A. **ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND STUDENT SUCCESS:** Perform a SWOT analysis of your program, indicating the **STRENGTHS, WEAKNESSES, OPPORTUNITIES, and THREATS** in relation to program goals and available resources, including an evaluation of the curriculum in terms of student needs. Analyze the external factors affecting program goals and performance, e.g., changes in demographic, educational, social, economic, workforce, or global trends; evolving technology; demand (based on enrollment trends or other factors); linkage with other related campus programs, services, or committees; local availability of similar programs; availability of auxiliary funding. Include supplemental survey results and other data whenever available. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Retention, Success); 1999-2000 Program Planning Summary; Other____________)*

1. **Internal factors:** We currently offer 14 sports, 7 for men and 7 for women. We are currently working to increase our numbers but still have a way to go to be equal (42% women, 58% men). The law says as long as we continue to make progress we remain in compliance. 9 FT staff and 5 PT staff coach sports, a big improvement over five years ago. Athletes are transferring at a rate of 81% and retention has improved each year. We are becoming more reliant on fundraising for sports and must be proactive to ensure we have adequate funds. Locker rooms, gyms and team rooms will be renovated soon with Measure E dollars. Coaches need to be part of the planning to ensure facilities meet the needs of each individual sport. Transportation for teams continues to be a major issue. It is still difficult for us to get Campus wide support for our programs. Attendance is small at contests and our media coverage is poor. Coaches must update web pages and the media guides still are a frustration to get completed. The sports medicine staff is an integral part of the athletic program. Currently there is only one full time trainer on the staff creating increased liability and horrendous workload for one person.

2. **External factors:** Conference schedules that are dictated to us create dramatic budget issues for some sports. Costs for officials, entry fees and travel are more expensive each year.

B. **STUDENT SUCCESS EVALUATION:** Briefly discuss how the program is performing relative to program and college projections for student success. Comment on specific student success programs or services provided by the college that you perceive to be particularly valuable to your students. Identify unmet needs related to student success. *(References: Educational Master Plan; Curriculum Sheet; Department and All-College Program Review Data (Success); 1999-2000 Program Planning Summary; Other__)*

The athletic department created its first annual report on student success showing 81% transfer rate for 2001/2002 academic year. Reports on student transfer are available for the past five years showing a steady increase in student transfer and success.

C. **STUDENT EQUITY/DIVERSITY ANALYSIS:** Student equity may already be defined as a factor in the above assessments. Use this section to offer additional observations and to specify other needs related to bringing your program into alignment with college or program goals for student equity. *(References: Educational Master Plan; Division and All-College Program Review Data (Success by Ethnicity, Gender, Age); Other_______________________)*

Student success and transfer rates are equally divided across gender and ethnicity.

D. **ACTION PLANS AND PROPOSED PROGRAMMATIC CHANGES:** Review the Education Master Plan (EMP), Partnership for Excellence (PFE) goals, Curriculum Sheet, and Department Program Review Data. Using measurable terms, describe the program's goals related to these documents. *(Examples: “The number of students issued a Career Certificate will increase by five over last year's figure.” “The program will initiate an advisory board.” “Faculty will examine learning goals for their programs and courses.” Etc.)

1. **Program Goals Related to Educational Master Plan and Partnership for Excellence:**
   a. All sports should be coached by full time instructors
   b. Student athlete transfer rate to remain above 75%
   c. The number of women participating in sports should continue to improve by 5% annually.
   d. Creation of study hall for student athletes with poor progress.
   e. For health and safety reasons it is imperative we have two full time athletic trainers.
2. Other Program Improvement Plans:
   a. Create open hours for student athletes in weight room
   b. Create more community service programs where student athletes can give back to both campus and local community

E. ENROLLMENT AND PRODUCTIVITY GOALS (References: Program Review Data Sheet (Enrollment and Productivity); Other________________)

See PE program review

F. SUMMARY OF RESOURCES REQUESTED: Summarize resources needed to reach program goals and describe the expected outcomes for program improvement. (Specifically what will be the outcome of receiving these resources? What will happen if the resource requests aren't granted?) Complete any of the following sections that apply to your current program needs.

1. FULL-TIME EQUIVALENT FACULTY OR STAFF NEEDS:
   a. Two full time athletic trainers
   b. Sports Information Director

2. FACILITIES NEEDS: (Include all aspects of the physical setting, e.g., room size, seating type and arrangement, multimedia equipment, lab stations, etc., that might provide a more effective student learning environment.)

   See PE program review and Gender equity report

3. MATERIALS AND SUPPLIES BUDGET AUGMENTATION:
   Ensure annual COLA for increases in sport costs

Evaluation of academic year 2001-02.
Date of evaluation: February 6, 2003
List names of participants assisting in this program review.
Primary program contact person: Sue Gatlin
gatlinsusan@fhda.edu
Full-time faculty:
   - Doug Boyett
   - Shanan Rosenberg
   - Marshall Sperbeck
   - Kara Giannetto
   - Tom Liner
   - Jody Craig
   - Ross Gerry
   - Dixie Macias
   - Laurie Bertaini
   - Gene Scattini

Part-time faculty:
   - Liz hunter
   - Warren Voyce
   - Jeff Bissell

Administrators:
   - Sue Gatlin

Classified staff:
   - Liz Hunter, Warren Voyce

Students:
## Program Name: ATHLETICS

**Degree/certificate options available:** AA/AS Physical education

### PROGRAM MISSION AND OUTCOMES:

#### DIRECT OUTCOMES: Program-Specific Outcomes and Attributes Desired of Program Graduates

<table>
<thead>
<tr>
<th>PROGRAM CONTENT PROFICIENCIES/ COMPETENCIES</th>
<th>BEHAVIORS: What should a student be able to do upon graduation?</th>
<th>REQUIRED PROGRAM COURSES related to this outcome: Where do students acquire experience?</th>
<th>OUTCOME MEASURES — Evidence or Sample Demonstrating Deep Learning: How do we know what a student has achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic first aid</td>
<td>Administer CPR/First Aid</td>
<td>HP 67B</td>
<td>Red Cross Certificate</td>
</tr>
<tr>
<td>Team work</td>
<td>Work with diverse group of individuals successfully</td>
<td>Any HP Intercollegiate class, dance production or team sport class or activity class</td>
<td>Video tape of sport or dance performance, written work-out program,</td>
</tr>
<tr>
<td>Organization</td>
<td>Coach a team, manage a performance, lead a class</td>
<td>HP 1, HP 72, HP 37, HP 67ABC, HP 70</td>
<td>Team statistics, coaching manual, production schedule, play book</td>
</tr>
<tr>
<td>Leadership</td>
<td>Coach team, organize performance, lead a class</td>
<td>HP 1, HP 72, HP67, HP37</td>
<td>Letter documenting Teaching/Coaching Internship, Written description of class project.</td>
</tr>
<tr>
<td>Anatomy/physiology of the body</td>
<td>Name and use correct body mechanics, correct terminology for muscle and skeletal system</td>
<td>BIOL 40A, 40B, 40C, PT 55</td>
<td>Successful completion of anatomy/physiology courses, Manual or labeled diagrams</td>
</tr>
<tr>
<td>Health related fitness and training techniques</td>
<td>Demonstrate a variety of physical skills and techniques</td>
<td>A variety of activity courses in HP</td>
<td>Portfolio with class syllabus, transcripts and reports</td>
</tr>
</tbody>
</table>

### CORE COMPETENCIES:

**Outcomes and Attributes Distinct to This Program**

<table>
<thead>
<tr>
<th>CORE COMPETENCIES</th>
<th>Communication</th>
<th>Computation</th>
<th>Creative, Critical &amp; Analytical Thinking</th>
<th>Community/Global Consciousness &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 52, HP 72, any intercollegiate class, team sport classes; English, and Speech</td>
<td>HP 52, HP 72, any intercollegiate class, team sport classes; English, and Speech</td>
<td>Any intercollegiate sport class, HP 72, HP 52, HP 1, HP 37, Algebra, statistics</td>
<td>Intercollegiate programs, HP 1, HP 37, HP 72</td>
<td></td>
</tr>
<tr>
<td>Copy speech, video of dance production or team play, letters of reference</td>
<td>Individual season team statistics, copy production budget, copies of class projects</td>
<td>Playbook, video of dance, coaching handbook</td>
<td>List community service projects. Letters documenting involvement in project</td>
<td></td>
</tr>
</tbody>
</table>