



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

Our mission is to provide an equitable opportunity for all students to participate in Intercollegiate Athletics while succeeding in obtaining their academic or vocational goals. Barstow Community College subscribes to the philosophy that athletics plays an integral role in the total education process and is dedicated to providing a total educational experience for each student enrolled in the College. The College believes in the unique contribution of athletics to the total College curriculum in that it promotes growth in, awareness toward leadership, character, physical fitness, and the need for life-long participation in activity; and also enhances the lives and contributes to the total development of those who engage in the sports and activities provided.

The College supports the need for encouraging the development of programs for the highly skilled student-athlete and will promote a variety of programs, support services, and activities which are necessary to meet the needs of these men and women.

It is the philosophy of the College to strive to maintain the optimum level of teaching and coaching, as well as support from the community, the Board of Trustees, the District, and the College administration, faculty, and students. The District will also strive to coordinate and control intercollegiate athletic participation so that the result will be compatible with the State Educational Codes, CCCAA Constitution and By-Laws, and the highest standards of conduct. The College's aim is for the experiences of all participants to reflect dignity and exemplify competition at its finest.

Barstow Community College Athletics operates with this basic philosophy of purpose to best accomplish and fulfill the goals of wholesome and desirable experiences for all participants and to offer the opportunity for students of the College to reach their full athletic and academic potential.

B. Program Vision *(Where would you like the Program to be three years from now?)*

Our vision for the future of the Barstow Community College athletics' program is to provide an optimal educational and athletic experience that provides opportunities for participants to reach their full athletic and academic potential. The program currently offers four intercollegiate sports and we would like to see the program add two women's athletic programs (Women's Soccer and Women's Volleyball). Furthermore, we want to strive towards improved coordination and control over our intercollegiate program so that the result will be compatible with the State Educational Codes, Conference Rules and Regulations, as well as CCCAA Constitution and By-Laws.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

- A. **"Barstow Community College Athletics operates with the basic philosophy of purpose to best accomplish and fulfill the goals of wholesome and desirable experiences for all participants and to offer the opportunity for students of the College to reach their full athletic and academic potential."**
Viking Athletics strives towards the goal of providing opportunities for personal, educational, and athletic growth as well as supporting the BCC vision of "Empowering students to achieve their personal best through excellence in education."
- B. **The Barstow Community College Athletic program has a vision to add two women's sport programs (Volleyball and Soccer).**

It is our vision to enhance the opportunities for women at our college as well as serve our mission of providing equitable participation and serving underrepresented populations. The creation and implementation of two women’s sports programs will provide more opportunities for female student athletes as well as supporting our mission of compatibility with State Educational Codes, CCCAA Constitution and By-Laws, and Federal Gender Equity Laws. Furthermore, this addition of soccer will provide participation opportunities for our underrepresented Hispanic/Latino population.

- C. **“The District will also strive to coordinate and control intercollegiate athletic participation so that the result will be compatible with the State Educational Codes, CCCAA Constitution and By-Laws, and the highest standards of conduct.”**

Our program is committed to coordinating our curriculum and “intercollegiate classes” with CCCAA Constitution and By-Laws and State Education Code in an effort to establish and support pathways designed for matriculation, leadership development, and the enhancement of student success. It is imperative that our intercollegiate athletic program is aligned with State, Federal, and Conference rules and regulations.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

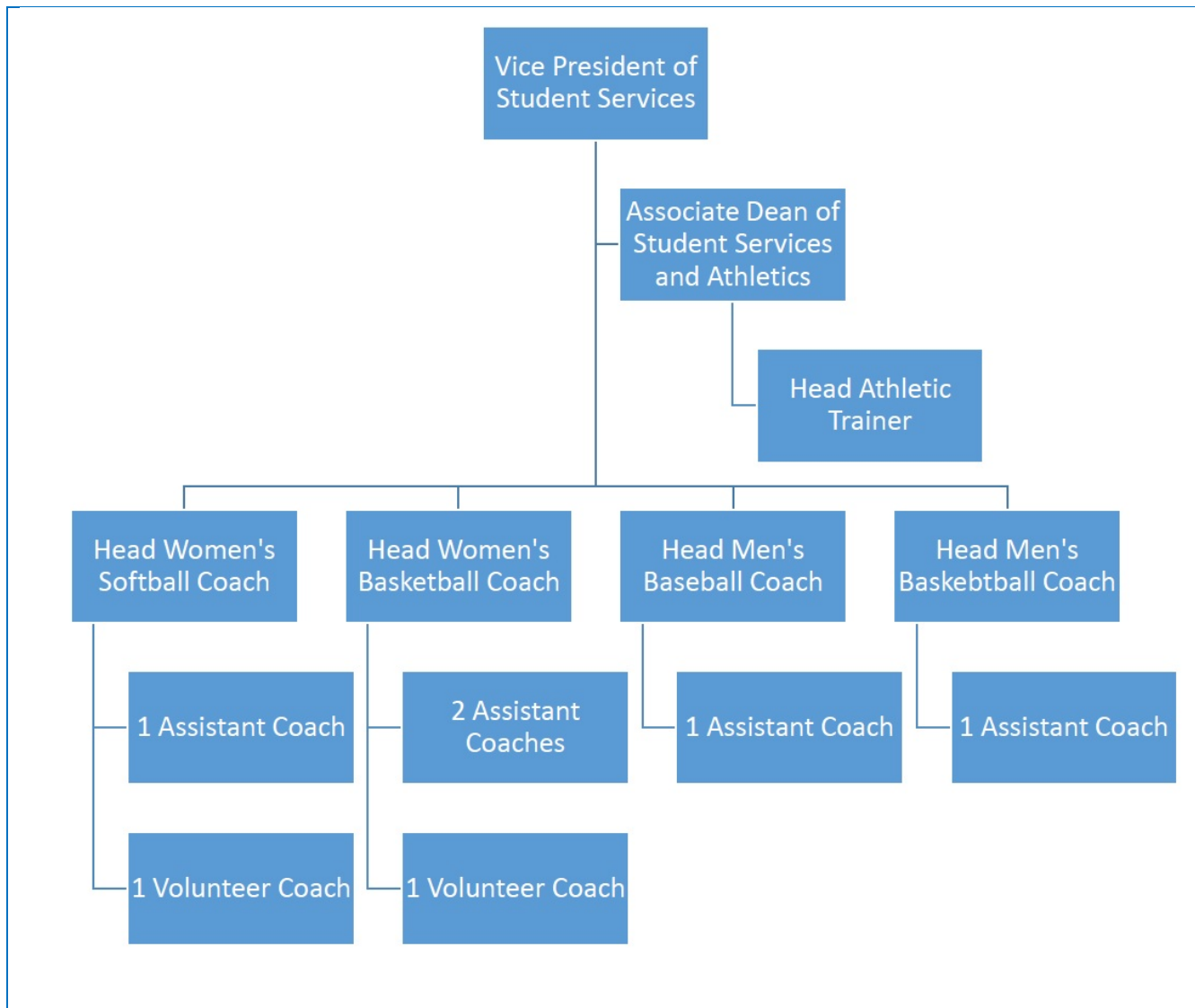
A. Organization, including staffing and structure

- A. The Athletics department is led by the Associate Dean of Student Services and Athletics whose contract is split 50/50 with student services. The Associate Dean of Student Services and Athletics is also responsible for student discipline and conduct. This position reports directly to the Vice President of Student Services in both capacities.

The department employs a Head Athletic Trainer who serves in the capacity of full-time tenured faculty for the Physical Education Department. This position has 40% release time built into the contract for athletic training responsibilities, this equates to 12 hours a week. Furthermore, the position receives a stipend for athletic events that fall outside of normal business hours.

Responsibilities for athletic eligibility (eligibility clerk) fall within the job description of the administrative assistant for the Vice President of Student Services. This position reports directly to the Vice President of Student Services and does not report to the Associate Dean of Student Services and Athletics. Therefore, the duties assigned for athletic eligibility fall within the department of student services and not athletics.

The athletics’ program has four head coaches – all are part-time stipend positions whom also serve as adjunct instructors. Each sport has a stipend of \$3,000 for an assistant coach; women’s basketball has elected to split the stipend in half and they maintain two assistant coaches whom receive \$1,500 per coach. All of the assistant coaches with the exception of the assistant softball coach serve as adjunct instructors as well.



B. Who do you service (including demographics)?

ATHL is not offered online or at any site other than the Main Campus.

See below for the BCC student demographics

2010 Census	BCC 2012-2013 (Equity Plan)	BCC 2014-2014 Fact Book 5 year avg.	ATHL Student demographics
Latino = 42.8% White = 34.2% Afr. Am. = 13.8% Multi-Eth=3.8% All others = below 2%	Latino = 35.91% White = 35.75% Afr. Am. = 15.41% Multi-Eth = 4% All others = below 3%	Latino = 30.2% White = 35.5% Afr. Am. = 13.3% Multi-Eth = 3.2% All others = below 2.5%	Latino =N/A White = N/A Afr. Am. = N/A Multi-Eth =N/A All others =N/A
Age group attending BCC 19 and under = 33% 40-49 =12% 50+ = 27% Other ages = 5%-7%	19 and under = 22.7 % 20-24 = 26.7% 25-29 =16.2% 30-34 = 11.6% 35-39 = 7.8%	Under 18 = 9.4% 18-21 = 29.8% 22-25 = 16.4% 26-30 = 14.3% 31-39 = 14.9%	Under 18 = 0% 18-21 = 89% 22-25 = 6% 26-30 = 3% Over 30 =1.5%

	40-49 = 9.8% 50+ = 5.2%	40-49 = 9.4% 50-69 = 5.4%	
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All BCC Students by Residency - BCC 2014-2014 Fact Book

Barstow Area Residents = 54.6% Greater SB = 26.1% Other Areas = 19.3%	By CA areas: Barstow Service Area: 52% Victor Valley = 19% SB/Mountains = 6% So. Calif. = 15%	ATHL Student Residency Barstow Service Area: 22% Greater SB = 23% Other California = 18% Out of state = 33% International = 4%
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All student athletes must maintain full-time status in order to participate. Therefore, 100% of students enrolled in the athletic sport courses are FTES equivalent students. Student athletes choose community colleges based on sport offerings therefore student residency in athletics is heavily based on our intercollegiate offerings.

C. What kind of services does your unit provide?

The Athletics Discipline satisfies an area in the GE requirements for CSU, UC, IGETC, and BCC degrees. ATHL discipline offers Intercollegiate classes in the 4 sports (ATHKL 1, 2, 3, 10) and additional training for out of season and in season (ATHL 20, 21, 22, 23, 25, 31)

D. How do you provide them?

Of the ATHL sports related classes that are regularly taught. (see annual schedule below)

	#	Title	Offered in Fall (by)	Offered in Spring (by)	TOTAL sections	Coaches
Basketball (M)	ATHL 1	Intercollegiate Basketball (M)	Fall (Head Coach)	SPR (Head Coach)	BASKETBALL (M) <u>2 sections in Fall</u> <u>2 sections in spring (ATHL 31 -- Varied)</u>	<u>HEAD: Wright</u> <u>ASST: Devon Davis</u>
	ATHL 20	Basketball (Men)	Fall (Head Coach)	SPR (Head Coach)		
	ATHL 31	Sports Conditioning For Intercollegiate Athletes	NOT OFFERED Or Varied	SPR 15 (Asst. Coach)		
Basketball (W)	ATHL 2	Intercollegiate Basketball (W)	Fall (Head Coach)	SPR (Head Coach)	BASKETBALL (W) <u>3 sections in Fall</u> <u>3 sections in spring (ATHL 31 – Fall & Spring)</u>	<u>HEAD: Woods</u> <u>ASST: R. Johnson, Danah Smith</u>
Basketball (W)	ATHL 21	Individual Basic Skills Of Basketball (W)	Fall (Head Coach)	NOT OFFERED		
Basketball (W)	ATHL 22	Team Strategies Basketball (W)	NOT OFFERED	SPR (Head Coach - usually)		
Basketball (W)	ATHL 31	Sports Conditioning - Intercollegiate Athletes	Fall (Asst. Coach usually)	SPR (Asst. Coach usually) - - 2 ATHL 31-201503		
Baseball (M)	ATHL 3	Intercollegiate Baseball (M)	NOT OFFERED	SPR (Head Coach)	BASEBALL (M) <u>3 sections in Fall</u> <u>2 sections in spring (ATHL 31 – Fall & Spring)</u>	<u>HEAD: King</u> <u>ASST: Walker</u>
Baseball (M)	ATHL 23	Baseball	Fall (Head or Asst.) 2 sections (back to back)	NOT OFFERED		
Baseball (M)	ATHL 31	Sports Conditioning For Intercollegiate Athletes	Fall (Asst. Coach Usually)	SPR (Asst. Coach Usually)		
Softball (W)	ATHL 10	Intercollegiate Softball (W)	NOT OFFERED	SPR (Head Coach)	SOFTBALL (W) <u>2 or 3 sections in Fall</u> <u>1 sections in spring (ATHL 31 – Fall)</u>	<u>HEAD: Fregoso</u> <u>ASST:</u>
Softball (W)	ATHL 25	Women's Softball	Fall (Head Coach)	NOT OFFERED		
Softball (W)	ATHL 31	Sports Conditioning For Intercollegiate Athletes	Fall (Head Coach)	NOT OFFERED		

E. Does the program have a degree or certificate?

NO. Though it is part of the BCC General education and PE degree.

3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

8 Adjuncts and 1 FT faculty (however, the full-time faculty instructor is 60% Physical education and 40% athletics)

	TRADITIONAL	ONLINE
2) Course Completion Rate	Total RET = 87% CAP 717 Att = 560 Census = 401	
3) Course Success/Retention Rate	SUCC = 83% Total SUCC = N/A Total RET = N/A Total = N/A	
4) WSCH/FTEF Ratio	Full-time: NA	
	Part-time: Efficiency = 1357.76 Total WSCH = 2596.03 Total = 	
5) Fill Rate	Fill Rate = 78% Cap = 717 Att = 560	

Reflect on the data above:

Additional Summary ATHL Discipline enrollment (2014-2015)

- Enrollment CAP in ATHL classes = 717
- Students in all ATHL classes at census = 401
- Students in all ATHL classes at EOT = 349 (349 /401 = 87% Retention rate)
- Students in all ATHL classes who Passed (C or higher) = 331 (331/401 = 83% Success rate)
- FTEF Traditional = 1.912
- WSCH = 2596.03
- Efficiency = **1357.76** (formula WSCH 2596.03/FTEF 1.912)

The national average for a student entering a community college and graduating with a four year degree is roughly 17%. Student-athletes entering a community college and participating in athletics have a national average of 28%. Student-athletes have traditionally maintained higher retention and graduation rates than non-athletes. Students enrolled in ATHL classes at EOT (87%) is excellent considering these classes are by permission of instructor only, designed for intercollegiate competition, must maintain a comprehensive physical, are subject to injury, and must maintain full-time academic standing.

Furthermore, instructors often must drop students from the courses due to inability to compete at intercollegiate level or risk of injury.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

Athletics has never done a program review before. No SLO's are listed previously with department or last physical education department program review.

- (1) Students demonstrate advanced techniques and skills of sport to prepare for intercollegiate competition.
- (2) Students demonstrate knowledge of rules and strategies of sport to prepare for intercollegiate competition.
- (3) Students demonstrate knowledge and appreciation of CCCAA decorum policies as well as a value for good sportsmanship.
- (4) Improve overall physical and cardiovascular fitness as well as demonstration of proper safety practices.

2) Summarize the progress you have made on Program Level Outcomes.

The four listed SLO's are newly implemented per this program review. No progress can be demonstrated at this time.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

N/A

4) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

N/A

5) Reflecting on the responses for #2 and #3 above, what will you implement for the next assessment cycle?

Intercollegiate courses will implement a procedure of pre and post testing to evaluate demonstration and improvement in SLO's. Decorum violations will be tracked for athletes and coaches. Continual evaluations of athlete's progress conducted by the coaches and overall evaluations will be conducted by the Associate Dean of Student Services and Athletics.

C. SUPPORTING ASSESSMENT DATA (See Handbook for additional information)

1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

- (1) Recently hired Associate Dean of Student Services and Athletes will conduct evaluations on coaches and athletic programs.
- (2) New mission statement emphasizes focus on alignment with CCCAA, State, Federal laws and codes. Progress in achieving this alignment will be measured.
- (3) Emphasis on matriculation to the four year level – these students will be tracked and used as a measure of success or failure.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

2) Summarize the results of the measures listed in #1 above:

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan* to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

N/A

D. TWO YEAR SCHEDULING PLAN

1) What is the program’s Two-Year Scheduling Plan?

Current Two Year Schedule for ATHL

Fall Year 1 & 2		Spring Year 1 & 2	
Crse #	Course Title	Crse #	Course Title
ATHL 1	Intercollegiate Basketball (M)	ATHL 1	Intercollegiate Basketball (M)
ATHL 2	Intercollegiate Basketball (W)	ATHL 2	Intercollegiate Basketball (W)
ATHL 20	Basketball (Men)	ATHL 3	Intercollegiate Baseball (M)
ATHL 21	Individual Basic Skills Of Basketball (W)	ATHL 10	Intercollegiate Softball (W)
ATHL 23	Baseball (M)	ATHL 20	Basketball (M)
ATHL 25	Women's Softball (W)	ATHL 22	Team Strategies Basketball (W)
ATHL 31	Sports Conditioning - Intercollegiate Athletes – For Basketball (W), Baseball (M), and Softball (W)	ATHL 31	Sports Conditioning - Intercollegiate Athletes – For Basketball (M),Basketball (W), and Baseball (M)

2) What changes, if any, have been made since the last Program Review?

The athletics department has never done a program review before.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

Not a degree or certificate pathway

4) Reflecting on the responses above, what are the goals for the next program review cycle?

N/A

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include if any new courses have approved prerequisites or corequisites.

No New ATHL courses have been created in last 3 years

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Athletics has never done a program review in past.

1) **CURRICULUM CURRENCY:** Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

According to ASSIST in Fall 2015

CSU Transferable Courses = No ATHL courses are listed

CSU GE-Breadth Certification Courses = No ATHL courses are listed

IGETC for UC and CSU = No ATHL courses are listed

UC Transferable Courses = No ATHL courses are listed

UC Transfer Admission Eligibility Courses = No ATHL courses are listed

C-ID – No ATHL courses are listed

2) **CURRICULUM DEVELOPMENT:** Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

No textbooks are assigned for ATHL courses.

No prerequisites

No need for update to meet local or state requirements at this time.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

ATHL 1, ATHL 2, ATHL 20, and ATHL 21 – the intercollegiate season courses are currently offered as 2 unit courses despite meeting for 175 hours. These courses are not in compliance with meeting hours and state proportionate guidelines. These four courses should be changed to 3 units.

Off-Season non-traditional sport season courses are not in alignment with CCCAA mandatory meeting hours and non-traditional schedules. Off-season intercollegiate courses outside of the traditional intercollegiate season can only meet for 175 hours total.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (including all modes of delivery)?

ATHL 1,2,20,21 should be changed to 3 unit courses. Off-Season sport courses need to be aligned with CCCAA regulations. Courses need to be aligned in terms of units offered with hours meeting. 9 week courses should be extended to 18 weeks to eliminate the problem with repeatability.

5. Internal Factors (see Handbook for additional information)

A. **Strengths:** Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.

- Men's Sport programs matriculated 100% of sophomore participants last season.
- Qualified and Experienced Athletic Trainer

- New Associate Dean of Students and Athletics position hired
- New state of the art Wellness Center for training
- Strong support from Board and upper management for athletics
- Department recently contracted with Presto Sports and completely upgraded the athletics' web site. The site is now in full compliance with the CCCAA and also assists the department in maintaining compliance despite not having a sports information position or dedicated stats position.
- Softball field renovations – new batting cage – new home run fencing – fencing to enclose field – new windscreens – and back stop padding.

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

- No Full time faculty or coach currently (other than athletic trainer)
- Trainer is only 40% assigned to athletics
- Athletic director is only 50% assigned to athletics
- Eligibility Clerk duties fall outside of athletic department and are not maintained by Associate Dean of Students and Athletics. This position falls under the direction of the V.P. of Student Services.
- Low assistant coaching stipends and class offerings.
- Low matriculation rates in both female sport offerings.
- Poor enrollment numbers in intercollegiate softball and women's basketball programs
- Poor retention and program stability with softball program.
- Both coaches on current MOU's work full-time jobs off-campus and are only available in the evenings.
- No support staff – program does not have an events manager, administrative assistant, sports informational specialist, equipment manager, in "house" eligibility clerk, assigned academic counselor, field maintenance, or instructional support assistants.
- Poorly maintained softball and baseball facilities. Coaches are not allowed to work on or maintain fields – college does not have enough maintenance staff to upkeep fields currently. Furthermore, the program does not have a field maintenance position or instructional support assistant.
- The last two Foothill Conference Program reviews stated lack of an administrative assistant/support staff as number 1 weakness and area in need of improvement for the Vikings athletic department. Furthermore the athletics department lost all of its temporary workers leaving the department even further understaffed. The department does not have a single support staff employee or temporary worker.
- Issue of repeatability with current courses. Athletic program sport courses are sometimes offered in 9 week increments and we do not offer different course listings or offerings. Therefore, our athletic programs are unable to red-shirt athletes - this is a major set-back for developing and attracting student athletes.
- The gym requires new scoreboards – the current scoreboards are extremely old and one is not working properly.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- Barstow Community College has an excellent online program and is not impacted. Due to the fact that student-athletes must be enrolled as full-time students and have high matriculation rates –

Barstow Community College has a tremendous opportunity of attracting student-athletes who are considering highly impacted Community Colleges and those without online programs.

B. Threats: Current trends and events occurring *outside* the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.

- The Foothill Conference has officially voted and accepted its plan to dissolve following the 2015-16 academic school year. The vote has been finalized. In October 2015 the Western State Athletic Conference voted and accepted Barstow Community College and Victor Valley Community College into the existing conference. BCC will be a member of the Western State Athletic Conference beginning in Fall of 2016. In the October meeting Western State Athletic Conference administrators voiced concerns in regards to the stability of the Barstow Community College’s softball program. Baseball, Men’s basketball, and Women’s basketball were accepted into the Eastern Division. However, the Conference was unable to divide into three divisions for softball due to instability of three programs. BCC was identified as one of the instable programs - furthermore as of current the Barstow Community College Softball program has demonstrated a history of competitive failure. At its current state – BCC softball will face a very serious problem in the new conference with competitive equity.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members attended during the current cycle?

N/A

B. How did this benefit your department and the College?

N/A

C. What are the plans for continuing education and/or professional development in the upcoming cycle?

Coaches are encouraged to attend coaching association conventions and seminars. Budget money has already been reallocated to pay for coaching association memberships and all head coaches annual membership dues have been covered by BCC. We are looking for financial resources to assist with professional development as well as encouraging coaches to attend practices and lectures at other programs.

8. Prior Goals/Objectives

- Briefly summarize the progress your program has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. (Include measurements of progress or assessment methods.)
- If the program does not have prior goals and objectives, please explain.

No program review available for athletics

9 Goals/Objectives/Actions (ACTION PLAN)

A. GOALS: Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.

B. ALIGNMENT: Indicate how each Goal is aligned with the College’s Strategic Priorities.

C. OBJECTIVES: Define Objectives for reaching each Goal.

- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. Strategic Plan, Educational Master Plan, Facilities Plan, Technology Plan), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Barstow Community College has previously aligned athletic courses (“sport courses, intercollegiate courses”) with current instructional guidelines and scheduling. The men’s and women’s basketball courses must align with CCCAA traditional and non-traditional sport seasons. All intercollegiate courses designed specifically for intercollegiate competition must follow the sport season guidelines mandated by the CCCAA. (b) State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901 – All athletic courses listed in the two year schedule must be evaluated for CCCAA compliance. The courses must meet the standards of allowing 175 hours during the intercollegiate sport season and 175 hours during the non-traditional season. Currently, the courses are not in alignment.

FALL SPORTS

CROSS COUNTRY M/W	Max: 8 contests
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	August 27*
Conference competition ends:	3 Saturdays prior to Thanksgiving
Postconference competition ends:	Saturday prior to Thanksgiving
FOOTBALL	Max: 10 contests + 0 scrimmage
Practice/scrimmage may begin:	(See Bylaw 3.12.)
Game/meet/match may begin:	Friday, 14 weekends prior to end of PC
Conference competition ends:	2 Saturdays prior to Thanksgiving
Postconference competition ends:	3 Saturdays after Thanksgiving
GOLF W	Max: 19 contests
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	August 27*
Conference competition ends:	4 Wednesdays prior to Thanksgiving
Postconference competition ends:	2 Wednesdays prior to Thanksgiving
SOCCER M/W	Max: 21 games Tournaments of any kind count game for game
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	August 27*
Conference competition ends:	2 Saturdays prior to Thanksgiving
Postconference competition ends:	2 Sundays after Thanksgiving
<i>(Adopted & effective 10/13/06) (Adopted 4/4/08 effective 7/1/08)</i>	
VOLLEYBALL W**	Max: 21 dates
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	August 27*
Conference competition ends:	Thursday (1 week) prior to Thanksgiving <i>(Adopted 4/3/09 effective 7/1/09)</i>
Postconference competition ends:	2 Sundays after Thanksgiving
WATER POLO M/W	Max: 18 dates
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	August 27*
Conference competition ends:	3 Saturdays prior to Thanksgiving
Postconference competition ends:	Saturday prior to Thanksgiving
WRESTLING	Max: 14 dates
Practice/scrimmage may begin:	August 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	August 27*
Conference competition ends:	Saturday prior to Thanksgiving
Postconference competition ends:	3 Saturdays after Thanksgiving
BASKETBALL M/W	Max: 24 contests (See Bylaw 3.14.1.)
Practice/scrimmage may begin:	October 1 (See Bylaw 3.5.1.) <i>(Adopted 4/1/10 effective 7/1/10)</i>
Game/meet/match may begin:	November 1 <i>(Adopted 4/4/14 effective 7/1/14)</i>
Conference competition ends:	3 weeks prior to end of PC
Postconference competition ends:	Sunday after the 2 nd Thursday in March

*Unless it falls on a Saturday or Sunday, then play may begin on the preceding Friday. *(Adopted 10/13/06 effective 1/1/07) (Adopted 4/4/08 effective 7/1/08)* **Volleyball: Non-conference tournaments shall be a maximum of two (2) days in length.

**B
3**
Contests and
Seasons of Sport

CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION CONSTITUTION AND BYLAWS

SPRING SPORTS

BADMINTON W	Max: 22 19 dates
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	4 Saturdays prior to Memorial Day
Postconference competition ends:	3 Saturdays prior to Memorial Day
BASEBALL	Max: 31 36 games (Adopted & effective 1/1/10 through 6/30/16)
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27* (Adopted & effective 6/21/13)
Conference competition ends:	5 Saturdays prior to Memorial Day
Postconference competition ends:	Memorial Day
GOLF M	Max: 22 19 contests
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	4 Tuesdays prior to Memorial Day
Postconference competition ends:	2 Tuesdays prior to Memorial Day
SAND VOLLEYBALL **	Max: 36 12 dates (Adopted 4/4/14 effective 7/1/14) (Adopted 4/4/14 effective 7/1/14 through 6/30/16)
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	March 1*
Conference competition ends:	5 Saturdays prior to Memorial Day
Postconference competition ends:	4 Saturdays prior to Memorial Day
SOFTBALL	Max: 50 40 games
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	5 Thursdays prior to Memorial Day
Postconference competition ends:	3 rd full weekend in May (Adopted 10/13/06 effective 1/1/07)
SWIMMING M/W	Max: 12 11 meets
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	6 Saturdays prior to Memorial Day
Postconference competition ends:	4 Saturdays prior to Memorial Day (Adopted & effective 4/4/08) (Adopted & effective 6/21/13)
TENNIS M/W	Max: 30 26 dates see Section 3.14.1
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	3 weeks prior to the end of the Ojai Tournament
Postconference competition ends:	Last Sunday of the Ojai Tournament (Adopted 10/13/06 effective 1/1/07) (Adopted & effective 10/3/10) (Adopted 4/5/12 effective 7/1/12)
TRACK & FIELD M/W	Max: 34 12 contests
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	5 Saturdays prior to Memorial Day
Postconference competition ends:	2 Saturdays prior to Memorial Day (Adopted 3/20/02)
VOLLEYBALL M**	Max: 30 21 dates with no more than 4 tournaments
Practice/scrimmage may begin:	January 15 (See Bylaw 3.5.1.)
Game/meet/match may begin:	January 27*
Conference competition ends:	6 Saturdays prior to Memorial Day
Postconference competition ends:	5 Saturdays prior to Memorial Day

*Unless it falls on a Saturday or Sunday, then play may begin on the preceding Friday. (Adopted 10/13/06 effective 1/1/07) (Adopted 4/4/08 effective 7/1/08) **Volleyball: Non-conference tournaments shall be a maximum of two (2) days in length. Colleges shall participate in no more than four (4) tournaments of which no more than two (2) may be two (2) days in length.

**B
3
Contests and
Seasons of Sport**

Section 55000 of article 1 of subchapter 1 of chapter 6 of division 6 of title 5 of the California Code of Regulations is amended to read:

(q) **“Intercollegiate athletic course”** is a course in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. § 55041. Repeatable Courses

(2) Intercollegiate athletics, as defined in section 55000; and 9. Section 58162 of article 5 of subchapter 2 of chapter 9 of division 6 of title 5 of the California Code of Regulations is amended to read:

§ 58162. **Intercollegiate Athletics.**

(a) State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section 55000, which are otherwise eligible for state assistance.

3.1 SEASON OF SPORT

A season of sport may consist of two (2) distinct segments as follows: (Adopted & effective 11/2/12)

A. Traditional—This (practice and competition) segment begins with the sport specific first permissible practice opportunity as identified in Bylaw 3.11 and coincides with the conclusion of the CCCAA state championship(s). (Adopted & effective 11/2/12)

B. Non-Traditional—This (practice and scrimmage) segment is identified within a specified timeframe for those sports approved by the CCCAA Board and as designated in Bylaw 3.17.1. (Adopted & effective 11/2/12)
Statement of Clarification: There will be no organized outside practice and/or competition involving students with eligibility remaining during the academic year (as defined by California Title 5 regulations) except as provided during the season of sport identified in Bylaw 3.11 and 3.17.1.

(See CCCAA Bylaw 3.5.2 for definition of “practice.” See CCCAA Bylaw 3.2 for definition of “contest.”) (Adopted & effective 11/2/12)

3.5

PRACTICE 3.5.1.

Pre-participation Screening Exam (PPE)

A. The student athlete will complete the PPE prior to any practices or any intercollegiate competitions.

B. Student athletes shall complete a thorough pre-participation examination. This screening shall be performed by a licensed physician or other qualified medical personnel who are under the supervision of a licensed medical physician. The PPE shall include: (1) Medical examination (2) Orthopedic examination (3) Review of history/paperwork screen July 2015 Edition 79 B 3

**Contests and Seasons of Sport CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION
CONSTITUTION AND BYLAWS**

C. The student athlete health PPE form should provide a medical history designed to detect conditions that will determine an athlete’s fitness to engage in sports. In no way is the review of history to be misconstrued as a complete health physical examination PPE. (Bylaw 3.5.1 moved from Bylaw 9.3.1 with revision. adopted & effective 10/17/08)

3.5.3

Any meeting, activity, or instruction of more than one (1) member of varsity or separate squads held at the direction of, or supervised by, any employee or representative of the college and occurring within the time periods identified in Bylaw 3 shall be considered a practice. Practice also includes field or floor practice, chalk talks, lectures, demonstrations, and showing of game or training films, etc. There shall be no time period in which practice may occur except that which is identified under CCCAA Bylaw 3.11, 3.17 and 3.19. (Adopted 3/28/13 effective 7/1/13) (Revised & effective 8/27/14)

3.6 PHYSICAL EDUCATION CLASSES

Classes designed as off-season conditioning/skill development for intercollegiate athletes which are conducted outside of the normal season of competition must be credit courses and meet the criteria listed below. Classes conducted during the summer session must also meet the criteria listed below: (Adopted & effective 11/2/12) (Adopted 3/28/13 effective 7/1/13) A. The class is listed in the current college catalog. B. No intercollegiate competition is allowed, including "field trips." C. Football shoulder pads and helmets shall be used only during the fall sport season.

3.19.2 Time Limits for Athletically Related Activities

In all sports, the following time limitations shall apply: A. Maximum 175 contact hours outside the season of sport as defined in Bylaw 3.11 (from the day after last the day of postconference competition through the day prior to the first day of practice) not to exceed twelve (12) hours during any given week.

1. If an **intercollegiate sport class** is designed for enrollment during the sport season as indicated in Bylaw 3.11, those activities taking place on the scheduled dates/ times of the class (as stated in the institution's class schedule) that occur prior to the end of the stated term yet extend beyond the last date of postconference competition for that sport, are not subject to this bylaw.

B. Weekly Hour Limitations—Outside of the Competitive Playing Season: Outside of the competitive playing season, during the duration of each institution's academic term, only a student-athlete's participation in countable athletically related activities shall be permitted. A student-athlete's participation in such activities shall be limited to a maximum of twelve (12) hours per week.

C. Time in classes that qualifies as countable athletically related activities for student athletes shall count towards these hour limitations. D. Computation of Day: A "day" shall be defined as a calendar day (12:00 AM through 11:59 PM).

E. Definition of Nontraditional Day: All nontraditional scrimmages and any associated athletically related activities, including associated travel, on the day of the scrimmage shall not count toward the weekly hour limitation.

F. Definition of Week: A "week" shall be defined as seven (7) consecutive days of a given week, beginning on Sunday and ending on Saturday. G. Hour limitation record: Each institution shall maintain a record of each team's countable athletic related activities.

3.19.2 Time Limits for Athletically Related Activities

In all sports, the following time limitations shall apply:

A. Maximum 175 contact hours outside the season of sport as defined in Bylaw 3.11 (from the day after last the day of postconference competition through the day prior to the first day of practice) not to exceed twelve (12) hours during any given week.

1. If **an intercollegiate sport class** is designed for enrollment during the sport season as indicated in Bylaw 3.11, those activities taking place on the scheduled dates/ times of the class (as stated in the institution's class schedule) that occur prior to the end of the stated term yet extend beyond the last date of postconference competition for that sport, are not subject to this bylaw.

(b) State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport. Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section

**CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION CONSTITUTION AND BYLAWS
CALIFORNIA COMMUNITY COLLEGE COACHES ASSOCIATION COACHES CODE OF PROFESSIONAL
CONDUCT AND ETHICS (Adopted 3/31/11 effective 7/1/11)**

Our mission is to provide California community college student-athletes the opportunity to develop both academically and athletically, which increases their chances for lifelong success. Intercollegiate competition enriches the educational experience helping coaches to turn athletes into student-athletes. The principles of the Coaches Code of Professional Conduct and Ethics are the cornerstones to the coaching profession. They are essential to gaining permission to lead and are critical in gaining the trust of our colleagues and students.

STANDARD 1—STUDENT-ATHLETE ACADEMIC SUCCESS

- (1) Make student-athlete academic success an integral part of measuring programs success.
- (2) Support academic enhancements for student-athletes such as tutorial programs, study halls, dedicated academic advising, the building of study skills, and the formalized requesting of instructor feedback.
- (3) Commit to the principle of student-athlete attainment of educational goals of AA degree, transfer readiness, or certification completion.

STANDARD 2—STUDENT-ATHLETE SAFETY AND WELL BEING

- (1) Place the emotional and physical well being of the student-athlete ahead of a desire to win.
- (2) Provide a safe environment for training, practice, and competition.
- (3) Create an athletic culture that stresses a life free of drugs, tobacco, and alcohol.

STANDARD 3—STUDENT-ATHLETE INTERPERSONAL GROWTH

- (1) Treat each student-athlete as an individual, nurturing their physical and emotional development.
- (2) Respect the personality and character of each student-athlete and reinforce a positive self image.

STANDARD 4—COACH'S PROFESSIONAL BEHAVIOR, ETHICS, AND RESPONSIBILITIES

- (1) Conduct oneself in a manner representing the highest level of decorum in actions, words, and dress.
- (2) Adhere to all CCCAA and sport rules. To teach athletes to deliberately break any rule is unethical and unprofessional.

(3) Be a positive role model. Treat all coaches, players (including our own), officials, administrators, and the public with respect. 262 July 2015 Edition Appendix E CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION CONSTITUTION AND BYLAWS

(4) Demonstrate respect for the sport and opponents by not embarrassing them or running up the score.

(5) Recruit student-athletes in a positive and professional manner regarding your own program and the programs of competing institutions. Understand that "Negative recruiting" is unethical.

(6) Placement at four-year institutions will be done with the best interest of the student-athlete. Student-athletes will be counseled as to how to be recruited so that four-year institutions are treated honestly, fairly, and in a timely manner. Standard 5–Coach's Competency in Educational, Technical, and Administrative Advancements

(7) Seek professional development in the field by such means as the attainment of advanced degrees, and/or professional development through classes, clinics, camps, and seminars.

(8) Seek to provide the best experience for participants and fans by staying abreast of technical advancements within your sport.

(9) Develop management and leadership qualities through all professional mediums that provide opportunities for growth.

STANDARD 6–COACHES' ADHERENCE TO STATE AND COLLEGE CURRICULAR INSTRUCTIONAL GUIDELINES

(1) Fulfill the requirements of teaching to the highest standards.

(2) Develop contemporary curriculum which meets the needs of students.

(3) Participate in the college administration by serving on campus committees.

(4) Understand that a faculty member's role is to serve the entire student body—coaches should seek an instructional load that reflects this principle.

STANDARD 7–COACH'S RESPONSIBILITY TO PROVIDE ACCURATE, TIMELY, COMPLETE RESULTS

(1) Create and maintain an infrastructure that promotes the team with accurate and timely results of competitions. (2) Be current with the newest technological developments in order to further student-athlete and spectator interests.

(3) Develop rapport with members of the media, college, conference, and state statisticians.

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#1	Hire Instructional Support Assistant to assist with staffing the wellness center and fill current voids within the athletic department.	-Promote safety and security within the athletic department, physical education department, and wellness center. -Enhance educational success for athletes and disabled students. -Increase campus culture and engagement among faculty, staff, and students.	#1	BAP submitted for instructional support assistant	Fill out and submit BAP	Completed BAP
			#2	Upon BAP approval and Admin Cabinet approval submit position requisition and justification.	Fill out and submit Position Requisition and Justification for new position.	BAP Approval. Admin Cabinet Approval. Board Approval. Incorporated into District Staffing Plan
			#3	Recruit and select instructional support assistant	Post and recruit for position. Screen applications and conduct interviews. Hire for new position	Position posted. # of applicants # of candidates Successful hire
<i>Additional Information:</i>						
#2	Create Coaching Handbook and publish to online web site	The Coaching handbook assists coaches will understanding safety Strategic Priority #4 as well assisting with an excellence workforce and making resources easily available.	#1	Design and Create a comprehensive Handbook	Accumulate and gather all CCCAA by-laws and resources needed for inclusion	Completed Handbook
			#2	Handbook located on the web site for easy accessibility	Create web link and page on web site navigation bar for storage and access.	Link live on athletics web site
			#3			
<i>Additional Information:</i>						
#3	Coordinate and control intercollegiate athletic participation so that the result will be compatible with the State Education Codes, CCCAA Constitution and By-Laws, and the highest standards of conduct.	This goal directly assists with strategic Priority #1 – Educational Success -Strategic Priority #6 – evidence based decision making.	#1	Create a curriculum that satisfies requirements of CCCAA and state ed code	Coordinate curriculum with ed code and make appropriate suggestions to align sport courses with regulations	All ATHL sport courses will be in alignment with CCCAA and Ed Codes – this can be measured.
			#2	Create and implement a curriculum that is in compliance with CCCAA and Ed Code	Educate managers and instructional leaders on CCCAA and ed compliance for intercollegiate sport courses	All courses will be measured for compliance – 175 hours – season of sport – all CCCAA and ed code regulations.
			#3			
<i>Additional Information:</i>						

ACTION PLAN						
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
#4	Improve enrollment and matriculation rates for our two female sports.	-We want gender equity success in our athletic program – the goal is alignment with Strategic Priority #1 - Educational success. Measurably advance student equity, completion and attainment of educational goals	#1	Increase participation numbers in both softball and women’s basketball programs.	Evaluate current leadership of both programs and asses current effectiveness and trends that may be leading to lack of success.	Measure participation/enrollment numbers at the end of the academic year.
			#2	Improve Matriculation rates to the four year level in both softball and women’s basketball programs	Educate and implement improved recruiting practices for both teams as well as recruiting budget for both sports.	Measure matriculation rates at the end of each year and compare to previous years.
			#3			
	<i>Additional Information:</i>	Women’s basketball should have 16-20 participants and women’s softball should have 25-37.				
#5	Improve stability and competitive equity in the women’s softball program as it moves into the Western State Athletic Conference	We want to improve the image of our softball program and as it reflects on the institution, as well as advance student equity and success	#1	Improve participation, enrollment, retention, and recruiting within the softball program.	Evaluate effectiveness of current leadership and determine if current head coach has ability to lead a competitive program	Completed evaluation of current head coach and/or hire a new head coach for the softball program.
			#2	Current softball program needs to transition from a recreational non-competitive team to a competitive intercollegiate program	Change program philosophy from recreational climate to one that emphasizes intercollegiate participation and competitiveness	Retention numbers will be higher from beginning Fall 2016 end of Spring 2017 – Team will be competitive in that they will be able to compete and play 7 inning intercollege contests with WSAC teams.
			#3	Attract intercollegiate collegiate level athletes who can compete in the WSAC	Effectively recruit at least 25 intercollegiate level athletes for Fall of 2016	Increase number of athletes who visit the college campus and show interest in collegiate athletes as well as maintain a spring roster near 20 with red-shirt athletes.
	<i>Additional Information:</i>					
#6		<i>List all that apply:</i>	#1			
			#2			
			#3			
	<i>Additional Information:</i>					

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Gender Equity Survey
Intercollegiate Athletics

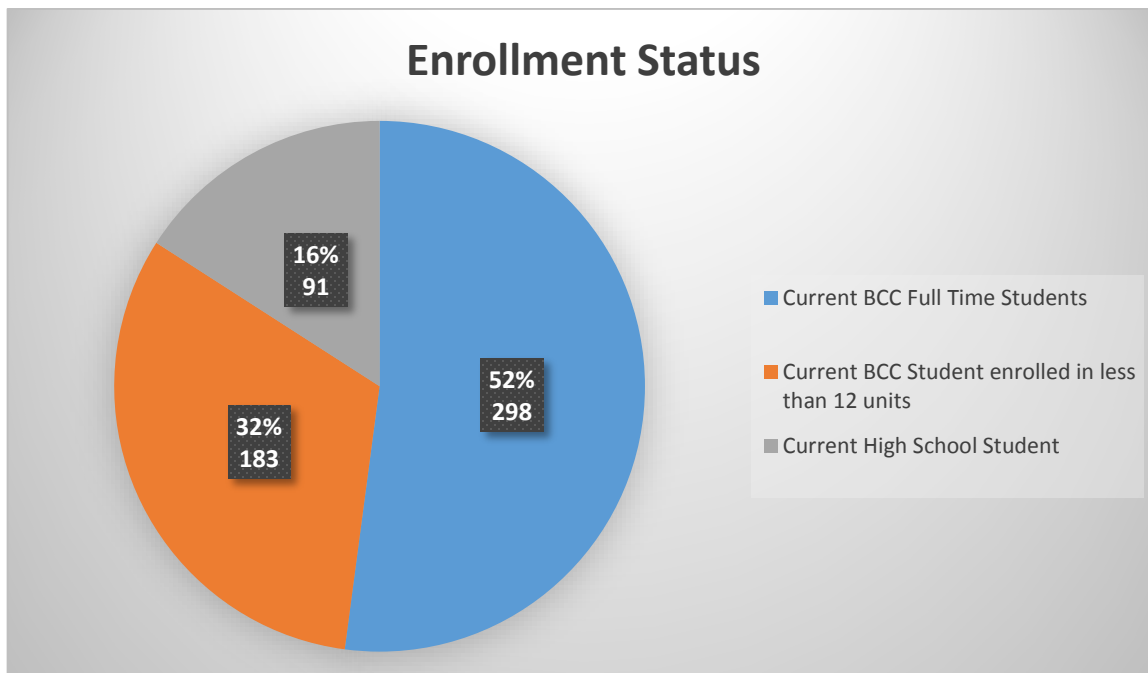
Introduction

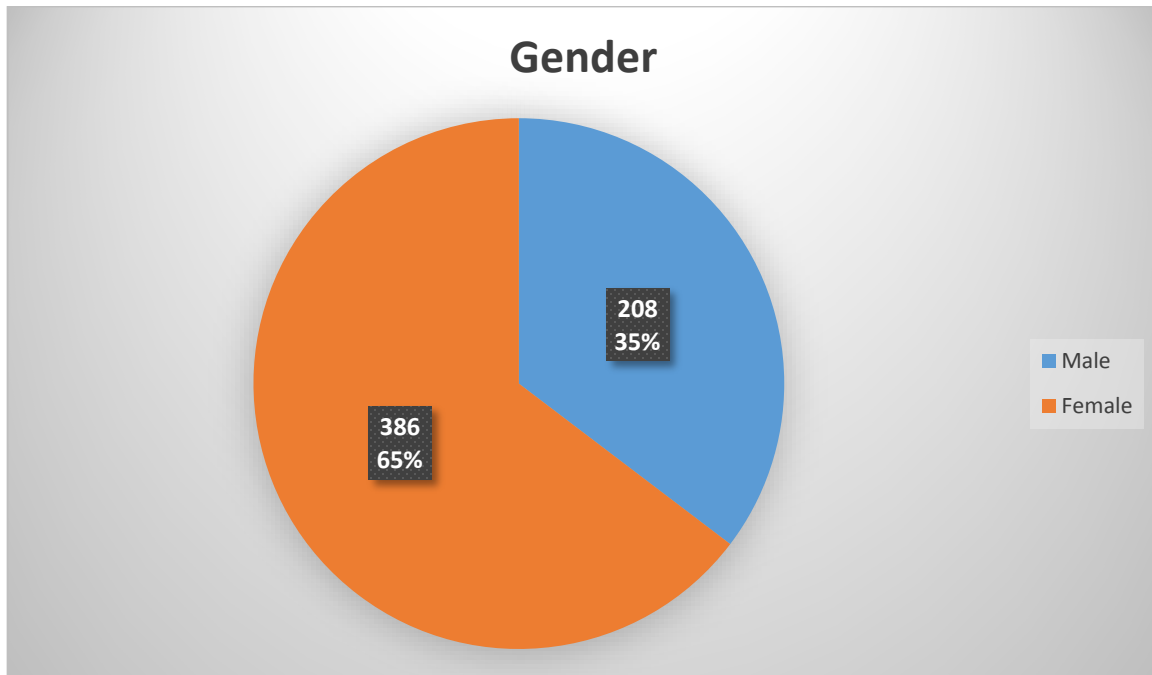
Federal law guarantees fair treatment and equal opportunity regardless of gender in all educational activities and programs, including intercollegiate athletics. Specifically, Title IX of the Civil Rights Act, as amended, states that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”

To ensure that males and females are treated fairly in athletics programs at our institution, Barstow Community College administered the 2015 Gender Equity Survey to determine levels of interest in intercollegiate athletics. Moreover, BCC intends to review the results to make certain that the college fulfills the needs of the students.

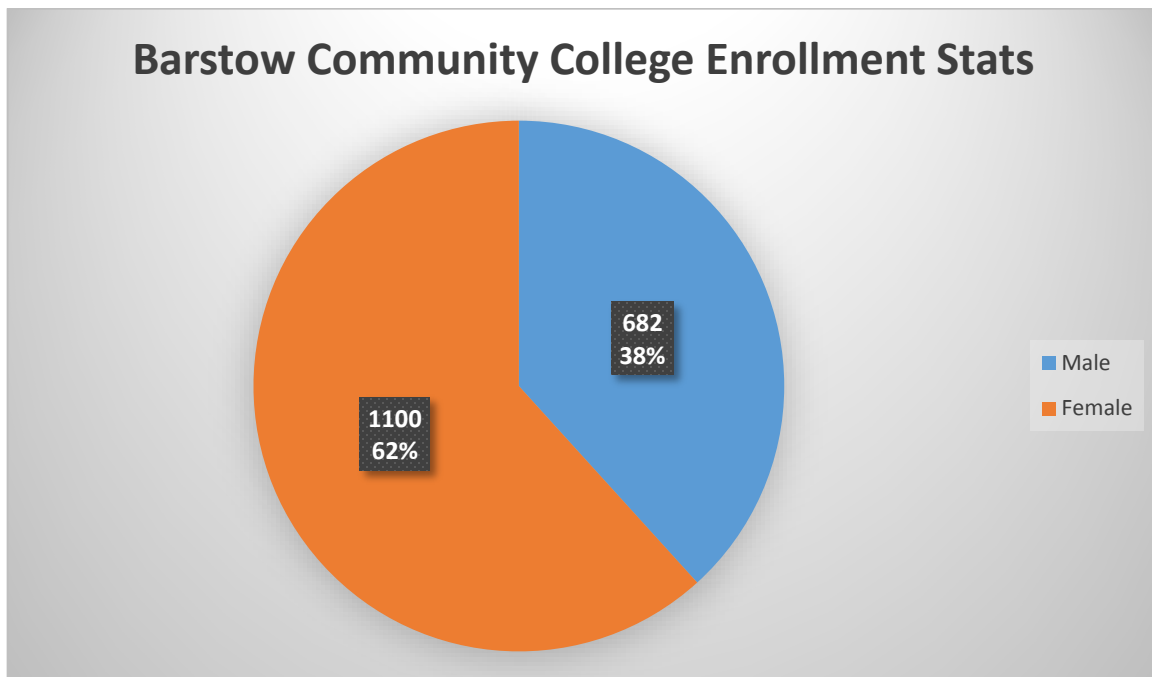
Methodology and Response Demographics

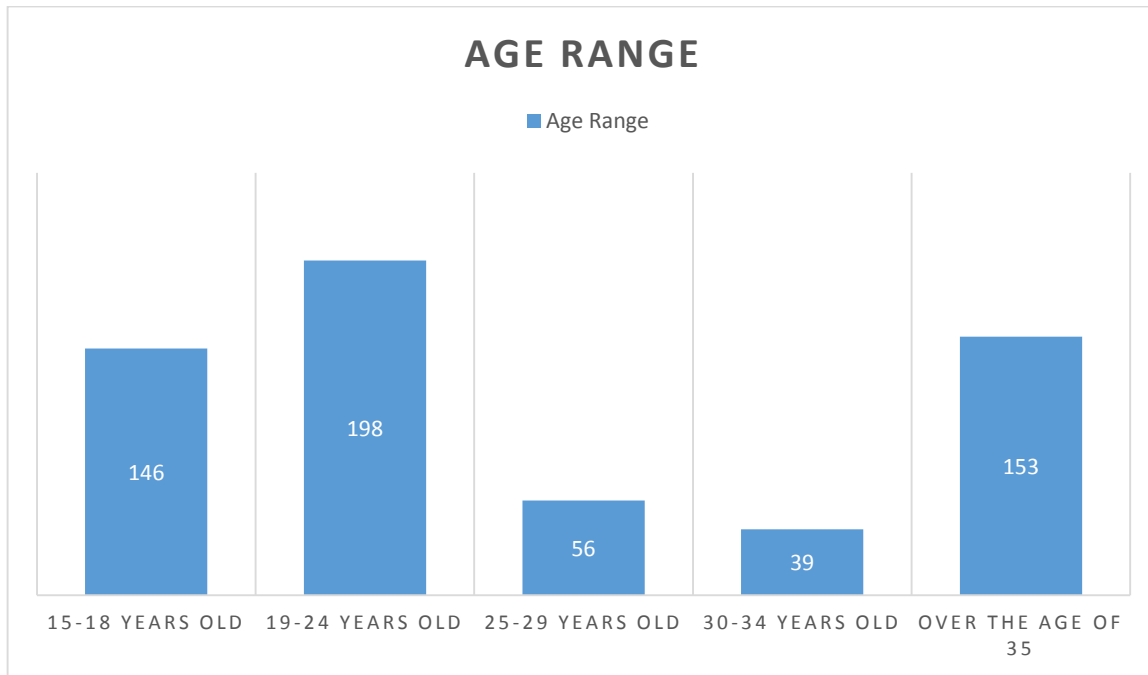
The 2015 Gender Equity Survey was administered in October 2015 and was made available to all currently enrolled Barstow Community College students as well as local regional high school students. The survey yielded a total of 599 respondents – 508 Barstow Community College students and 91 regional high school students. The survey was sent to approximately 3376 Barstow Community College students yielding a 15% response rate – the survey was made available to regional high school students with a return of 91 responses, however we do not have data on how many initial high school students the survey reached. For Federal EADA requirements and institution data reporting we have separated the results gathered from current BCC students and local high school students.



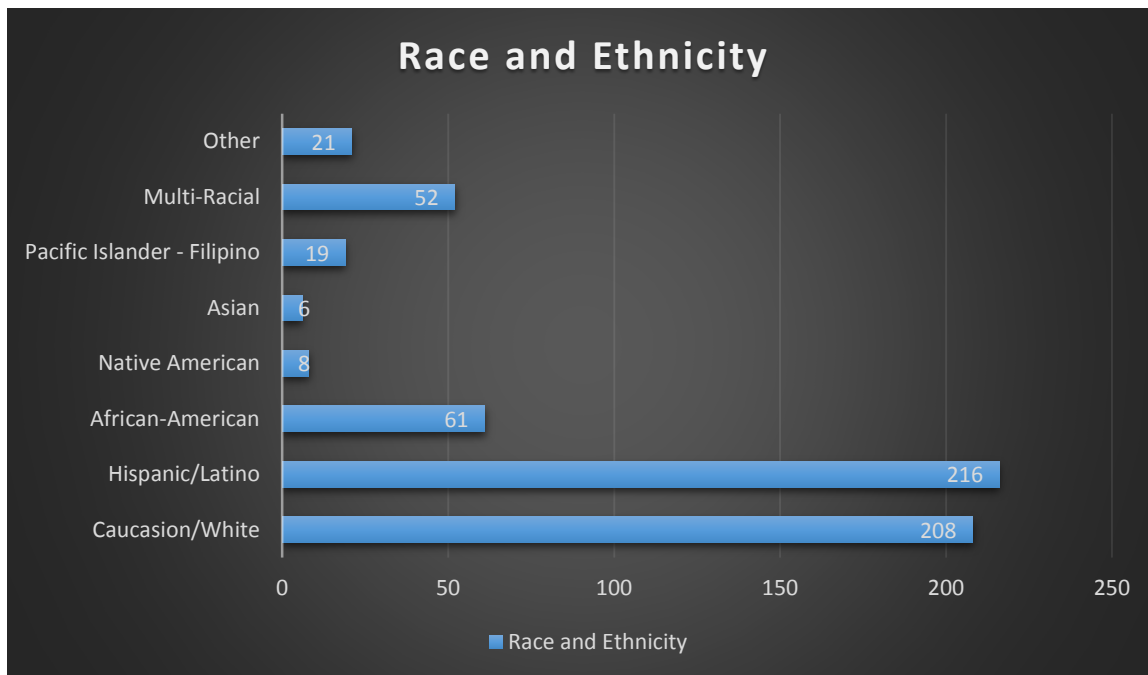


65% of the total respondents were female – Currently Barstow Community College has a full-time enrollment of 62% Female Students (1100). As a result the sample does properly represent the student population at Barstow Community College.

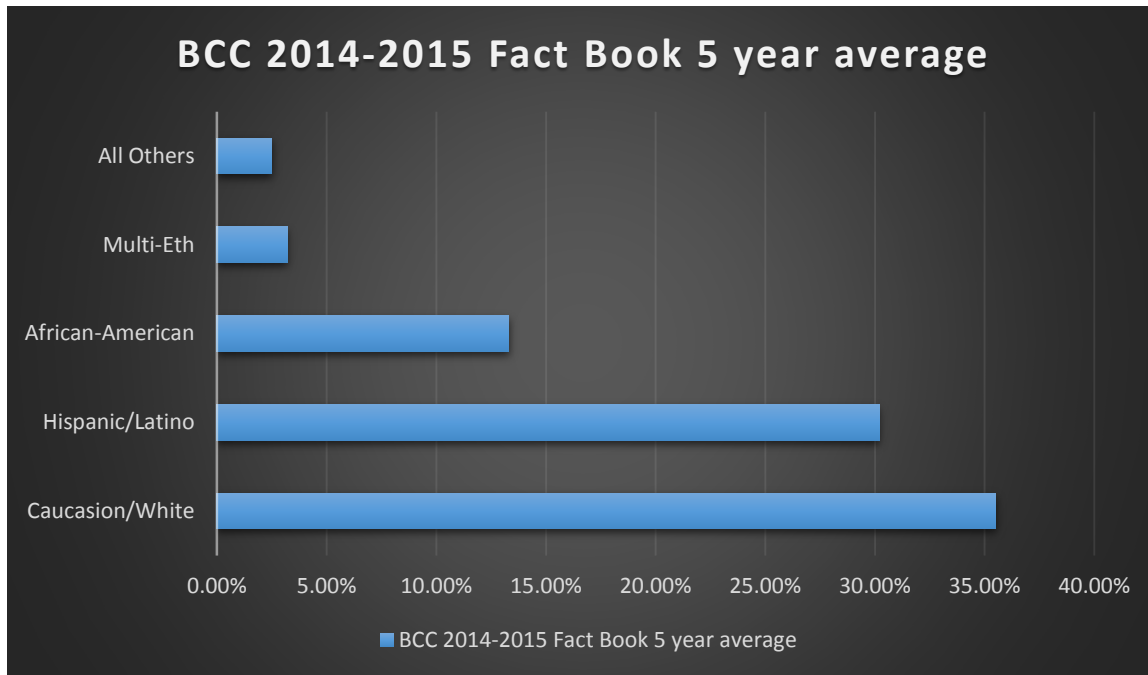




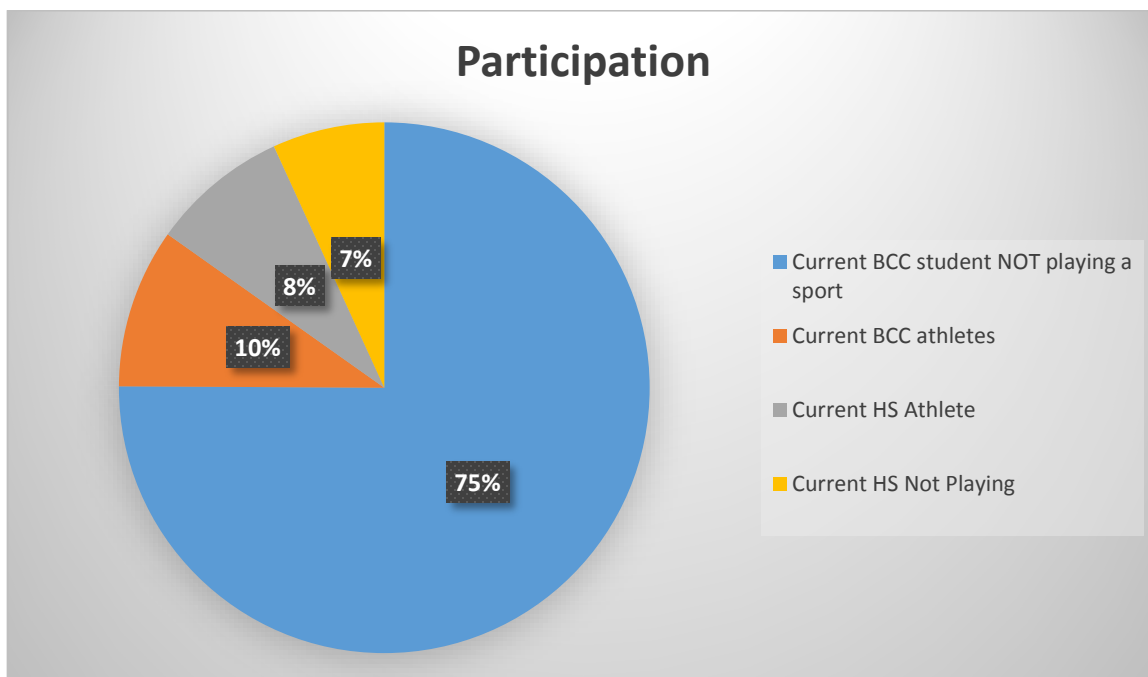
54 % of all respondents fell into the age range of 24 years or younger. Roughly 50% of all Barstow Community College students are distance education students (online) and Barstow Community College also maintains a large number of military students (Fort Irwin Campus). Therefore, it is not surprising that 26% of the respondents were over the age of 35.



The largest categories of respondents were Caucasion/White (35%) and Hispanic/Latino (36%) while African-American’s represented nearly (11%) of the reported Race and Ethnicity demographics. Other ethnic and racial groups represented small percentages, but mirrored the rates for the college as a whole. The Barstow Community College 5 year average for Racial and Ethnic overall enrollment is listed below.



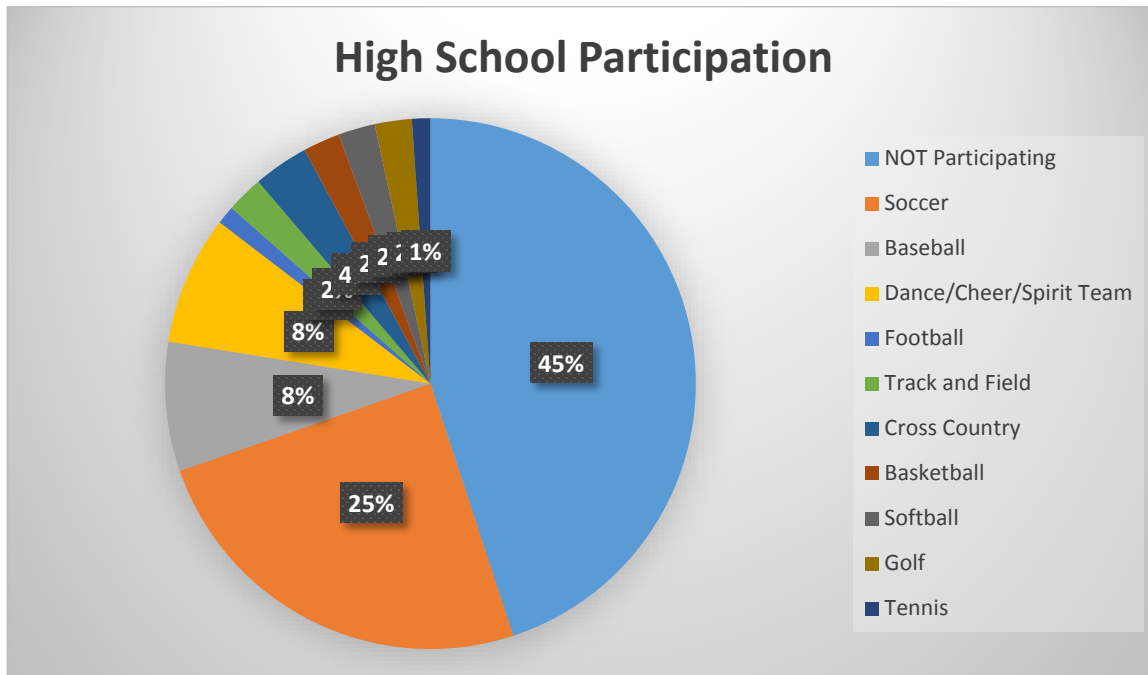
464 of the total respondents stated that they currently do not participate in athletics – (80.89%)



10% of the total respondents are currently BCC student athletes who are participating in athletics at the time of the survey. Currently BCC student athletes represent roughly 2% of the total population and 5% of the total full-time student population.

Results

The majority of respondents indicated that they are currently not participating in a sport (80%) however information gained from the high school respondents was helpful in determining current participation from that demographic.



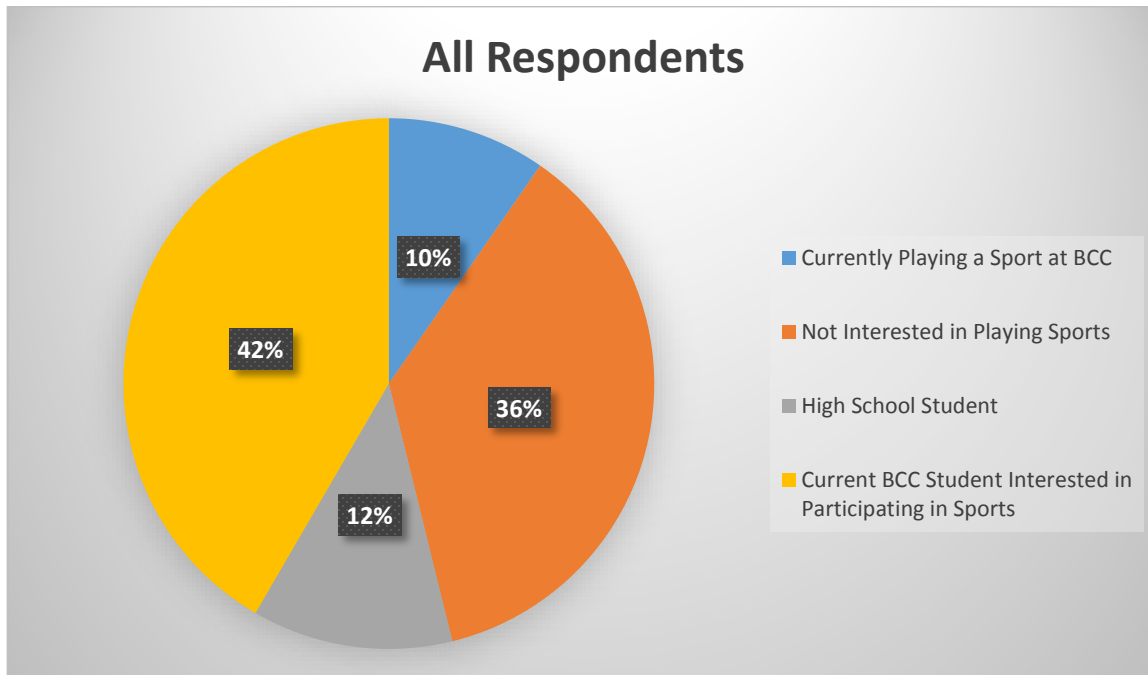
25% of all high school respondents indicated that they are currently playing soccer (22 responses of the total 91). The only other significant participation numbers from this group represent 7 current participants on a cheer/dance/spirit team and 7 current baseball participants, representing 8% of the high school respondent population.

The following graph (Current BCC Sport Interest) represents the sport of interest for our respondents that are current BCC students and are not currently participating in a sport.

For this graph we removed the high school respondents as well as the current BCC student athletes.



It is important to emphasize the fact that the group above was removed from the following:

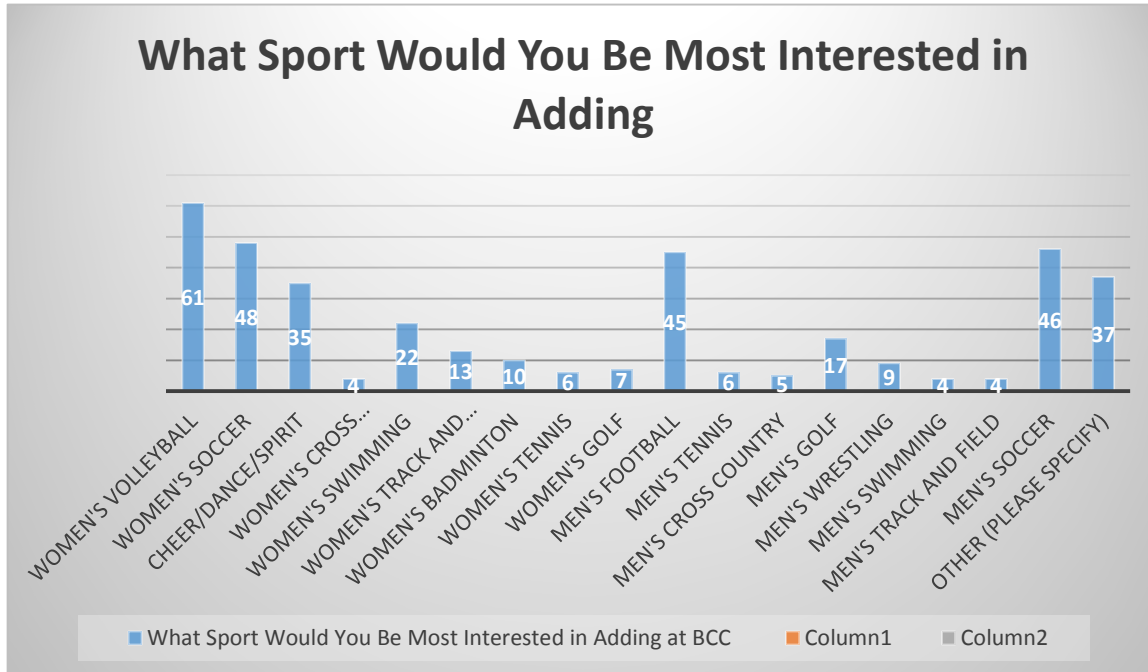


The Current BCC Sport Interest Graph represented the sample population of Current BCC students interested in participating in sports. The 42% above was separated and then broken down into the BCC Sport Interest Graph. The significance of the above two charts is that only 36% of BCC students responded that they are NOT interested in playing sports while 75% of BCC students stated that they are NOT participating in sports. The results do indicate a large discrepancy between the percentage of BCC students not participating in sports and the number whom desire to participate.

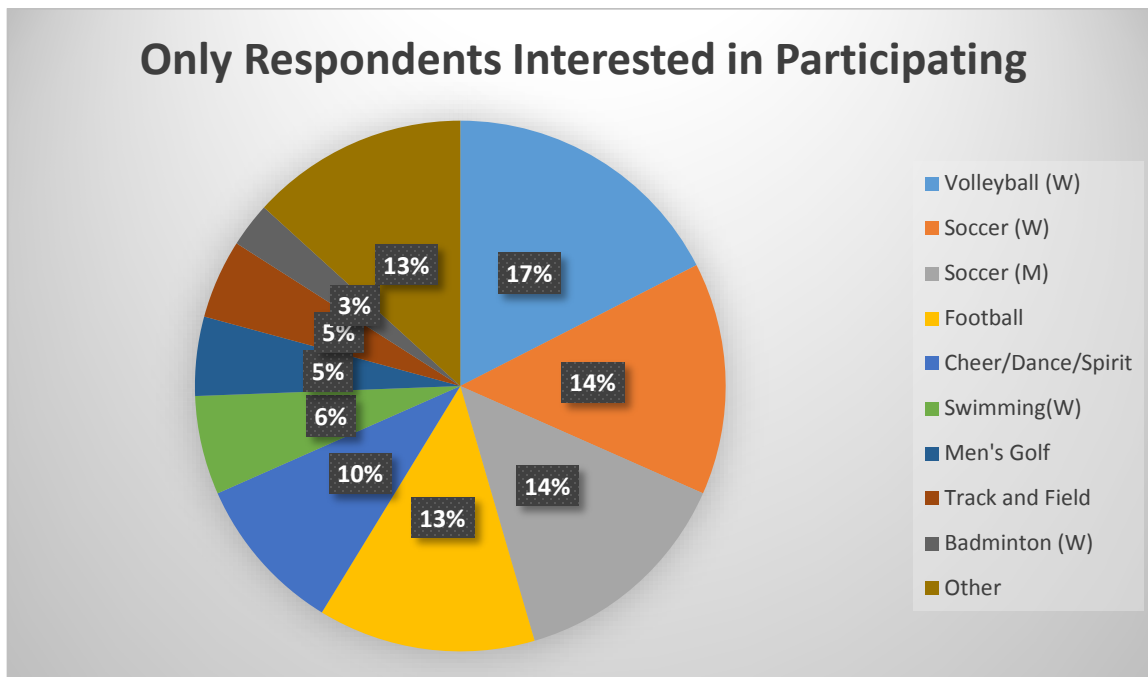
Current BCC interest indicates that soccer is of the highest interest for current BCC students – 39 current students stated that they would like to participate in soccer. Looking back to the high school participation graph – soccer represented 22 current high school participants. Swimming and Volleyball received the next highest interest from our current students (29 and 24) while track and field finished with 18 and Cheer/dance/spirit finished with 16. One aspect Barstow Community College must address is the fact that 17 current students stated that they desire to participate in softball and 10 current students stated that they desire to participate in women’s basketball at Barstow Community College however they have chosen not to play. This number exceeds the current participation levels on the softball intercollegiate team, for which is below 17. Women’s basketball also maintains low levels of enrollment.

PROGRAM REVIEW: Athletics

Currently Barstow Community College offers (Baseball, Softball, Men’s and Women’s Basketball) – what sport would you be most interested in adding at BCC?



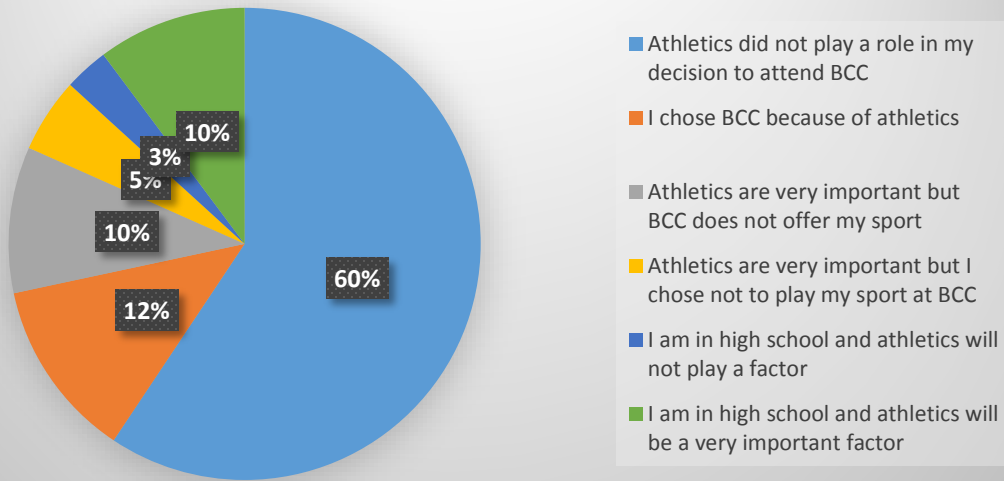
The next chart will eliminate those not interested in participating in sports at the collegiate level



61 Respondents listed Volleyball as the sport that they would most desire BCC adding. Women’s Soccer finished with 48 responses and men’s soccer had 46. Based on the survey our current students as well as our local high school students have shown a strong interest in adding the women’s sport of volleyball and soccer, as well as men’s soccer. The results for Cheer/Dance/Spirit must also be analyzed as that category received strong support through-out the survey as well.

Choosing a College

How important are Athletics for you when choosing a college



Annual Update #1

Academic Year:

1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) (from #3B of full PR)

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Improve enrollment and matriculation rates for our two female sports.	#1			
		#2			
		#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Improve stability and competitive equity in the women's softball program as it moves into the Western State Athletic Conference	#1			<input type="checkbox"/>
		#2			
		#3			

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE		ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1			
		#2			
		#3			

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

D) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Improve enrollment and matriculation rates for our two female sports.	#1		
	#2		
	#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2	Improve stability and competitive equity in the women's softball program as it moves into the Western State Athletic Conference	#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source