

SYSTEMATIC PROGRAM REVIEW
Academic Affairs Program Review
Physical Education and Athletics
Fall 2006

PART I. CURRICULUM

- 1.1 The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

New courses are generally developed based on student need and interest shown by students in certain academic or activity areas.

Since the spring of 2003, we have added two intercollegiate sports for women and one for men. Women's golf and tennis and men's golf have been added. A full time instructor/softball coach was added to our division one year ago. Two new Health classes have been added to our course offerings. Women's Health Issues and Stress Management have been added since the last program review.

We are in the process of adding new degree programs in Athletic Training and Recreation.

- 1.2 Course requisites have been reviewed and are consistent with validation criteria.

All course requisites have been reviewed and are consistent with validation criteria through the AP&P committee.

- 1.3 Each course will be reviewed to determine which need to be revised and which need to be updated.

Courses are reviewed and revised on a regular basis. All courses have been revised and updated since the Spring of 2003.

The physical education faculty reviewed every course in the 2005-06 school year to determine which classes should be revised, updated and which classes needed to be made obsolete.

- 1.4 Vocational Programs/Courses are in compliance with industry standards, advisory committee recommendations and state/federal funding guidelines.

We do not have any vocational programs in our division. The only one that could have qualified was the Athletic Training program but the faculty chose to make it transferable.

- 1.5 Courses are taught within the parameters described in the outline of record.

Courses are taught within the parameters of the course outline of record. Course syllabi are turned into the Dean at the beginning of each semester for review. Instructors are required to teach the course outline of record and a systematic evaluation process is in place to ensure that instructors meet this standard.

- 1.6 Division faculty have deleted courses from the college catalogue which have not been taught in 3 years. If the course was not deleted, it was revised.

Division faculty have revised or deleted courses from the college catalogue that have not been taught in three years.

- 1.7 Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

Explain how the diversity goals of the college are integrated in the courses and programs.

All classes taught and intercollegiate sports programs offered are open to all students. Our enrollment patterns and sports participation somewhat mirror the racial and ethnic diversity of the general college population and the community as a whole. In the Fall of 2006, 34.9% of students taking our Physical Education classes were White Non-Hispanic, 29.6% were Black Non-Hispanic and 22.9% were Hispanic. Slightly more than half of our students are female. However, in athletics more than half of our athletes are male even though we offer more sports for women than we do men. Our faculty demonstrates a sensitivity and appreciation to the diverse population of our campus. A Physical Education instructor has been nominated by the Senate for a diversity award three years in a row. Women's Health Issues, HE 201 was added to our Health Education curriculum. This course meets the Diversity Studies requirement for graduation.

One area that lacks success in meeting the numbers is gender equity. Although we offer two more sports for women athletes, there are less women participating in intercollegiate sports than men. Our faculty are making attempts to recruit more female athletes.

- 1.8 Course scheduling provides students with reasonable access to meet their educational objectives.

Our division course offerings provide students with reasonable access to meet their educational objectives. Courses are offered in the AM, PM and on weekends. Health Education classes are offered online. Practices for athletes are scheduled as to not conflict with the majority of campus course offerings during peak times.

- 1.9 Course scheduling promotes strong enrollment patterns.

What factors contribute to strong enrollment patterns?

The times that the classes are offered and what classes are offered contribute to strong enrollment patterns. Faculty and the Dean work together to insure that schedules promote strong enrollment patterns. Coaches are recruiting year round to insure strong enrollments in the intercollegiate classes.

How has scheduling provided for better student access?

More class offerings in the 8 am to 11 am or the 5 pm to 9 pm have provided the students better access. Also the addition of more Saturday offerings and online classes has provided for more student access.

What barriers exist that weaken student access?

The biggest barrier by far in the physical education/athletics division is lack of facilities in general. This has been noted and reported by the faculty at least once a year for the last 15 years. We do not have a classroom that we can use every semester to teach our lecture classes in during the peak hours. With at least just modern 2006 facilities, we could increase our class offerings and enrollments. Our division's facilities are very antiquated, inadequate and too small. When our facilities are compared to other local community colleges, they are a joke and a disgrace.

What can be done to alleviate these problems

To alleviate these problems we can follow the Facilities Master Plan. When we add the Fitness Center and make the renovations in the division's facilities, we will be able to offer more classes and make the division more accessible to the students. In the short term, we would like to have the ability to designate classrooms on campus for Physical Education use as some of the other Division due.

1.10 Courses are articulated with local high schools and institutions of higher education.

Courses are articulated with institutions of higher education such as the UC and CSU systems. We currently do not have articulation agreements with the high schools.

Please provide a brief description of faculty and dean's efforts toward articulating with high schools and institutions of higher education.

The faculty and the Dean work closely in coordinating efforts with the AVC Articulation Officer to insure that our Physical Education classes transfer to four year colleges. Many of our classes are developed to assist students in this process. Many of our intercollegiate sports programs here at Antelope Valley College mirror the sports programs offered at the local high schools. Many of our student athletes transfer on to four-year institutions with athletic scholarships. We have a full-time athletic advisor to ensure matriculation.

What are the strengths and weaknesses of the articulation process?

The strengths of the articulation process are the attraction we have for the many students who wish to enroll in our classes and the fact that most of our classes meet the UC and CSU general education requirements. A weakness is the fact that we have only one academic advisor for the student athletes in fourteen sports.

If necessary, what can be done to improve the articulation?

To improve the articulation process we could possibly hire an assistant academic advisor for our student athletes.

1.11 Faculty and staff have developed innovative instructional strategies to meet student needs and staff development supports the development of these strategies.

What innovative, instructional strategies have faculty developed to better serve our students?

To better serve our students, our faculty have developed innovative instructional strategies by staying current with the constant changing trends by attending conventions, seminars and clinics. Our faculty use modern technologies including but not limited to DVD and video analysis, Power Point presentations and internet based activities. Many instructors incorporate multi-media presentations and incorporate lessons that take place in the learning center where on-line lessons supplement traditional lesson formats. Many faculty are continuously involved in ongoing education.

In what ways do classified staff and/or student assistants help support faculty efforts?

We have three classified employees and 3 hourly employees within our division. Our men and women's equipment managers assist instructors as well as coaches setting up for classes and athletic events. Our administrative assistant helps all instructors and coaches with a multitude of jobs. Our classified and hourly student assistants support all of our division's needs.

1.12 Faculty and staff are familiar with and work closely with other student services and instructional support services staff in program development and student referral.

What is the relationship between the program under review and the following student support services?

Assessment	Financial Aid	Job Placement Center
Career Center	Disabled Student Services	Student Development
Transfer Center	EOPS/CARE	Outreach
Counseling	Veteran's Affairs Office	Admissions and Records
New Directions		Cal Works
Matriculation		
Learning Center	Library	
Math Lab	Instructional Media Center	
Writing Center	ESL Support Program	
Reading Lab	Academic Divisions	
Tutoring Center		

Our division has an excellent rapport with student services and instructional support services. All of our instructors are made aware of the services offered by the Learning Center. Our athletes really take advantage of the assistance provided by the Learning Center and Library. The Math Lab, Writing Center, Reading Lab and Tutoring Center have been valuable to all of our students, especially our student athletes. Dorothy Williams and Dr. Caproiu have personally been responsible for many of our athletes getting their degrees and therefore being able to receive full scholarships to four year colleges.

Many of our students and faculty participate in outreach programs. Athletes and cheerleaders participate in various parades and activities. Many of the division's students are on financial aid. Our coaches work very closely with the Financial Aid department personnel. Admissions and Records works very closely with our coaches on eligibility matters concerning our student athletes.

Counseling provides additional support when our athletic academic advisor is on vacation or not available. Our athletes are fortunate to have a full time academic advisor providing educational plans for them to follow toward graduation.

It is our division's opinion that the student services and instructional support services staff are available, very supportive, relevant and provide current materials and services.

- 1.13 The programs meet one or more of the primary goals articulated in the College Mission Statement.

The programs in the Physical Education and Athletics division provide transfer education and student services. Students are able to obtain an associate degree in physical education. Students who complete our transfer coursework, along with the required general education courses, can complete upper division (junior & senior) work at accredited four-year institutions through our articulation programs with universities. Our student athletes receive student support services through our academic advisor. These services support the needs of students in pursuing and achieving their educational goals.

- 1.14 The development of new and revised courses is consistent with the College Mission Statement.

The development of new courses and the revision of established courses in the Physical Education & Athletics division have been, and will continue to be consistent with the goals of the College Mission Statement. All new courses must be approved by the appropriate academic committee. Our faculty seek to respond to changes in curriculum at four-year institutions in an effort to assure that our students are properly prepared to be successful at the four-year institutions.

Provide a brief summary statement describing the relationship between the courses and program reviewed above and the college mission and Institutional Learning Outcomes.

Our division faculty are aware of and are working on developing Student Learning Outcomes along with Program Learning Outcomes and the assessment of these. They will reflect the Institutional Learning Outcomes when completed.

- 1.15 Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

During this period of review, our faculty as a whole have welcomed the recent developments in the instructional technology to assist in improving the learning environment in the classes. Many activity class instructors such as dance, swimming, golf and volleyball periodically videotape their students to show techniques and progress. All of our intercollegiate class instructors video tape their students at sometime. Students can view themselves performing and correct their technique and performance. LH 106, our primary site for teaching Health Education has been outfitted with a computer, projector and internet access allowing instructors to use these technologies in teaching and to access governmental Websites live in class such as the CDC Website. We now have a campus portal my AVC which allows instructors to post syllabii, assignments, Weblinks and other informational materials online for students so they may have access from many locations at anytime. Our intercollegiate coaches use modern video editing to enhance the performance of their teams. Our division offered its first online Health class in the Spring of 2006.

- 1.16 The programs and courses are consistent with the development of programs, courses, and facilities articulated in the Educational Master Plan and Facilities Plan.

The Facilities Master Plan illustrates the need of larger and more physical educational facilities. Additional courses or the enlargement of the program are not feasible without additional facilities. The

Educational and Facilities Master Plan do call for upgrading several athletic facilities, building a Fitness Center, a Baseball complex, a new swimming pool and other improvements. As these happen, the Physical Education and Athletics division will begin to grow.

Part II. STUDENT LEARNING OUTCOMES

- 2.1 Expectations for student learning outcomes are clearly articulated and actual student learning outcomes are used in the assessment of course and program effectiveness.

Expectations for student learning outcomes are clearly articulated in the Course Outline of Record and syllabi for virtually all courses within the Physical Education and Athletics division. Assessments are based upon achieving student learning outcomes. At the conclusion of the current course revision cycle, every course will have properly articulated student learning outcomes.

Briefly describe the trends and patterns revealed by those methods.

The division continues to gather data but has not been able to come up with trends and patterns. Perhaps working with the new institutional researcher can be of some benefit in this area.

- 2.2 Student evaluations are an integral part of the assessment of course and program effectiveness.

Summarize the results of the student program evaluation procedure.

The student program evaluation procedure is an integral part of our division's evaluation process. Instructors use the information as a means of evaluating their instruction and getting information from the students pertaining to the class being taught. In the spring of 2006 we surveyed students in our classes and found out that the majority of them would like to see more activity classes offered in the physical condition and dance category. Most students stated that facilities were old and run down. They also stated that new high tech equipment would be welcomed. Student athletes expressed concern about the availability of a trainer during their practice time. We currently have only one full time trainer.

- 2.3 Job placement data are an integral part of the assessment of course and program effectiveness for vocational programs.

Not applicable to Physical Education and Athletics division.

Part III. PERSONNEL AND SUPPORT SERVICES

- 3.1 The ratio of full-time to part-time faculty provides students with a quality of instruction consistent with student needs and goals of the programs.

With the exception of the dance program, athletic training and some intercollegiate sports, the ratio of full-time to part time faculty provides students with a quality of instruction consistent with students needs and goals of the programs. We currently have fifteen full-time faculty and thirty adjunct. Currently the dance program has one full-time instructor and four adjunct instructors. With additional facilities the program could grow and offer a degree with the help of additional full time faculty. We now have 14 intercollegiate sports and only one full time trainer. With the addition of an Athletic Training program, we need one additional full-time trainer. At the time of this document, we have adjunct faculty serving as head coaches in in four of our fourteen sports. Baseball, Women's Soccer, and both Men and Women's Golf. This equates to 28.6%. Ten of our fourteen sports (71.4%) have full-time coaches Without new facilities where we could offer more classes, it will be difficult to hire full-time coaches for the sports that currently have adjunct faculty serving as head coaches.

- 3.2 The ratio of full-time to part-time faculty provides adequate personnel responsible for program evaluation and revision.

The ratio of full-time to part-time faculty provides adequate personnel responsible for program evaluation and revision in all instructional areas but dance, athletic training and those sports that have adjunct head coaches.

Explain the impact of this ratio on the effectiveness of the program.

In all but the three mentioned, there is no negative impact on the effectiveness of the program. In dance, it will be hard to grow without additional full-time instructors and more facilities. Athletic training must be given consideration for an additional full-time person to cover the athletes in the 14 sports. This would minimize to a degree the liability issues to the college as well as assist with implementing the student athletic training degree program. The adjunct coaches are not on campus during the day and this causes a variety of problems for supervision of their program and the academic progress of their athletes.

- 3.3 There are adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the programs as well as the professional development of staff.

There are somewhat adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of the programs as well as the professional development of staff.

Briefly describe the professional development of the faculty and staff during the period under review, including staff development, flex sabbatical leaves, publications, honors, etc. What can the college do to enhance the effectiveness of faculty's professional development?

Division faculty spend a great deal of their time, effort and money pursuing the staff development opportunities afforded by clinics, seminars and classes. College staff development funding is available but often times inadequate. Instructors attend clinics dealing with material specific to subjects they

teach. They also attend many flex activities that are of a more general nature. Several full-time coaches have received Coach of the Year awards both from the Conference level as well as the State level. Additional funding in the form of a division travel budget would be a significant factor in the enhancement of the effectiveness of the faculty's professional development.

3.4 Full-time faculty are actively involved in the process of hiring and evaluating instructors.

All hiring and evaluation of instructors is in accordance with college policy and involves the dean and full-time faculty.

3.5 The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

Formal evaluation is done in accordance with college policy. It is done with the intent of acknowledging the instructor's effectiveness and encouraging improvement when needed.

3.6 The evaluation processes assess effectiveness and encourage improvement.

The process does assess effectiveness and encourage improvement. However, the process tends to be only as effective as the amount of time and effort the evaluator and evaluatee invest in the process.

3.7 There are adequate full-time faculty to meet program needs.

See 3.1 and 3.2.

3.8 There are adequate support staff to meet program needs.

At the present time there is not adequate support staff to meet the program needs. The following are needed:

1. Athletic Trainer- Another full-time trainer is needed. We have multiple practices and contest being played at the same time and only one trainer to cover these activities.
2. Statistics and publicity - A part-time or hourly person to assist is needed.
3. Secretarial- A part-time or hourly person is needed.
4. Custodial and grounds – Should be addressed in another program review.
5. Assistant Athletic Director – The dean currently manages both an academic program as well as an athletic program. With the combined duties, some sort of assistance is certainly needed.
6. Life guards are desperately needed as they are now required by risk management.

Part IV. FACILITIES AND EQUIPMENT

4.1 Instructional areas and facilities are appropriate for effective teaching and learning.

Existing facilities and instructional areas for physical education/athletic courses include:

1. Gymnasium that contains basketball/volleyball courts, weight room, dance room, natatorium, men and women's locker rooms, men and women's training rooms, faculty locker rooms and faculty offices.
2. Eight lighted tennis courts
3. Football stadium, track and softball stadium
4. Multi-purpose field consisting of areas for baseball, football practice, golf and a throws area for track.

These facilities are used to teach our activity classes and intercollegiate sports. Lecture classes are taught in a variety of classrooms on campus. Off campus facilities are used for bowling classes and golf classes.

Describe the strengths and weaknesses of instructional areas currently in use.

At the present time there are not many strengths to be found in the instructional areas in use. The greatest strength would be found in the non stop usage. The dance room is in decent condition but could be larger. The weight room has modern equipment but is way too small and overcrowded.

The gymnasium needs much improvement for teaching stations. The gym is used from 8:00 am until 10:00 pm most days. Now with the Police Academy, it is used at 6:00 am on most mornings. The weight room, pool, locker rooms, training rooms, faculty locker rooms and faculty offices are too small and in poor repair. There is inadequate storage for all areas. Climate control is an issue in the gym and the pool area.

What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan?

The plan calls for the following:

1. Fitness Center
2. 50 meter pool
3. Auxilliary gym
4. Renovation of entire gymnasium area
5. Athletic complex
 - a. Remodeled Football stadium and track
 - b. Baseball complex
 - c. Throws area
 - d. PE fields & football practice fields
 - e. Soccer fields

What plans for improving space utilization still need to be explored?

In the activity class area there is not much that can be done without new facilities. In the lecture area, we could make sure that our classrooms are all properly equipped so that they are all “smart class rooms”.

4.2 Instructional equipment is appropriate for effective teaching and learning.

The instructional equipment needs are a work in progress. We are always trying to provide the newest in equipment for both our activity classes as well as our lecture classes. Our student surveys showed the following:

*	44.6 %	Believed there is enough equipment in the classroom
*	46 %	Believed the equipment is up to date
*	45.4%	Believed the equipment is in good repair
*	73.6%	Believed the equipment is useful

As is shown by the students responses, our facilities need serious upgrading and expansion.

Describe the strengths and weaknesses of instructional equipment currently available?

The equipment in the classrooms that we teach our lecture classes in does not always work. Many of the lecture classes are taught in rooms that are not “smart classrooms”. The dance room is in need of state of the art music and videoing capabilities. Most of the equipment in the weight room needs to be replaced with modern equipment. The pool, surrounding pool decking and room needs much maintenance. The equipment is old and broken most of the time. Equipment replacement parts cannot be order because the pool is so old that the parts are not made anymore.

What plans for improving, replacing, or repairing instructional equipment are already included in the goals and strategies of the college’s Education Master Plan?

This is addressed in 4.1. The new facilities will be equipped with new appropriate equipment.

What plans for improving, replacing, or repairing instructional equipment still need to be explored?

This is a daily task and must be done when the need arises.

4.3 Program support space is adequate to ensure the effective operation of the educational program and related support activities.

Describe the strengths and weaknesses of program support space currently in use, including full- and part-time faculty offices, divisional office space, work room(s), and classified work space.

Office space for full-time and part-time coaches is extremely limited. Many share the same area and the offices are too small and have no privacy to conduct business. Most full-time coaches have an office

while several part-time coaches share an area with others and are only separated by portable short walls. This causes problems because it is difficult to have private conversations with student athletes, parents or even other staff members. Many adjunct faculty members share while others do not have an office area. Lack of storage space causes the division office to be cluttered taking up much of the work room area.

What plans for improving space utilization are already included in the college's Education Master Plan?

The Facilities Master Plan addresses this issue with the building of the new facilities.

What plans for improving space utilization still need to be explored?

Plans for improving space utilization are no longer feasible. We have explored just about all the possibilities. Without adding more facilities, we are just about tapped out.

4.4 The safety of the facilities and equipment are reasonable and adequate.

In many areas, the safety of the facilities and equipment are only somewhat reasonable and adequate. However, 87.3% of the students surveyed believed that the facilities and equipment are safe.

Part V. FISCAL SUPPORT

5.1 During the period under review, resources have been used effectively to support programs and services.

Briefly discuss how these funds are used (e.g., hiring clerical assistance, purchasing specific equipment, etc.)

Funding for the division programs comes from three sources:

1. District
2. ASO
3. Community Fund Raising

The district funds instructional and support personnel, supplies, capital outlay, travel, student physical exams, student accident insurance, post season athletic competition, some meals, some lodging for intercollegiate teams, entry fees, and equipment repair and replacement. The ASO funds some meals, some lodging and some banquet costs. The instructors use fund raising to augment the district and ASO funds as well as to finance special projects or purchases.

Describe the goals and emphasis placed on the use of capital outlay funds for the program with reference to the goals and strategies of the college's Education Master Plan.

No capital outlay funds have been available to use in reference to the Educational Master Plan. Redevelopment funds were used to replace bleachers in the gym and to put a cooling and heating system in the gym.

Evaluate the ability of the program to be maintained at the current academic level within the budgetary allowances of the last three years.

The budgetary allowances in the last three years have allowed us to maintain the bare minimum level of excellence. If we are to maintain and even think about growth, we will need increased funding to do so.

5.2 Current and anticipated funding is adequate to maintain high quality programs and services.

Describe and evaluate the need to modernize or develop new areas of capital support for the program.

Unlike the last program review document, there is a need to modernize and develop new areas of capital support for the program. Significant capital outlay expenditures are going to be necessary in order to maintain the programs at current levels. Major repairs and new facilities are needed and they are discussed in 4.1.

Describe and evaluate fiscal support for instructional supplies currently used.

Instructional supplies are funded through the Office of Academic Affairs and allocated by the division dean. The division uses a zero based budget process for all instructional and support programs except the varsity sports courses. Instructors of the varsity sports courses are allotted a supply budget as is the

dance group. Any purchases exceeding their budget allocation are requested and justified through the dean on a per item basis.

Describe and evaluate funding sources other than those provided by the district, including grants, contract education and Vocational Technical Education Act (VTEA) funding. Distinguish which funds support existing programs and which are categorical, requiring specific new programs for funding.

The only funding used in our division other than district funds is money that is raised by the instructors to help maintain their programs. We currently do not have any grants or VTEA funding.

If essential objectives of the program are not being achieved due to a lack of funding, what are they?

Lack of adequate funding has not affected the achievement of essential objectives because of the dedication, ingenuity and hard work of the instructional and support staff. All full-time and many part-time instructors engage in extensive fund raising activities to help insure the success of their courses and programs.

5.3 Anticipated funding is adequate for the development of revised and new programs.

What supplies, equipment, facilities and/or personnel will be needed in the future that are not now provided?

These supplies, equipment, facilities and/or personnel are discussed in 4.1 and 4.2 of this document. If the division is to grow, there will need to be increases in all of the areas mentioned.

Part VI. COMMUNITY OUTREACH AND PROGRAM AWARENESS

6.1 Staff maintains appropriate links with community.

Separate from articulation, what efforts have been made to create educational links between the program under review and the community?

Division faculty are frequent speakers at service club meetings, awards banquets, clinics and other community events. Our coaches are always at the high schools recruiting student athletes. Many faculty members belong to community groups throughout the valley and are very visible and active. Many of our coaches are involved at the conference and state level with their sport coaches organizations.

The division sponsors a wide range of programs, camps, dance programs and activities for youth in the community including:

1. Basketball and volleyball camps
2. Sport specific clinics
3. Junior high and high school on site clinics
4. Elementary and junior high cross country race
5. High school volleyball summer league
6. Dance performance programs
7. Summer swimming lessons for at-risk community children

Staff are actively engaged with community people through the Marauder Club and individual sports booster clubs. The efforts of the staff help to establish a very positive relationship between the programs and the community.

Explain the weaknesses or strengths of these efforts.

The strengths of these efforts shows in the community participation of our programs. Many other community colleges have told us that we have the best community support in Southern California. The one weakness which now is going to be a strength, is that there has been a need for the Dean to be more involved with the groups. As the dean, without coaching now, there are plans to really take charge and do some reorganizing of the Marauder Club and support the programs even more. However, if there is not an improvement in facilities, it will be a very difficult task to garner support for our programs.

6.2 Staff makes appropriate efforts to inform students about each program and facilitate student participation in those programs.

Describe the efforts toward informing students (e.g., high school graduates, reentry, non-traditional, at-risk, ESL, professional, etc.). Make references to specific methods used: brochures, press releases, workshops, etc.

The division faculty engage in intensive student recruitment efforts which include ongoing communication with their counterparts in local high schools, speaking to groups of interested high school students, providing prospective students with information and guidance on all facets of AVC, conducting campus tours and mailing out brochures, pamphlets, forms, etc. Our sports information officer releases information to the press on a weekly basis and sometimes daily.

6.3 Where appropriate, advisory committees meet regularly and support the development of programs as well as promote student placement.

If applicable, describe the use of advisory committees. How do they assist the development of programs? What is their role in student placement?

Advisory committees as such, are not appropriate for division programs. However, the Maruader Club and other community support groups meet regularly and provide vital support to the development of division programs. In addition to serving as a focal point for community interest and involvement they provide funds to the program, without which the division would not be able to maintain existing programs at their current level.

PART VII. COMPLIANCE WITH FEDERAL AND STATE REGULATIONS

State and Federal guidelines that are pertinent to the division have been reviewed and compliance issues addressed.

Only the Intercollegiate Sports programs come under any type of Federal or State guidelines. All of these guidelines have been reviewed and compliance issues addressed. The Commission on Athletics serves as the governing body for the Intercollegiate sports offered here at Antelope Valley College. Our programs are in total compliance.

Summaries and Recommendations

For each part (I-VI) of the self-study, provide the following information and relate its impact to the Vision and Goals of the College's Strategic Plan.

A. A summary of the findings and their significance.

CURRICULUM: Courses are reviewed and revised on a regular basis. All courses have been revised and updated since the spring of 2003. New courses are generally developed on student need and interest shown in academic or activity areas. Since the spring of 2003 we have added two intercollegiate sports for women and one for men. Women's golf and tennis and men's golf have been added.

We have added two new Health Course offerings. Women's Health Issues and Stress Management have been added since the last program review. We are also in the process of adding new degree programs in Athletic Training and Recreation.

All course requisites have been reviewed and are consistent with validation criteria through the AP&P committee. The physical education faculty reviewed every course in the 2005-06 school year to determine which classes should be revised, updated and which classes need to be made obsolete.

Courses are taught within the parameters of the course outline of record. Course syllabi are turned into the Dean at the beginning of each semester for review. Instructors are required to teach the course outline of record and a systematic evaluation process is in place to ensure that instructors meet this standard. Division faculty have revised or deleted courses from the college catalog that have not been taught in three years.

All classes taught and intercollegiate sports programs offered are open to all students. Our enrollment patterns and sports participation somewhat mirror the racial, ethnic and socio-economic diversity of the general college population and the community as a whole. Our faculty demonstrate a sensitivity and appreciation to the diverse population of our campus. An area that lacks success in meeting the numbers is gender equity. Although we offer two more sports for women than men, there are less women participating in our sports programs than men. Our faculty are making attempts to recruit more female athletes.

Our division course offering provide students reasonable access to meet their educational objectives. Classes are offered at prime times, on weekends and online. Faculty work with the Dean to insure that schedules promote strong enrollment patterns.

The toughest barrier to overcome by far in the Physical Education/Athletics division is the lack of quality facilities. Our division facilities are very antiquated, inadequate and in most cases broken down.

We constantly lose athletes to other community colleges because our facilities are so outdated. With modern facilities, we could certainly increase our course offerings and numbers. Hopefully the Facilities Master Plan will be followed allowing our facilities to be renovated and improved. The Fitness Center will definitely enhance our division's ability to generate more classes and increase the number of students participating in intercollegiate athletics.

Our division faculty, staff and classified employees are familiar with and work closely with other student services and instructional support services in program development and student referral.

The programs in the Physical Education and Athletics division meet more than one of the goals articulated in the College Mission Statement. Students are able to obtain an associate degree in Physical Education.

STUDENT LEARNING OUTCOMES: The division clearly states the expectations for student learning outcomes in the Course Outline of Record and the syllabi for each course.

Student evaluations are distributed in every class and support the fact that student expectations and needs are being met by the faculty and the program. Students have a very positive perception of our faculty and the courses being taught. However, their perception of our facilities is not very positive.

PERSONNEL AND SUPPORT SERVICES: With the exception of the dance program, athletic training and some of the intercollegiate sports, the ratio of full-time faculty to part-time faculty provides students with a quality of instruction consistent with the students needs and goals of the programs.

The college and the division encourage all full-time and part-time faculty to attend staff development programs, clinics, conferences, workshops and seminars to enhance their teaching effectiveness. Additional money for continued development and growth is needed to meet the changing needs of our programs and instructors.

Full-time faculty are involved in hiring and evaluating procedures in accordance with college policy.

At the present time there is not adequate support staff to meet the growing needs of the program. The addition of new sports and programs over the last few years has placed work overload on the Dean and his administrative assistant.

FACILITIES AND EQUIPMENT: Not much has changed in the way of facilities and equipment since the last program review. There are no new facilities in the physical education area. The faculty feels that the gymnasium and all areas attached should be remodeled to improve teaching stations. With the implementation of the new facilities that will be built with the bond money, we will be able to increase enrollments and add additional classes.

Instructional equipment needs continue to be important to insure our students are receiving quality training. Our student surveys did not show favorably concerning our equipment. Less than 50% marked favorably when asked about the equipment in our activity classes and classrooms.

Office space for full-time and part-time faculty is extremely limited. Lack of storage space creates many problems within the division and the division office.

Of the students surveyed, 87.3% believed that our facilities and equipment are safe.

FISCAL SUPPORT: In the last three to four years the college has seen state funds increase. However, supply budgets have not increased to keep up with inflation and rising costs associated with intercollegiate sports programs. If our programs are to maintain excellence and grow, there will be a need for increased funding.

Significant capital outlay expenditures are going to be necessary in order to maintain the programs at current levels.

Major repairs and new facilities are needed for growth. These areas are covered in the Facility Master Plan.

Current supply budgets will not allow programs to maintain current standards. Budgets will have to increase for growth to occur.

COMMUNITY OUTREACH AND PROGRAM AWARENESS: Division faculty are actively involved in the community. They are frequent speakers at service club meetings, awards banquets, clinics and other community events. Our coaches are always at the high schools recruiting student athletes.

Staff are actively engaged with community people through the Marauder Club and individual sport booster clubs. The efforts of the staff help to establish and maintain a very positive relationship between the programs and the community.

Advisory committees as such, are not part of the division. However, the Marauder Club and other community support groups meet regularly and provide support for the development of the division programs.

B. A list of major recommendations which include:

A plan of action for implementation of goals and objectives for improvement or enhancement of programs and associated costs.

Expected outcomes of goals and objectives.

A reasonable timeline for attainment of goals and objectives.

CURRICULUM:

Faculty should continue to be aware of student needs and enrollment trends and incorporate that information into course/program revision and development.

The intercollegiate athletic activity course offerings should be increased to include additional varsity sports opportunities for female athletes. This will necessitate additional facilities, full and part-time faculty and funding.

The creative/esthetic activity course offerings should be revised and expanded to include more sections and new course offerings. This will necessitate the hiring of full or part-time faculty and adding additional facilities to teach these classes.

The physical education fitness activity courses should be revised and new courses added. This too would necessitate additional facilities and funding.

STUDENT LEARNING OUTCOMES:

Faculty need to continue developing the assessment portion of SLO's for all classes.

Faculty need to develop and incorporate standardized skill and fitness testing into the life-long and physical fitness activity courses in order to more accurately assess teaching effectiveness.

Student survey forms that specifically address division courses need to be developed and utilized for course evaluation and program development.

A system to track student-athletes after they leave AVC needs to be developed. Data to be utilized in maintaining the effectiveness of the academic support program for student athletes.

PERSONNEL AND SUPPORT SERVICES:

There is an immediate need for another full-time athletic trainer. Existing personnel do not have the time to accommodate all the athletic training needs that occur in the present program. The addition of sports programs in the last five years has elevated the concern for safety.

In the future, a full-time baseball coach and a full-time soccer coach should be added.

Part-time or hourly support is needed in the Division's secretarial area and in the publicity and statistics area. The lifeguard issue must be addressed with the hiring of a classified person.

The Dean could use an assistant in the athletic area. The Dean currently manages both an academic program as well as an athletic program that has fourteen sports programs. With fourteen sports, and some sports competing at the same time, it is virtually impossible to have a presence at all contests.

FACILITIES AND EQUIPMENT:

A maintenance and repair program for existing facilities and equipment needs to be implemented. If a division facility is not maintained regularly and repaired when necessary, the possibility of student injury increases. This applies to all the division instructional areas and the equipment used for activity courses.

The pool machinery and equipment used to keep the pool running is obsolete and in need of change. Some type of plan should be implemented to do so immediately.

All things said, if the Facilities Master Plan is followed through implementation, most of the needs of the Physical Education and Athletics division will be met.

FISCAL SUPPORT:

Adequate funding for supplies, new equipment, equipment replacement, and equipment repair needs to be provided annually. Rising costs should be considered and funding increased each year accordingly.

Faculty staff development funding needs to be increased and division staff travel funding maintained at an adequate level.

Adequate funding for athletic travel expenses, event personnel, entry fees and student recognition needs to be provided annually.

The district should provide the division adequate funding for student-athlete recruitment.

The district should provide adequate funding for division publications which are in support of its programs.

Adequate funding for student employees, part-time hourly employees and teaching/coaching aides needs to be provided annually.

COMMUNITY OUTREACH AND PROGRAM AWARENESS:

The Dean and members of the division need to continue their efforts in the community.

Faculty should solicit input and support from the community in their efforts to revise and expand the adaptive activity, creative/esthetic or dance activity, health and safety and professional/vocational courses.

The Antelope Valley College Foundation should assist the Marauder Club in its annual fund-raising efforts.

The Office of Student Development should continue to be actively involved and supportive of division community outreach efforts including Marauder Club activities.

The full-time Sports Information Officer's position should include responsibilities involving the division's community outreach efforts.