



INSTITUTIONAL EFFECTIVENESS COMMITTEE

A PROGRAM REVIEW OF THE DEPARTMENT OF KINESIOLOGY AND ATHLETICS

**A SELF STUDY FOR THE AREA OF ATHLETICS
2012-13**

PREPARED BY

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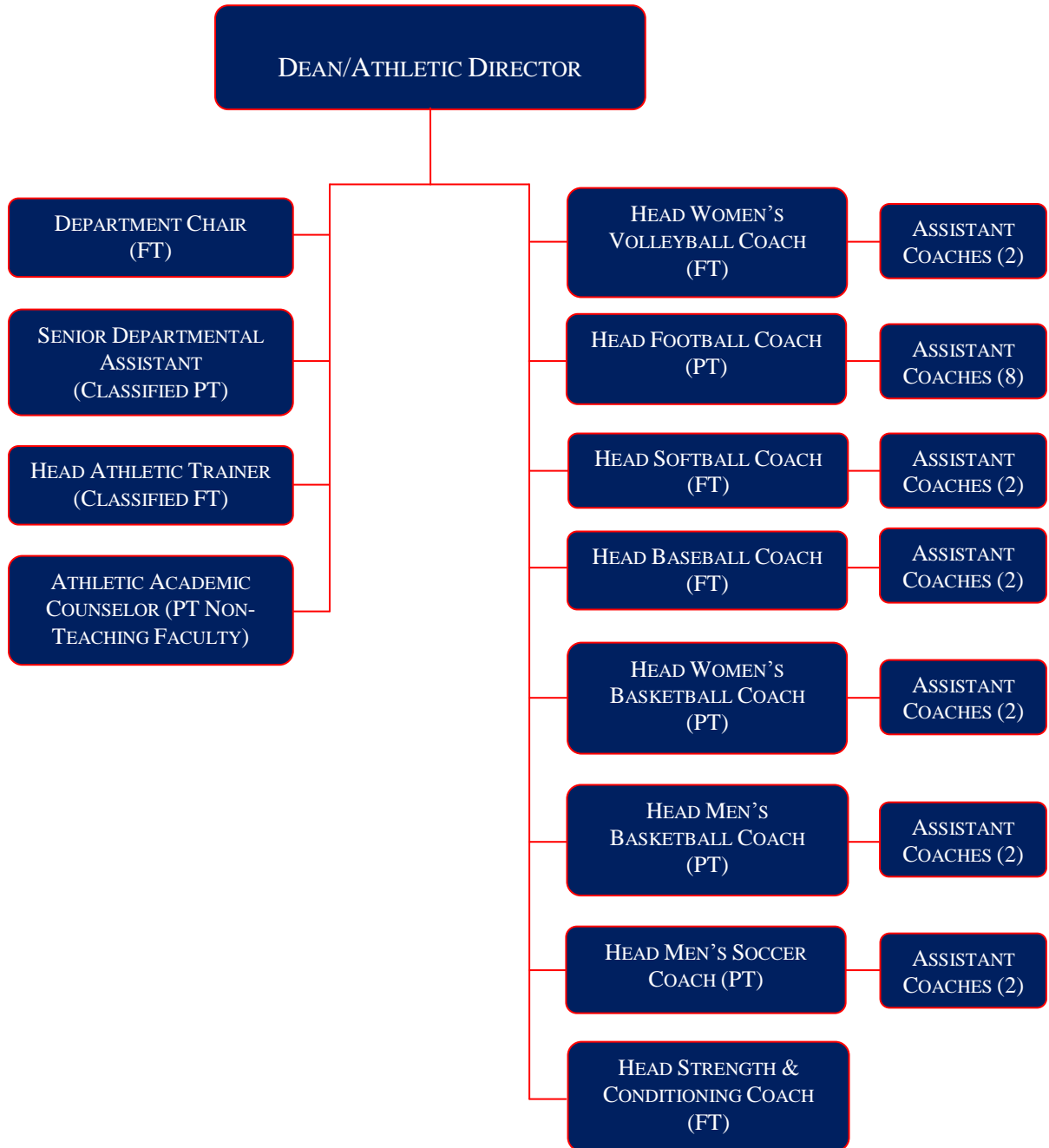
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HEAD COACHES AND STAFF OF THE DEPARTMENT OF KINESIOLOGY AND ATHLETICS

**GAVILAN COLLEGE
INSTRUCTIONAL PROGRAM SELF STUDY**

PROGRAM REVIEW

A. Provide an organizational chart of your program.



B. Program Data

Provide appropriate analysis for the following sections based on data acquired from the Office of Institutional research.

1. Basic description of program.

The Athletic Department at Gavilan College is interested in each student-athlete's growth and development in all areas of college life and emphasizes the importance of obtaining a degree while striving for full academic and athletic potential.

The Department offers athletic opportunities to a diverse group of men and women consistent with the mission of the College. Educational and athletic excellences are the cornerstones of the athletic program. The program's success is measured by the performance of its student-athletes in their academic and athletic pursuits, as well as their contribution to society and the community both before and after graduation.

It is our desire to contribute to the continued growth and development of each student-athlete by providing opportunities that advance the physical, mental, social, and emotional rewards that result from a comprehensive experience in higher education. It is hoped that our relationships with each student-athlete will help develop a positive and constructive philosophy while enhancing their personal and community relationships at the same time. In addition, the Department strives to provide the resources required to provide a total collegiate experience for all of its student-athletes in the following sports: (women) softball, volleyball, and basketball; (men) football, baseball, basketball, and soccer.

Finally, the Department is committed to both the letter and the spirit of the rules and regulations of Gavilan College, the Coast Conference, and the California Community College Athletic Association.


a. Enrollment and FTES

Enrollment by top code and course over time (4 years)

Academic Year	08/09	09/10	10/11	11/12
Kinesiology/PE	3540	3670	3559	3008
Athletics	164	189	189	192
Total	3704	3859	3748	3542
College Overall	48,983	52,113	52,140	44,198

FTES by top code over time (4 years)


Academic Year	08/09	09/10	10/11	11/12
Kinesiology/PE	283.1	264.2	262.7	270.9
Athletics	50.3	58.1	59.0	58.4
Total	333.4	322.3	321.7	329.4
College Overall	5,748.23	6,069.32	5,595.30	5,099.0

 Current enrollment by term last available census (FALL 2012)

Academic Year	First Census
Kinesiology	1,456
Athletics	126
Total	1,582
College Overall	16,555

After further review of the above data, the enrollments for actual participants on an intercollegiate team is slightly different. Actual participants average 150 student-athletes from year to year. One item to note is that the enrollments by last available census (Fall 2012) does not include spring participants (approximately 50). In Fall of 2012, we also added women's basketball to our offerings. One additional note of interest is that the department's FTES for athletics has been increasing or remaining steady while the college's overall FTES count has been decreasing since 2009-10.

b. Student Outcomes

 Success rate by top code and course and year (4 years).


Academic Year	08/09	09/10	10/11	11/12
Kinesiology/PE	67.01%	66.38%	67.97%	71.65%
Athletics	86.59%	91.01%	92.1%	80.73%
Total	67.87%	67.58%	78.1%	72.12%
College Overall	62.26%	65.62%	67.52%	68.01%

* *Success* is defined as the proportion of students who either received a grade of C or above or credit.

 Retention rate by top code and course and year (4 years).

Academic Year	08/09	09/10	10/11	11/12
Kinesiology	77.4%	76.6%	77.3%	79.4%
Athletics	92.1%	92.1%	88.36%	82.8%
Total	78.1%	77.3%	69.0%	79.6%
College Overall	81.6%	76.64%	82.2%	82.9%

* *Retention* is defined as the proportion of students who received a grade of some kind.

 Number of majors by year (4 years).

Academic Year	08/09	09/10	10/11	11/12
Total	NA	NA	NA	NA

* *Majors* are declared by students typically at initial application, but in some cases are revised through a consultation with a counselor.

 Number of degrees and certificates by top code and year (4 years).

Academic Year	08/09	09/10	10/11	11/12
Total	NA	NA	NA	NA

Overall, the Department's success and retention rates for athletics is considerably higher than the college's overall rate. Although there was a significant drop in 2011-12, the Department isn't for sure why this has occurred. Additional discussions will take place to determine if this is an ongoing issue or a onetime occurrence.

c. Staffing Data

 Faculty Headcount (by contract and hourly) (past 4 years)

Academic Year		08/09	09/10	10/11	11/12
Kinesiology/PE	Contract	9	10	6	5
	Hourly	14	14	9	11
Athletics	Contract	5	5	5	3
	Hourly	1	1	1	3

* These counts are comprised of any instructor who taught a course in this discipline, even if this instructor comes from a different discipline.


 Faculty productivity (Weekly Student Contact Hours [WSCH] divided by Full Time Equivalent Faculty [FTEF]) (past 4 years)

Academic Year		08/09	09/10	10/11	11/12
Kinesiology/PE	WSCH	8512.56	7934.32	7870.2	8205.3
	FTEF	8.4	8.2	7.8	8.5
	Productivity	1013.4	967.6	1009.0	965.33
Athletics	WSCH	1535.94	1770.12	1795.77	1779.57
	FTEF	2.3	2.7	2.7	2.7
	Productivity	667.8	655.6	665.1	659.1
Total	WSCH	9964	9712.99	9677.08	9984.87
	FTEF	10.6	10.9	10.7	11.2
	Productivity	940	891.1	904.4	891.5
College Overall	WSCH	164840.15	167546.1	160681.08	154467.9
	FTEF	470.3	510.5	582.6	581.8
	Productivity	350.5	328.2	275.8	265.5


* Weekly Student Contact Hours (WSCH) is generated from multiplying weekly student contact by the number of students in the course by the number of weeks in the term. Full Time Equivalent Faculty (FTEF) is generated by summing the faculty load for all the courses in a discipline and dividing by 15 (Full time faculty load).

 Current ethnic and gender distribution of full time faculty (Fall 11)


Academic Year	11/12
Male	3
Female	2
Non-reported	5
White/European-Am.	0
Hispanic/Latino-Am.	0
Black/African-Am.	0
Asian-Am.	0
Pacific-Islander-Am.	0
Native Am. Alaskan Native	0
Mixed Race/Other	0
Unknown	0
Total	5

 Contract overload by year (past 4 years)


Academic Year	07/08	08/09	09/10	10/11

 Program Release Time (past 4 years)

Academic Year	07/08	08/09	09/10	10/11

 Classified Staff who contribute to the instructional program, e.g., Instructional Assistant, lab supervisor (past 4 years)

Academic Year	07/08	08/09	09/10	10/11

 Student Assistants (tutors, Calworks, Work Study, etc.) (past 4 years)

Academic Year	07/08	08/09	09/10	10/11

The number of full-time coaches changed in 2011-12 for two reasons. One full-time faculty member resigned his overload coaching position as the head soccer coach, thus filling it with a part-time coach. The other position was reassigned to other duties within the department therefore creating a vacancy and allowing for a part-time coach to assume those coaching duties. When the five-year hiring plan discussions resume, these positions need to be considered in overall planning.

Within athletics, the productivity of the department is consistently greater than the productivity of the college overall. In the last two years, the productivity of this portion of the department more than doubled that of the overall college.

As for staffing, the chart above represents the combined total for the entire Department of Kinesiology and Athletics.

1. Provide comments on any salient data above.

The current ethnic and gender distribution of faculty chart above does not accurately report the makeup of the athletic department. Overall, the department (FT/PT coaching staff and support staff) has a gender and ethnic makeup of the following: (24) male and (8) female. Ethnicities include: (15) White/European-American, (6) Hispanic/Latino-American, (5) Black/African-American, (2) Pacific Islander-American, (4) Mixed Race. The Department recognizes that we need more female coaches and staff members to support our overall operation of the students we serve. Additionally, our current coaching and support staff is diverse in nature and is reflective of our student-athlete population.

2. Budgetary allocations over the past 3 years (4-5-6's and 1-2-3's if applicable) see sample below.

Please see Budget Allocations Spreadsheets for FYs 2009-10 through 2011-12, Attachment 1A 1C.

3. Provide an overview of how budget allocations have changed over the past three to five years?

Since our last report, budgets (4s, 5s & 6s) have remained pretty consistent from 2009 to 2012. Obviously with the addition of women's basketball in 2012 and the increase in traveling expenses for football in 2012, there was a significant jump in allocations.

4. What were the results of any significant additional budget or resource allocations/reductions over the past three to five years?

Since the last Program Review, we were able to add the sport of women's basketball to our intercollegiate offerings which impacted the budget for 2012-13. Additionally, travel expenses for the sport of football rose dramatically in 2012-13 as the mandated schedule had two overnight trips scheduled in the same season. We fully expected this to be the complete opposite in FY 2013-14.

C. Program Progress (What have you done since your last review)

1. What specific goals, curricula, program, and/or pedagogical modifications were made within the program to support college-level strategic initiatives and student success during the past three years? (For example, scheduling changes, distance learning, ladder concepts, work-based learning strategies, internships, service learning, learning communities, technological enhancements, and other student centered learning pedagogies)?

Program Objective 1: Improve recruitment, retention, and transfer rates for student-athletes.

<p>Primary Strategy and Goal(s):</p>	<p>Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth. Goal #1: Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to populations with special needs, such as DRC, ESL, basic skills, and re-entry students.</p>
<p>Other Strategy and Goal(s):</p>	<p>Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth. Goal #5: Evaluate alternate delivery of courses and services such as online, hybrid, and High Step.</p>

ACTIVITY: The Department has focused its attention on retaining student-athletes by implementing various support programs. These include: weekly intervention meetings and progress report updates with department counselor; partnering with the Tutorial Center; utilizing study halls; and implementing grade checks three times per semester.

RESULTS: The Department implemented weekly intervention meetings several years ago as a result of a single student-athlete being on the verge of disqualification from the institution. With the help of the Student Services Division, and specifically the Office of Admissions and Records, we created a program that allowed our department counselor to work one-on-one with the student in question. Weekly progress reports were required with specific deadlines. Failure to maintain progress or meet deadline requirements immediately made the student-athlete ineligible for competition until they regained satisfactory status. The results were outstanding. The success of this student increased dramatically and set a course of action that continued well past the semester long program. Since then, this program has been implemented with ten other at-risk student-

athletes. Results have been the same. We have not lost one student-athlete that has been required to participate in this program as a condition for participating in intercollegiate athletics.

Currently, each team implements their own team study hall and/or utilizing services within the Tutorial Center. The Department currently does not have a set schedule for study halls nor do they have designated staff that would be responsible for the monitoring of such. Over the past three years, more teams have utilized these services. Although participation has improved to a small degree, we plan to continue our discussions in determining how we can maximize our efforts in this regard.

The Department continues to monitor progress by implementing grade checks three times during each semester. These documents provide important information regarding student progress and flagging any preliminary problems. After reviewing the process, the Department needs to determine how to bridge the gap once the grade checks come in and are reviewed by our department counselor and what the coaches do once they receive that information. It appears that our coaches vary from how they utilize this information and what their response is to the information. The Department needs to standardize this process to make it more beneficial to all parties involved. As a result of implementing the grade checks over the last three years, we've noted that grade point averages for student-athletes overall are higher than the college averages in some years, while in other years, they are lower. Additionally, over the last three years, we've noticed that the number of student-athletes academically dismissed from the institution dropped dramatically from 59 in 2009-10 to 34 in 2011-12. This data can be found in the Annual Team Academic Report. Please see Attachment 2A-2E.

ACTIVITY: The Department is committed to highlighting the success of our student-athletes.

RESULTS: In remaining consistent with our philosophy of the athletic department, we are committed to celebrating the accomplishments of our student-athletes in the classroom. Each semester, the Department issues certificates of achievement for student-athletes that earn honor roll or scholar-athlete status, President's Scholars, and/or Dean's Scholars. Scholar-athletes additionally are awarded with a special t-shirt that acknowledges them as earning such an award.

The Department also recognizes the overall achievements of our student-athletes on a monthly basis with our Student-Athlete of the Month program. We've partnered with Articulate Solutions and Famous Dave's Legendary Pit-BBQ to honor our student-athletes for their accomplishments in areas of athletics, academics, leadership, and community involvement. Over the past five years, each month, student-athletes are awarded with a certificate from Articulate Solutions as well as with a \$25 gift card for Famous Dave's. At the end of the year, the top award is given to the Student-Athlete of the Year at a Board of Trustees meeting on campus.

ACTIVITY: The Department offers our KIN 1- Orientation for Student-Athlete Success class for incoming student-athletes. This is an introductory late-start summer course taught by our department counselor.

RESULTS: In an effort to improve student-athlete retention and success, the Department recognized the need to change the format of the course and who was teaching it. As a result, enrollments have increased dramatically from 20 to 50+ over the past four years. Students are now receiving pertinent information in a more timely manner. This allows for new student-athletes to transition into the role of being a collegiate student-athlete with greater ease, therefore giving them

a better chance to be successful in the long run. Additionally, student-athletes are now directly involved in creating their own student education plan. This coincides with new CCCAA bylaw requirements for first time student-athletes. This course also utilizes our Student-Athlete Handbook. This resource is revised annually and provides a plethora of information regarding eligibility requirements, transfer requirements, and development of various study and time management skills.

ACTIVITY: The Department developed and implemented a Student-Athlete Code of Conduct.

RESULTS: In an effort to hold student-athletes accountable for their actions on and off campus, the Department developed and implemented a new code of conduct. This came as a result of some off campus behavior that brought negative publicity to the Department as well as to the college. Prior to this code, the college had no consistent recourse for actions happening away from the college. As a result of this effort, we have been able to deal with negative behavior with swift and consistent recourse. Additionally, student-athletes have acknowledged that there are standards that cannot be compromised and as a result, have a better understanding and appreciation for expectations and their responsibilities as being a student-athlete at Gavilan College.

ACTIVITY: The Department updated curricula to meet the Chancellor’s office mandate on athletic related courses and repeatability requirements.

RESULTS: Through the curriculum process, the Department has revised 100% of the courses needed to be transferred from KIN Top Code to ATH Top Code.

Program Objective 2: Develop and implement a comprehensive student outreach and recruitment plan.

<p>Primary Strategy and Goal(s):</p>	<p>Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth. Goal #1: Create an institutional approach to offer and integrate student outreach activities, recruitment, assessment, orientation, counseling, retention and follow-up efforts, with particular attention to populations with special needs, such as DRC, ESL, basic skills, and re-entry students.</p>
<p>Other Strategy and Goal(s):</p>	<p>Strategy #1: Optimize enrollment, course offerings, and services to reflect community needs and growth. Goal #5: Evaluate alternate delivery of courses and services such as online, hybrid, and High Step.</p>

ACTIVITY: The Department added women’s basketball to its intercollegiate offerings beginning in 2012-13.

RESULTS: After the women’s basketball team dissolved in 2005, the program was revitalized in 2011-12 with the support coming from the Board of Trustees. Work began immediately to hire a coach and to begin the recruiting process. This was the result of addressing comments from interested students wanting to have a women’s basketball program once again. Additionally, the college knew it needed to address an ongoing issue of fulfilling Title IX requirements by adding another women’s program. Currently there are 10 members on the team.

ACTIVITY: Hosting recruiting meetings and visits to the college campus by the men’s soccer team and baseball program.

RESULTS: Over the past three years, the baseball team has scheduled recruiting visits where all recruits come to watch the Rams in action and immediately following the game, a BBQ is hosted down on the baseball field. Results of this event have helped in the recruiting process and securing player commitments from these prospects. Additionally, we have seen the baseball team grow in size from 22 in 2011, 28 in 2012, and 45 as of fall 2012.

In soccer, second year head coach, Justin Johnson, hosted a recruiting day where the prospects came for lunch, took a tour of the campus, and met with key department staff members. As a result, we have seen record success in each of the two seasons Justin has been our head coach. This success includes two consecutive seasons of record wins along with the Rams' first appearance in the CCCAA State Regional playoffs (2012, team advanced to second round). It's with these types of recruiting activities that we've been able to attract and retain our student-athletes.

ACTIVITY: The Department hosts an annual Welcome Back BBQ for new and returning student-athletes as well as key campus staff and administrators.

RESULTS: In 2010, because of Program Plan activities, as well as broad discussions by faculty and staff during department meetings, the Department implemented an annual welcome back event that kicks off each year with food and music. This event has grown into a key activity that brings all new and returning student-athletes, coaches, support staff and other key campus administrators together to celebrate the beginning of the new academic year.

Program Objective 3: Increase resources to be used by Kinesiology & Athletics Department.

Primary Strategy and Goal(s):	Not Applicable: **See Program Update below for more details.**
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ACTIVITY: Over the past three years, the Department has undergone improvements to several facilities. This includes renovations and improvements to the soccer field, baseball field, softball field, gymnasium, football field and athletic training room.

RESULTS: With the implementation of the soccer program in 2007, the facility was in much need of upgrades and repairs. Repair work to the irrigation system, seeding, and facility enhancements such as purchasing new soccer goals, bleachers, and team benches have been completed in the past three years.

The baseball facility received a much needed facelift in the form of new paint. Additionally, a second 70' x 15' concrete slab was poured in an effort to complete the batting cage. During the summer of 2012, a hitter's eye was installed in the centerfield area outside the outfield fence. The roof of the third base dugout was also replaced after a gaping hole appeared as a result of water damage.

The softball field also received fresh paint to all its buildings. Additionally, lights were installed in the batting cages.

The football field received irrigation updates as well as having the storage shed completely rebuilt. The renovation to this facility included having lights and power added to the shed along with an exterior light for safety purposes installed.

The gymnasium also received a fresh coat of paint on the interior walls. Outdated Ram logos were covered up with new artwork. The championship banners that hang on the west wall were also relocated giving the interior a much needed update.

And finally, the athletic training room received the greatest of all upgrades as new paint, carpet, wet flooring for the whirlpool area, and piping renovations for the ice maker were completed during the summer of 2012. These improvements helped tremendously as this facility is in great use year round.







Program Objective 4: Encourage professional growth participation for all department staff members. This will improve efficiency and effectiveness resulting in greater student retention.

<p>Primary Strategy and Goal(s):</p>	<p>Strategy #4: Recruit and develop staff to foster success for our diverse students in their attainment of educational goals.</p> <p>Goal #2: As budget permits, continue to implement the five-year full-time faculty hiring plan to ensure that 60% to 62% of credit courses are taught by full-time faculty. In completion of this goal, the following carry-over practices and commitments will be honored: a. Retirements will be replaced by hiring a full-time faculty member for the position and academic department vacated by the retirement. b. Develop second five-year hiring plan. c. Create a culture that promotes a commitment to a personalized model.</p>
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ACTIVITY: Provide professional development opportunities for staff during department meetings.




RESULTS: Since our last report, the Department has held regular discussions at its department meetings regarding building a culture of excellence. Discussions on this topic included how to build a championship culture; how do you do this on the field as well as off the the field and within the community; and setting a standard that holds our student-athletes accountable.

As a result of these discussions, the following activities occurred:

-  Student-Athlete of the Month/Year program
-  Development of social media by individual teams
-  Student-Athlete Code of Conduct
-  Implementation of KIN 22-Fieldwork and Service course. Helps with student assistance in game management activities.
-  Gym lobby/team display case improvements
-  Marketing and promotion of student-athletes who sign National Letter of Intents to advance their education and playing careers at the 4-year level

ACTIVITY: A number of our coaches and support staff attend workshops, clinics, and other professional development opportunities on an annual basis.

RESULTS: A number of our staff have held or currently hold leadership positions within their professional organizations. These include the following:

-  Nikki Dequin, President of the California Community College Fast Pitch Coaches Association; Coast Conference Softball Representative
-  Kevin Kramer, President of the California Community College Women’s Volleyball Coaches Association
-  Ron Hannon, serves on several State committees:

- California Community College Athletic Association’s Cost Containment Committee
- California Community College Athletic Association’s Competition Committee
- Northern California Football Association’s Executive Board; Competition Committee
- Coast Conference Hearing Board
- Past President of the Coast Conference

ACTIVITY: Utilizing DegreeWorks by our department counselor to facilitate Student Education Plans.

RESULTS: Our department counselor utilizes DegreeWorks to develop Ed Plans for each of our student-athletes. As a result, this technology has allowed her and our students to be more efficient in planning, modifying, and execution of the Ed Plan. Additionally, Darlene had to receive training on how to use this software.

Program Objective 6: Employ a new part-time sports information director to assist in coordinating stats, media relations, and telling of the story of Rams Athletics.

Primary Strategy and Goal(s):	<p>Strategy #7: Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.</p> <p>Goal #4: Broaden contacts and communication with local high schools, businesses, and agencies so such contact, collaboration, and feedback is widespread and frequent in all sectors of campus.</p>
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ACTIVITY: The Department utilizes social media as well as other technology platforms to improve communication regarding Rams Athletics.

RESULTS: With the increased demand for instant information on status, results, etc., the Department recently started using social mediums such as Facebook, Twitter, GavTV, and the use of streaming video live on the internet. Additionally, all of our coaches incorporate the use of video analysis utilizing video playback for coaching and teaching opportunities.

Program Objective 7: Develop a learning community with Intercollegiate Athletics and the Math Department in order to improve success rates.

Primary Strategy and Goal(s):	<p>Strategy #7: Improve communication, coordination, collaboration, and participation to foster a campus culture of engagement and excellence.</p> <p>Goal #2: Create opportunities to improve integration and collaboration at every level, with emphasis on student success, e.g., a college hour, staff development opportunities.</p>
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ACTIVITY: Conversations have taken place to develop learning communities with staff members of the Math Department and members of the Athletic Department.

RESULTS: Initial conversations have taken place to develop this learning community as a result of reviewing grade reports of our student-athletes. We noted that there was a growing trend of our students who were not successfully completing math requirements to advance to various levels of math. Although more discussions are needed, initial support plans included specialized tutorial sessions with members of the Tutoring Center and our student-athletes. These sessions have included meeting in the Tutoring Center or in study hall sessions within the Department.





2. What results have you seen because of these modifications (include data if available)?

Please refer to responses found in C.1. RESULTS.






3. What methods does the program use to maintain the integrity of academic standards and achieve consistency within the discipline, particularly in regard to multiple section introductory classes?

-  All instructors follow the course syllabus verification form at the beginning of each semester. This form, along with the course syllabus, is turned into the Dean's office for verification at the beginning of each semester.
-  All instructors are required to follow the course outline of record which includes providing SLOs for the course.

4. What are the program's methods for evaluating and modifying the contents of course offerings, please provide examples of the result of this process.

-  One method is to follow the college's five-year evaluation cycle of courses.
-  Articulation reviews and updates including C-ID through the Articulation Office.
-  The Department also looked at the overall evaluation process to gain additional information for modifications. This included looking at classroom observations, peer evaluations, administrative, self and student evaluations.
-  Additionally, the Department also evaluated the SLOs to determine if course modifications were needed.

5. What staff development efforts has your program undertaken?

-  Since our last report, one full-time staff member has completed her Masters Degree in Sports Management, while two part-time members will complete theirs by the end of this academic year (2012-13).
-  A number of our staff have held or currently hold leadership positions within their professional organizations. Additionally, most attend annual conferences and/or coaches clinics at the regional, state, and national levels.
-  Coaches observe four-year level practices and games as an avenue to gain knowledge and insight. Additionally, some teams have also attended practices and games to see firsthand the difference in preparation and level of play.
-  Since our last report, the Department has held regular discussions at its department meetings regarding building a culture of excellence. Discussions on this topic included how to build a championship culture; how do you do this on the field as well as off the field and within the community; and setting a standard that holds our student-athletes accountable.
-  Our department administrative assistant has taken professional development courses in areas such as: Adobe InDesign, excel, power point, word, Spanish, and web page authoring. These courses directly impact her ability to do her job as well as the functionality of our department.

6. How is the program articulated with regional four-year colleges and universities and district high schools?
- Our department has worked with the articulation officer on campus to see that our courses meet those requirements at the four year level including C-ID.
7. If applicable, how does the program meet all local, state, and federal requirements, including professional, or trades and industry organizations?
- The Athletic Department is required to meet compliance with all local, state, and federal laws. Specifically, the Department is required annually to meet the Equity in Athletics Disclosure Act by completing its annual survey. This survey collects athletic program participation rates and financial support data for a 12-month period and is submitted annually to the federal government.
 - The Department is required to enforce and uphold the Constitution and Bylaws of the California Community College Athletic Association (CCCAA) and the Coast Conference. This also includes completing annually by August 27th an online compliance exam by all department members, as well as host an in-service training session with our conference commissioner, Dale Murray. This in-service session reviews all Constitution and Bylaws and is attended by all athletic department members, including, our department counselor, athletic trainers, coaches, support staff, as well as the Director of Admissions and Records.
 - As an institutional responsibility, the college is required to meet all Title IX mandates. This includes, but is not limited to the Department meeting all athletic requirements for Title IX. Annually, the Department reports to the CCCAA its Title IX status.
8. How has your program collected information and responded to the needs of the community/field (e.g. advisory council, needs assessment)?
- In the last few years, as part of the college application process, data has been collected regarding new students' participation interest in intercollegiate athletics. This survey helped identify potential new student-athletes as well as indicated interest for new sports. As required by the CCCAA, the Department annually reports its participation rates. When there is sufficient interest for the addition of new sports, specifically female programs, the Department begins the process to identify levels of interest and ability from those that submitted the interest survey with their application. Beginning in the Spring of 2013, the college is able to more consistently collect this data by means of the online application process through CCCApply. A result of collecting interest information concluded in the implementation of the women's basketball program in 2012-13.
 - The Department utilizes the Athletic Subcommittee of the Board of Trustees to disseminate information and to consult on issues or areas of interests stemming from their constituencies.
 - Women's volleyball, softball and basketball participate regularly in the after school program known as BAWSI (Bay Area Women's Sports Initiative). This program

focuses on providing female role models that utilize physical activity as a means to encourage young girls, ages 3rd-5th grades. Additionally, for the past two years, members of the football program worked at a local food shelter prior to Thanksgiving. Men's basketball also participated at the Salvation Army by sorting clothes.

- Many of the Department's athletic teams consistently provide summer camps and annual clinics throughout the year to the general public. Due to the success of our teams and instructional efforts of our coaches, the community has widely participated with great enthusiasm. For example, shortly after the conclusion of the men's soccer teams' record setting season in 2012, Justin Johnson and his players hosted a three hour clinic for kids ranging in age from 6-13. The clinic was free to the public and had more than 80 kids in attendance.

D. Issues and Trends Facing your Program

1. Briefly describe your program's strengths and weaknesses (utilize data to support your contentions).

Strengths

- Internal support staff. We are fortunate to have several members of our staff that are engaged and supportive of the daily responsibilities of running an athletic department. Without their involvement, our department would struggle in key areas. These people include our administrative assistant, academic counselor, athletic trainer, department chair, and dean/athletic director. All are heavily involved and take a hands-on approach to support our coaches and student-athletes. Direct impact areas include, but are not limited to the following: Our administrative assistant's daily support with the business operations of the department, i.e. helping with purchase requisitions, monitoring of budgets, and working directly with the Business Office staff. Our athletic academic counselor has developed a partnership with faculty and staff across campus that has helped open the lines of communication with our coaches and other departments. Grade checks have helped in the regular monitoring of our student-athletes' progress. Having a full-time dean/athletic director that can efficiently work at the administrative level has helped continue to bring balance and growth to our department.
- External support staff. Our department heavily relies on the support it receives from other departments on campus. These departments provide critical services that allow us the ability to continue helping our student-athletes progress and reach their goals. These departments include Admissions and Records, Financial Aid, Human Resources and the Business Office. In recent years, relationships have been strengthened, and as a result, have created more efficient ways to provide service to our students, staff, and partnerships of the athletic department.
- A culture change. For over a decade there has been a philosophy in place that Gavilan College should be a destination rather than a second or third option for our student-athletes. During this period, emphasis was placed on installing the foundation on which we could build. In the last four years or so, we've moved from just having a philosophy to communication, education, and implementation of the philosophy. Coaches and staff alike have been more vocal to our student-athletes regarding what it means to be a part of a "Culture of Excellence". Students have bought into this philosophy. We can see this in their attitude on campus and around our department. Student-athletes support each other as they

regularly attend their fellow peers' competitions at home and on the road. They proudly represent our department by wearing their Rams gear daily. Additionally, they stay around campus more regularly as this has become "their home". With the recent success of some of our teams and the progress being made by all of our teams, student-athletes understand that Gavilan College Athletics is a program with purpose and drive and they want to be associated with that culture. Some of the events that have helped to create our change includes the implementation of the annual Welcome Back BBQ; annual passing out of the "student-athlete only t-shirt"; regular department discussions centered on building a culture of excellence; student-athlete of the month/year awards; and increased participation in volunteer work within the community (BAWSI; holiday food shelters, etc).

- 👤 **Committed coaching staffs.** We are fortunate to have a staff that truly believes in the overall development of the student-athlete. They work extremely hard each day to equip our students with life-long skills that will enable them to be successful long after they leave Gavilan College. From the preparation that goes into recruiting, planning practices and competition to the monitoring of academic progress, supporting personal and professional development, and accountability, our coaches work tirelessly towards their overall progress.

Our staff continues to work hard with the use of various social mediums. Whether it's through the use of Twitter, Facebook or other internet services, our staff have an understanding of the importance of using these resources. Recently, the volleyball team incorporated the use of streaming their games live on the internet. Other teams utilize Facebook and Twitter to communicate latest updates regarding Rams Athletics.

With a shared philosophy, our staff has created a positive working environment that allows for professional development and a sense of camaraderie. Our staff truly enjoys working and supporting each other and this is transparent with our student-athletes.

Weaknesses

- 👤 **Facilities.** Since our last report, the Department has made as many facility upgrades as it could given the budget restraints of the college. With this said, the Department continues to be at a disadvantage as surrounding schools in neighboring communities have all seen significant changes. As a result, recruiting students to come to Gavilan and participate in outdated facilities is a major challenge.

We realize that Measure E was passed many years ago and funding has been allocated. We also understand that the State has approved our renovation project and that we are awaiting funding. But while we wait, facilities continue to be overused and lack the adequate resources our student-athletes need and deserve. Facilities that need attention include the following:

- **Fitness Center.** This facility is small in size and doesn't adequately fulfill the needs of our student-athletes. In cases where team sizes are large (i.e. men's soccer, football, and baseball), there isn't enough room for single teams to workout at the same time. On a daily basis, equipment is taken outside to the front patio to create space that is functional and safe. As a result, equipment wears out quicker and adds additional strains on operating budgets to have replaced. Additionally, due to the lack of space and budget restraints, we are limited in being able to offer more modern equipment that today's athletes are using for training and conditioning purposes.

- Swimming Pools. We experience continuous problems from deck/coping decay, filter backflow contamination, heating malfunctions, etc. on a regular basis. With the amount of use, this facility needs attention. Additionally, as student-interest surveys will show, over the past three years, we have seen increasing interest in female students wanting to participate in intercollegiate swimming and water polo. As Title IX requires, these are two programs we'll have to give considerable and serious attention towards in the near future when determining program expansion. With our current facilities, they do not meet the specifications for intercollegiate competition. Under Title IX regulations, this would not be a reason we could use to justify not offering these two sports.
- Football Field. Of the 33 teams in Northern California that play community college football, only four schools are required to play home games off campus. This creates a major recruiting disadvantage for us as most of the colleges in the Bay Area have recently renovated their football facilities. Renovations include artificial turf, lights, scoreboards, seating, restrooms/concessions and press box areas.
- Soccer Field. Although this facility has seen significant improvements, other improvements are still needed. It lacks a scoreboard, sufficient seating for spectators, and barriers to contain soccer balls from landing on the south driveway to the college/Santa Teresa Boulevard or the softball field.
- Baseball Field. Like the soccer field, this facility has seen modest improvements over the recent years. However, there are serious safety concerns that need to be addressed. Dugouts are decaying and need to be torn down. The staircase that leads to the second story of the first base dugout and upper decking is aging and in need of replacement. There are inadequate storage facilities for this field as well as for the softball field.
- Gymnasium. Although this facility is set to be renovated in the future, there are areas that need addressing. Currently, there are dead spots in the floor which have remained since the 1980's. The bleacher system is old and dangerous to operate. Lighting is inefficient and costly to run and maintain. Storage areas are inefficient and overused. Leaks are located in several locations within the lobby.
- Dedicated Classroom/Study Hall Resource Facility. When the APE building was created many years ago, the Department lost the use of a primary classroom. As scheduling goes now, APE is given priority to schedule their classes before our department can schedule its classes. This has created a strain on the ability to teach department related courses within our area. Additionally, coaches that are interested in running team study halls are unable to do so within the confines of our department regularly. Understanding the commitments of student-athletes beyond general student responsibilities, other colleges have created designated resources for athletics. These include athletic study halls which contain computers, tutoring areas, and other smart classroom resources.
- Support Staff. As our program continues to grow and expand, we have identified support areas that need to grow as well. These areas include the following: administrative assistant; athletic academic counselor; sports information; and assistant athletic trainer.

- Administrative Assistant. Currently, the Department has a part-time 12-month support staff member that assists in the planning, implementation, and daily operations of our department. As a Division within the college, the Dean is the only administrator within the college's administration that has a part-time support person. The Senior Department Assistance coordinates efforts for all those mentioned previously within our organizational chart. With the expansion of our department, including the addition of women's basketball as well as the growth on each team's roster, this position currently cannot maintain sufficient support to all areas of the Department.
- Athletic Academic Counselor. Currently the Department has a part-time athletic academic counselor that services all 170 of our full-time student-athletes' academic needs, in addition to counseling students majoring in Kinesiology or seeking a Personal Training Certificate on campus. With continued growth of our department, the 23.45 hours per week that she works is not sufficient in supporting the needs of all of our students. Additionally, with the changing and increasing academic requirements being placed on our student-athletes from both the CCCAA and the NCAA, more time is needed to support this core function.
- Sports Information. Rams Athletics has a long and rich tradition in competition. We currently are insufficient in our ability to tell the story of Rams Athletics. This position is key to the promotion and marketing of our student-athletes both past and present, our history as Rams Athletics, and the ability to generate additional interest in the department, its student-athletes, and the college overall. This position can also help generate additional resources whether it be through fundraising, friend-raising, or alumni support.
- Assistant Athletic Trainer. Currently the department has a 10-month full-time athletic trainer that services all the medical needs of 170 student-athletes. With currently hosting seven varsity sports, having just one person tend to all responsibilities is strenuous and adds additional stress on all department members including coaches and student-athletes. Due to the nature of this position, most colleges have a second assistant athletic trainer that can support the lead as well as reduce scheduling conflicts where the athletic trainer needs to be in two places at the same time.
- 📌 Full-time Faculty/Head Coaches. In order to develop and maintain a comprehensive athletic program, teams need to have a full-time head coach overseeing all aspects of the program. This isn't to say that a part-time head coach can't maintain a successful program, as we've seen this happen directly with our men's soccer program. In simple terms, the programs are more likely to maintain success over a longer period of the time in all aspects of the program if the coach is on campus full-time. Currently, only three of our seven varsity sports have full-time head coaches on staff. By having part-time head coaches, we have seen the adverse affects this causes when recruiting against other schools for the same student-athletes. These neighboring schools negatively recruit against Gavilan College by informing like prospects that we aren't as committed to our programs simply because we have part-time faculty as coaches. In the minds of our recruits, this is a sticking point that can make the difference in their mind to attend another school. One good example of this is pointed out in the sport of men's basketball. Out of the 17 schools in the Coast Conference, 16 of the head coaches are full-time. Gavilan is the only school that has a part-time head coach in this sport. We've heard time and time again from prospects that other schools have pointed out to them this specific issue and as a result, it's been a deciding factor in going somewhere other than Gavilan College.

2. Provide a brief review of the past three program plans (formerly Unit Plans) and any emerging themes identified in them.

🗨️ **Staffing needs.** The Department has consistently requested additional full-time head coaches/instructors and staff to support the growing population of student-athletes within our department. With the increase in numbers of student-athletes on each of our teams' rosters, the addition of women's basketball, and the ongoing need to meet Title IX requirements (i.e. addressing the interests of female students on campus for expanded athletic related opportunities), the need for more staffing is becoming one of our greatest necessities. As noted above, support staff (FT administrative assistant, academic counselor, sports information director, and assistant athletic trainer) is also needed to handle student-athletes', coaches', and other staffs' requests and needs, as well as the overall demands of the department. Again, the Dean of the department is the only administrator on campus that has a part-time assistant. This position has been full-time in the past. We are not asking for a new full-time position, but simply, requesting that it be reinstated to its full-time status.

🗨️ **Renovation of current facilities.** (See "Weaknesses-Facilities" above.) Due to an aging and decrepit facility, we are in much need of renovations. Currently, we are awaiting state funding to improve all areas of our department. There are three areas of great priority: 1) Fitness Center; 2) gymnasium; and 3) swimming pools. The Fitness Center is small in size and doesn't adequately fulfill the needs of our student-athletes. Equipment is wearing down faster than we can find the resources to replace it. As noted above, the gymnasium is in great need of modernization. The swimming pools continue to have ongoing infrastructure malfunctions that annually have to be addressed. Heating, cleaning, and general infrastructure support (pool decks, line painting, ladders, etc.) continue to break down on a regular basis. Safety concerns are becoming regular issues for our department as well as for the DRC. In addressing Title IX, the pools become a priority as we look to expand opportunities for female students in aquatic sports.

🗨️ **Equipment.** In order to position our programs for long term success, we need to continue to provide conditioning, training, and equipment used in competition on a steady basis. Technology is ever changing and resources used by our student-athletes evolves on a regular basis. To be competitive with neighboring schools, we need to continue looking for ways to improve the equipment we utilize on a daily basis. Likewise, coaches should have access to modern technology whether it be with training equipment or electronic analytical equipment that can help our teams get better.

3. If not mentioned above, what are some of the needs or challenges facing your program (include support and documentation for your contentions)?

🗨️ Now that our AA-T degree is up and running, our department has noted some initial challenges for our student-athletes who are majors in this field. In summary, there are limitations to the overall number of sections available. This creates a problem for student-athletes to meet their requirements in a timely manner. More discussions across campus need to take place in order to support our students to meet these requirements. The following is a short list of specific challenges our department has recognized with the implementation of the AA-T degree requirements:

- KIN 2 – This course should be readily accessible and offered with more sections every fall rather than being offered only once in the term.
- BIO 10 or 15 is a prerequisite to BIO 7. There is limited space and minimal sections being offered in these courses during the traditional academic year. However, they are both offered in summer, which many Kinesiology students (student-athletes) opt to take because the labs do not fit in the regular semesters with athletic participation.
- BIO 7 is offered both fall and spring, but with limited spaces and only two sections being offered. With more student-athletes declaring Kinesiology as their major, an increase in class offerings may be necessary to meet the new demand.
- BIO 9 is offered in the spring term with three lab sections being offered at three different times. Unfortunately, there is only one lecture course being offered. Both BIO 7 and BIO 9 are nursing core courses, as well. Competition for space in these courses are at a premium. More sections need to be offered to meet the growing demands of nursing and Kinesiology majors in addition to the general student population.
- BIO 12 is only offered in the late afternoon during the fall term. Student-athletes, who are also Kinesiology majors, are unable to take this course due to intercollegiate athletic participation.
- CHEM 1A is only offered during the fall term and requires a prerequisite of CHEM 30A. Student-athletes who did not take chemistry in high school or did not pass with a B or better will need to take two chemistry classes to complete this requirement. More sections need to be offered in CHEM 1A either during the fall semester and/or during the spring semester as well.
- PHYS 2A is only offered during the fall term and requires a prerequisite of MATH 8A. This becomes a two-step process for Kinesiology majors.
- AH 30 and AH 32 have not been offered at Gavilan College for many years. For other Kinesiology major options, CPR certification is substituted for course work; however, with the KIN AA-T degree, units are needed to fulfill the degree requirements.
- During the summer term there are minimal courses being offered to fulfill the AA-T requirements.

RECRUITMENT, RETENTION, AND TRANSFER

- Recruitment.
 - We've identified a need to develop a comprehensive student-athlete recruitment packet that coaches can use during this process. Resources to be included: college application, financial aid, other pertinent general information regarding Gavilan College, etc. In addition, we need to develop a comprehensive athletic brochure which outlines the history of Rams Athletics; opportunities available to incoming student-athletes; and personal testimony from current and former student-athletes regarding their experiences as a Ram. Additionally, we need to develop open recruiting nights where we can invite prospects to visit the college, meet and greet,

and get a general sense of what Rams Athletics and Gavilan College is all about. Some coaches have done this within their own programs. We believe this can be a beneficial resource for both the students and our department.

➤ Retention and Transfer

- Once our student-athletes have registered, attended courses, and competed, it is critical for our success that these students matriculate and stay on track to meet educational and athletic goals. Since our last report, we have initiated conversations with the Division of Liberal Arts and Sciences to look at learning communities in the areas of math and English. These two areas tend to be the greatest challenge for our student-athletes. More discussions need to take place in the future, but we acknowledge, there is a real potential for success if something can be worked out.
- Some coaches have initiated their own study halls to help create study time for student-athletes during the regular day. More support is needed in this area as time is limited for coaches to teach, coach, and monitor these type of sessions. As mentioned previously in this report, having a dedicated area where student-athletes can gather to study and be monitored by coaches throughout the day is critical. Other community colleges have created such a resource for their student-athletes to help balance the demands of being a student and an athlete.
- The Department, with the help of our athletic academic counselor, have partnered with the Tutorial Center to provide tutoring opportunities for student-athletes during team run study halls. This has created an outstanding environment for our student-athletes to learn. More support can be provided in this area.
- Priority registration is another resource that more community colleges have worked to provide their student-athletes. With increasing demands being placed on entrance requirements at the four year level; more stringent CCCAA and NCAA eligibility requirements; and the limited times and opportunities to take classes outside of competition here at Gavilan College, our student-athletes need the early registration opportunity to secure the required courses they need to stay on track.
- New College Hour. Although in principle we agree with the concept of the new college hour, we are against the additional challenges this now creates for our student-athletes. With an already limited ability to sign up for key courses that will help them matriculate and stay on track to transfer and potentially earn an athletic scholarship to continue their academic and athletic career at the next level, our student-athletes now have an even shorter window to take a full-time load of courses to be eligible to compete. Most of our teams begin practice, training, and conditioning at 2p.m. By having the college hour run during a key block of time during the week, this adds an additional strain on taking required courses and being able to get to practice on time. With travel schedules the way they are and the demands placed on them just to meet minimal daily athletic responsibilities, their window of opportunity for daily class time is going to be greatly impacted.

➤ Awards Recognition.

Our student-athletes are among some of the best Gavilan College has to offer in regards to academic performance as well as athletic performance. One way to

acknowledge their achievements in the classroom as well as on the field of competition is to do so in the form of a formal awards ceremony. In similar fashion to the annual scholarship awards ceremony sponsored by the Gavilan College Educational Foundation and our Financial Aid Department, we would like to celebrate our student-athletes' accomplishments.

➤ Technology.

With the quickly ever changing world of modern technology, our department needs support to stay in line with these changes. Some coaches have implemented the use of Facebook, Twitter, and other social media outlets to expand the walls of Rams Athletics. Not all coaches or staff are familiar with this new technology, so training and support is very much needed.

➤ First Aid/CPR Training.


Our department has recognized the need to have annual First Aid/CPR Training. Due to the nature of the business we're in and the populations we work with, our staff needs to be able to respond in the event of an emergency. A few of our staff members are currently certified in both, but the majority are not.

E. Program/Student Learning Outcomes

1. Complete the program/student learning outcome matrix for your program(s). Complete separate matrices for each Chancellor's approved Degree or Certificate. If assessments have not been completed, provide an update of your program's work to assess your program-level student learning outcomes.

 Please see the Program Review Report for Kinesiology for the response to this question. As a department, we do not separate Kinesiology from Athletics as both are tightly interwoven.

2. What percentage of course-level student outcomes has your program assessed?

 Of the athletic related courses currently being offered within our department, 100% of the courses have been assessed.

F. Program Plan/Budget Requests

1. List goals and objectives for the next three to five years that will address the needs and trends identified above.

GOALS	OBJECTIVES
First Aid/CPR Training for entire Department	<ul style="list-style-type: none"> ➤ Establish annual training session.
Develop Department wide fundraising projects	<ul style="list-style-type: none"> ➤ In collaboration with the Gavilan College Educational Foundation, establish ongoing events such as golf tournament, fund drive, casino night, etc. ➤ Establish committee.
Add additional intercollegiate athletic programs	<ul style="list-style-type: none"> ➤ Per Title IX, remain in compliance by addressing specific female interest. ➤ Identify additional opportunities for male students. ➤ Secure funding to support additional programs.
Develop partnership with San Jose State University to establish internships for athletic trainers, sports information directors, and other key support staff positions.	<ul style="list-style-type: none"> ➤ Identify contacts at San Jose State University in the related fields. ➤ Establish process/procedures for partnership. ➤ Secure necessary funding as needed.
Develop a department wide recruiting brochure/Kinesiology-Athletics brochure	<ul style="list-style-type: none"> ➤ Work with PIO to establish committee. ➤ Secure funding for project.
Establish a technology plan for department	<ul style="list-style-type: none"> ➤ Set up collaboration meetings with MIS. ➤ Provide training to coaches and support staff. ➤ Secure necessary funding if needed.

2. Provide your current Program Plan (required) which should include these goals and objectives. Please see Program Plan, ATTACHMENT #3.

PROGRAM SUMMARY

Use data provided above and previous program plans to complete the following summary. Please provide a summary which should include an overall description of the program, a summary of the program's progress, a summary of issues and trends facing the program, and the program's plans for the future (2 page limit).

The Athletic Department at Gavilan College is interested in each student-athlete's growth and development in all areas of college life and emphasizes the importance of obtaining a degree while striving for full academic and athletic potential.

The Department offers athletic opportunities to a diverse group of men and women consistent with the mission of the College. Educational and athletic excellences are the cornerstones of the athletic program. The program's success is measured by the performance of its student-athletes in their academic and athletic pursuits, as well as their contribution to society and the community both before and after graduation.

It is our desire to contribute to the continued growth and development of each student-athlete by providing opportunities that advance the physical, mental, social, and emotional rewards that result from a comprehensive experience in higher education. It is hoped that our relationships with each student-athlete will help develop a positive and constructive philosophy while enhancing their personal and community relationships at the same time. In addition, the Department strives to provide the resources required to provide a total collegiate experience for all of its student-athletes in the following sports: (women) softball, volleyball, and basketball; (men) football, baseball, basketball, and soccer.

Finally, the Department is committed to both the letter and the spirit of the rules and regulations of Gavilan College, the Coast Conference, and the California Community College Athletic Association.

In order for our program to be successful, our coaches and support staff are in a very unique position. Unlike any other department on campus, we must actively recruit students to participate on our intercollegiate teams each year. Recruiting is the lifeblood to our sustainability. If we don't recruit, we don't have athletic opportunities to offer our students. Student-athletes are required to maintain a full-time course of units throughout the season of competition as well as successfully complete a minimum of 24 units with a 2.0 GPA in between seasons to be eligible for a second year of competition. As a result of the number of units being taken during the course of the year, our student-athletes generate approximately \$1.4M in FTES annually for Gavilan College. This amount not only funds and supports our entire department, but it also financially supports many other operations on campus.

Since our last report, here are some of the accomplishments of our athletic program:

- 🏆 A positive culture change
- 🏆 Addition of women's basketball
- 🏆 Growth and success of men's soccer team
- 🏆 A positive change in our athletic training program
- 🏆 Three teams have set school records for most wins in a season (softball-34; women's volleyball-19; men's soccer-12)
- 🏆 Coast Conference Championships in women's volleyball (2)
- 🏆 CCCAA State Regional playoff appearances by Rams' teams (8)
- 🏆 Coast Conference Head Coach of the Year Awards (5)

The Department has identified goals and objectives that we wish to address over the next few months and years. They include the following:

- 🏆 Hire full-time coaches and support staff
- 🏆 Expand intercollegiate opportunities for men and women
- 🏆 Renovate and modernize existing facilities
- 🏆 Generate additional revenue sources to supplement general fund
- 🏆 Provide First Aid/CPR training for all staff members
- 🏆 Develop partnership with San Jose State University
- 🏆 Create a recruiting brochure for department use

In regards to concerns or trends facing our department, we continue to share the same thought that our student-athletes are pressed from two different directions. One, eligibility requirements for participation have increased, which is good. However, the amount of time to complete these requirements is being reduced. Again, as mentioned before in this report, we are concerned regarding the negative impact College Hour will have on our students' ability to complete the necessary requirements within the limited time available to do so. Without priority registration, our student-athletes are expected to maintain their stringent educational goals without any additional support from the college. This can have an adverse affect on their ability to potentially transfer and/or earn athletic scholarships. More community colleges across the state are having conversations on their campuses regarding priority registration for student-athletes. This would be consistent with the model four-year institutions utilize with their student-athletes.

In closing, there is one additional comment that our department feels compelled to address. Unlike the four-year colleges and universities, our department is designed to operate as one complete unit. Although Kinesiology and Athletics have different objectives and goals, our entire staff understands that both programs support and complement each other. Our coaches are instructors and our instructors are coaches. This makes us very unique from all other instructional programs on campus. When we complete college requirements, i.e. Program Plans, development of curriculum, or assessments of SLOs, we do so from the mindset that both are treated the same and that we are one department. Moving forward, our department would like to have IEC reconsider this process, specifically for our department. Although we believe we have successfully completed the challenge of evaluating two Program Reviews, we feel this process would better serve our department and the institution by doing so as one report.



GO RAMS!

**CERTIFICATION OF THE
INSTITUTIONAL EFFECTIVENESS COMMITTEE REPORT**

The Department of Kinesiology and Athletics

Program/Department

This program review report reflects the completion of the required elements of the IEC form, including dialogue in the department about the results of the program review, and depicts a clear and consistent link to the strategic plan and the department's program planning goals.

We certify to the Institutional Effectiveness Committee that this report is a compilation of broad departmental input and has been reviewed by all department/program staff and faculty.

Dean/Athletic Director

Date

Department Chair

Date