**````````````````INSTITUTIONAL PROGRAM REVIEW 2011-12**

**Program Efficacy**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, (comma not needed here) and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

  Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals

  Aid in short-range planning and decision-making

  Improve performance, services, and programs

  Contribute to long-range planning

  Contribute information and recommendations to other college processes, as appropriate

  Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, (comma not needed here)and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An team of three disinterested committee members will meet with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Completed documents should be sent to, Program Review Co-Chairs and your Division Dean by March 16th, 2012. *It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interview and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process now incorporates the Educational Master Plan One-Page Summary (EMP Summary) and strives to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy, 2011/2012**

Complete this cover sheet as the first page of your report.

**Program Being Evaluated**

|  |
| --- |
| Athletics |

**Name of Division**

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| Athletics reports directly to the VP of Instruction |

**Name of Person Preparing this Report                                                  Extension**

|  |
| --- |
| David Rubio |

**Name of Department Members Consulted**

|  |
| --- |
| Ken Blumenthal  Quincy Brewer  Sue Crebbin  Kevin Emerson  Kristin Hauge  Pat Meech |

**Name of Reviewers**

|  |
| --- |
| Jose Recinos, Dena Murillo-Peters, Jesse Galaviz |

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| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 3/05/12 |  |
| Rough Draft submitted to Program Review Team | 03/07/12 |  |
| Report submitted to Program Review Team | 03/16/12 |  |
|  |  |  |

**Staffing**

List the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 1 |  |  |
| Faculty | 8 | 28 | 6 |
| Classified Staff | 5 |  |  |
| **Total** | 14 | 28 | 6 |

**Part I.  Questions Related to Strategic Initiative: Access**

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

**Demographic Information**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access** | | |
| Demographics | The program does not provide an appropriate analysis regarding identified differences in the program’s population compared to that of the general population | The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.  If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations. |
| Pattern of Service | The program’s pattern of service is not related to the needs of students. | The program provides evidence that the pattern of service or instruction meets student needs.  If warranted, plans or activities are in place to meet a broader range of needs. |

**Demographic Information:** PE-V 2007-2010

| **Gender** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid |  | 15 | .8 | .8 | .8 |
| F | 641 | 34.2 | 34.2 | 35.0 |
| M | 1217 | 65.0 | 65.0 | 100.0 |
| Total | 1873 | 100.0 | 100.0 |  |

| **Ethnicity** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid |  | 510 | 27.2 | 27.2 | 27.2 |
| A | 21 | 1.1 | 1.1 | 28.4 |
| B | 557 | 29.7 | 29.7 | 58.1 |
| F | 5 | .3 | .3 | 58.4 |
| H | 468 | 25.0 | 25.0 | 83.3 |
| N | 16 | .9 | .9 | 84.2 |
| O | 7 | .4 | .4 | 84.6 |
| P | 17 | .9 | .9 | 85.5 |
| W | 236 | 12.6 | 12.6 | 98.1 |
| X | 36 | 1.9 | 1.9 | 100.0 |
| Total | 1873 | 100.0 | 100.0 |  |

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| --- | --- | --- | --- |
| **Disability** | **Frequency** | **Dept. Percent** | **Campus Pct.** |
| No disability | 1796 | 95.9% | 95.5% |
| Disabled | 77 | 4.1% | 4.5% |
| Total | 1873 | 100% | 100% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Average Age** | **N** | **Youngest** | **Oldest** | **Avg. Age Dept.** | **Avg. Age Campus** |
|  | 1873 | 17 | 58 | 20.38 | 29.1 |

Does the program population reflect the college’s population?  Is this an issue of concern?  If not, why not? If so, what steps are you taking to address the issue?

|  |
| --- |
| The gender make-up of our program reflexes the trends in the state (Http://.cccaasports.org/gender.asp) and national level. African Americans are 10% over represented in athletics, Caucasians are 8% lower than the campus average and Hispanics are under represented by 24%. No one sport is designed or offered to favor one ethnicity over another, just as the college does not favor one ethnicity over another. If this is the ethnic make-up of our teams right now it is because this is who chooses to participate in athletics at SBVC. We recruit the student-athletes that will benefit the most from and for our programs, not for ethnicity. We are continuing to provide opportunities for African American males which traditionally have a low percentage of attending college after high school as well as providing opportunities for the rest of our demographic population on campus. In the past several years we have had def student-athletes compete on our football team and men’s soccer team which is why our numbers in servicing our disable population reflect well with the campus numbers. We will continue to provide access to our disable student population.  In our last report we talk about adding additional female sports to deal with issue of not be in compliance with Title IX, but because of the budgetary constrains it is not feasible at this time to implement this plan. Instead we implemented a “roster management” plan. In using this plan we reduce the number of allow participant on all the male rosters while increasing the number of allowed participants on all the female rosters. “Roster management” brings us closer to the “proportionality” rule of Title IX. Secondly we have implemented a campus wide survey to assess the needs of our campus population in relation to athletic programs offered. This survey addresses the “accommodation” rule of Title IX. |

**Pattern of Service**

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

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| The majority of our practices/competitions take place in the afternoon and evening. Therefore our student-athletes have to develop class schedules that allow them to participate in our athletic programs. Generally, student-athletes will take morning classes, later evening classes, online and or weekend classes.  All our head coaches exceed the campus WSCH. They work all year round. The coaches provide detailed information for their practice plans/schedules and their game plans. When not in class the coach can make himself/herself available 8-12 hours a day, 7 days a week. A typical practice day will start by preparing a practice plan usually that morning (1 hour). Then there will be a meeting with the assistant coaches (1 hour). Then they will meet with individual student/athletes and after that they have group meetings, practice will start after that (2-3 hours). After practice there is an evaluation by the coaches of practice and then time is provided to meet with student/athletes. On game days the meetings can vary and the day/night is usually longer then a practice day and if the team is traveling 1 to 6 hours can be added to the day. In a full intercollegiate season and off-season a coach will have contact with the student/athlete 260 days. The does not include summer classes.  Sports are entrenched in our community. From the first day San Bernardino Valley College open in 1926 there has been an intercollegiate sports program on this campus. While our coaches are not directly compensated for recruiting they constantly recruit for the college year round. This service has a direct and immediate benefit to the college. Our coaches visit local high school campus. They put on camps and clinics and make home visits with local high students and their parents.  Every home event we invite the community to our campus to shows we take pride in them. We believe we provide a great service to our community.  A great deal of our events occurs in the evening, or on the weekend. So, instruction is consistently available during alternative times.  The internet is becoming one of our greatest tools. The internet is use for recruiting, instruction, evaluation and placement. Our coaches use a program called “Hudl”. Hudl is an internet service the can provide video information from our contest to the coach, player and potential four year college recruiters. |

**Part II: Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** | | |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals.  If applicable, supplemental data is analyzed. |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |

**Student Success Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |
| Sections | | 32 | 48 | 48 | 48 | 48 | 48 |
| % of online enrollment | |  |  |  |  |  |  |
| Degrees awarded | |  |  |  |  |  |  |
| Certificates awarded | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Data includes: SBVC, SOFF and SBBHS | | | |  |  |  |  |

Provide an analysis of the student success data and narrative from the program’s EMP Summary and discuss what it reveals about your program.

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| The success rate and the retention rate are a reflection of our program. Every year our numbers are higher than the college’s. Student-athletes that participate in our programs stay with our programs for the duration of their eligibility. Sometimes success can breed success. As our programs experience more success on the field we see more success in the class room. Our numbers have been the highest in the past five years. We plan to continue this trend. |

**Supplemental Data**

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

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| 80.7% of student athletes who complete their sophomore year of eligibility at San Bernardino Valley College will graduate and/or transfer to a four year college or university. These numbers our gathered from our state registered participation form (form 3) and the internal data we keep on our student-athletes.  Over the past three years 135 students have been awarded athletic scholarships to 109 different colleges and universities.  An example of what this is worth in dollars to our student athlete; in 2010, 13 student athletes from our women’s soccer team received athletic scholarships. The total dollar amount of these 13 scholarships is **$432,000.00.** |

**Student Learning Outcomes and/or Student Achievement Outcomes (See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx).3**)**

**Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.**

**Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO assessment outcome data to verify SLO progress.**

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| Since the reorganization of the departments on campus, Athletics has been separate from Physical Education. The Physical Education department is responsible for the upkeep of SLO’s. In the future Athletics will coordinate with Physical Education to assess and update SLO’s. |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part III: Institutional Effectiveness - Rubric** | | |
| Mission and Purpose | The program does not have a mission, or it does not clearly link with the institutional mission. | The program has a mission, and it links clearly with the institutional mission. |
| Productivity | The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed. | The data shows the program is productive at an acceptable level. |
| Relevance, Currency, Articulation | The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. | The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses have been articulated or (?) transfer with UC/CSU or plans are in place to articulate appropriate courses. |

**Mission and Purpose:**

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the mission statement of the program?

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| San Bernardino Valley College is a CCCAA institution and is a member of the Foothill Conference. In concert with the  College’s mission and CCCAA philosophy, the goals of the athletic department are to promote the growth of intellectual,  Physical and social behaviors of the student-athlete. It is also our goal to create a culture of excellence for our student-  athletes that celebrates integrity, diversity, sportsmanship and a strong work ethic. |

How does this purpose relate to the college mission?

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| --- |
| Our mission statement was written by combining the spirit of the college’s mission statement and the philosophy of California Community College Athletic Association. We are promoting lifelong learning within a multi-culture environment and a competitive education. |

**Productivity**

**Productivity Data**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | FTES |  | |  | | --- | |  | |  |  |  |  |  |  |
| 04-05 | 114.20 |  |  |  |  |  |  |  |  |
| 05-06 | 105.38 |  |  |  |  |  |  |  |  |
| 06-07 | 109.51 |  |  |  |  |  |  |  |  |
| 07-08 | 106.91 |  |  |  |  |  |  |  |  |
| 08-09 | 98.86 |  |  |  |  |  |  |  |  |
| 09-10 | 108.6 |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
|  | | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 |  |  |
| Duplicated Enrollment | | 339 | 306 | 316 | 297 | 296 | 300 |  |  |
| FTEF | | 6.72 | 4.80 | 5.28 | 5.28 | 5.28 | 5.28 |  |  |
| WSCH per FTEF | | 510 | 659 | 622 | 607 | 562 | 617 |  |  |

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Explain any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses etc…

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| Every year, athletics is above the college’s WSCH/Faculty load. In 2008-09 we dropped as the enrollment for the entire college dropped. Another contributing factor for flux of our FTES is the transition in our coaching staff. In 2005-06 and in 2008-09 we had old coaches leave and new ones come in. Our numbers were up in 2009-10 and we expect them to continue in an upward trend as we have stabilized our coaching staff.  We believe our productivity is directly related to the individual attention and support we give our student-athletes on and off the field or court. |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy.

*Note: Only need to address curriculum for Athletics classes*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Social Sciences, Human Development & Physical Education** | | | | |
| **Physical Education** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | PE098 Physical Education Work Experience | Active | 12/07/2009 | 12/07/2015 |
|  | PE/V100 PE/V-100 | Active | 04/19/1993 | 04/19/1999 |
|  | PE/T100X4 Team Sports Activities: Baseball | Active | 11/28/2011 | 11/28/2017 |
|  | PE/V101 PE/V-101 | Active | 04/19/1993 | 04/19/1999 |
|  | PE/V102 PE/V-102 | Active | 04/19/1993 | 04/19/1999 |
|  | PE/V103 PE/V-103 | Active | 04/19/1993 | 04/19/1999 |
|  | PE/I103X4 Badminton | Active | 08/29/2011 | 08/29/2017 |
|  | PE/T104X4 Team Sport Activities: Basketball | Active | 10/17/2011 | 10/17/2017 |
|  | PE/I105X4 PE/I-105X4 Low Impact Aerobics | Active | 04/14/2005 | 04/14/2011 |
|  | PE/I108X4 PE/I 108X4 Weight Training | Active | 11/15/2004 | 11/15/2010 |
|  | PE/T108X4 Team Sport Activities: Football | Active | 11/15/2004 | 11/15/2010 |
|  | PE/I112X4 Body Conditioning | Active | 11/14/2011 | 11/14/2017 |
|  | PE/T116X4 Team Sports Activities: Soccer | Active | 04/04/2011 | 04/04/2017 |
|  | PE/T120X4 Team Sport Activities: Softball | Active | 08/29/2011 | 08/29/2017 |
|  | PE/T124X4 Team Sport Activities: Volleyball | Active | 10/03/2011 | 10/03/2017 |
|  | PE/I127X4 Walking for Fitness | Active | 11/14/2011 | 11/14/2017 |
|  | PE/T132X2 Team Sports Activities: Advanced Volleyball | Active | 11/28/2011 | 11/28/2017 |
|  | PE/I138X4 Physical Fitness | Active | 03/14/2011 | 03/14/2017 |
|  | PE/I148X4 Tennis | Active | 10/14/2004 | 10/14/2010 |
|  | PE/I164X4 Swimming | Active | 08/29/2011 | 08/29/2017 |
|  | PE/I168X4 Yoga | Active | 10/14/2004 | 10/14/2010 |
|  | PE/I173X4 Water Aerobics | Active | 10/14/2004 | 10/14/2010 |
|  | PE/I184X4 Adapted Physical Education: Swimming | Active | 08/29/2011 | 08/29/2017 |
|  | PE/I186X4 Adapted Physical Education: Stretching and Stress Reduction | Active | 10/17/2011 | 10/17/2017 |
|  | PE/I188X4 Adapted Physical Education: Fitness and Conditioning | Active | 08/29/2011 | 08/29/2017 |
|  | PE/I189X4 Adapted Physical Education: Resistance Training | Active | 11/14/2011 | 11/14/2017 |
|  | PE/I190X4 Tai Chi | Active | 11/14/2011 | 11/14/2017 |
|  | PE200 Intro to PE and Kinesiology | Active | 11/15/2003 | 11/15/2009 |
|  | PE201 Mental Skills for Sport Performance | Active | 11/15/2003 | 11/15/2009 |
|  | PE210 Sports Officiating | Active | 10/17/2011 | 10/17/2017 |
|  | PE222 Independent Study in Physical Education | Active | 11/15/2011 | 11/15/2017 |
|  | PE231 First Aid and CPR | Active | 02/28/2011 | 02/28/2017 |
|  | PE232 Prevention and Care of Athletic Injuries | Active | 11/15/2003 | 11/15/2009 |
|  | PE236 Stress Management and Wellness | Active | 11/15/2003 | 11/15/2009 |
|  | PE282X2 Professional Actvts: Baseball | Active | 11/15/2004 | 11/15/2010 |
|  | PE283X2 Professional Actvts: Basketbal | Active | 11/15/2004 | 11/15/2010 |
|  | PE285X2 Professional Actvts: Football | Active | 11/15/2004 | 11/15/2010 |
|  | PE288X2 Professional Actvts: Softball | Active | 11/15/2004 | 11/15/2010 |
|  | PE291X2 Professional Activities: Track and Field | Active | 11/15/2004 | 11/15/2010 |
|  | PE293X2 Professionl Actvts: Volleyball | Active | 11/15/2004 | 11/15/2010 |
|  | PE/V100 PE/V-100 | Pending | 04/19/1993 | 04/19/1999 |
|  | PE/V101 PE/V-101 | Pending | 04/19/1993 | 04/19/1999 |
|  | PE/T108X4 Team Sports Activities: Football | Pending | 11/15/2004 | 11/15/2010 |
|  | PE/I108X4 PE/I 108X4 Weight Training | Pending | 11/15/2004 | 11/15/2010 |
|  | PE/I108x4 Weight Training | Pending | 11/15/2004 | 11/15/2010 |
|  | PE/V110X3 Intercollegiate Cross Country - Men | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V111X3 Intercollegiate Cross Country - Women | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V113X3 Intercollegiate Soccer - Men | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V114X3 Intercollegiate Soccer - Women | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V115X3 Intercollegiate Volleyball - Women | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V120X3 Intercollegiate Basketball - Men, Fall | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V122x3 Intercollegiate Basketball - Women, Fall | Pending | 04/19/1993 | 04/19/1999 |
|  | PE/V123X3 Intercollegiate Basketball -Women, Spring | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V130X3 Intercollegiate Baseball | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V131X3 Intercollegiate Softball | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V132X3 Intercollegiate Track and Field - Men | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/V133X3 Intercollegiate Track and Field - Women | Pending | 11/15/2005 | 11/15/2011 |
|  | PE/I148X4 Tennis | Pending | 10/14/2004 | 10/14/2010 |
|  | PE/I173X4 Water Aerobics | Pending | 10/14/2004 | 10/14/2010 |
|  | PE/I190x4 Tai Chi | Pending | 11/15/2004 | 11/15/2010 |
|  | PE/I192x4 Karate: Chinese Kenpo | Pending | 11/15/2005 | 11/15/2011 |
|  | PE200 Intro to PE and Kinesiology | Pending | 11/15/2003 | 11/15/2009 |
|  | PE201 Mental Skills for Sport Performance | Pending | 11/15/2003 | 11/15/2009 |
|  | PE238 Exercise Theory, Testing and Prescription | Pending | 04/15/2000 | 04/15/2006 |
|  | PE283X2 Professional Actvts: Basketbal | Pending | 11/15/2004 | 11/15/2010 |
|  | PE288X2 Professional Activities: Softball | Pending | 11/15/2004 | 11/15/2010 |
|  | PE291X2 Professional Activities: Track and Field | Pending | 11/15/2004 | 11/15/2010 |
|  | PE293X2 Professionl Actvts: Volleyball | Pending | 11/15/2004 | 11/15/2010 |
|  | PE/I132x4 Distance Running | Launched | 08/29/2011 | 08/29/2017 |
|  | PE/I168x4 Yoga | Launched | 08/29/2011 | 08/29/2017 |
|  | PE232 Prevention and Care of Athletic Injuries | Launched | 11/15/2003 | 11/15/2009 |
|  | PE/T100X4 Team Sport Activities: Baseball | Historical |  |  |
|  | PE/I103X4 PE/I 103X4 Badminton | Historical |  |  |
|  | PE/T104X4 Team Sport Activities: Basketball | Historical |  |  |
|  | PE/I110X4 Foil Fencing | Historical |  |  |
|  | PE/I110X4 Foil Fencing | Historical |  |  |
|  | PE/I115X4 Epee and Saber Fencing | Historical |  |  |
|  | PE/T116X4 Team Sport Activities: Soccer | Historical |  |  |
|  | PE/I116X4 PE/I-116X4 Epee Fencing | Historical |  |  |
|  | PE/T120X4 Team Sport Activities: Softball | Historical |  |  |
|  | PE/T124X4 Team Sport Activities: Volleyball | Historical |  |  |
|  | PE/I127X4 Walking for Fitness | Historical |  |  |
|  | PE/T132X2 Team Sport Activities: Advanced Volleyball | Historical |  |  |
|  | PE/I138X4 Physical Fitness | Historical |  |  |
|  | PE/I143X4 Water Polo | Historical |  |  |
|  | PE/I144X4 Racquetball | Historical |  |  |
|  | PE/I164X4 PE/I-164X4 Swimming | Historical |  |  |
|  | PE/I184X4 Adapted Physical Education - Swimming | Historical |  |  |
|  | PE/I186X4 Adapted Physical Education - Stretching and Stress Reduction | Historical |  |  |
|  | PE/I188X4 PE/I-188X4 | Historical |  |  |
|  | PE/I189X4 PE/I-189X4 | Historical |  |  |
|  | PE/I190X4 PE/I-190X4 Tai Chi | Historical |  |  |
|  | PE210 Sports Officiating | Historical |  |  |
|  | PE222 Independent Study in P.E. | Historical |  |  |
|  | PE223 Lifeguard Training | Historical |  |  |
|  | PE231 First Aid and CPR | Historical |  |  |

The curriculum for athletics is being handled by PE. I was unaware that the Varsity curriculum was so out of date. Athletics will coordinate with PE department chairs to update curriculum; eliminate duplicate courses and delete obsolete courses. Courses that have been out of the curriculum review cycle the longest PE-V 100; 101; 102; 103 will be address first. Fallowed be PE-V 115, 120, 122, 123, 130, 131, 132, 133 . As curriculum is being updated it will also be renumbered to reflect new changes to class repeatability.

Articulation and Transfer

|  |  |  |
| --- | --- | --- |
| List Courses above 100 where articulation or transfer is **not** occurring | With CSU | With UC |
| All PE-V Courses Articulate or Transfer to CSU or UC Institutions. |  |  |
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Describe your plans to make course qualify for articulation or transfer.

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| Athletics will coordinate with PE to assess and adjust SLO’s and curriculum to meet the standards of the CSU and UC systems. |

**Currency**

Follow the link below and review the last college catalog data.  
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If not, how does the program plan to remedy the discrepancy?

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| As far as Athletics is concerned all “Varsity” classes are currently offered in conjunction with sports programs offered. |
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**Part IV. Planning**

| **Strategic Initiative** | **Institutional Expectations** | |
| --- | --- | --- |
| **Does Not Meet** | **Meets** |
| **Part IV: Planning - Rubric** | | |
| Trends | The program does not identify major trends, or the plans are not supported by the data and information provided. | The program ~~identifies~~ and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support. |
| Accomplishments | The program does not incorporate accomplishments and strengths into planning. | The program incorporates substantial accomplishments and strengths into planning. |
| Challenges | The program does not incorporate weaknesses and challenges into planning. | The program incorporates weaknesses and challenges into planning. |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| The budget will always have the greatest impact on programming. In athletics it is difficult to work with a budget that is inadequate. There are unknown variable that have great impact on how we operate. These variable are transportation coast, gas prices, entry fees, association fees, food prices, officials fees and even weather can impact our budget. If this trend continues our student-athletes will be limited in contest they can compete in and the college’s ability to be competitive in our conference and the state. If the budget’s downward trend continues we will have to reassess our budget priorities and our service to our student-athletes  Briefly mentioned in the demographic part of this document Title IX is still a concern. San Bernardino Valley College falls within the norm at the state and national level (CCCAA & EADA reports). There are three prongs in which SBVC can meet the standard; 1. “Proportionality”; here we try to meet the gender demographic of the college. We are doing this by implementing a “roster management” program briefly explained earlier. 2.”Expansion”; this is done by increasing the number of sports programs for the underrepresented sex. Because of budget constraints we are not using this prong. 3. “Assessment”; is done by providing a survey to assess the needs of the underrepresented sex. In coordination with James Smith (Planning and Research Director) and Admissions we are implementing this survey. We have taken step to work towards compliance but this will be an ongoing process as long as this college is accepting federal money. This trend can have an impact because money will have to be reallocated from one program to another in order to increase participation within the underrepresented sex.  Another trend or discussion at the state level is “repeatability” of PE classes. This will limit the ability to repeat a course multiple times. While, affecting PE classes for the general population this will have no impact on “Varsity” classes (at this time). But, we are planning to adjust our curriculum to meet the standards set by the state and service the needs of our student-athletes if needed. |

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

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| * 2001-2011 SBVC has 43 Conference Championships, 25 men’s title and 18 women’s titles. * 2006-2011 SBVC has won 7 State Championships, 6 men’s titles and 1 women’s title. * 2008-2011 SBVC ranked 1st in the Foothill Conference in the NATYCAA (National Two Year College Athletic Administrators). * 2008-2011 SBVC Athletics has an 80.7% graduation/transfer rate and has 135 scholarships awarded from 109 different colleges and universities.   This success is directly related to our coach’s ability to recruit, work with our academic counselor, monitor their academic progress, prepare them for the next level physically, mentally, and use the resources the college provides us.  With all the success we have had we feel we can do better. Our plan is to have a better working relationship with the Counseling Center, EOPS, Financial Aid and the rest of the campus. We want to be an integral part of the campus. |

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

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| Image can play a big role in how successful an athletic program can be. How do people in our community perceive SBVC? Are our facilities maintained? Is our equipment functional? Is it safe? In the past the answers would have been mostly no. But, the college has made some improvements since our last review that have improved upon our image. Our fields are better maintained, our gym floors are cleaner, fresh paint and better lighting have help. But, our biggest image improvement is yet to come. The Physical Education Department along with Athletics is currently in the final planning process of designing our new gyms and football stadium. This will improve the image of the athletic program, college and community.  The Athletic program has an 80.7% graduation/transfer rate. Our goal is 100%. We can work towards that goal if we have the academic support. At this time we have an academic counselor that works in our area around 25% of his time. Our plan is to have an academic counselor 100% or another counselor to assist in providing more access to academic advising which will help improve our graduation/transfer rate. In this area we plan to work with our grant writer to fine and secure grants available for counseling and academic support. |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Part V: Technology, Partnerships & Campus Climate** | | |
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|  | Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.  Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate | Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.  Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships. What plans does your program have to further implement these initiatives.

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| Currently we are using an internet service called “Hudl”. This service allows coaches to review, analyze, edit, track student-athletes log-in time and share video with four year college recruiters. This is a relatively new program and offers a great deal of times saving features. But, our coaches are not taking full advantage of all its features. We plan to bring a “Hudl” representative to provide a clinic on how to get the most out of the service. And, you can now fallow SBVC Athletics on Twitter and Facebook.  As technology improves we must be ready to use it and make the most of it to better service our student-athletes.  In the past two years we have reestablished a partnership with the SBVC Foundation. With help from the foundation SBVC Athletic has brought back its annual golf tournament which has raised $20,000.00 in the past two years. We will continue strengthen our relationship with the Foundation, possibly bring back the athletic alumni hall of fame on an annual basis. We will work with local corporations and business to establish sponsorships which can provide a new source of revenue for the college. We have also established partnerships with outside team organization such as 66er baseball and Reign hockey. We have invited on to our campus famous athlete alumni such as Rich Dauer (played baseball for Baltimore Orioles) and Dino Ebel (3rd base coach for the Angels). In the past four years we have reestablished the “Desert Classic” (high school volleyball tournament) which brings around 50 high school teams from the surrounding area to our campus. We will have our student-athletes volunteer more for local and national charities which can improve our relationship with our community.  With the success of our athletic program I believe we project a positive image to the community and enhance our campus climate. |