

SBCC Instructional Program Review

[Program Review Instructions and Guidelines](#)

Print Page

Division: Physical Education/Athletics

Unit: PE/Health/Recreation

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1. Mission and Relation of the Instructional Program to the College

1. What is the mission of your unit?

Physical Education, Health Education, Dance and Athletics provide equitable opportunities for students to gain knowledge and practices relevant to fitness education, bio-mechanics, healthful living, stress management techniques, self-expression, team dynamics, leadership skills, and self-discipline. Through reading, lecture and experiential learning, students develop the vital skills necessary for successful implementation of behaviors for optimal health, fitness, skill mechanics, and lifestyle disease prevention. Students learn effective goal setting techniques, time management and personal responsibility strategies, as well as learn to evaluate choices to make sound decisions leading to academic and personal success.

Departmental Planning and Review Group:

Full-Time Physical Education Faculty:

Paula Congleton, Head Softball Coach

Scott Fickerson,, Head Cross Country/Track & Field Coach

Morris Hodges, Head Men's Basketball Coach

Tracy Kofford,, Dance

Sandrine Rocher-Krul, Head Women's Basketball Coach

Chuck Melendez, Head Golf Coach

Craig Moropoulos, Head Football Coach

Ellen O'Connor Life Fitness Center Director, Interim Athletic Director

Kathleen O'Connor, Department Chair

Jeff Walker, (1st year probation), Head Baseball Coach

Full-time staff:

Jeff Santarosa

Pat Aguilera

Ashley Alderton-Farias

Susan Houlihan-Davis, Athletic Trainer

Joseph Farias, Athletic Trainer

Diego Ramirez, Life Fitness Center LTA

2. Identify or outline how your department/program contributes to the mission of the College.

Please limit to a single paragraph.

The Physical Education/Health Education/Dance/ and Athletics programs contribute to all elements of the college mission:

Our division offers face-to-face, hybrid, and fully online courses. Each semester we offer 90-100 courses that attract approximately 25 percentage of total student headcount. Our physical education activity classes include specific course offerings for students with physical challenges and English language learners. We believe strongly that quality Physical Education/Dance/Athletic Programs offer students a broad array of learning opportunities to explore a variety of movement skills in various settings (indoor, outdoor, aquatic). Movement education is an excellent mechanism for students to explore and challenge their physical capabilities individually or in teams. Students learn to take responsibility for their health and vitality. They learn healthful lifestyle practices to enhance health and prevent disease. They learn to work cooperatively with others. They learn leadership skills and the values of team work. They learn personal responsibility and accountability through team work and activities with others.

2. History

History (update) since the last program review.

1a. Provide a brief overall history of program. Please remember this is for the general reader who may know nothing about your program.

The Physical Education and "Sports" Department is one of the oldest at SBCC. La Playa stadium was built as part of the Works Project Administration in 1938. Mr. Bud Revis (SBCC's first Athletic Director) was one of the first faculty hired in the early 1950's. Images from the Santa Barbara Junior College catalog show Dr. Michael and the 9 member track squad circa 1953. The Sports Pavilion was opened in 1972. The Physical Education, Health Education, Dance and Athletics Division has six (7) general classifications of course offerings; 1) health education classes, 2) kinesiology and physical education classes; ie. athletic/personal fitness training, motivation, coaching and teaching, 3) general fitness activity classes, 4) intercollegiate sports classes, 5) adaptive physical education, 6) dance education classes, and 7) healthy aging curriculum. The strength of our division comes from the diversity of our program offerings.

The ten full-time faculty in our division serve as both athletic sport coaches and physical education/health instructors. Each semester we employ approximately 30 part-time instructors. Over our 60+ years of instruction, our programs have expanded to meet student demand and to stay current with our evolving discipline. Advances in medical research have served to broaden the scope of our discipline to include curriculum necessary for allied health professions. We have added degrees including Kinesiology for Transfer, Athletic/Personal Training, and Healthy Aging. We have created a partnership with the National Academy of Sports Medicine (NASM) so that students wanting to sit for the NASM Certified Personal Trainer Exam can do so at a reduced cost. With advancing technology we are able to provide more visual and analytical tools to study movement, improve student learning, and document student-athlete recruitment.

As with all of our division programs, the Athletics Department focuses on a student-centered approach to student success. We offer 19 sports and educate 400 full-time student-athletes per year. Our 19 sports (9 men, 10 women) participate in a combined 350 competitions per year, hosting 175 events on the SBCC campus. Our athletic offerings have grown, particularly for women, as a result of student interest, ability, and available competition.

1b. Provide a history since last complete program review.

Since our last program review in 2013 we have made several significant improvements and changes in our department. Some of them are listed below but probably the most significant changes would be the hiring of the first new full time position in 40 years. This new position is a baseball coach and a physical education faculty members whose primary responsibility will be to develop a youth sports coaching program. The intended audience are not only our students, many of whom want to coach or who are now coaching youth sports, but the many area high school, youth and club sport coaches who want and need the necessary education and training in order to serve our youth in the most professional way possible. We will be adding curriculum in order to meet these needs and our expectations are that this program which can be offered in a variety of time frames and modalities will be a successful addition to our department.

The second major change has been the addition of our Healthy Aging AA degree and SCA programs. We began this process three years ago in collaboration with the LVN program, various community organizations and Antioch College. We have hosted two community Senior Living Partnership luncheons and the support from the community has been tremendous. We also have developed an articulation agreement with Antioch College in order create an efficient pathway for students to transition to a four year degree program from SBCC and our Healthy Aging Program. We are also partnering with them in a grant application to the Senior Programs of Santa Barbara fund in order to sponsor an educational symposium addressing issues impacting area seniors, their families and caregivers.

Improvements and enhancements since 2013:

FACILITY PROJECTS:

1. Replaced dance studio floor with a Marley all purpose floor.
2. Replaced Basketball and Volleyball standards in the Sports Pavilion.
3. Completed track surface repair and upgrade
4. Completed Softball dugout and equipment storage facility.
5. Resurfaced tennis courts
6. Resurfaced and relined the gymnasium floor.
7. Replaced batting cage for baseball.
8. Developed outdoor strength and conditioning facility at La Playa Stadium.
9. Replaced La Playa scoreboard with a state of the art video board.
10. Repainted interior of hallways, and classrooms.

ADMINISTRATIVE IMPROVEMENTS/OPERATIONAL EFFICIENCY:

1. Development of new Athletic web site using Presto Sports.
2. Implementation of a software program called Front Rush, used to assist our coaches in recruiting student athletes. This product allows us to monitor number of contacts and recruiting compliance.

GENDER EQUITY:

- 1) Implemented new survey mechanism to determine student interest and ability in athletics. The athletics interest survey is linked to CCC Apply so that all online applicants are asked whether they are interested in competing on an intercollegiate athletic team and if so, which ones. Both men and women complete the survey.
- 2) Added W. Water Polo and W. Swim/Dive to our Intercollegiate Athletic program as a result of demonstrated student interest, ability, and available competition.

3) Became compliant with Title IX equitable athletic participation opportunities.

DEPARTMENTAL FUNDRAISING:

1. Implemented internet based fundraising campaigns (friends asking friends) to provide consistency in fundraising across sports.
2. Annual Golf Tournament Fundraiser for the Athletics program has continued to be an integral part of our Athletic Fundraising activities.

RELATIONSHIP WITH THE CITY OF SB PARKS AND RECREATION DEPARTMENT:

1. Our working relationship with City of SB Parks and Recreation has improved with better communication. A maintenance schedule for Pershing Park softball and baseball diamonds has been created that is based on the needs of SBCC during the academic year.
2. A revised Joint Use Agreement was finalized after several years of collaboration.

STUDENT SUCCESS PROGRAMS

a. The creation of the Academic-Athletic Achievement Zone our initial targeted student success program in the Athletic Department. Using a "study hall" format strategies used by the Achievement Zone staff include individualized attention, effective study and note taking skills, as well as encouragement to assume responsibility for academic successes and failures. Successful course completion rates can be linked to the number of visits to "The Zone". Since 2013 we have implemented two additional elements to our "Student-Athlete Academic Support Program". The mission of the Student-Athlete Academic Support Program is to empower student athletes to achieve excellence in the classroom and to reach their academic, career and athletic goals while instilling accountability. This is achieved through student participation in the Student Athlete Academic Achievement Zone, RADAR and the Academic Mentor. The RADAR process (Requiring Additional Directed Academic Resources) identifies students at-risk for failing courses or receiving unsatisfactory grades. Through the use college assessment scores, strategic grade checks, instructor comments, class attendance information, grade point average, or student request, students are identified and are directed to the necessary student success resources.

The Academic Mentor Program pairs at-risk student-athletes with academic mentors teaching independent learning skills utilizing the "Vaqademic Planner"- a series of self-directed learning modules that focus on academic skill sets necessary for college success. These self-directed learning modules grant students the opportunity to revisit the content as many times as they feel is necessary. Throughout the mentor program, the mentees introduced to the "threshold concepts" (skills) identified as vital to assisting the student in moving toward a transformed understanding of the foundations needed for academic success in college. These threshold concepts are, but not limited to, academic goal setting, information processing, research methodology, active reading, effective essay writing, time management, and note taking. When the threshold concepts are implemented (scaffolding), the mentors engage the students in these areas to help them on their path to becoming independent and self-reliant learners who increase their opportunities for their pursuit of excellence academically, athletically, and in their future careers.

As mentees enter the program, they self-assess their academic skill set using the Academic Skills Inventory Survey. At the conclusion of the term, the mentee completes the exit Academic Skills Inventory Survey to assess improvement. Once the mentee has demonstrated an improvement in his/her academic skill sets, the academic scaffold is removed and the mentee is an independent and self-reliant learner.

Based on the 2014-15 data it appears that providing at-risk student-athletes with a structured environment with tutoring and mentoring support has a positive impact on their academic success.

The data for successful course completion, GPA's, persistence rates and transfer readiness have consistently shown that the student athletes using the Academic Achievement Zone have a higher level of success compared to student athletes in comparable courses who did not. The data for 2015 shows a notable difference in GPA's and course completion rates with AAZ Users Success rate at 73.6% while Non-Users success rate was 68.9% showing a 4.7% difference. Average term GPA is also impressive as AAZ Users have a 2.78 GPA vs. Non-Users Average a 2.47 GPA.

The athletic training program consistently has 15-17 students per semester working towards transferring with an emphasis in athletic training, exercise science and physical therapy. Transfer rate is 4-6 students each year into the kinesiology field. Graduates of the program have come back to help in many ways. In 2014 one of the present full-time hire was a previous student. In 2015 we hired an hourly "as needed" previous student for non-traditional coverage. In 2016 we hired a previous student who is now the hourly athletic trainer on staff. There has been multiple returns of previous students to help with "on call" coverage.

STAFFING

1. Hired a full-time Lab Teaching Assistant for the Life Fitness Program.
2. Hired a new full-time faculty position (first one in 40 years!), Head Baseball Coach and physical education faculty

3. Increased a ten month staff position to 12 months, which has allowed us to operate more efficiently in a year- round program

3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

Departmental WSCH

- First census WSCH and FTES for the department
- First census WSCH and FTES by course

1a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.

Term/#of Declared Majors Term/#of Declared Majors Term/#of Declared Majors

Summer 2011 196 Fall 2011 384 Spring 2012 345

Summer 2012 185 Fall 2012 358 Spring 2013 354

Summer 2013 182 Fall 2013 425 Spring 2014 389

Summer 2014 189 Fall 2014 499 Spring 2015 468

Summer I 2015 156

Summer II 2015 173 Fall 2015 459 Spring 2016 428

Summer I 2016 124

Summer II 2016 165

Our Division and Department enrollment trends mirror the college enrollment trends. Physical Education/Kinesiology is the 7th most popular major at the CSU system with many students using our discipline in their education towards allied health professions (physical therapy, occupational therapy, personal fitness training). Our declared majors include: Kinesiology for Transfer, Athletic/Personal Fitness Training, and Physical Education.

Athletic program enrollments have risen each fall from 2012-2015, despite the loss of enrollment campus wide. Each spring athletic enrollments have remained steady again despite the loss of enrollment campus wide. This enrollment data reflects the outstanding work of our athletic coaches to recruit full-time student-athletes (400-450 per year).

Physical/Health Education enrollments have declined slightly from a high of 325 FTES in Fall of 2013 to 306 FTES in fall 2015, spring 2016. These more recent enrollments match our FTES of 304 in fall 2012. Despite the decline, we continue to have a full and diverse Health and Physical Education program. We have added courses in healthy aging and Fitness for ESL students and have seen some slight reductions in some class sizes.

We have seen the largest declines in enrollment during the double summer sessions. Single summer sessions of six weeks generated between 92-107 FTES. The combined FTES of summer I and II 2015 was 108 FTES. Essentially, we generated the same enrollments in 12 weeks previously generated in 6 weeks. This was hard on faculty, but extremely challenging for our classified staff who were not able to reduce accumulated vacation/comp time.

1b. Describe how the department/program is responding to these changes.

We responded to the loss of enrollment in the double summer session by reducing the courses offered in summer I 2016. Additionally, we restricted course offerings to mornings only so we could have classified staff utilize accumulated vacation/comp time. In summer II 2016, we offered more courses but did not duplicate courses from summer I and spread courses throughout the day to mitigate competition for the same student. The LFC was only open during the evenings.

We intend to begin marketing courses through social media, improved website design, and program open houses. We encourage the college administration to improve the overall marketing of campus programs to our local community and move to a more dynamic web platform. Our marketing of summer sessions must also improve as many in our local community were unaware the campus was offering two summer sessions. **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

2a. Successful Course Completion Rate

The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

na

2b. Successful Course Completion by Modality

Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

na

2c. Successful Course Completion by Student Equity Populations

Examine the data on successful course completion by student equity populations. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

na

2d. Degrees and Certificates

On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

na

2e. Transfers

The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

na

2f. CTE Earnings and Job Placement

For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).

See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

na

2g. Additional Department-Specific Data

Please provide and discuss any additional data unique to your department or program.

na

Student Learning Outcomes (SLO) Assessment

- Student SLO performance reports

3a. Provide a brief description of your department's/program's analysis of the student performance data on the course, program and Institutional SLOs (ISLOs).

When this SLO project began our division was one of the first to embrace this process and actively engage in the completion of writing SLO's, PSLO's, assessment, and completing our course improvement plans. We devoted four division in-service meeting in the evening to have Mark Ferrer work with us to ensure that we were progressing appropriately with this project. Even though we have over 150 courses, 30 adjunct faculty and at that time only 9 full time faculty, we completed all of this work in a timely manner. The experience was a positive one for most as it gave faculty time to engage in pedagogical discussions with all faculty. It was a true professional development activity and we all learned from each other.

Since then it has been a little more challenging due to the software. We will complete all assessment, course and section improvement plans in the next three semesters. However, completing some type of an evaluation of how we can improve our SLO's is almost impossible unless we go through each individual course results, which is a daunting task that I am not going to do at this time. If in fact we could obtain some type of overall departmental results like we can for the student success rate in Tableau then we could evaluate our progress, identify problem areas and develop an improvement plan. Without that data the evaluation piece is nearly impossible. I am hoping that by the time we complete this next cycle of assessment there will be proper reporting tools so that our work will be truly significant and enlightening.

3b. Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.

We have worked together as discipline faculty to write, then assess and modify our SLO's. This project has provided opportunities for all faculty to have an effective dialogue concerning student learning, and how we measure and improve learning. It has been a difficult but satisfying project because it has reinforced those techniques that we do well and those that need revision. We are discussing, in a collegial way, how we can be better instructors, thereby increasing learning.

For this second round of assessment, CIPs and SIPs, we will be able to discuss strategies about our students time management, promote independent learning skills, and motivation to learn which really are more important and significant in some cases then the content of the course.

3c. Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.

With the new Healthy Aging program that was just approved last spring we do need to map those PSLO's to the ISLO's and we need to map CSLO's to those program SLO'S. We will complete all of the missing mapping by the end of this school year. We have also modified two of our programs into one more effective exit degree program, Athletic/Personal Fitness Training. This is an AA degree program intended for those who want to become employed after graduation and in the process of completing this program they can take advantage of completing the NASM Fitness Instructor exam. As I mentioned above we will be on target to have all assessments completed by the three year cycle deadline. Some faculty assess each semester but most will be completing within the cycle.

STUDENT LEARNING OUTCOMES FOR PHYSICAL EDUCATION DEGREE PROGRAMS

AA Transfer Degree in Kinesiology (new program for 2012)

1. Demonstrate knowledge of functional anatomy, physiology, and bio-mechanics consistent with proper execution of movement skills.
2. Demonstrate proficiency in a variety of physical activity skills.
3. Articulate the differences between Kinesiology and Athletics.
4. Articulate the potential for service to the individual, community, and society provided through the study and application of Kinesiology.

AA Degree: Physical Education: Athletic/Personal Fitness Training

1. Articulate the differences between Physical Education and Athletics.
2. Recognize the potential for service to the individual, community and society provided by Physical Education and Athletics.
3. Demonstrate knowledge of functional anatomy, physiology and biomechanics, and properly demonstrate proficiency in a variety of physical activity skills.
4. Explain the appropriate course of treatment for each of the most common sports injuries.
5. Identify the factors that contribute to an evaluation of an injury and determine the treatment plan for safe return to sport participation.
6. Demonstrate and implement rehabilitative exercises appropriate to each sport.
7. Assess motivational readiness for client exercise and develop effective strategies for health behavior change consistent with the stages of the Transtheoretical Model of motivational readiness.
8. Develop appropriate physical training programs for children, adults and special needs populations, based on demonstrated knowledge of coronary risk factor analysis and exercise prescription standards defined by NASM / ACSM.
9. Administer appropriate practical physical fitness and muscular balance assessments.
10. Demonstrate academic competencies sufficient to pass professional certification exams consistent with entry-level positions in the health and fitness industry.
11. Demonstrate effective communication skills to lead individual and group fitness training sessions.

AA Degree in Physical Education: Program Outcomes

1. Articulate the differences between Physical Education and Athletics.

2. Recognize the potential for service to the individual, community, and society provided by Physical Education and Athletics.
3. Describe the role of PE/Kinesiology as an academic discipline and its role in health promotion and disease prevention.
4. Demonstrate knowledge of functional human anatomy, physiology and bio-mechanics and demonstrate proficiency in a variety of physical activity skills.
5. Develop appropriate physical training programs for adults based on demonstrated knowledge of coronary risk factor analysis, exercise prescription and nutritional guidelines established by industry standards.

Healthy Aging AA Degree Learning Outcomes:

1. Provide a high quality experience for individuals enrolled in the Healthy Aging Program to:
understand aging as a diverse physiological process, recognize age-related changes in relation to accidents and fall prevention and develop skills and expertise with performing activities that focus on health promotion and health maintenance education.
2. Prepare new students as well as current health care providers to work with and/or provide care for the aging population in a variety of settings.
3. Collaborate with local community programs directed at serving the health promotion needs of the aging population.
4. Provide students with the knowledge and skills necessary to improve opportunities in the workplace as well as to provide foundational knowledge for additional higher education in the field of aging.

Skills Competency Award in Healthy Aging Student Learning Outcomes:

1. Formulate a plan that would promote healthy aging incorporating new data and guidelines on risk factors, nutrition, preventive measures and intervention presented in the course.
2. Distinguish personal, social, and environmental factors and barriers influencing or impeding behavior change among older adults.
3. Develop activities related to fitness, nutrition, stress management, and serenity according to evidence based health promotion practices across the care continuum for older adults.
4. Identify and assess the aging process and physical changes on the human body and its level of function in relation to lifestyle modifications and preventative care strategies.
5. Employ field site methods in Evidenced Based Health Promotion.

Faculty Information

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

4. Where appropriate, explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.

We have 10 full time faculty and anywhere between 26 and 32 adjuncts depending on the semester. Our full time FTES for the last year, 66% by adjunct and 34% generated by full time faculty. The TLU allocation was 44% full time and 56% adjunct. Overload for full time faculty is not usually significant, since most of them are coaching which is very time consuming with such activities such as recruiting, fundraising, scouting, player evaluation, media requirements, etc.

Our WSCH to FTEF numbers have decreased over the last four years primarily due to the changes in repeatability rules in Title 5. This Title 5 change does not allow our PE classes to be repeated. Our productivity had already decreased prior to 2012 due to the reduction of over 160 TLUS required during the budget deficit. Then with the changes in the rules of repeatability we had more decrease.

From 2012, the start of change in repeat rules, to fall of 15 we went from 722 to 566 in productivity (WSCH to FTEF), and in spite of those changes we are still above the 525 number that is ideal and we are higher than the majority of other departments on campus.

Department/Program Revenue and Expense Data

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

5. Where appropriate, use this information to identify your faculty, staff and resource needs.

In athletics (1406) we need an additional \$20,000 for officials fees. This budget has not been increased for since 2010 in that time there has been an increase of 5% each year in expenses in this category.

Our Lottery budget needs an increase as we overspent last year. WE are adjusting our budget categories to see if even more of our instructional supplies expenses can qualify as lottery expenses.

4. Programs and Curriculum

1a. All course curriculum is required to be reviewed by the department and the Curriculum Advisory Committee every five years as per State Ed Codes. It is the responsibility of the department chair to keep the curriculum records up to date. Courses not reviewed in a timely manner will not be scheduled and are subject to deactivation.

Curriculum status should be updated. Verify that your department is on track in its review of curriculum. List the courses that you will need to update for the next year and the lead for each of those courses by [COMPLETING THIS FORM](#).

1b. Student Learning Outcomes status should be updated. Verify that your department is on track in its SLO data collection and creation of Course Improvement Plans. List the courses that you need to collect data for this year and the lead for the Course Improvement Plan for each of those courses by [COMPLETING THIS FORM](#).

☐ Check this box to confirm that you have verified the curriculum and that all CSLOs have been updated for your department.

5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the successes and challenges in working with these units.

The Physical Education/Health Education/Dance/Athletics Division collaborates with a variety of other campus units.

English as a Second Language: Ellen O'Connor has worked with the ESL Department to better understand and develop fitness education programming to better serve our students whose primary language is Spanish. This has been a rewarding experience that has led to the development of two courses (Beginning and Intermediate Fitness for ESL students) designed to create fitness education programming in a bi-lingual format. The challenges lie in identifying the best strategies for when classes should be offered and class formatting. To improve these courses and the "Fitness for ESL Students" program, Ellen was granted a sabbatical for fall 2016. The sabbatical was postponed until fall 2017 while Ellen serves as the Interim Athletic Director.

Nursing: Healthy Aging collaboration with nursing: can you write this

Admissions and Records: The Athletics Program works daily with Admissions and Records to certify and monitor student-athlete eligibility. This working relationship is a major success due to the outstanding work of Michael Medel and his staff.

Accounting: The annual Equity in Athletics Disclosure Act report is a collaboration between the Athletic Director and the Accounting Office. This is a federally mandated report identifying revenues and expenses for each sport at SBCC. The report requires significant data extraction and analysis. Ms. Lisa Kellogg-Saunders has provided excellent work on this report allowing SBCC to meet the annual deadline for reporting.

Student Health Services: Athletics has partnered with Student Health Services to produce a bi-annual workshop for student-athletes on prevention of sexual assault entitled "It's on Us". Katy Magnani has helped to make this workshop a success in educating our students on the incidence sexual assaults in Santa Barbara, consequences of sexual misconduct, effective prevention strategies, and available counseling.

SBCC Dance: created website, and started a dance ensemble (3 shows booked for Fall and at least 4 for Spring)

Others: Physical Education and Athletics work collaborative with so many other campus units to serve our students and District. We work daily with Community Services, Transportation Services, Facility and Operations, Human Resources, City of Santa Barbara Parks and Recreation, as well as other community groups.

6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

Our faculty (part and full-time) are always engaged in outreach activities. Our athletic coaches engage in the following outreach activities and student-athlete recruitment:

In-person activities:

Youth sport camps, attendance Santa Barbara Athletic Roundtable events, honorary Vaquero Captain program (honors local non-profits), visits to elementary and junior high schools (promote reading), sponsor teams in local non-profit events (heart health walk, AIDS walk, diabetes walk, cancer walk), Special Olympics volunteers

Electronic outreach activities:

Vaquero athletics uses facebook, twitter, and live-streaming of athletic contests to keep our community updated and involved in our activities.

Coaches recruit student-athletes year round. Coaches use Frontrush recruiting software, social media campaigns, phone, email, text messages, and postal mail. The number of "contacts" by any method listed above during a single year of recruiting students ranges from 5000 to 18,000 depending on the size of the athletic program.

Successful student recruitment is fundamental to the vitality of our program.

Our Sports Medicine staff have coordinated work with many area professionals in order to provide free physicals for our student athletes and other services that are critical to our student athletes' success.

Our Healthy Aging program has been built on community outreach. By having annual advisory meetings with members of the community involved in Aging services we have been able to develop our new program. Our relationship with Antioch college has been invaluable as we have an articulation agreement with them in order to ease the transition from our program to Antioch for our students.

All of our athletic programs work with the Santa Barbara Athletic Round Table in order to promote our student-athletes in the community. All of our coaches work with local high schools in recruiting student athletes and many of our teams volunteer to do coaching clinics for local elementary and junior high school students.

Community service is an integral part of the student-athlete experience at Santa Barbara City College. Our student-athlete and coaches strengthen the social and economic fabric of the community by supporting individuals and groups in need.

In addition, all 19 intercollegiate Athletics teams actively recruit all local and contiguous district high schools each year. For each student that attends SBCC as a student-athlete, the coach for that program has recruited roughly 10-20 students. Based on our recruiting logs, over the course of the year, our coaches promote SBCC with over 2,000 prospective student-athletes in order to field a new cohort of roughly 250 students.

In addition to recruiting the Athletics department is active in various pursuits to strengthen the fabric of the community. The Athletics department is actively involved in the Santa Barbara Athletic Roundtable and our students frequently receive awards from the Roundtable for their performance. This group is made up of community leaders, coaches and administrators from UCSB, Westmont, and all local high schools.

The members of the Women's Intercollegiate Softball Program have traditionally participated in community service including outreach to the Goleta Valley Softball League, Carpinteria Girls Softball Association, Santa

Barbara Surf Riders Foundation and the Cancer Center of Santa Barbara.

As another example of how our Intercollegiate Teams support the community, the Track and Field program is involved in the "Easter Relays Youth Track and Field Meet" and the Head Track and Field Coach, Scott Fickerson, is a mentor with Santa Barbara Council on Alcohol and Drug Abuse (CADA) and collaborates with the Track & Field program on an event to raise awareness and support this vital council.

Furthermore, Women's basketball puts on an annual "Surf Fest" with all local vendors. This brings the community together for a day of the public meeting and greeting with our WBB team as well as the local vendors supporting SBCC Women's Basketball. Women's basketball has adopted the Vaquero Honorary Captain Program and currently has Simone, who is a down syndrome student

7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your department. One of the ways we can improve this process is to have current, accurate and consistent data. There are terms missing in some of the data fields, the data for summer 1 of 2016 did not indicate any full time faculty and that is an error. Also, it would be very good to have summer 2 data available. I realize the challenges to getting data but it seems as if we experience some of the same issue each year.

The SLO data is difficult to find, in fact I have not found it all. there should be a link on this page to that outcome data so it is easily accessed rather than having to go searching. and the outcomes data needs to be by department, not just by class, with over 100 courses it is impossible to really do an evaluation.

We need spell check in this program, and we need to be able to enlarge the print, I am going blind.

8. Program Review Template: Goals

List your unit's major goals and related objectives for the upcoming year. List one goal per row. Add new rows for goals as required. If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans College Plan 2009-2012 Dist. Technology Plan 2009-2012	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
1	Remain compliant with Title IX requirements with equitable athletic participation		athletic director in conjunction with administration	1. increase online offerings 2. Add full time academic counselor. Increase SPA and increase overtime budget 3. Improve security of La Playa Stadium 4. Improve maintenance equipment for Pershing Park to meet Joint Use	1. 2. 3. 4. 5. 6. 7. 8. 9. Fall 2017 10. Fall 2017	1. -- Select -- 2. -- Select -- 3. -- Select -- 4. -- Select -- 5. -- Select -- 6. -- Select -- 7. -- Select -- 8. -- Select -- 9. In Progress 10. In Progress	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

				Agreement 5. Replace unsafe athletic equipment with new equipment that meets safety standards 6. Improve storage efficiency to meet fire code regulations 7. Hire Full Time Faculty Person to help develop curriculum and lead program for Community Health offerings 8. Hire Full Time Faculty person to be Head Baseball Coach 9. Implement two new online course offerings, HE 213 and HE 201 10. Track Student Athletes academic progress			
1	Complete deferred maintenance projects		administration	1.	1.	1.	1.
1	Increase online course offerings.		Department	1.	1.	1.	1.
1	Establish a data base of student athlete tracking system post graduation		Athletic department	1.	1.	1.	1.
1	Fully utilize Starfish in order to track academic progress of our Student-Athletes.		Athletic staff	1.	1.	1.	1.
1	Increase numbers of AA		entire department	1.	1.	1.	1.

	degrees by 100%						
1	Increase online student success by 3%		Online faculty only	1.	1.	1.	1.
1	Promote and Market our Healthy Aging AA degree program		department chair	1.	1.	1.	1.
1	Upgrade facilities that do not meet state and federal standards for underrepresented groups.(transgender, women, homeless)		Equity funds and college funds	1.	1.	1.	1.
1	Develop a Coaching Youth Sports Program		Faculty	1.	1.	1.	1.
1	Comprehensive evaluation of our Student-Athlete success program.		Athletic Department	1.	1.	1.	1.
1	Increase the number of degrees awarded in kinesiology and physical education.		Department chair and all faculty in department	1.	1.	1.	1.
1	Increase the Success rates for our Hispanic students in all classes in our department.		All faculty	1.	1.	1.	1.
	Develop a local degree in Dance.		Tract Kofford	1. Provide an AA degree option in Dance for our students.	1. To be offered for the first time Fall 18	1. In Progress	1.
	Replace PE/Athletics program assistant.		Administration	1. Maintain existing staffing positions	1. Fall 2017	1. In Progress	1.

9. Program Review Template: Staff

Staff Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

In the description box, please note to which objective(s) from the Goals template the need relates.

Staff Needs

No data found.

10. Program Review Template: Faculty

Faculty Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Faculty Needs

Priority	Academic Year	Position Type	Position Needed	Related Objectives Hover mouse over text to view full objective	Approx. Compensation	Funds Source	Status
1		Replacement	Physical Education instructor and women's athletic coach. Our full time Women's softball coach and PE instructor took another position in August of 2017. This position will need to be replaced but we are not requesting this for 2018 due to the financial situation on our campus.	1. Hire Full Time Faculty Person to help develop curriculum and lead program for Community Health offerings	Salary \$ 77668 +Benefits \$25452 = Total \$103120	New	Not Funded

11. Program Review Template: TLU Augmentation

TLU Augmentation: List/summarize the needs of your unit below. List one TLU need per line. Add new lines for TLU needs as required.

TLU Needs

No data found.

12. Program Review Template: Equipment

Equipment Needs: List/summarize the needs of your unit below. List one equipment item per line. Add new lines for equipment as required.

Technology items (hardware and software) should be listed on the following pages, and not here.

Equipment Needs

Priority	Academic Year	Equipment Needed	Objective Hover mouse over text to view full objective	Approx. Cost	Source of Estimate	Funds Source	Status
1		Equipment Needed: Rapid Release RRT-PRO2		1650.00	Vendor	New	Not Funded New / Replacement:

		Contact Person and Justification (describe why it is needed and impact if not funded): Kathy O'Connor We have very high volume on the one we have and there is a wait at least 2 to 4 athletes waiting to use this machine 4 hours per day for 5 days a week. It is very effective at loosening muscle tissue without using manual force. Criteria: - Health and Safety					
1		Equipment Needed: Normatec Boots Contact Person and Justification (describe why it is needed and impact if not funded): Kathy O'Connor High volume use and the model we have used everyday at minimum of 5-6 hours 5 days a week and the zippers are the biggest concern (opening and closing multiple times a day about 30 times/day) The model we have are being phased out and the zippers and boots are worn out. These are recovery boots that allow the athletes legs to recover from practice and the toxins that build up.		1525.00	Vendor	New	Not Funded New / Replacement:

		Criteria: - Health and Safety					

13. Program Review Template: Technology / Hardware

Technology / Hardware Needs: List/summarize the needs of your unit below. List one hardware item per line. Add new lines for hardware as required.

Technology / Hardware Needs

No data found.

14. Program Review Template: Technology / Software

Technology / Software Needs: List/summarize the needs of your unit below. List one software item per line. Add new lines for software as required.

Technology / Software Needs

No data found.

15. Program Review Template: Facilities

Facilities Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Facilities Needs

No data found.

16. Program Review Template: Service Needs

Service Request Needs: List/summarize the service needs (Institutional Research, Marketing, Technical Training, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description
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17. Program Review Template: Other Needs

Other Needs: List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below. List one request per line. Add new lines for requests as required.

Category	Description	Cost
Non-Teaching Compensation	New Leadership stipend for the Director of Dance The role of Director includes the following aspects: 1. The Director of Dance is responsible for promoting the standards and principles of SBCC. 2. The Director of Dance is responsible for curriculum development in the courses of Dance (Guided Pathways), Dance Specialist and Certificate in Dance (AA Degree) 3. The Director of Dance is responsible for undertaking and supporting long term and short term planning for dance at SBCC a. Including the proactive planning for	\$

introduction of new education directions and initiatives (eg Courses of Study, National Curriculum). b. Managing and further developing the co-curricular dance activities provided at SBCC (including the dance ensemble, dance concerts, out-reach and recruitment) c. Completing ongoing strategic planning for dance 4. The Director of Dance promotes and markets dance, both at SBCC, in the community and the state, 5. The Director of Dance manages all SBCC dance related events, including performances, showcases, competitions, displays, tours and other such activities. 6. The Director of Dance is responsible for maintaining an up to date inventory of dance resources and equipment (such as costumes, props, music). The Director of Dance is responsible for ensuring all resources belonging to the dance area are maintained and schedules repairs or maintenance where necessary. 7. Develop choreography and direct dance rehearsals, auditions, tours and performances.