

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: Health, Workforce, and Economic Development

Program: Recreation Administration

Current Academic Year: 2022

Last Academic Year CPPR Completed: 2018

Current Date: March 7, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program Mission (optional)

The focus of Cuesta's Recreation Administration program is to provide a sound base for the student planning to continue their education at a four year college or university. Although completion of an associate degree provides the skills necessary to perform at an entry level position in public, commercial, private, or nonprofit settings, the AA in Recreation Administration is intended to prepare students academically for study in higher education in the Recreation Administration and/or related fields. The successful student will attain theoretical as well as practical knowledge of program planning, tourism, therapeutic recreation, administration, leadership, recreational sports, tournament, and event planning.

Brief history of the program

In 1991, the Recreation Administration Program was introduced to the Physical Education Division. The two year degree program prepares students to succeed as planners and leaders in and outside of the Cuesta College Community. The program also offers a solid base for those planning to seek employment after two years.

Before the spring of 2008, there were many adjunct instructors from within the recreation community guiding students in the Recreation Program. In the spring of 2008 a new full time faculty member was hired within the Kinesiology, Health Science, and Athletic Department to

lead the Recreation Program. Throughout the years the lead full time instructor has guided students to become positive leaders in the field of recreation and leisure. Students have acquired many opportunities for hands on experiences through class projects and activities.

Students who have completed the program pursue continued education and ultimately careers in sports program planning, special event planning, tourism planning and management, outdoor adventure and resource recreation, and community service management. Today's Recreation Administration program, although smaller in size, offers one course per semester allowing students to finish up their degree in two years.

Include significant changes/improvements since the last Program Review

There have been no significant changes since the last program review.

List current faculty, including part-time faculty

Full Time Faculty: Dr. Angela C. Orefice

Describe how the Program Review was conducted and who was involved

For the past 14 years Dr. Orefice has lead the program. The program has impacted numerous students throughout the years and offered many volunteer opportunities on and off campus. Many students have gone on to four year Universities and now have successful educations and careers within the industry.

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.
- 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.

Recreation Administration Program helping to achieve the districts mission statement, goals, and objectives, and outcomes.....

The Cuesta College Recreation Administration program promotes the mission, vision and values of the college. The Recreation Administration Program enables students to achieve their academic, transfer, career advancement, personal and workforce preparation goals by offering a variety of courses within the field of Recreation, Parks, Therapeutic Recreation, Special Event and Sport Programming, and Tourism.

The Recreation Administration Program faculty provides students with a supportive learning environment which allows for positive growing opportunities within the field of Recreation Administration. Students have the opportunity to volunteer within the community to gain

valuable experience working with many diverse populations. Students also gain an appreciation and hands on experience in assessment, planning, implementation, and evaluation of many different types of programs within the field of Recreation Administration.

Outcome Demonstrate an understanding of special events and sport programming through assessment, planning, implementation, and evaluation.

Assessment Students will design and implement an assessment tool to gain information regarding participant interests. Students will construct various marketing tools to advertise program/event. Students will plan and implement a recreational program/event and record all required steps in a portfolio. Students will design a Likert Scale evaluation to survey participants input on program/event experiences.

Outcome Identify how to develop, operate, and maintain recreation activities for diverse and special population.

Assessment Students will create, present, and distribute fact sheets describing developmental disabilities, mental health, orthopedic and neurological impairments. Students will develop lesson plans related to recreation activities for diverse and special populations.

Outcome Demonstrate the ability to provide leadership in a wide variety of Recreation Administration settings and agencies.

Assessment Students will write a summary report and evaluation regarding leadership experiences while serving as a volunteer. Volunteer opportunities will be included within the local community and local Parks and Recreation agencies.

Outcome Acquire knowledge of career opportunities and current issues and events as it relates to human wellness and recreation delivery services in Recreation Administration.

Assessment Students will prepare and present a fact sheet, chart, or report related to specific case studies as they pertain to the field/careers of Recreation Administration issues as well as how human wellness relates to recreation.

III. 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.

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

SLOCCCD Program Review Data - Enrollment

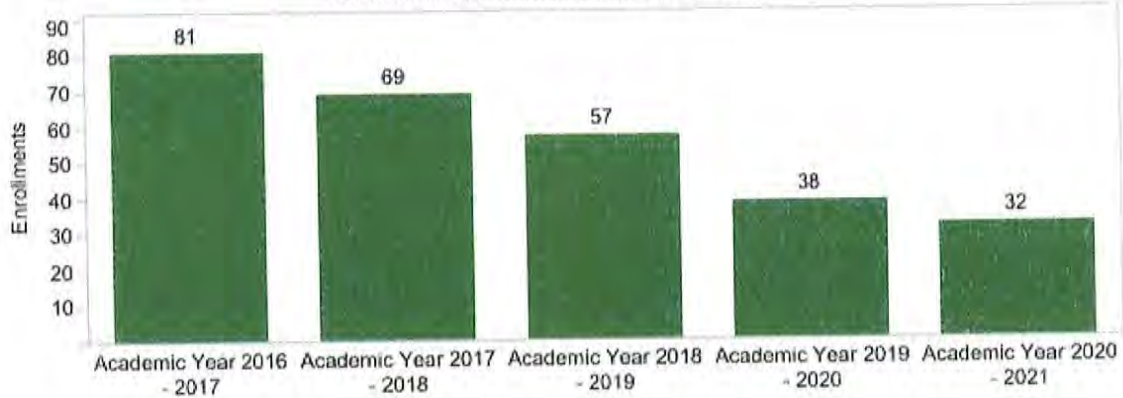
Department:
Recreation Administration

Course:
All

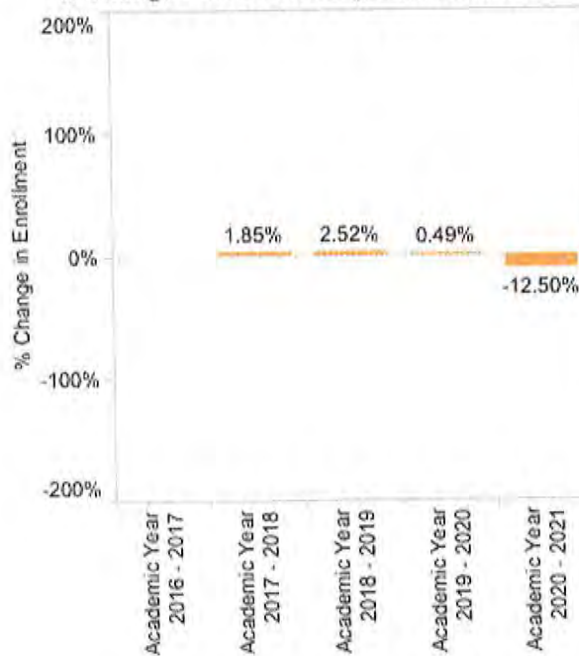
Dual Enrollment:
All

Prison:
All

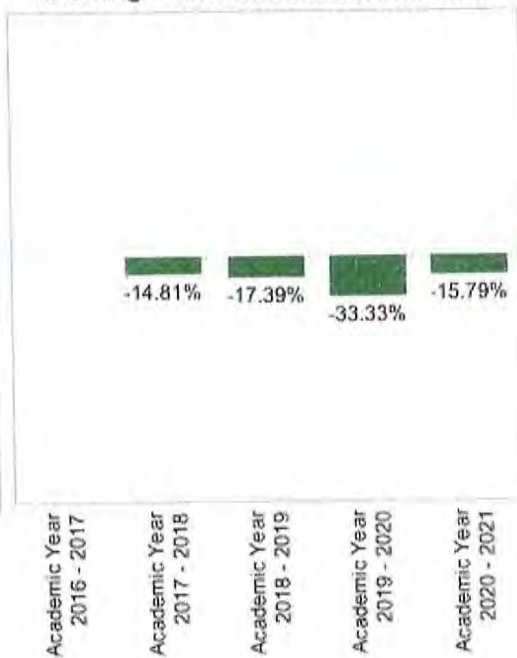
Recreation Administration Enrollments



% Change - Overall College Enrollments



% Change - Recreation Administration



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. Enrollments are down in 2020-2021 but have increased since the 2019-2020 year. COVID has caused some challenges with enrollment.

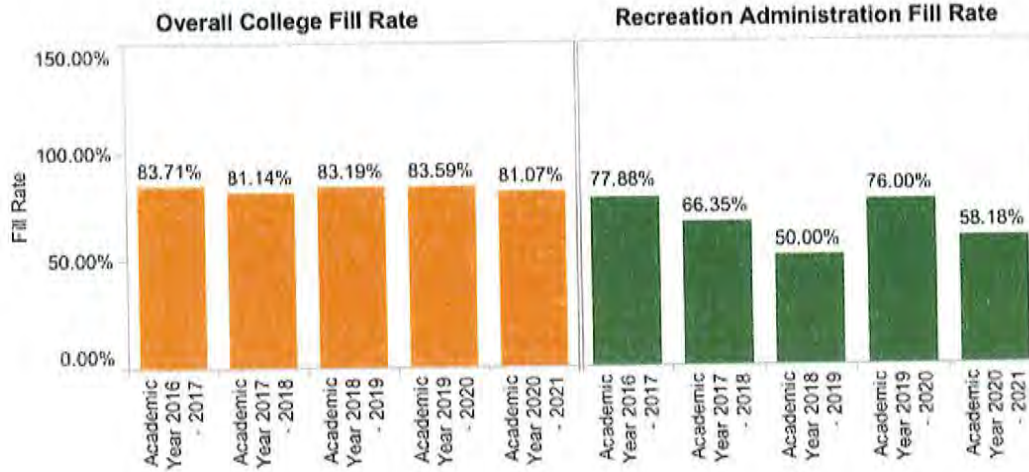
SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
Recreation Administration

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.

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

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

The fill rate for RA is at 58% compared to the college at 81%. Fill rates are down. This could be due to COVID 19.

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

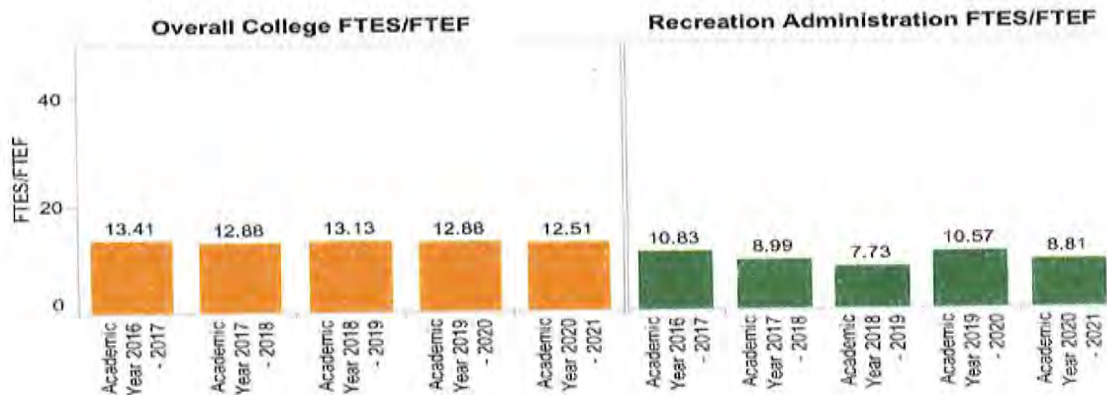
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Recreation Administration

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.

Efficiency is at 8.81 for RA while the college is at 12.51. Efficiency is down for RA. This may be due to COVID and the lab setting. Students are interested in face to face options for the lab setting in RA.

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

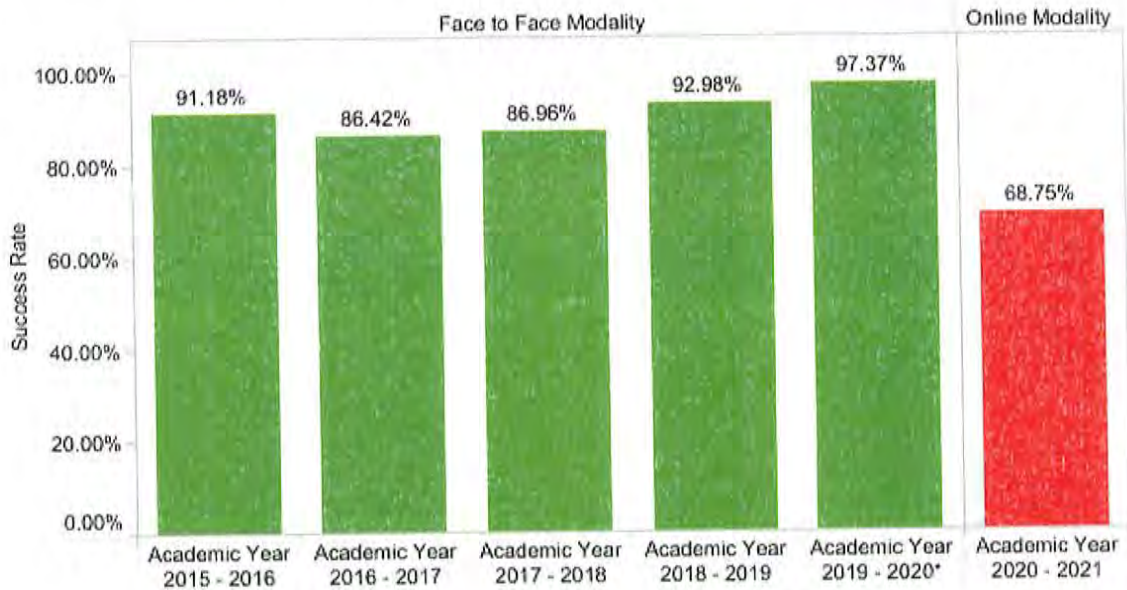
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Recreation Administration

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Recreation Administration



Successful Course Completion by Modality Table - Recreation Administration

		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	91.18%	86.42%	86.96%	92.98%	97.37%	
	Total Department Enrollm..	102.0	81.0	69.0	57.0	38.0	
Online Modality	Department Success Rate						68.75%
	Total Department Enrollm..						32.0

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

The online success rate was approx.. 69%. The online modality is not typical of the RA courses. Due to COVID 19 all RA courses had to go online which included the lecture and lab portion of the class.

Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard? It would be helpful if the college could help market the program. Market through high schools and general marketing tools like social media, flyers, outreach.



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

SLOCCCD Program Review Data: Successful Course Completion

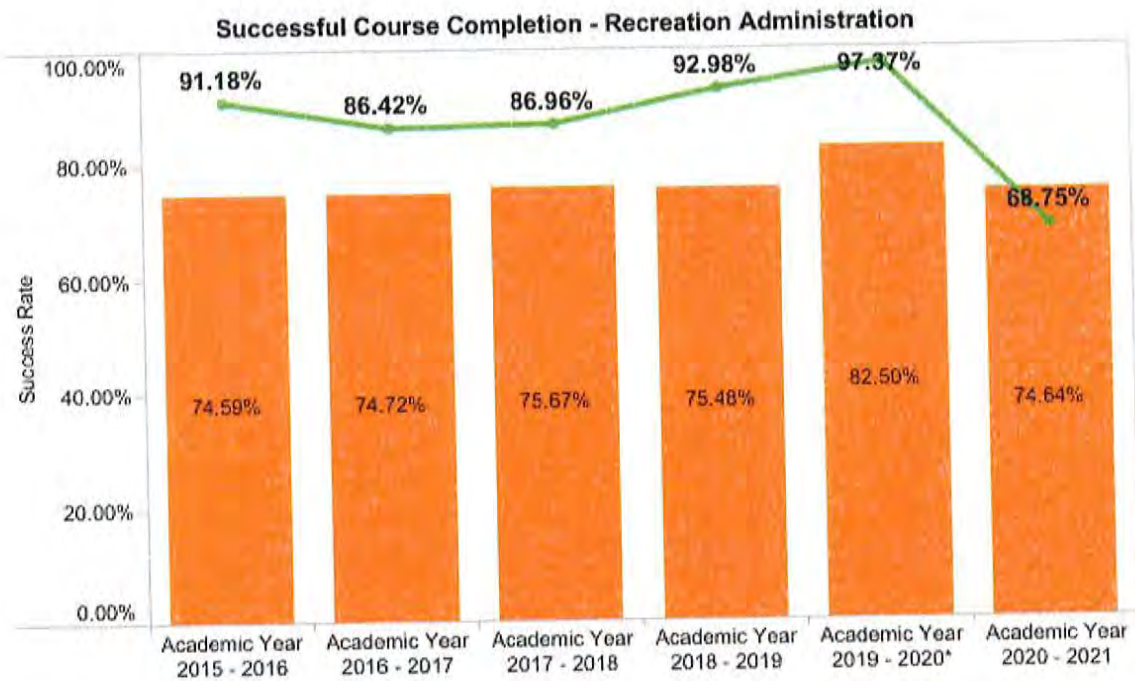
Select Department:
Recreation Administration

TERM
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
All



Recreation Administration 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..	91.18%	86.42%	86.96%	92.98%	97.37%	68.75%
Total Enrollments	102	81	69	57	38	32

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

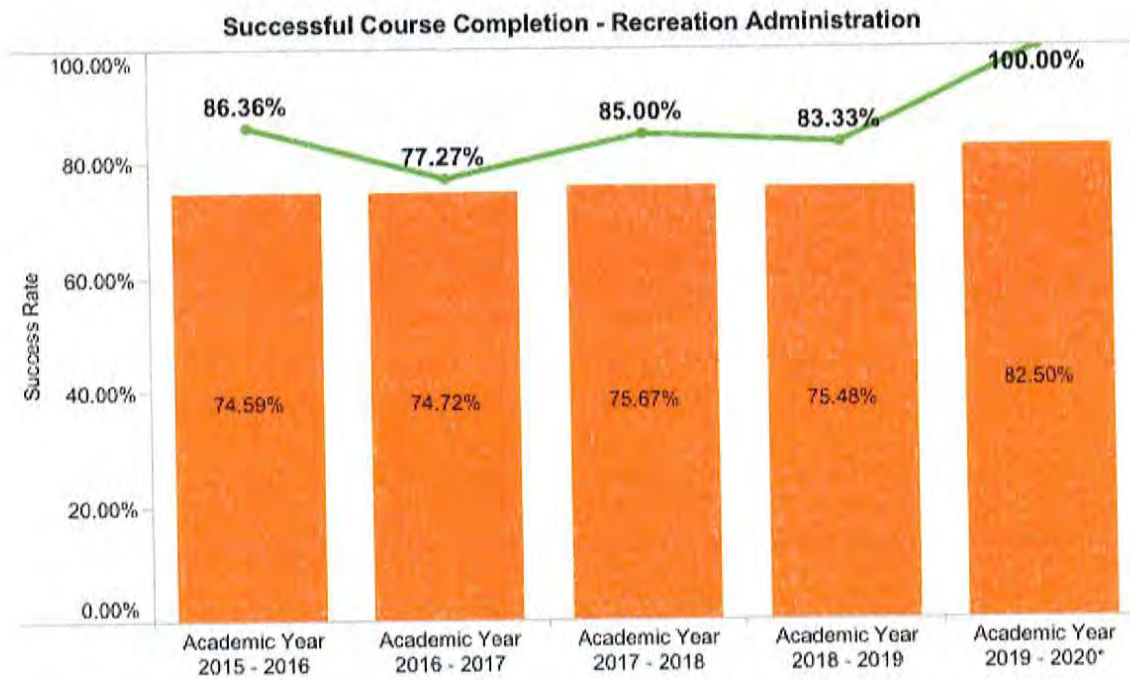
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Recreation Administration

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
REC201



Recreation Administration Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	86.36%	77.27%	85.00%	83.33%	100.00%
Total Enrollments	22	22	20	12	14

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

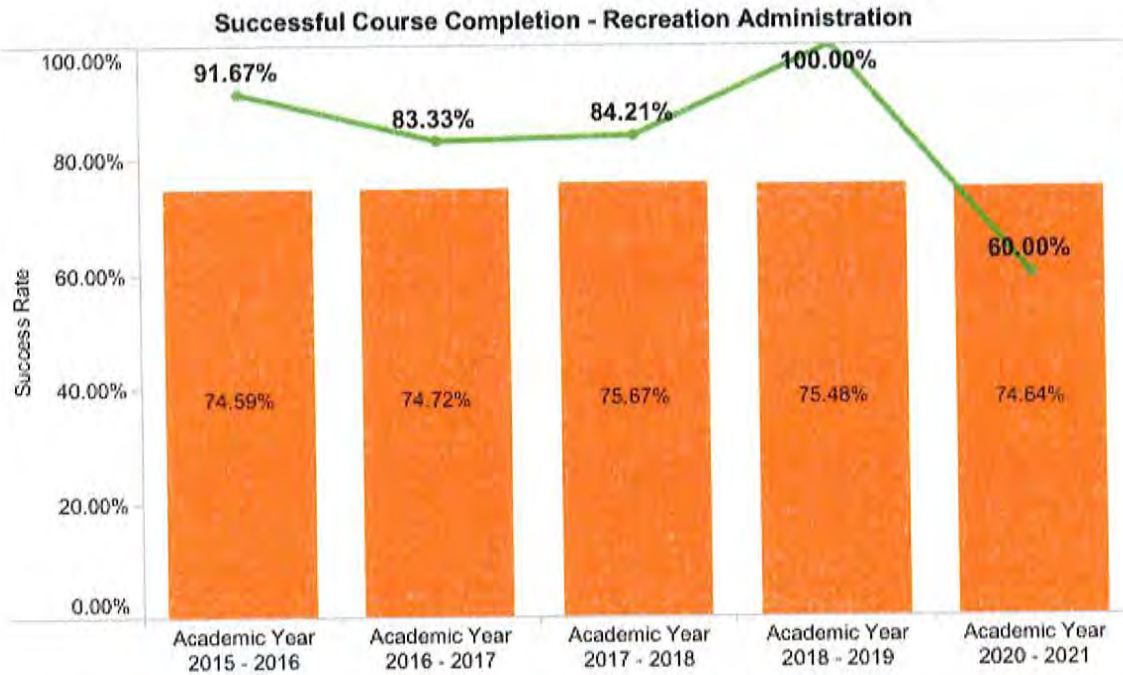
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Recreation Administration

TERM
All

Measure Names
■ Department Success Rate
■ Overall College Success Rate

COURSE
REC203



Recreation Administration Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2020 - 2021
Department Success..	91.67%	83.33%	84.21%	100.00%	60.00%
Total Enrollments	24	12	19	11	10

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

SLOCCCD Program Review Data: Successful Course Completion

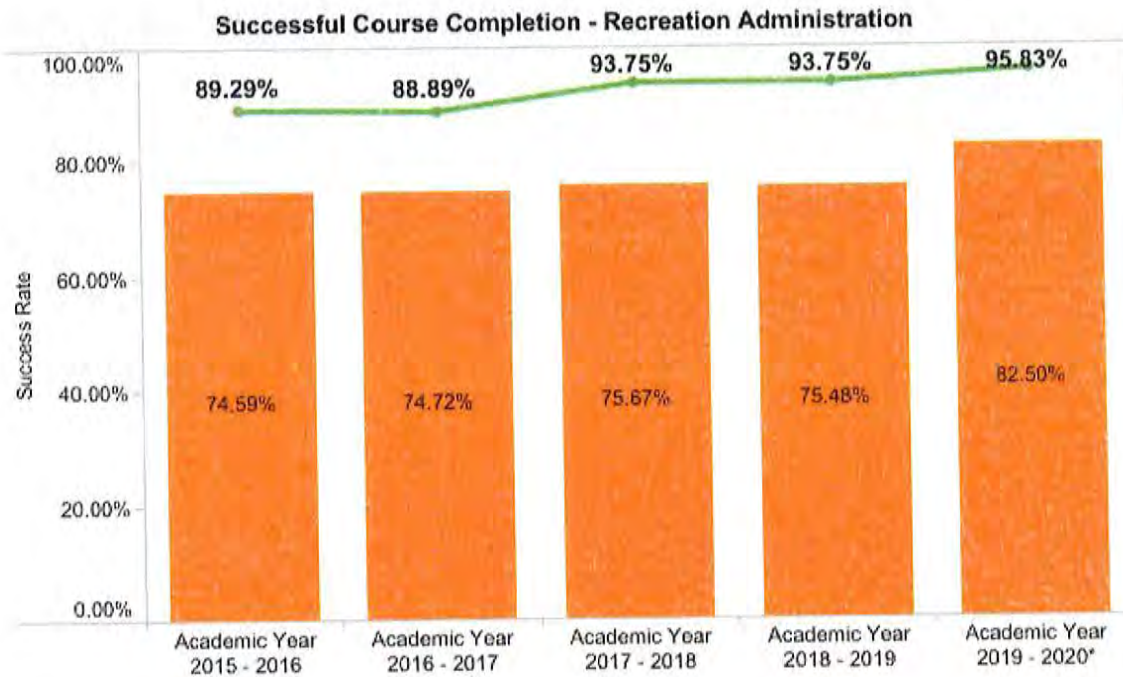
Select Department:
Recreation Administration

TERM
All

Measure Names

- Department Success Rate
- Overall College Success Rate

COURSE
REC204



Recreation Administration Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Department Success..	89.29%	88.89%	93.75%	93.75%	95.83%
Total Enrollments	28	27	16	16	24

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Recreation Administration

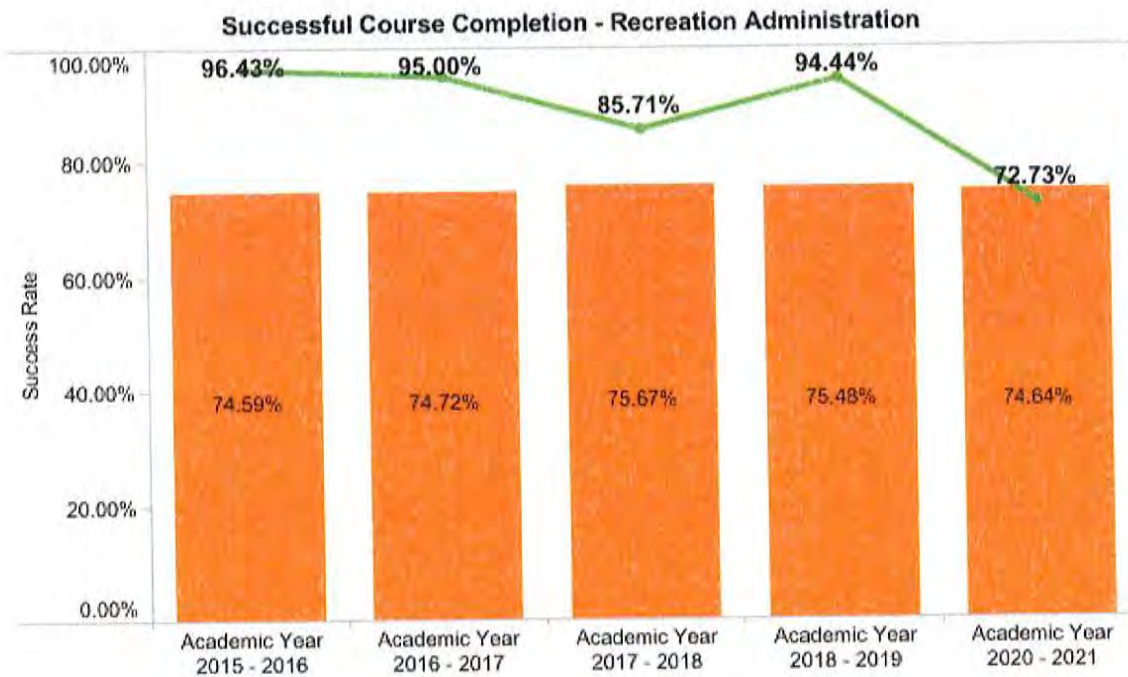
TERM
All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE
REC205



Recreation Administration Success Rate Table

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2020 - 2021
Department Success..	96.43%	95.00%	85.71%	94.44%	72.73%
Total Enrollments	28	20	14	18	22

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

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

Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart). If your program did not meet the Institutional Set Standard, please describe how you implement activities to meet the Institutional Set Standard.

What resources might you need to meet and exceed the Institutional Set Standard?

Again, as mentioned above, marketing the program. It would be very helpful if the college helped in this area. Providing resources to the department and instructor to help with marketing to gain more interest.

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.

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.

There is no other relevant data at this time.

IV. CURRICULUM REVIEW

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.

There have been no courses in the degree that have been created, modified, or deactivated since the last CPPR.

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

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

Recreation Administration Program

5 Year Cycle of Course Offerings

	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
REC 201: Introduction to Recreation and Leisure Services	X				X				X	
REC 203: Intramural and Recreational Sports Programming				X				X		
REC 204: Recreation Program Planning		X				X				X

REC 205: Leadership and Diverse Groups			X				X			

A.

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.

No not all course assessments have been provided in eLumen. It is something I plan to work on over the next year to input.

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

This is currently not available.

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

This is currently not available

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.

There have been no changes made. The courses have been fully online now due to COVID. Starting fall 2021 we were able to get back into the classroom for face to face courses. The online courses went well but students were not able to be fully emersed in the lab portion as typical in the past. They receive an experience but it was slightly different because there was no contact face to face with peers and the community.

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](#).

Budget funding would be needed for courses with labs which include REC 204, REC 205, and REC 203. Students run programs in these courses which require funds for equipment and supplies, rental fees, and ancillaries.

VI. PROGRAM DEVELOPMENT

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

Institutional Goals and Objectives

Institutional Learning Outcomes

Program outcomes

Indicate any anticipated changes in the following areas:

Curriculum and scheduling

Support services to promote success, persistence and retention

Facilities needs

Staffing needs/projections

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

Currently there are no staffing needs for this program. Support from the college could go toward marketing in order to obtain interested students in this program. Current budget is through the foundation grants or department. The instructor also donates money to programs students create for equipment, supplies, or food.

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.**

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.)

Division Chair/Director Name	Signature	Date
Angela Orefice Name	Angela C Orefice Signature	3/7/2022 Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date

RECREATION 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
Angela Orefice		
Name	Signature	Date
Bob Miller		
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date
Name	Signature	Date











2022_Recreation_SIGNATURE PAGE

Final Audit Report

2022-03-09

Created:	2022-03-08
By:	Nancy Webb (nwebb@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAA4KCEk-7XmPHi5aRRFTYfe8gR3wzaM3e

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