



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program

ATHLETICS

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The athletic department's purpose is to provide a positive direction and environment for all student-athletes so they can develop academically, athletically and socially. Our coaches emphasize the importance of working well with others in a team environment while representing the community and the college's total education program. The most important goal is to provide our athletes with an enjoyable and rewarding college experience.

Please list the **most significant achievement** accomplished since your last program review.

1. The philosophies of our coaches' individual programs are fundamentally consistent within the department.
2. Our athletic programs continue to represent the college well throughout the state despite outdated facilities and equipment. Retention of student athletes is high, considering student-athletes must maintain a minimum GPA of 2.0 and complete 24 units from season to season.
3. There is a mutual respect within the department that allows for a workable and functional environment that filters down to the student-athletes.

List the current major strengths of your program

1. We have an increasing number of student-athletes wanting to compete for Glendale College.
2. The recognition and success of athletic teams and student-athletes state wide.
3. In 2010/2011 64 out of 103 sophomores transferred to 4 year schools. 90% of student-athletes are awarded athletic/academic scholarships to attend 4 year schools.

List the current weaknesses of your program

1. We have 16 sports in the athletic department and have only 5 full-time instructors.
2. Facilities are unsafe, outdated and cannot accommodate the 300 athletes participating in sports.
3. The budget for our athletic teams are at the bottom 5% of the state which includes; coaches' stipends, district funds and ASGCC allocations. Coaches continually have to increase their fundraising in order for the student-athlete to have proper equipment and supplies. No other programs on campus utilize fundraising as a main tool for survival, success and a positive experience. The budget also makes it difficult to compete with surrounding colleges for the recruitment of student-athletes and the retention of quality coaches.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTES Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
HEALTH EDUCATION	2007-2008	205	10.6	617	67.5%	92.9%	74.5%	33
	2008-2009	204	9.8	666	69.7%	102.1%	72.6%	40
	2009-2010	229	10.3	709	81.4%	103.3%	74.9%	34
	2010-2011	192	10.6	576	72.0%	98.4%	72.9%	32
	% Change	-6.3%	+0.4%	-6.7%	+6.7%	+6.0%	-2.1%	-3.0%
	4-Yr. Trend	stable	stable	stable	stable	stable	stable	stable
PHYSICAL EDUCATION	2007-2008	160	12.8	400	58.0%	61.0%	61.0%	4
	2008-2009	220	11.9	587	69.0%	78.0%	64.0%	4
	2009-2010	280	11.1	807	72.0%	103.0%	61.0%	8
	2010-2011	270	8.8	980	61.2%	106.1%	69.3%	0
	% Change	+68.5%	-31.3%	+145.2%	+3.2%	+45.1%	+8.3%	-100.0%
	4-Yr. Trend	increasing	decreasing	increasing	stable	increasing	stable	decreasing
ATHLETICS	2007-2008	179	12.8	443	45.0%	68.0%	90.0%	0
	2008-2009	189	12.8	468	38.0%	69.0%	92.0%	0
	2009-2010	174	13.1	424	42.0%	71.0%	92.0%	0
	2010-2011	205	11.1	586	37.7%	73.5%	89.4%	0
	% Change	+14.8%	-13.2%	+32.2%	-7.3%	+5.5%	-0.6%	--
	4-Yr Trend	increasing	decreasing	increasing	stable	stable	stable	--
HEALTH & P.E. DIVISION TOTAL	2007-2008	544	36.2	479	56.0%	69.8%	69.7%	37
	2008-2009	613	34.5	565	58.0%	82.3%	70.8%	44
	2009-2010	684	34.4	632	63.4%	97.1%	69.3%	42
	2010-2011	667	30.8	690	55.9%	103.1%	74.4%	32
	% Change	+22.6%	-14.9%	+44.0%	-0.3%	+47.7%	+6.6%	-13.5%
	4-Yr. Trend	increasing	decreasing	increasing	stable	increasing	stable	decreasing

1.1. Describe how these trends have affected student achievement and student learning:

Our success rate has decreased from 92% to 89.4% due to the loss of 3 full-time head coaches. Our anticipation is this may drop more because of the amount of part-time to full-time head coaches overseeing our sport programs. The increase in FTES is due to our success and recognition of teams competing at the conference, regional and state levels. If we continue to attract more student-athletes our FTES will continue to rise creating an imbalance.

- 1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

More than half our teams are coached by part-time head coaches who are unable to be on campus 6-8 hours a day. Since the FTES is increasing our need for more full-time coaches is imperative to ensure our student-athletes are successful in academics. Increasing our FTF will enhance the student-athletes experience and allow for a coach to be more involved in the growth of the program and the student-athletes matriculation process.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
ATHLETICS	36	100	18/18	100%	18/18	100%	No

- 2.1. Please comment on the percentages above.

All athletic courses have SLO's. Although, we don't have hard data of achieving learning outcomes our coaching responsibilities include daily, weekly and monthly assessments to meet the needs of growth and development for the student-athletes and our teams. Lack of full-time faculty in the athletic department, have made completing assessments assignments difficult. Our adjunct head coaches are fulfilling full-time hours with their programs, while often times working other jobs making it difficult to assess courses. Our full-time coaches are exceeding their full-time instructor obligations while partaking in multiple committees, recruiting and managing their programs. All coaches are being stretched due to the lack of full-time instructors.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
 b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

a) We do not currently have a link to assessment timelines.

b) The PE department is in the process of changing and updating curriculum to kinesiology. Once the updates are complete we plan on creating a matrix to show when our assessments will be conducted. Our future goal is to assess our athletic courses in the off season, once a year. This will give coaching staff an opportunity to evaluate our coaching, recruiting and funding techniques.

c) The assessment timelines for athletics is completed at all times. We are continuously measuring our recruiting, instructing, coaching and learning styles each season based on wins and losses. When success is not met on the court and/or field, the coaching staff must assess his or her strategies. Most of our athletic coaches are part-time instructors making it difficult to update and follow assessment cycles.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

a) The athletic program does not have a link to assessment reports at this time. Despite our shortcomings in this area, one of our greatest strengths as a department is the transfer rates of sophomores to 4 year institutions. In 2010/2011, 62% of our student-athletes moved on to the next level.

b) As mentioned in 2.2 we do assess our courses just not in a formal manner. Once the kinesiology AA degree and timelines are established this will encourage and allow for consistency in assessing athletic courses. Again, our biggest obstacle is the discrepancy of FT to PT coaches making it difficult to complete assessment cycles in a timely manner.

- 2.4 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

All athletic courses have been reviewed in the last year due to the move from the Physical Education division to Kinesiology division. This is currently being reviewed by C&I.

- 2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

As mentioned above, the kinesiology AA degree will be in effect for the Fall of 2012/13.

- 2.6 For each program that was reviewed, please list any changes that were made.

Some of the changes being made with the move to kinesiology are: the development of new curriculum, the division name change to kinesiology and the creation of our new department H-PAK (health, physical education, athletics and kinesiology). This move also puts our division in compliance with state mandates.

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

Every year all head and assistant coaches attend the R-2 meeting which is mandated by the CCCAA to discuss: rules, rule changes, gender equity, decorum policy, retention of athletes, recruiting, eligibility, transfer and matriculation philosophies. Coaches have daily dialogue on how to deal with different personalities, learning and teaching styles. Sharing stories of past and current student-athletes allow for our coaches to give and gain knowledge on how to change teaching techniques to obtain desirable outcomes.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Hire all Head Coaches and Some assistants to full-time teaching positions.	Relieve stress from existing full-time instructors/coaches. More time spent with student-athletes on campus to convey the importance of school and to provide accessibility to the student-athlete as a coach, mentor and role model. More committee representation from coaches and the ability to complete assessment outcomes.
Request more funding for coaching stipends.	With more compensation comes better applicants, with better qualifications which in turn can teach our students more effectively.
To become current with SLO assessment cycles and creating links to both assessment timelines and reports.	If we become current on our assessments we can continue to change and update courses to follow student trends and needs. This will allow us to better serve our growing population in a more productive manner creating more opportunities, better equipment, facilities and on-site coaches.

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