

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Kinesiology/Recreation/Athletics/Sports Medicine

Academic Year 2025/2026

- 1 Has your program mission or primary function changed in the last year?

No, there has been no changes to the program mission over the last year.

- 2 Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

We have modified our PE 128, Sport Psychology class. Modification included a new prefix, KIN 128 and course outline of record modifications to fulfill Area 4, Social and Behavioral Sciences of the new CAL-GETC standards which is currently in review and pending approval.

KIN 128, Sport Psychology has been approved locally (AHC) in Social and Behavioral Science general education, AS and AA degrees. Additionally, we have included KIN 128 in our Distance Education offering beginning in the summer 2026 term. Transitioning to fully DE with aspirations to enter the California Virtual College.

New course, KIN 126, Sport in Society is in review for AHC and CalGETC Social and Behavioral Sciences, general education. Likely 2027/2028 school year. Discussion with AHC Sociology program to cross list or add as elective credit.

REC 109, Outdoor and Adventure Recreation. Requesting \$7,000 in annual CTE funding to ensure students have funds available to execute their events. Seven weeks with a maximum budget of \$1,000 per event. Incentivizing lower-cost events while giving opportunity for the class to experience regional opportunities they may not have otherwise pursued.

We modified all academic classes with a PE prefix to a KIN prefix for a more academic look and the connotation of what students may perceive "PE" to be in the academic setting. Thus, leaving the PE prefix on activity classes only. HED remains the prefix for all health education courses and ATH for sports medicine courses.

We have created intermediate/advanced activity physical education courses to cross-list with the entry level/beginning courses. This will allow students to maintain a two-term activity course for an entire academic year. This has increased enrollment and improved efficiency.

We are maintaining articulation agreements in our sports medicine program, specifically ATH 104 courses. These articulation agreements are in place with Pioneer Valley HS, Santa Ynez HS and Cabrillo HS.

- 3 Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Our two-year program map remains in place for Kinesiology to best serve our assessment process. Our program maps for Sport Medicine and Recreation/Event and Sports Management have been slightly edited to improve progress to degree time.

- 4 Were there any staffing changes?

We have had no staffing changes this past academic year. Currently, our department has 5 full-time faculty, 3 directors, 20 part-time faculty and one Dean. All full-time faculty are overloaded and several part-time faculty have exceeded the .67 threshold within the 3-year window. Recruitment for additional part-time faculty is ongoing and full-time faculty is warranted. A director of soccer should be the next "full-time" coach/director. This position would oversee the men's and women's soccer programs, along with administrative duties within the department.

Our department needs a full-time, 12-month student success specialist to support academic counseling, student success programs and various cohorts for full-time student-athletes. This position needs to be housed in the Kinesiology, Recreation and Athletics department, supervised by the Dean of Kinesiology, Recreation and Athletics.

Our assistant athletic director/sports information director should be upgraded to "Associate" Athletic Director/Sport Information Director. This position entails far more than what's in the current job description and should be moved up on the management salary scale to reflect the actual job responsibilities.

- 5 What were your program successes in your area of focus last year?

Program cohorts in the subjects of Statistics, Speech and English have been hugely successful. These cohorts designed specifically for full-time student-athletes have maintained greater retention and success than similar classes offered to the general student population. Developing succession plans for cohort English and Communications with anticipated retirements

We've expanded activity class offerings to include intermediate/advanced levels of instruction which has increased enrollments and retention.

We created the first distance learning activity class, Yoga Fitness, which has been extremely popular. This class has maxed out enrollment within the first few days of

registration. Additionally, KIN 128, Sport Psychology has also expanded our distance learning academic curriculum.

Our department continues to graduate student-athletes who are pursuing academic and collegiate athletic careers beyond community college. 80+ student-athletes will graduate in 2026. This is up 10+ more than 2025.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.
 - Faculty/Staff participation and feedback throughout the Spring semester-2026
 - Challenges with space, maintenance and updating equipment to better support student success
 - Support staff and colleagues will help create and update PLO#2 collection and assessment of collected data
 - PLO#3 discussions will continue
- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
 - Faculty/Staff will continue collecting data using the 1-2pt system.
 - HED 100: 80% success rate in the data reported.
 - PEIA: 90% success rate in the data reported.
 - PE: 95% success rate in the data reported.
- c. Please summarize recommendations and/or accolades that were made within the program/department.
 - Faculty/Staff continue to collaborate on solutions to the lack of classroom/field space to best serve our student population.
 - The need to update, maintain and monitor the quantity of athletic and training equipment used to best serve the student population.
 - Faculty/staff continue to be flexible and communicate a precise schedule that addresses student and team needs.
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.
 - No changes currently.
 - Faculty/Staff will continue discussion on PLO#3, Fall 2026

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

Health and Wellness and Introduction to Kinesiology.

- b. What were some key findings regarding RSI?

Use of announcements through canvas, weekly emails to check in with students, reminders of new module and assignments, email students who have not completed assignments, use of video and journal articles to supplement chapter units.

- Some strengths:

Weekly emails to students, and/or weekly announcements. Supplementing instruction with videos and journal articles.

- Some areas of possible improvement:

Use of feedback on assignments, especially if a student did poorly. Use of more videos to supplement material. Use of video that has subtitles for LAP students.

- What is the plan for improvement?

Collaborate with other distance education instructors and implement strategies that have shown to be successful for student engagement and learning.

CTE two-year review of labor market data and pre-requisite review

Sport Medicine:

- a. Does the program meet documented labor market demand?

Athletic training is among the fastest growing professions in health care. The U.S. Bureau of Labor Statistics projects a 17%* job growth over the next 10 years, much faster than average growth projections. The domains of athletic training, along with continued clinical and professional development, have positioned the athletic trainer (AT) as one of the most versatile clinicians in health care, with a transferable skill set that is reflected in a growing demand and expanding settings. Today, ATs are providing care in more than 40 different settings nationally and internationally – care that encompasses prevention, examination, diagnosis, treatment and rehabilitation for many acute and chronic injuries, illnesses and conditions. (NATA, 2023)

According to the May 2025 Occupation Employment and wages by the Bureau of Labor and Statistics and the 2025 update to the Occupational Outlook Handbook, the national median salary range is \$66,620. California now ranks 2nd highest, up one spot, with a median range of \$80,780 behind only the District of Columbia; this is a nearly \$8000 average increase since our last review. California also currently ranks fourth for highest employment level. The current job outlook for athletic training is 11% which is 8% higher than the national job outlook. It is also important to note that while the overall outlook is 11% certain job settings have even higher increase outlook, such as, athletic trainers working in a physical therapy setting is projected at 32% and college settings are projected at an average growth across all types of 15%. (US Bureau of Labor Statistics, 2025).

Massage therapists treat clients by applying pressure to manipulate the body's soft tissues and joints. This job requires a postsecondary nondegree award. This position has a 2025 median salary range was \$57,950. Projected to have a 15% increase in job outlook over the next 10 years. (US Bureau of Labor Statistics, 2025).

Occupational therapists evaluate and treat people who have injuries, illnesses, or disabilities to help them with vocational, daily living, and other skills that promote independence. This profession requires a master's degree. The 2025 median salary range was \$101,280. Projected to have a 14% increase in job outlook over the next 10 years. (US Bureau of Labor Statistics, 2025).

Physical therapists help injured or ill people improve movement and manage pain. Requires a Doctoral or professional degree. The 2025 median salary range was \$105,280. California has the highest employment level, as well as the highest annual median wage at \$122,580. Physical therapy is projected to have 11% increase in job outlook over the next 10 years. (US Bureau of Labor Statistics, 2025)

Physical therapist assistants help to provide physical therapy treatments and perform administrative duties under the direct supervision of a physical therapist. This profession requires an associate's degree from an accredited program and a license or certification. The 2025 median wage is \$68,730. Physical therapist assistance shows a large projected growth over the next 10 years at 22%. (US Bureau of Labor Statistics, 2025).

Physical therapist-aides work under the direct supervision of the physical therapist and only perform delegated or routine tasks such as preparing the patient and treatment area and recording their exercise information. This is an entry level occupation requiring generally only a high school diploma. The mean annual wage is \$36,430. California is first in employment level and fifth in annual mean wage at \$43,470 behind Alaska, Maine, Washington, and Minnesota. This has been a successful starting point for many of our students over the years to be able to work in their chosen field while going to school to advance their education and career opportunities. (US Bureau of Labor Statistics, 2025).

b. How does the program address needs that are not met by similar programs?

There are currently no other programs on campus that address the needs or educational requirements to enter a sports medicine profession. Specifically, for athletic training it is a unique setting that requires a multifaceted education, this is because athletic trainers are "providing care in more than 40 different settings nationally and internationally – care that encompasses prevention, examination, diagnosis, treatment and rehabilitation for many acute and chronic injuries, illnesses and conditions." (NATA, 2023).

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Sports medicine majors (Athletic Training), with most recent FTES/FTEF ratio of 18.7, this is a 3.2 increase over the college average of 15.5. The 5-year data demonstrate an average success rate of 86.1% and retention rate of 93% (Program review, 2025). There were significant findings in the research during observations where the ATH 106 2023-24 were not available and courses were filled and taught. This loss of data has skewed the 5-year data rates to trend lower. Year over year the Sports Medicine FTES/FTEF have trended higher than previous reviews, increasing from 15 to 18.7 in one year and from 10 to 18.7 over a 5-year span, which confirms a positive outlook. Current enrollment has been fulfilled and improving from 116 in 2024 to 131 in 2025 (Enrollment and Headcount, 2025). We attribute increased enrollment in courses to increased awareness in outreach to incoming students and college counselors. Sports Medicine degree modifications have begun being discussed and execution will be implemented in the next 12-24 months. This degree modification will increase enrollment, degree completion, and transfer rates.

Current articulations with local high schools with concurrent enrollment of ATH 104 continue to be implemented.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

There are no prerequisites for the sports medicine degree. The Advisory committee meets annually to discuss changes within the degree, enrollment status, as well as ways to improve enrollment, retention, success, outreach, evaluations, and how to further expand the program. We continue to reassess each of these areas on an ongoing basis outside of those meetings as well. The program is constantly being looked at in relationship to new standards and educational requirements for professions within the sports medicine domain.

- e. Have recommendations from the previous report been addressed?

Discussions are ongoing and evolving within the sports medicine program. Recommendations, including those from faculty, staff, committee members, local professionals, and school counselors are always being considered and from those changes and/or improvements to the program are always being implemented. We continue to work on the best ways to make modifications to the sports medicine program that can help increase enrollment, transfer rates and the long-term educational and professional success of our students.

Work Cited Section

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Bureau of Labor Statistics. (2025). *Occupational Employment and Wages*. Athletic Trainers.

https://data.bls.gov/oesprofile/?major_group=290000&occupation=299091&measure=16&areas=INDUSTRY,STATE,MSA

Bureau of Labor Statistics. (2025). *Occupational Employment and Wages*. Occupational Therapists.

https://data.bls.gov/oesprofile/?major_group=290000&occupation=291122&measure=04&areas=INDUSTRY,STATE,MSA

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CTE two-year review of labor market data and pre-requisite review

Recreation, Event and Sports Management:

- a. Does the program meet documented labor market demand?

According to the U.S. Department of Commerce's Bureau of Economic Analysis, in 2024 the U.S. gross domestic product (GDP) grew by 2.8% ([USBEA, 2025a](#)) and saw a slight decline of 0.3% in the first quarter of 2025 ([USBEA, 2025b](#)). In 2024, the overall Arts, entertainment, recreation, and food services industry grew to 2.36 trillion from 2023's 2.238 trillion the previous year ([USBEA, 2025c](#)).

The USBEA no longer provides specific industry data "due to budget constraints"; however, in 2023, the following industry statistics were available:

- Recreational goods accounted for 7% of U.S. Real GDP growth (totaling \$681.6 billion).
- The recreation services industry accounted for 4% of U.S. Real GDP growth (totaling \$716.3 billion).
- Entertainment (the parent industry for professional sport, concerts, and other events) accounted for an additional 0.4% of U.S. Real GDP growth (totaling \$111.6 billion).

[Recreation worker positions](#) are reportedly growing on pace with the average of all other occupations at 5% growth. The U.S. Bureau of Labor Statistics ([2025a](#)) project 63,700 recreation worker openings each year for the next 10 years (up from 61,700 the previous year) and 300,000 current employees in 2023 (up from 289,400 for the previous year). California has the highest level of employment throughout the country with 44,480 employed (up from 41,070 the previous year; FL ranks second with 18,040 employed, down from 18,870 the previous year) and projects 21% employment growth from 2020-2030. Santa Barbara county reports 1,615 employed in the field with hourly mean wages of \$20.40/hour ([EDD, 2025](#)) and a median of \$36,900 annually ([Department of Labor, 2025](#)).

[Recreation manager positions](#) are reported to be outpacing the average of all other occupations at 11% growth, or 3,900 new hires, between 2023 and 2033 ([USBLS, 2025b](#)). California accounts for 3,100 of those new jobs (5% growth within the state). These jobs add to the existing 109,300 nationally, of which 26,400 are in CA. Median wages for these roles in 2023 were \$77,180 nationally (up from \$73,460 in the previous year), and \$74,980 in CA as of 2022. Santa Barbara County annual median earnings for this role are \$73,810 as of 2022.

Sport related careers are also common in this program including competitors, coaches, and officials. The number of [competitive athletes](#) is growing faster than the national average (9% in 2022), particularly due to the expansion of professional women's sport opportunities and emerging sport tours (e.g., pickleball). While there are notable salary exceptions, median pay for professional athletes in 2022 was about \$70,280. [Sport coaching](#) is often a follow-up career for high performing athletes and exhibits similar career trajectory with 9% growth (26,900 new coaches) and a median income of \$45,920 nationally ([USBLS, 2025c](#)) and \$47,860 in California ([Department of Labor, 2025](#)). [Sports officials](#) (e.g., umpires and referees) are another growth industry, with a 10% growth expected between 2023-2033 ([USBLS, 2025d](#)). Median pay is \$38,820 annually (up from \$35,820 the previous year) and work is often "part-time, seasonal."

Sport sales careers (e.g., event tickets, sporting goods, rec facility memberships, etc.) are also a prominent career pathway, although data is not currently found regarding growth and salary independent of other sales pathways.

- b. How does the program address needs that are not met by similar programs?

The Recreation, Event, and Sports Management program progresses students through a series of four required courses (REC 101, 103, 105, and 107), two major electives, and WEE 149. The coursework includes an industry overview in REC 101, introducing students to broad fields of the recreation industry, possible career pathways, and basic assumptions and philosophies of the importance and benefits of recreation. REC 103 focuses on leadership in the rec industry and covers topics related to theories of leadership, communication, social skills, JEDI (Justice, Equity, Diversity, and Inclusion), conflict resolution, and more skills relevant to this service industry setting. REC 105 focuses on the programming skills needed in recreation, such as program design, planning, implementation, budgeting, and evaluation. REC 107 extends the programming concepts into the sport industry, where students culminate the class by proposing sport programs with a proposal document (mission, vision, values, and strategic marketing plan), budget, and implementation plan. Students can then choose from a variety of electives to enhance their more specific knowledge. Options include outdoor and adventure recreation, kinesiology, sport psychology, business, and more.

RESM majors also have the advantage of being employable in the field of study while attending college. This allows them to have “on the job” training and real-life experiences outside of the classroom. Students who have completed REC 101 are considered top picks for entry level roles with the Santa Maria Recreation and Parks Department and those who complete the program are eligible for full-time roles (see [Recreation Advisory Committee](#) for details). Other area organizations have also confirmed similar value in our grads. The WEE 149 course allows students to explore these opportunities with built in mentorship and accountability systems, also enhancing their academic progress toward the degree. This will be further supported with the upcoming “Rec Ready” initiative between Allan Hancock College RESM, the Santa Maria Recreation and Parks Department, and the Santa Maria Chamber of Commerce. This program is scheduled to kick off in 2025-26, with planning by select Advisory Committee members over the 2024-25 year.

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Average class over the last 5-years has been 29, with anticipation of going even higher due to two reasons: 1) program title change, and 2) hiring of the first full-time faculty member for the first time in program history. The wide range of employment opportunities are almost endless and easily transfer to other industries. This program of study appeals to students who want

careers in sports management, event planning, parks, recreation centers, hospitality and tourism, outdoor camps and excursions.

Program enrollment declined in Spring 2024; however, this is fairly consistent with campus enrollment trends. These numbers have generally held steady through Spring 2025, with some growth in the REC 109 (Outdoor & Adventure Recreation). Generally, enrollment largely struggles due to student awareness of the program prior to enrolling in classes. This is being addressed through information sessions with counselors, faculty involvement with student clubs and activities, and regular participation in campus recruiting events (e.g., Bulldog Bound). Connections with community professionals to establish classroom-workplace opportunities and hands-on experiences has also been helpful in promoting our program to community leaders who can pass that information on to their employees and participants.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

There are no course prerequisites for RESM. Advisory committee members have been engaged to discuss changes within the degree, enrollment status and ways to improve, outreach to high schools, evaluations, expanding courses to summer term, distance learning, and concurrent enrollment with local high schools.

- e. Have recommendations from the previous report been addressed?

There are fluid and ongoing discussions with faculty and administration. Recommendations have been addressed from advisory committee members and instructors in the program. Outreach has been consistent with community partners and businesses to improve community image beyond existing relationships as well.

References

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- Bureau of Labor Statistics (2025b). "U.S. Department of Labor, Occupational Outlook Handbook, Entertainment and Recreation Managers" at <https://www.bls.gov/ooh/management/entertainment-and-recreation-managers.htm#:~:text=%2477%2C180-.The%20median%20annual%20wage%20for%20entertainment%20and%20recreation%20managers%20was,percent%20earned%20more%20than%20%24134%2C680> (accessed May 14, 2025).
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- U.S. Bureau of Economic Analysis (2025a). "[Gross Domestic Product, 4th Quarter and Year 2024 \(Third Estimate\), GDP by Industry, and Corporate Profits](#)" (accessed May 14, 2025).
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- U.S. Bureau of Economic Analysis (2025c). "[Gross Output by Industry](#)" (accessed May 14, 2025).

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*



Kinesiology Program Equipment Needs List

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan
 ☐ Student Equity Plan
 ☐ Guided Pathways
 ☐ AB 705
☐ Technology Plan
☒ Facilities Plan
☐ Strong Workforce
☐ Equal Employment Opp.
☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /video cameras \$600 each

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705
- ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

**Title (including
number:**

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705
- ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

**Title (including
number:**

Planning years: *(The academic years this will take to complete)*

Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705
- ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

SPORTS MEDICINE:

1. What data were analyzed and what were the main conclusions?

Our main conclusion from the data collected from the labor market is that the field of Sports Medicine is increasing in employment over the next 10 years in all areas ranging from 10 – 22%. An increase in wages has also been seen, ranging from 5 -10 % for salaries in the field during the previous collection of data.

2. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The challenges in equity within the educational setting are present with students not knowing of the possible career paths field of Sports Medicine. Students are not made aware of the possible career paths during high school by school officials. We perceive a lack of information will continue to impact enrollment within the field of study.

Another challenge in the field of Sports Medicine with the student body perceives that a Sports Medicine degree is a two-year degree. The two-year Sports Medicine degree is the catapult to most Sports Medicine educational paths. These paths require a high level of education, such as a Masters, PhD, and MD degree to practice in the field. While some of the careers will only require an A.S. degree (Physical Therapy Assistant and Physical Therapy Aide), currently Allan Hancock College does not offer these degrees.

A perceived challenge is attrition by students leaving high school to a 4-year university once graduating. Currently, there are no local university programs with a related Sports Medicine degree, therefore, the loss of students to a 4-year university is present as most high school students would prefer to enter in an advanced degree sooner. Attrition is most likely occurring as many dual enrollment high students have taken the intro course and move on to the university level with a college course under their education.

3. What are your plans for change or *innovation*?

Our plan for change is through our Sports Medicine degree advisory group. The advisory group will be updating and modifying the educational pathway for the A.S. Sports Medicine to achieve a higher graduation rate. These modifications are to have parity within the educational pathway at the 4-year level. In addition to modifying the degree, an associates degree for Physical Therapy Aide is being discussed in the advisory group to further give students more career opportunities in the local job market. Lastly, the development of a dedicated Sports Medicine Lecture and Lab space is being developed to retain and promote the field of Sports Medicine. This addition of the dedicated lab space will complete the Sports Medicine educational path for student success and give exposure to current employment and university clinical practical applications. Classrooms, N-10/N-11 will be going through renovations and upgrades to create this needed Sports Medicine lecture, lab and treatment facility in the summer of 2026. Additionally, we have maintained articulation agreements with Pioneer Valley, Cabrillo and Santa Ynez high schools.

4. How will you *measure* the results of your plans to determine if they are successful?

A greater push has been made by Sports Medicine staff to educate, promote, and become visible at college/high school functions and class presentations. An increase in social media presence has begun to reach more student body. In addition to those interventions, meetings with Counseling departments to promote and educate counselors on the opportunities students can gain locally at Allan Hancock College in Sports have been done. Lastly, Allan Hancock College Sports Medicine has partnered with Cal State University Northridge as a Clinical Site for students in the advanced degree program to complete their clinical rotations.

The above interventions have been conducted and started and the success rate will be measured soon by the amount of student enrollment and completion of the degree data is collected.

RECREATION, EVENT AND SPORTS MANAGEMENT:

Education and Industry Partnerships

1. What data were analyzed and what were the main conclusions?

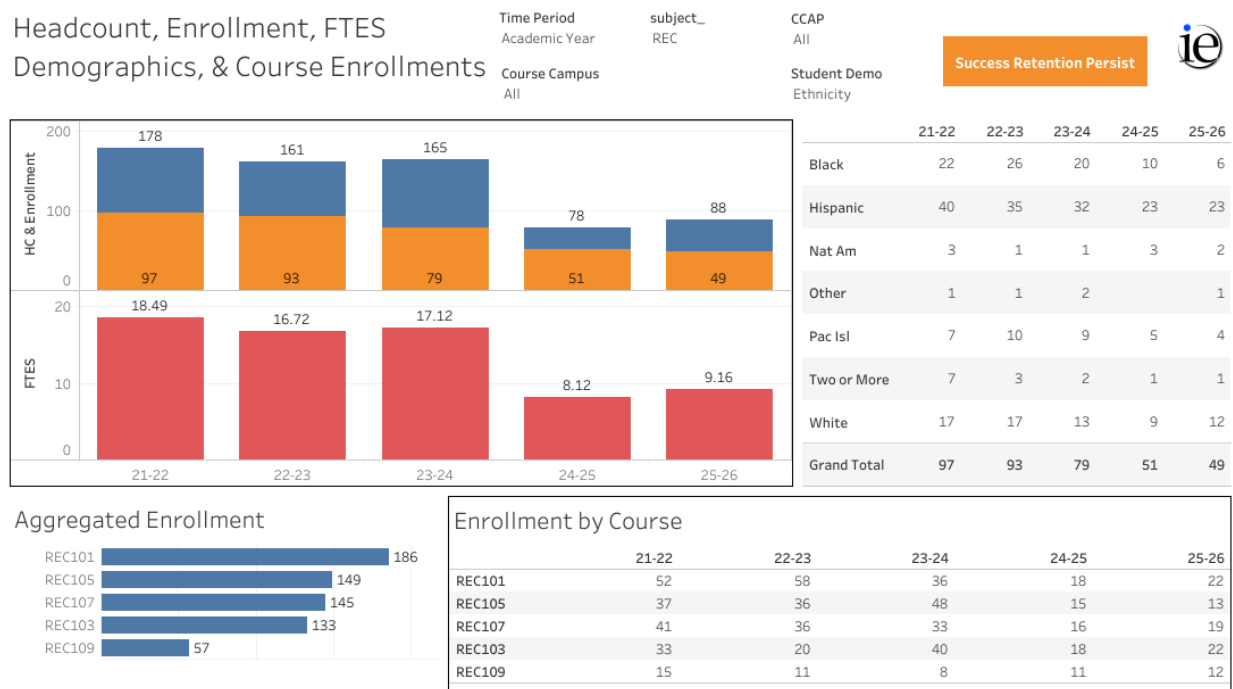
Institutional Data

Institutional enrollment data shows a drop in REC enrollments between the 23-24 and 24-25 academic years, reflecting some changes in the program's structure. First, this is the year when program founder Paul LeSage passed away. The impact of his loss was felt in the community and Dr. Provencio is still building an industry network in the region to bridge this gap. Second, the program's rigor and values shifted from a philosophy of "college as motivation to pursue the career" a developmental system focused on professional preparations prior to entering the roll. This has resulted in students who previously enrolled in REC for an "easy A" seeking out other degree programs while students in the courses tend to have stronger career outcomes.

On a positive note, enrollments in 25-26 are up from the previous year and indicate that the program's values are resonating with professional and transfer oriented students. The core courses are also ordered now (101 > 103 > 105 > 107), so while the five-year data suggests that students often skipped REC 103, the more recent data shows students progressing in order (again a reflection of the prioritizing of degree progress over taking a class based on its title or topic of interest).

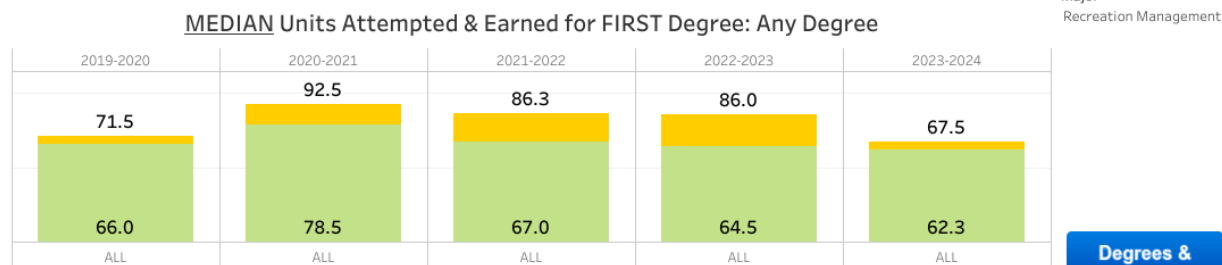
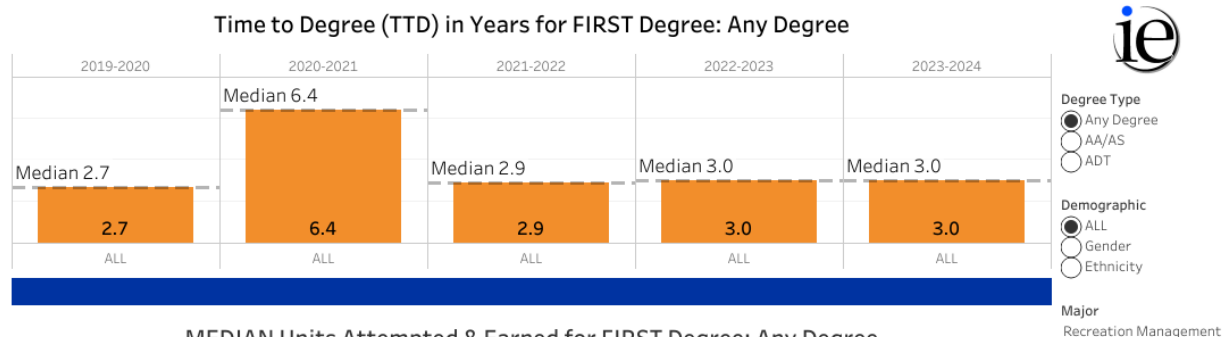
Headcount, Enrollment, FTES

Demographics, & Course Enrollments



Students in the RESM program are also advancing to degrees or transfer more quickly, with students completing the required units in 3 years or less since 2021-22 school year (ahead of the

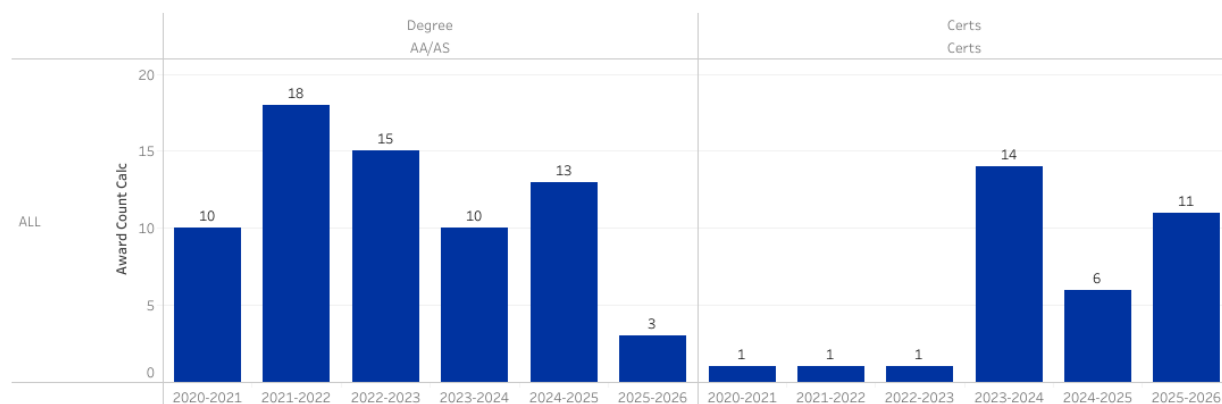
school median in that time). Further, the degree is highly efficient. Students complete the degree with an average of 67.5 credits (as of 23-24) compared to the campus average of 80 credits. The program is efficient and has benefitted from counselors' increased knowledge of the program via Ricardo's in-department role and Chuck's efforts to inform and remind the counseling department of ideal processes. It is noteworthy that the order in which students take REC classes has improved, with 101 and 103 getting the highest enrollment, where 103 has had major ups and downs in previous years.



Unduplicated awards by degree type and detail

Award Count Type: Unduplicated
Onboarding Groups_: ALL
Student Program Group: ALL

[View Student Data](#)



Award Detail

Credential Program: Recreation Management

Code	Description	Credential Program	Credential Major	Graduation Term Academic Year					
				2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grand Total				10	18	16	19	17	12
AS	Associate of Science AS degree	Recreation Management	Recreation Management	10	18	15	10	13	3
C2	Certificate 18-30semester unit	Recreation Management	Recreation Management	1	1				
C5	Certificate requiring 16 to fewer than 30 ..	Recreation Management	Recreation Management			1	14	6	11

Degrees awarded in total are generally stagnant with 2025-26 numbers not fully reported at this time (the certificate option reflects a likely increase from the current number, pending students' completion of general education credits). Students are reaching degree attainment efficiently and effectively. Growing the total enrollment pool and retaining students between year one and two will be essential for program growth in the coming years.

National Data

The [Integrated Postsecondary Education Data System \(IPEDS\)](#) data were used for national trend reporting. 50 institutions reported offering Recreation ("Parks, Recreation, Leisure, Fitness, and Kinesiology") Associates Degrees (A.S.), Bachelor's Degrees (B.S.), or Certificates. AHC typically issues more A.S. degrees than the national average for this set of majors.

Based on the same data set for 2020-21 through 2023-24, the national enrollment trend is generally stable with minor growth in A.S. degrees being offered and minor decline in B.S. degrees being offered. There is a large growth trend in certificates offered in this field, with more than double the number of certificates offered in 2023-24 compared to the previous year. This is an area of potential growth for AHC with the right adjustments to recruiting.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Students seeking degrees in Recreation, Event, and Sport Management have been efficient in their pursuit, have minimal obstacles, but are typically faced with the challenge of prior knowledge. Students often adopt the degree after starting college, making it difficult to complete the requirements in two years and resulting in students taking classes out of order. This is improving, but awareness in high school is a key metric for future pursuits. Our Advisory Committee discussed this in our most recent meeting and is considering ways to make the

profession more visible. Some professionals have noted that high quality recreation supervisors, programmers, lifeguards, and other professionals are often seamlessly integrated into their fields. This makes the professional somewhat invisible to participants in those cases. Others are quite charismatic and act as the center point of the program (i.e., sport coaches) and makes them highly visible. Partnerships with our program to provide more early education about the degree are developing to offset this awareness issue but will likely take time to solidify.

The instructor is also working to be more visible in the recreation industry and community locally by attending and participating in more Recreation and Parks Department events, volunteering for community recreation opportunities, seeking committee positions where possible, and supporting community recreation organizations. These positions are somewhat rare, but strong relationships with the Recreation and Parks Department have been helpful in this regard.

3. What are your plans for change or *innovation*?

The Rec-Ready Mentorship program just completed its first year and was a highly successful partnership innovation where students had the opportunity to gain hands-on experience with Recreation and Parks Department mentors. These programs help raise awareness in the community about the department and about the AHC degree program. This opportunity may be short-lived due to funding availability through the city, so finding additional financial support will be important to sustain this program. The current estimated cost is about \$4,500 per student and the cohort is three students per semester (these can be adjusted). This supports their WEE 149 requirement, so students get the added benefit of academic and financial support in addition to career development, networking, and mentorship.

Our Advisory Committee recommended the addition of a Recreation Marketing course to specifically focus students on this professional competency. As the RESM program evolves into a more robust offering, this seems like a strong addition to the core coursework that further legitimizes the program and offers a viable alternative to seeking a 4-year degree, especially for students who are not certain that a 4-year pathway is desirable or feasible.

The Advisory Committee also recommended establishing a formal ADT. While we have benefitted from articulation agreements and informal “handshake deals” with Fresno State and CSU East Bay, an ADT would give students a clearer and infallible path to 4-year degrees for those who want to pursue their education further. The down-side of this is that most Recreation Management coursework is at the 300 level or higher, limiting our course offerings to REC 101 (Intro to Rec Management) and likely REC 105 (Program Planning). We then see a lot of variability, with some 4-year programs requiring financial accounting, calculus, other business-based competencies while others prefer a kinesiology approach (e.g., leadership, community education, child development, etc.). This would likely help provide more options for students hoping to major in Recreation Management and might entice more students to choose community college initially.

4. How will you *measure* the results of your plans to determine if they are successful?

Awareness, enrollment, and degree completion or transfer success are the primary metrics involved in our program’s growth. Awareness is difficult to measure beyond first-year enrollment

and community sentiment. If successful, we will see our efforts leading to more students enrolling in REC 101 during their first semester of college. The REC 101 enrollment is a priority for the program. In combination with current efforts to educate and remind academic counselors of this option and promoting during athletic information meetings, promoting the program at community events, by guest speaking in Success in College and Career Exploration courses, and improving the program's reputation in the community should help raise program awareness.

Enrollment and degree completion are tracked via the on-campus data tools and IPEDS, though campus data is more specific and accurate in most cases. Comparing to national data has some utility for growth metrics related to national interest in the profession. Recreation management roles continue to be widely available in California and nationally with good starting salaries. Transfers are tracked via personal communications from students, but a more formal pathway would be ideal.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

- Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
- Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /ideo cameras \$600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

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Program Review Signature Page:

Chris Stevens

6/29/2026



Chris Stevens (Jul 1, 2026 13:45:12 PDT)

Jul 1, 2026

Program Review Lead

Date

Kim Ensing

Jul 1, 2026

Program Dean

Date



Jul 9, 2026

Vice President, Academic Affairs

Date

Program Review_Education and Industry Partnerships Discussion Template_2025-26

Final Audit Report

2026-07-09

Created:	2026-07-01
By:	Aaron Robles (aaron.robles1@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAGwVeFILjkbqUca1TtzJuJCy0hQH-ce-

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