



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:

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[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:

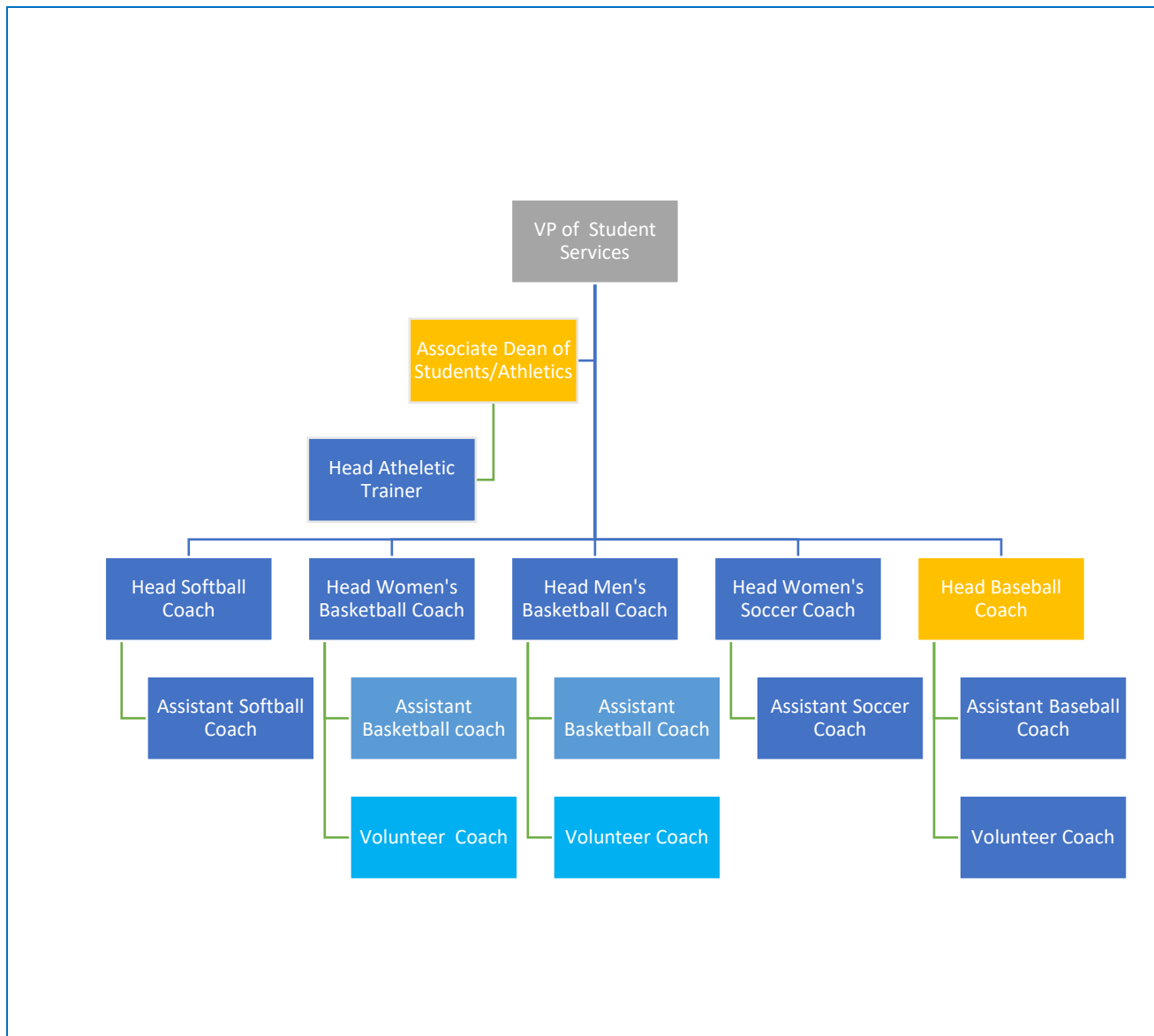
### A. Organization, including staffing and structure

- 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 new Head Athletic Trainer (9/17) who serves in the capacity as a classified employee. This position was also designed to assist the Associate Dean with departmental duties. However, given the volume of work required to be the lone trainer for four intercollegiate teams and the constraints of an hourly employee this support role is unfeasible during the fall and spring semesters.

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 – five if you include the suspended Women’s Soccer program. All coaching positions are part-time stipend based positions. The lone exception is the Head Baseball Coach who also serves in the role as the Associate Dean. The Head Coach stipend for head coaches from baseball, softball and soccer is \$9950. The Men’s and Women’s basketball coaches earn stipends upwards of \$30,000. All assistant coaches receive a minimal adjunct class load and a stipend of \$3,000.



**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%	19 and under = 22.7 % 20-24 = 26.7% 25-29 =16.2% 30-34 = 11.6%	Under 18 = 9.4% 18-21 = 29.8% 22-25 = 16.4% 26-30 = 14.3%	Under 18 = 0% 18-21 = 89% 22-25 = 6% 26-30 = 3%

Other ages = 5%-7%	35-39 = 7.8% 40-49 = 9.8% 50+ = 5.2%	31-39 = 14.9% 40-49 = 9.4% 50-69 = 5.4%	Over 30 = 1.5%
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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)	<b>BASKETBALL (M)</b>	<u>HEAD: Wright</u>
	ATHL 20	Basketball (Men)	Fall (Head Coach)	SPR (Head Coach)	<u>2 sections in Fall</u>	<u>ASST: Erwin</u>
	ATHL 31	Sports Conditioning For Intercollegiate Athletes	<b>NOT OFFERED Or Varied</b>	SPR 15 (Asst. Coach)	<u>2 sections in spring (ATHL 31 -- Varied)</u>	
Basketball (W)	ATHL 2	Intercollegiate Basketball (W)	Fall (Head Coach)	SPR (Head Coach)	<b>BASKETBALL (W)</b>	<u>HEAD: Davis</u>
Basketball (W)	ATHL 21	Individual Basic Skills Of Basketball (W)	Fall (Head Coach)	<b>NOT OFFERED</b>	<u>3 sections in Fall</u>	<u>ASST: Erwin</u>
Basketball (W)	ATHL 22	Team Strategies Basketball (W)	<b>NOT OFFERED</b>	SPR (Head Coach - usually)	<u>3 sections in spring (ATHL 31 – Fall &amp; Spring)</u>	
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)	<b>NOT OFFERED</b>	SPR Walker	<b>BASEBALL (M)</b>	<u>HEAD: King</u>
Baseball (M)	ATHL 23	Baseball	Fall (Head or Asst.) 2 sections (back to back)	<b>NOT OFFERED</b>	<u>3 sections in Fall</u>	<u>ASST: Walker Fisher</u>
Baseball (M)	ATHL 31	Sports Conditioning For Intercollegiate Athletes	Fall (Asst. Coach Usually)	SPR (Fisher)	<u>2 sections in spring (ATHL 31 – Fall &amp; Spring)</u>	
Softball (W)	ATHL 10	Intercollegiate Softball (W)	<b>NOT OFFERED</b>	SPR (Head Coach)	<b>SOFTBALL (W)</b>	<u>HEAD: Syrek</u>
Softball (W)	ATHL 25	Women's Softball	Fall (Head Coach)	<b>NOT OFFERED</b>	<u>2 or 3 sections in Fall</u>	<u>ASST: Pollack</u>
Softball (W)	ATHL 31	Sports Conditioning For Intercollegiate Athletes	Fall (Head Coach)	<b>NOT OFFERED</b>	<u>1 sections in spring (ATHL 31 – Fall)</u>	

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: <span style="border: 1px solid black; padding: 2px 10px;">NA</span>	
	Part-time: <span style="border: 1px solid black; padding: 2px 10px;">                         Efficiency = <b>1357.76</b>                          Total WSCH = 2596.03                          Total =                     </span>	
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) 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.

ATHL 9 & 26 have been added to curriculum to accommodate the adoption of the Women's Soccer Program

- 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, ATHL 9 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 programs continue to matriculate student-athletes at impressive rates (over 90% in last 3 years)
- Qualified and Experienced Athletic Trainer

- New state of the art Wellness Center for training
- Strong support from Board and upper management for athletics
- Presto Website has proven to be worth every penny in terms of outreach and making our department look professional and relevant.
- Quality coaches who are here to serve our student-athletes
- New Softball coach will grow the program and add stability... if we can keep him around

**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 coaches
- Athletic director is only 50% assigned to athletics
- Very low assistant coaching stipends and class offerings.
- Low compensation packages for head coaches makes recruiting and retaining coaches a challenge
- 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.
- 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 state is considering conference realignment for 2018-19. The message received has been that BCC will definitely be involved in this re-shuffle. This could result in a new formation of the old Foothill, possibly a move with small schools, possibly a move to include more northern schools

or something in between. This could turn out to be a benefit but could also potentially create competitive imbalances as well as increased travel.

## 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.)*

Program goals:

- 1) Get the Women’s Soccer program up and running for 2018-19
  - a) Strategic priorities 1, 2, 3 and 5
- 2) Athletics Staff retention- Coaches, Trainer, Counselors, Eligibility Specialist
  - a) Strategic priorities 1, 2, 3, 5 and 7
- 3) Improve GPA and transfer rates among Women’s teams
  - a) Strategic priorities 1, 2, 3 and 5

