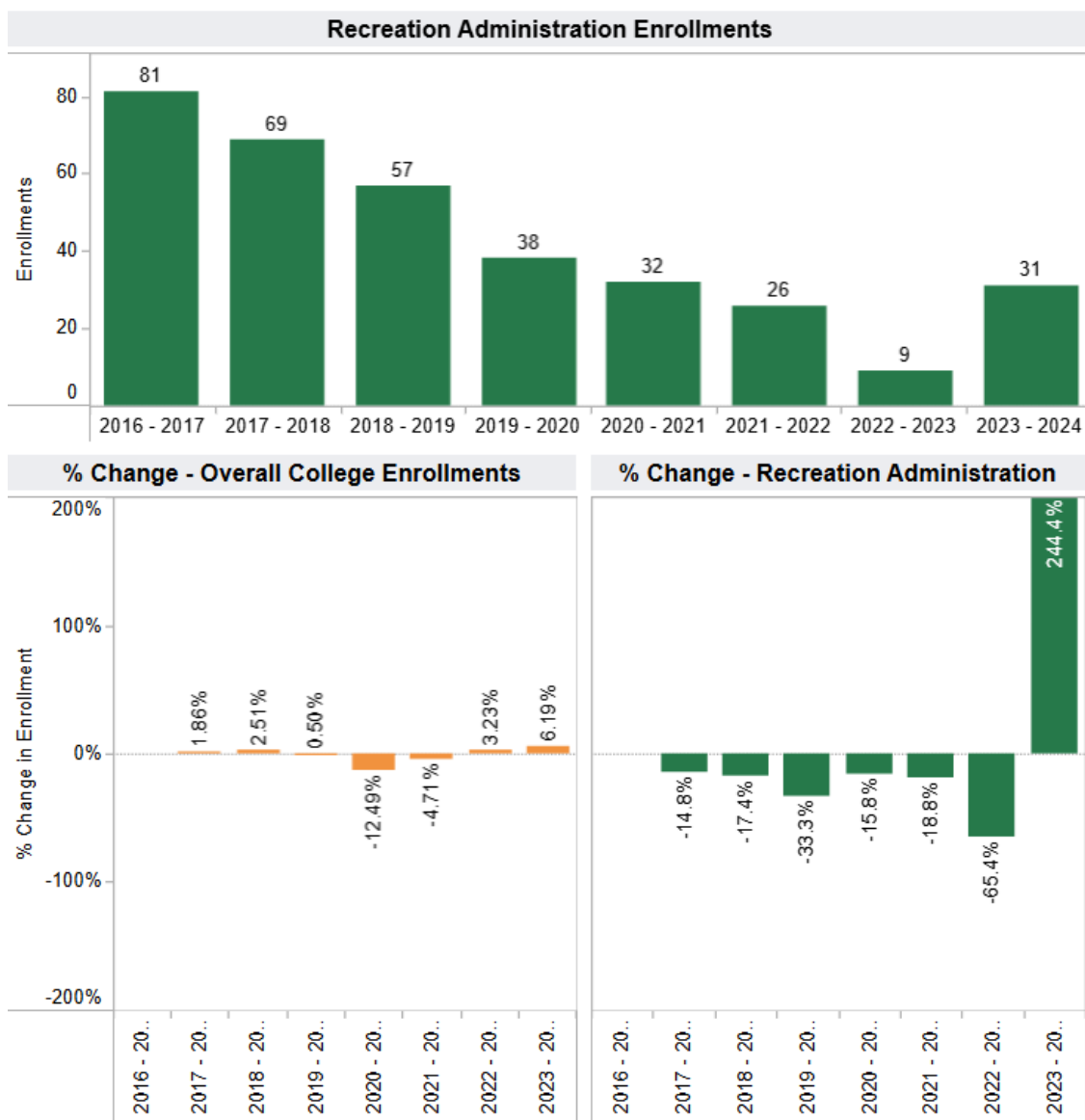   No ☒ If no, you do not need to complete a Progress Report.

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.

Recreation Administration Enrollments

Year	Enrollments
2016 - 2017	81
2017 - 2018	69
2018 - 2019	57
2019 - 2020	38
2020 - 2021	32
2021 - 2022	26
2022 - 2023	9
2023 - 2024	31

% Change - Overall College Enrollments

1.86%, 2.51%, 0.50%, -12.49%, -4.71%, 3.23%, 6.19%

% Change - Recreation Administration

-14.8%, -17.4%, -33.3%, -15.8%, -18.8%, -65.4%, 244.4%

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.

For the 2023–2024-year overall enrollments were up for the Recreation Administration Program. For all classes there were a total of 31 students enrolled. This includes REC 201, REC 203, REC 204, and REC 205. The previous year 9 students were enrolled. Seeing enrollments trending upward is promising for the program.

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:	Course:	Dual Enrollment:	Prison:
Recreation Administration ▼	(All) ▼	(All) ▼	(All) ▼
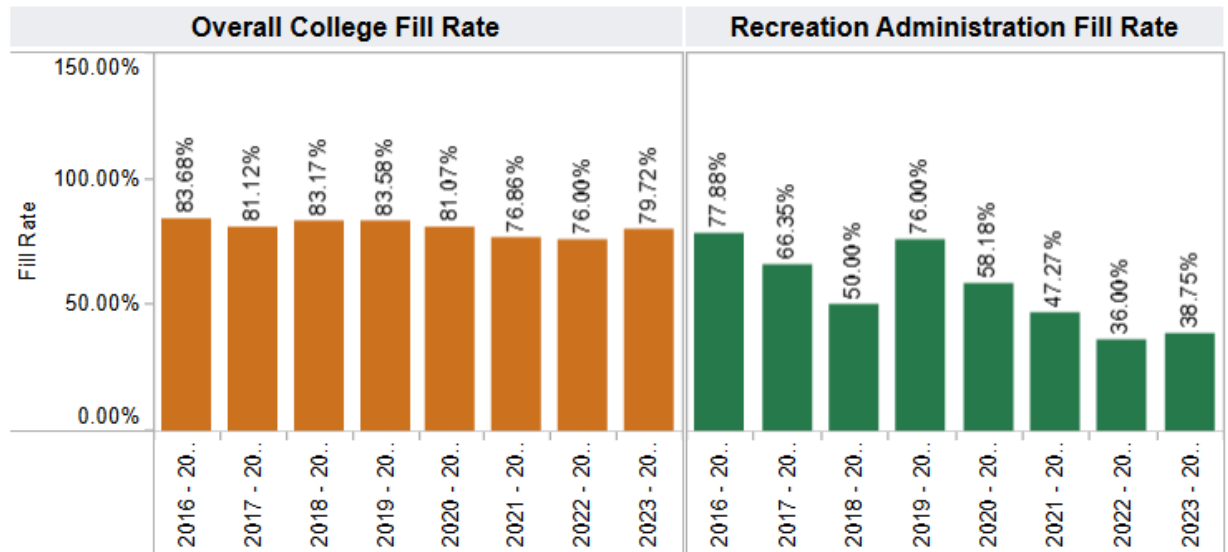
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.
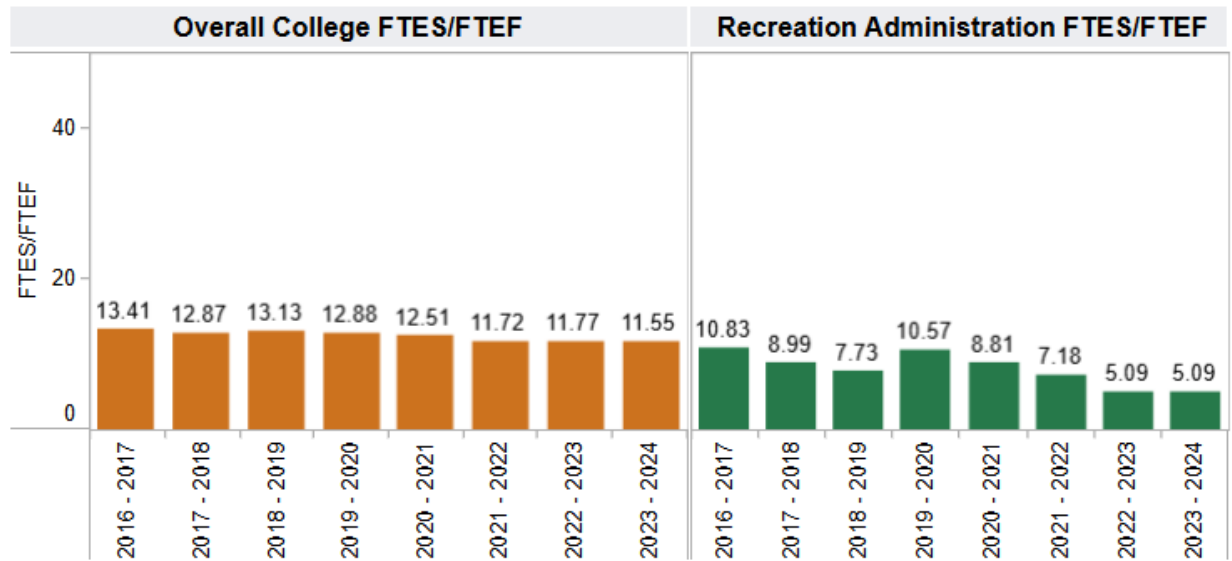
This data is included for the courses REC 201, REC 203, REC 204, and REC 205. The student demand is 38.8% compared to the college at 79.7%. The student demand has gone up slightly to two percent.

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: Recreation Administration   **Course:** (All)   **Dual Enrollment:** (All)   **Prison:** (All)

Overall College FTES/FTEF
- 2016 - 2017: 13.41
- 2017 - 2018: 12.87
- 2018 - 2019: 13.13
- 2019 - 2020: 12.88
- 2020 - 2021: 12.51
- 2021 - 2022: 11.72
- 2022 - 2023: 11.77
- 2023 - 2024: 11.55

Recreation Administration FTES/FTEF
- 2016 - 2017: 10.83
- 2017 - 2018: 8.99
- 2018 - 2019: 7.73
- 2019 - 2020: 10.57
- 2020 - 2021: 8.81
- 2021 - 2022: 7.18
- 2022 - 2023: 5.09
- 2023 - 2024: 5.09

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

The overall Recreation Administration FTES/FTEF is at 5.09 which is below the college level of 11.55.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
A g
For the overall courses of REC 201, 203, 204, and 205, successful course completion for the 2023-2024 year for face-to-face modality is at 100% while the online modality completion is at 81%. REC 204 and REC 205 were offered as Hybrid courses which included lecture online and face-to-face lab.

REC 201

Students who took REC 201 in the 2023-2024 semester had 100% course completion. This course was offered as face-to-face modality

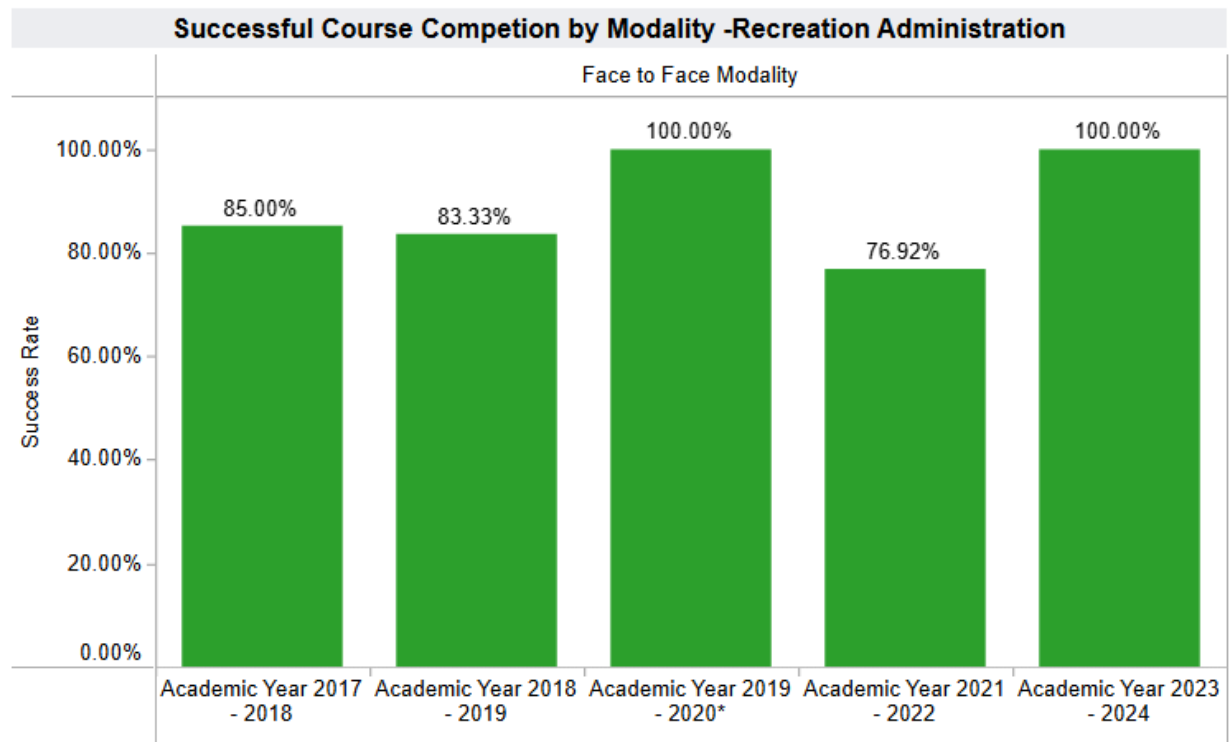**SLOCCCD Program Review Data: Successful Course Completion**

Select Department: Recreation Administration ▼

Course: REC201 ▼

Legend: ■ Face to Face Modality

Successful Course Competion by Modality -Recreation Administration

Face to Face Modality

Successful Course Competion by Modality Table - Recreation Administration		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.96%	92.98%	97.37%		84.62%	66.67%	100.00%
	Total Depart..	69.00	57.00	38.00		26.00	9.00	20.00
Online Modality	Department S..				68.75%			81.82%
	Total Depart..				32.00			11.00

REC 203

This course was offered as a hybrid course. The lecture was online while the lab was face to face. Eighty one percent of students completed this course in 2023-2024.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Recreation Administration ▼

Course:
REC203 ▼

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Recreation Administration

Successful Course Competion by Modality Table - Recreation Administration		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.96%	92.98%	97.37%		84.62%	66.67%	100.00%
	Total Depart..	69.00	57.00	38.00		26.00	9.00	20.00
Online Modality	Department S..				68.75%			81.82%
	Total Depart..				32.00			11.00

REC 204

This course was offered as a face-to-face modality in 2023-2024 and 100% of students completed the course

SLOCCCD Program Review Data: Successful Course Completion
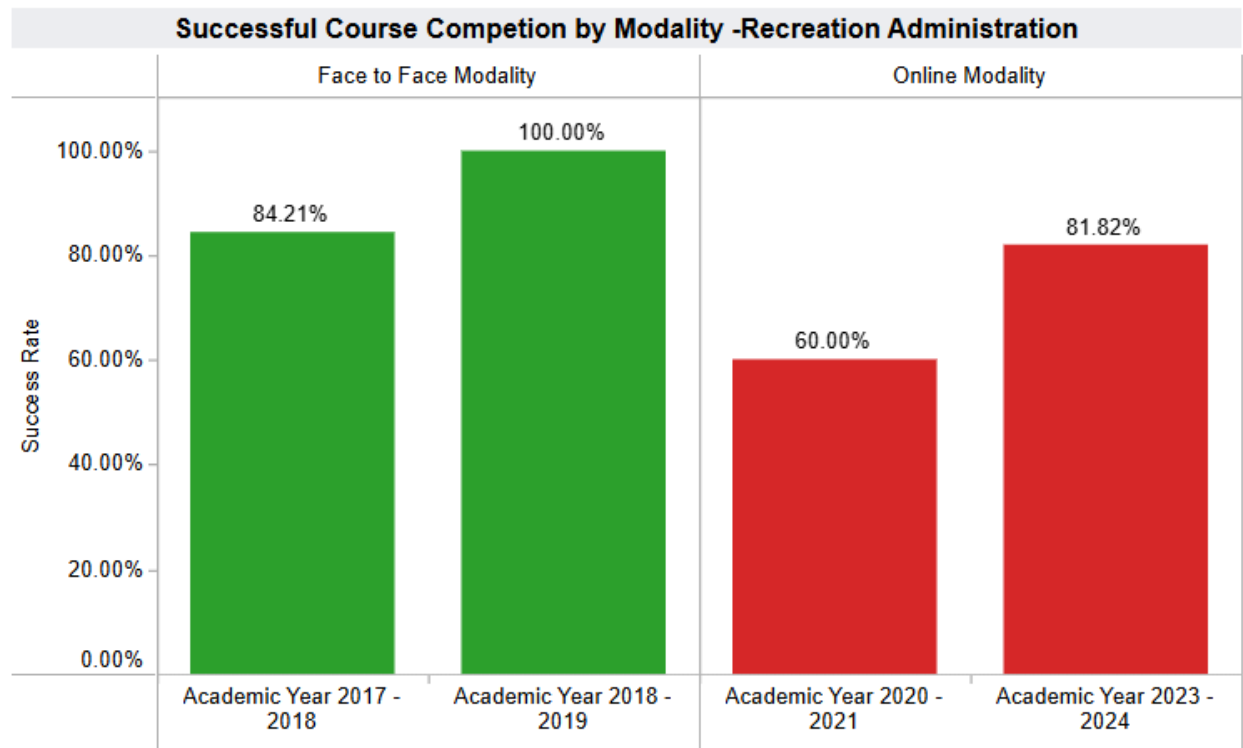
Select Department:
Recreation Administration ▼

Course:
REC204 ▼

Legend:
🟩 Face to Face Modality

Successful Course Completion by Modality -Recreation Administration

Face to Face Modality

Academic Year	Success Rate
Academic Year 2017 - 2018	93.75%
Academic Year 2018 - 2019	93.75%
Academic Year 2019 - 2020*	95.83%
Academic Year 2021 - 2022	92.31%
Academic Year 2023 - 2024	100.00%

Successful Course Completion by Modality Table - Recreation Administration

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.96%	92.98%	97.37%		84.62%	66.67%	100.00%
	Total Depart..	69.00	57.00	38.00		26.00	9.00	20.00
Online Modality	Department S..				68.75%			81.82%
	Total Depart..				32.00			11.00

REC 205

This course was offered as a face-to-face course in the 2022-2023 semester. The completion rate for this course was 66.7%.

SLOCCCD Program Review Data: Successful Course Completion

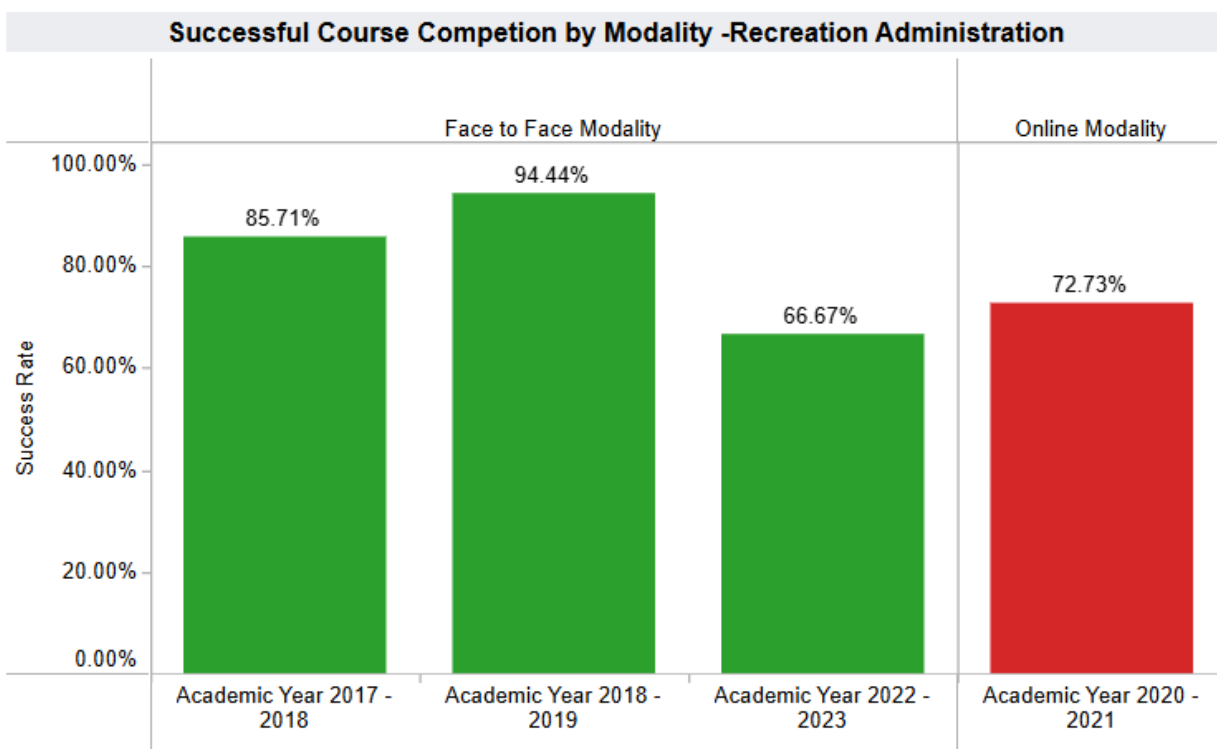**Select Department:** Recreation Administration ▼   **Course:** REC205 ▼

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Recreation Administration

Face to Face Modality | Online Modality

- Academic Year 2017 - 2018: 85.71%
- Academic Year 2018 - 2019: 94.44%
- Academic Year 2022 - 2023: 66.67%
- Academic Year 2020 - 2021: 72.73%

Successful Course Competion by Modality Table - Recreation Administration

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	86.96%	92.98%	97.37%		84.62%	66.67%	100.00%
	Total Depart..	69.00	57.00	38.00		26.00	9.00	20.00
Online Modality	Department S..				68.75%			81.82%
	Total Depart..				32.00			11.00

Click here to enter text.

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:	Award Type:	Area of Study
Recreation ▼	Recreation Administration (AA) ▼	(All) ▼

Program Awards
Top Code Description(s): Recreation
Award(s): Recreation Administration (AA)

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AA	Recreation Administration (AA)	3	2	1	4	1	2
	Total	3	2	1	4	1	2
Grand Total		3	2	1	4	1	2
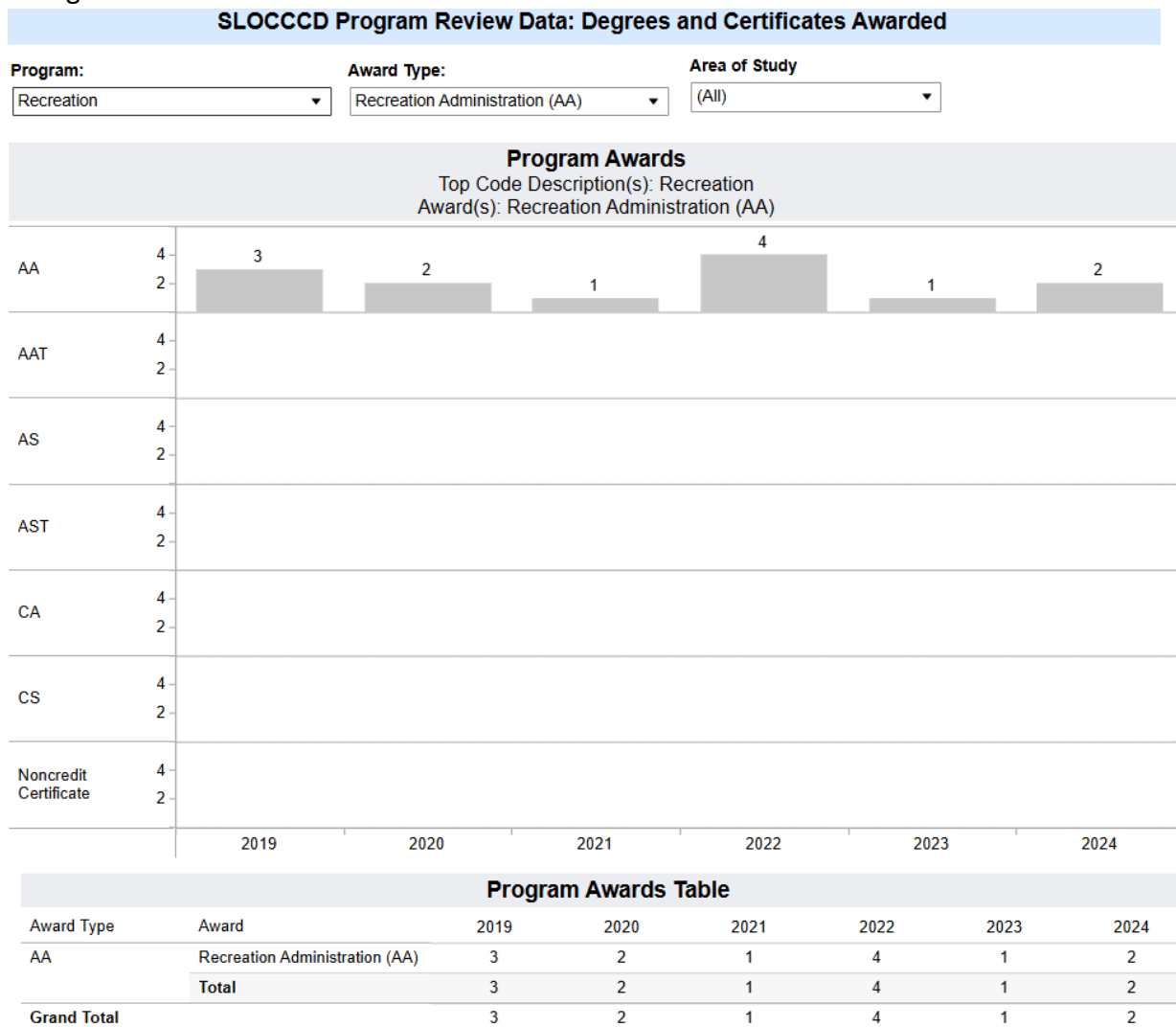
A total of two students received a degree from the Recreation Administration Program in 2024.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
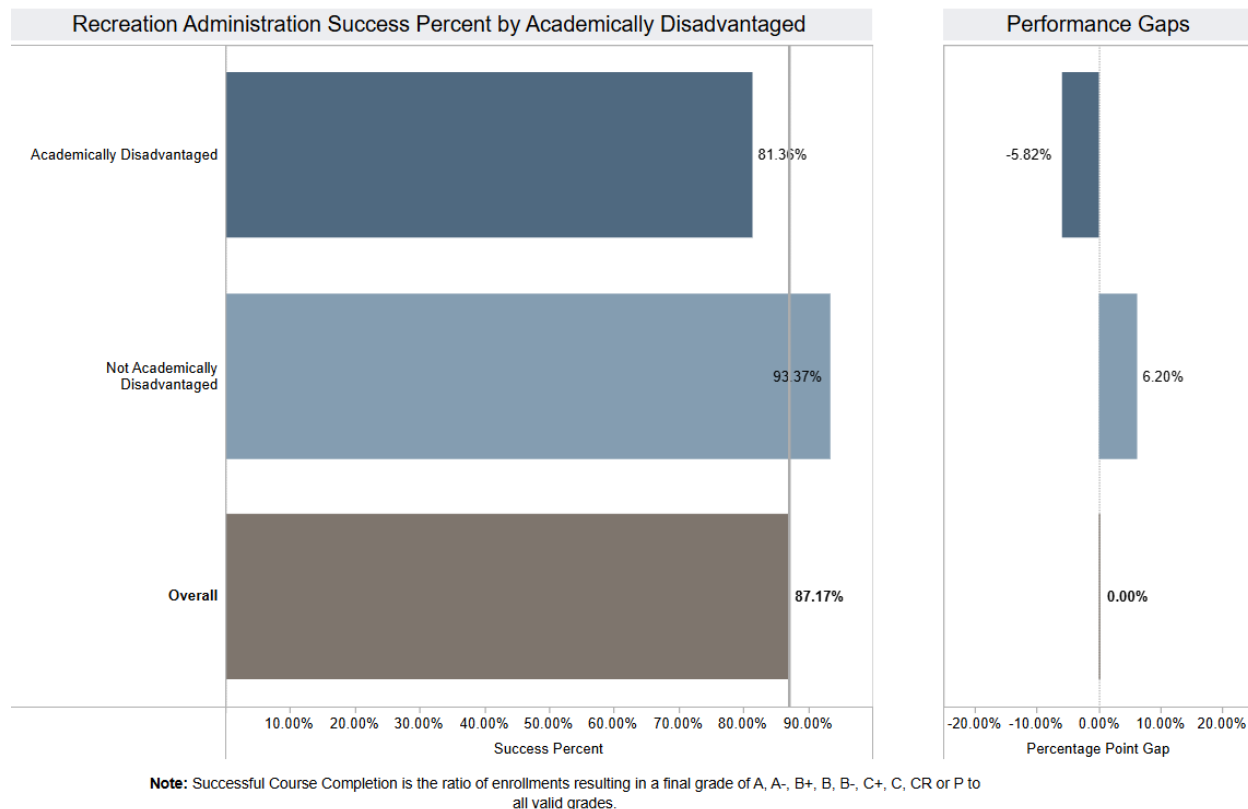Insert the data chart and explain observed differences between the program and the college.

Please see the above data for each course completion

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.

10 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? Those who were academically disadvantaged were listed at -5.82% while those who were not were listed at 56.2%. Students who were DSPS students were at 5.4% in performance gaps. Mal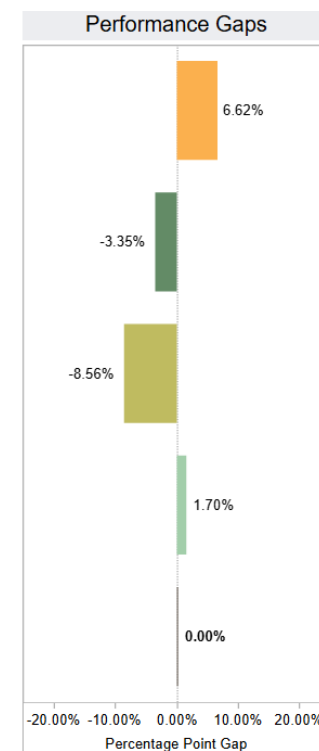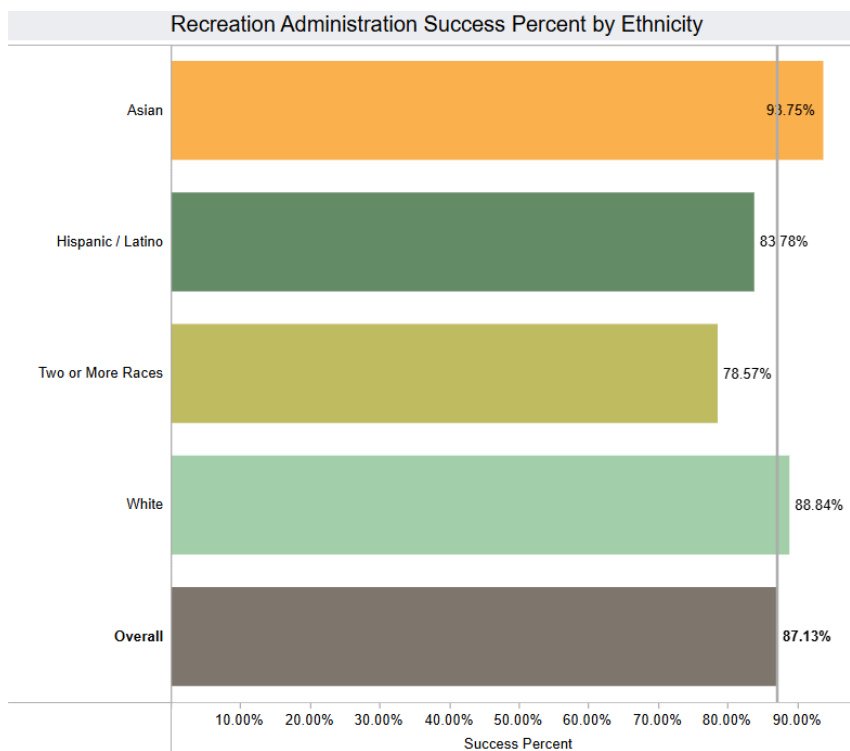e were more likely than female to have a small percentage gap.   Hispanic and individuals with two or more races were listed as having a performance gap. What patterns do you notice in the data? How have the equity gaps changed since the previous academic year? All academic years were reviewed for the data above.   There are not performance gaps with the Asian Ethnicity this year (2023-2024). The academically disadvantaged were slightly higher from last 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? Training and courses provided/paid by the college.

Recreation Administration Success Percent by Academically Disadvantaged

- Academically Disadvantaged: 81.36%
- Not Academically Disadvantaged: 93.37%
- Overall: 87.17%

Performance Gaps

- -5.82%
- 6.20%
- 0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Recreation Administration Success Percent by Promise

Category	Success Percent
Not Promise	88.03%
Promise	79.41%
Overall	**87.17%**

Performance Gaps

Category	Percentage Point Gap
Not Promise	0.85%
Promise	-7.76%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Recreation Administration Success Percent by Ethnicity

Category	Success Percent
Asian	93.75%
Hispanic / Latino	83.78%
Two or More Races	78.57%
White	88.84%
Overall	**87.13%**

Performance Gaps

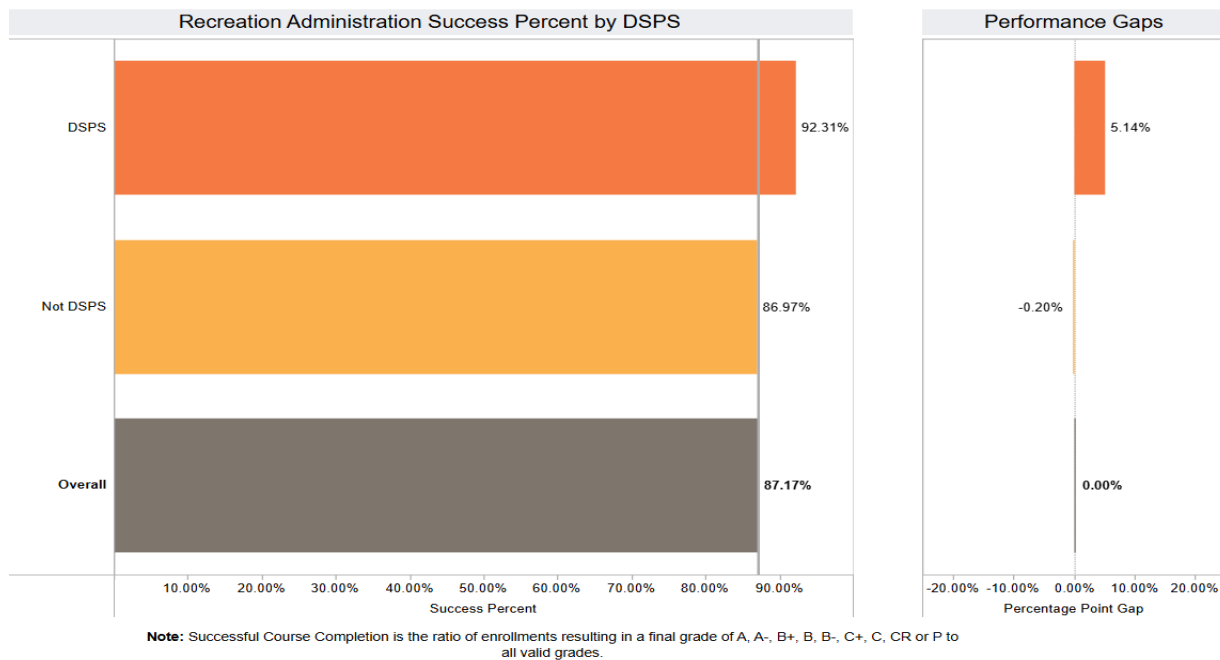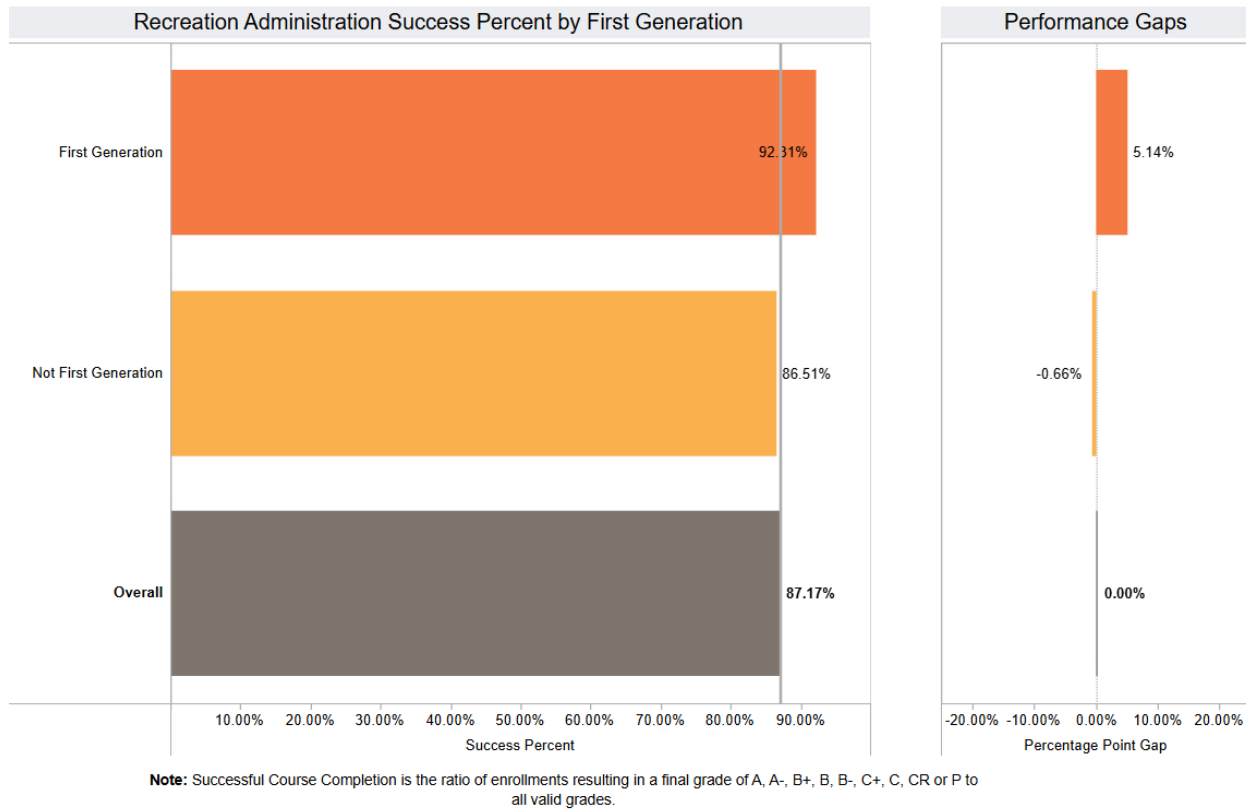| Category	Percentage Point Gap
Asian	6.62%
Hispanic / Latino	-3.35%
Two or More Races	-8.56%
White	1.70%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Recreation Administration Success Percent by First Generation

Category	Success Percent
First Generation	92.31%
Not First Generation	86.51%
Overall	87.17%

Performance Gaps

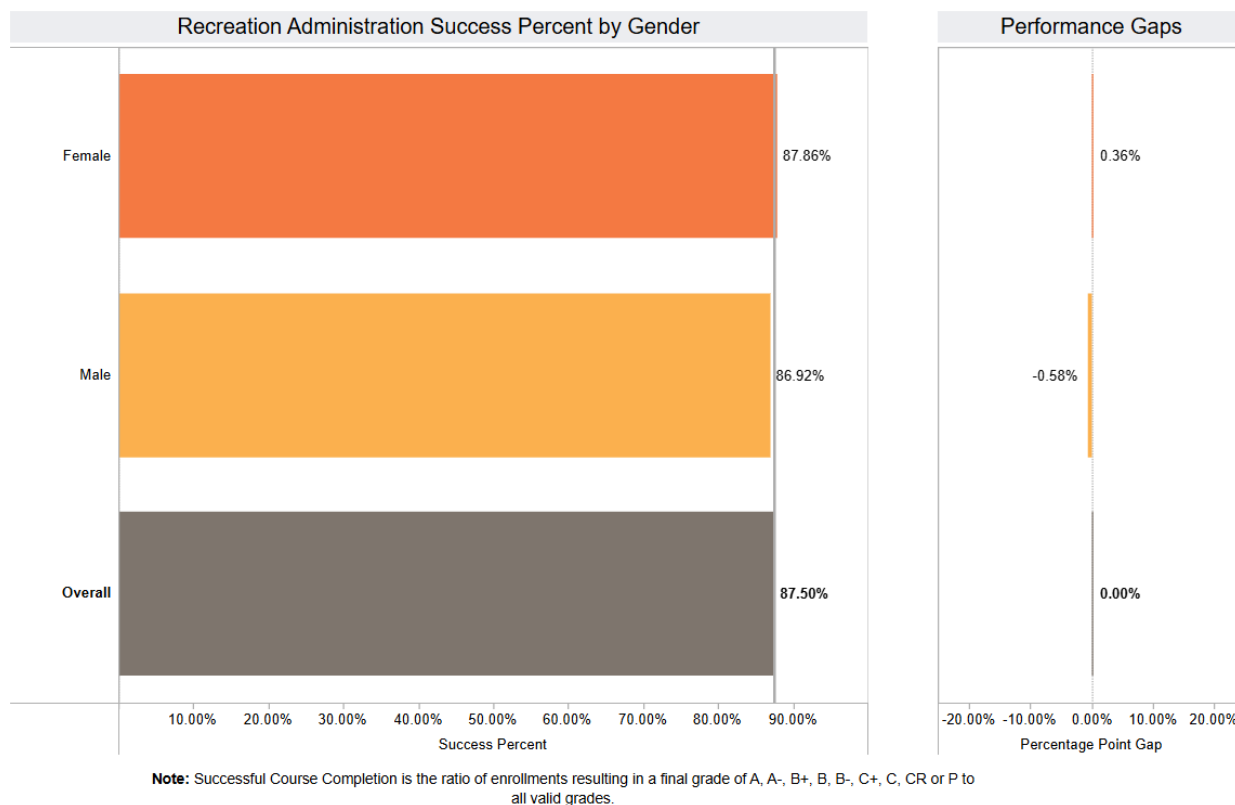| Category	Percentage Point Gap
First Generation	5.14%
Not First Generation	-0.66%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Recreation Administration Success Percent by DSPS

Category	Success Percent
DSPS	92.31%
Not DSPS	86.97%
Overall	87.17%

Performance Gaps

Category	Percentage Point Gap
DSPS	5.14%
Not DSPS	-0.20%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Recreation Administration Success Percent by Gender

Gender	Success Percent
Female	87.86%
Male	86.92%
Overall	87.50%

Performance Gaps

Gender	Percentage Point Gap
Female	0.36%
Male	-0.58%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic 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 2024 academic year. Complete the

14 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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 2024 academic 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)

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #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 box of 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)

2. From the list generated in #1, identify those programs of study and courses that did

not undergo the modifications for which they were re-scheduled to during the 2024 academic 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)

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.

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 gaps
    There are currently no program learning outcome changes forecasted for this year.

16 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

B. Anticipated changes in curriculum, scheduling or delivery modality: To improve enrollments, the courses of REC 201, REC 203, REC 204, and REC 205 will be offered as an online modality beginning in the summer and fall of 2025.

C. Levels, delivery or types of services: Parks and Recreation Services, Recreation Programming, Sports Programming, Event Management, Leadership Management, Campus Recreation, State and National Park Services.

D. Facilities changes: Currently the courses are being taught in building 1000 room 1032. There have been challenges of cleanliness with this classroom. In summer and fall of 2025 the courses will be offered online, and a classroom will not be needed during those semesters.

E. Staffing projections: There are no staffing needs projected at this time. Currently there is one full-time faculty that has been teaching these courses. It would be helpful if the college helped to market the program.

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.