



Physical Education- Competitive Athletics

Program Review 2007-2008

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Prepared

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PHYSICAL EDUCATION – COMPETITIVE ATHLETICS

FACULTY

FULL-TIME FACULTY:

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ADJUNCT FACULTY:

Eric Anderson
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Rick Croy
Kevin Emerson
Robert Fleming
Julian Horton

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Tim Kyle
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Stephen Smith
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Tim Tracey

PHYSICAL EDUCATION COMPETITIVE ATHLETICS:

LIST OF CERTIFICATES/AWARDS OFFERED:

This program does not offer any approved certificates or skill awards.

LIST OF DEGREES: (none)

PHYSICAL EDUCATION COMPETITIVE ATHLETICS:

Courses currently offered include:

PE 207 Off-Season Men’s Varsity Athletics.....	1 unit
.....	5 unit
PE 208 Off-Season Women’s Varsity Athletics.....	1 unit
.....	5 unit
PE 209 Women’s Varsity Soccer.....	2 units
PE 211 Women’s Varsity Volleyball.....	2 units
PE 212 Women’s Varsity Swimming	2 units
PE 213 Women’s Varsity Basketball	2 units
PE 214 Women’s Varsity Softball.....	2 units
PE 215 Women’s Varsity Track & Field.....	2 units
PE 216 Women’s Varsity Cross Country.....	2 units
PE 220 Men’s Varsity Football.....	2 units
PE 221 Men’s Varsity Basketball.....	2 units
PE 222 Men’s Varsity Track & Field.....	2 units
PE 224 Men’s Varsity Baseball.....	2 units
PE 225 Men’s Varsity Golf.....	2 units
PE 226 Men’s Varsity Cross Country.....	2 units
PE 227 Women’s Varsity Golf.....	2 units
PE 228 Men’s Varsity Swimming.....	2 units
PE 229 Men’s Varsity Water Polo.....	2 units
PE 230 Women’s Varsity Water Polo.....	2 units
PE 231 Men’s Varsity Soccer.....	2 units

The physical education competitive athletics program has adopted the Institutional General Education Competencies of Citrus College. The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th 2004) are as follows:

Institutional General Education Competencies-
Part of Institutional Mission

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition)

Examples

Reading analytically and critically	Speaking articulately
Writing with clarity and fluency	Listening actively

2. Computation

Examples

Technology	Computer proficiency
Math proficiency	Decision analysis
Analyzing and using numerical data	(Synthesis and evaluation)
Application of mathematical concepts and reasoning	

3. Creative, Critical, and Analytical Thinking

Examples

Curiosity	Research
Analysis	Learning Strategies
Synthesis	Problem Solving
Evaluation	Decision making
Creativity	Aesthetic awareness

4. Community, Critical, and Analytical Thinking

Examples

Respect for others beings	Citizenship
Cultural awareness	Interpersonal skills
Ethics	Lifelong learning
Community service	Self esteem
Integrity	Empathy

5. Technology/information competency

Examples

Basic computing and word processing

6. Discipline/subject Area Specific Content Material - Project Plan

PROGRAM DESCRIPTION:

Physical education competitive athletic courses are designed to provide individuals with an understanding of and a means of maintenance of physical fitness, skill development and experience in competitive situations. The program has eighteen competitive athletic courses with nine courses offered for men and nine offered for women.

The courses in this program provide many opportunities for participation. The programs and teams are, however, competitive in nature. Limitations on individual participation on teams or in games may be imposed based upon the skill or achievement level of the individual, the needs of the group/team. The courses offered correspond to undergraduate requirements for majors at a four year institution.

PROGRAM STUDENT LEARNING OUTCOMES:

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies.

Any student transferring, completing a degree or certificate from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills and abilities in the selected competencies.

Students completing courses in the physical education competitive athletics program will have acquired the following competencies:

1) Community

- a) Demonstrate an appreciation of diversity in society, develop awareness of diverse cultures and apply sensitivity, respect, and empathy toward others through direct interaction with others during training and competition.
- b) Demonstrate understanding and adopt acceptable means for enjoying team activities and competition by learning to play by correct rules and by employing proper decorum.

2) Critical and Analytical Thinking

- a) Improve knowledge and encourage the implementation of lifelong physical activity and wellness to promote a healthy lifestyle through training and competition.
- b) Analyze and demonstrate training methods to increase students' preparation for lifelong fitness through training and competition.
- c) Enhance knowledge of rules and regulations of sports to reflect an appreciation of individual and team activities through competition.
- d) Analyze and evaluate practice and game situations that allow students to demonstrate problem solving skills that they will utilize throughout their lives.

3) Technology / Information Competency

- a) Utilize video/computer recordings to analyze skill development to enhance training and improve performance during competition.

- b) Utilize video/computer recordings to analyze team practice and competition strengths and weaknesses to develop strategies for successful performance during competition.

4) Discipline/Participation

- a) Students will be able to execute advanced skill techniques required to participate in athletics at the intercollegiate level.
- b) Demonstrate an understanding of the rules of the sport in which they participate.
- c) Demonstrate the use of proper attitude regarding team cooperation, sportsmanship, coach-ability and competitiveness.
- d) Improve muscular strength, endurance, flexibility, body composition and cardiovascular endurance through training and competition.
- e) Promote self-esteem and enjoyment of body movement through participation in individual and team sports.

PROGRAM GOALS:

The goals of the physical education competitive athletics program are:

- a) Meet the student learning outcomes and core competencies institutionalized by Citrus College.
- b) Develop improve health and physical fitness.
- c) Develop and improve movement skills.
- d) Develop desirable social values and attitudes.
- e) Develop specialized knowledge, skills and appreciation of sports.
- f) Development of sportsmanship, ethical conduct and teamwork.
- g) Promote the physical, mental, moral, social and emotional well-being of the student-athlete.
- h) Develop competitive teams.
- i) Provide experience in competitive situations.

SLO TIMELINE:

The physical education competitive athletics program has developed student learning outcomes for all competitive athletics classes currently offered at Citrus College. Any new classes offered will have student learning outcomes developed when the class is offered.

MISSION:

COMMENDATIONS:

- a.) The physical education competitive athletics related course offerings fulfill the objectives of and generate outcomes in line with the mission of Citrus College.
- b.) The physical education competitive athletics faculty is sensitive to the various needs of the diverse student population.
- c.) The physical education competitive athletics faculty is highly qualified to instruct classes with each faculty member holding a Masters Degree or meeting coaching minimum qualifications.
- d.) Physical Education competitive athletic classes serve an increasing number of students by:
 1. providing a variety of course offerings to fulfill individual and team sport needs.
 2. providing course offerings that are transferable.
 3. providing a multi-dimensional instructional facility
- e.) The physical education competitive athletics courses provide students with rigorous fitness training within defined course work requirements in an individual and team environment.
- f.) The physical education competitive athletics courses provide lifelong mental and physical habits which in today's society will help protect against lifestyle diseases such as obesity, coronary heart disease, hypertension and diabetes.
- g.) Students in these courses understand the importance of cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition in relation to overall personal physical performance.
- h.) The physical education competitive athletics program has incorporated a Sports Information Coordinator to market the athletic program.
- i.) The "Scholar Baller" program has been implemented into the competitive athletic program to promote excellence in the classroom as well as on the field of play.
- j.) The physical education competitive athletics program has added a student success center equipped with computers and an athletic library to promote athletic achievement.
- k.) The Citrus College competitive athletics program facilities include an aquatic center, fitness center, golf-driving range, all-weather track, football stadium, baseball stadium, soccer field, gymnasium, softball stadium (under construction), weight room, locker rooms and training room.

RECOMMENDATIONS:

- a.) The physical education competitive athletics program should continue to explore course scheduling to ensure flexibility and access for all students.
- b.) The physical education competitive athletics program should continue to be sensitive to a culturally diverse student population.
- c.) The physical education competitive athletics program should continue to facilitate a positive working relationship between degree/credit based curriculum and non-credit curriculum courses as it relates to scheduling and student success.
- d.) The physical education competitive athletics program should continue to collaborate with the athletic counseling faculty in addressing needs of individual students.
- e.) The physical education competitive athletics program should continue to educate students about the importance of improving and appreciating personal skill development with overall educational success in college.
- f.) The physical education competitive athletics program should continue to enhance facilities necessary to run quality athletic programs.
- g.) The physical education competitive athletics program should continue to develop new course offerings required to meet the guidelines of recently approved California Community College Athletic Association policies.

QUALITY

COMMENDATIONS:

- a) Physical education competitive athletics instructors consult with one another concerning course offerings and scheduling.
- b) Physical education competitive athletics instructors are regularly evaluated by the dean of physical education and assistant athletic directors after their season of sport to ensure quality and uniformity within the program.
- c) The physical education competitive athletics faculty are current in their fields, dedicated to instruction, and set high standards for their students and themselves.
- d) The physical education competitive athletics faculty have opportunities to attend statewide conferences and meetings.
- e) Transfer credits for the courses in this program are accepted by the CSU/CU systems.
- f) The physical education competitive athletics has developed student learning outcomes for all competitive athletics classes currently offered at Citrus College.

RECOMMENDATIONS:

- a) The physical education competitive athletics faculty should continue to attend statewide conferences, meetings and coaching clinics to further the quality of instruction in the program.
- b) The physical education competitive athletics program should continue the evaluation of all coaches to ensure the continued quality of the program

NEED

COMMENDATIONS:

- a) Enrollment in the physical education competitive athletics program has remained steady for the past six years.
- b) Enrollment in the physical education competitive athletics program provides and average of 132.7 FTES per year.
- c) In response to recommendations made by the Commission on Athletics (COA) and Western State Conference (WSC) program review, female coaches were hired to provide gender-based role models to improve the recruitment and retention of female athletes.
- d) The courses in the competitive athletics program have an average retention rate of 96% over the past six years.
- e) Student athletes in the physical education competitive athletics program are more likely to complete their college training than non-athletes due to the support services in place such as the full-time athletic counselor and “scholar-baller” programs. An average of 60% of the student athletes indicate their educational goal is to receive an AA degree and Transfer.
- f) Students in the physical education competitive athletics program have several requirements to be eligible to compete. These include:
 - i) Each athlete must meet with the athletic counselor and have a current Student Education Plan on file to be eligible.
 - ii) A student athlete must be continuously and actively enrolled and attending class in a minimum of 12 units during the season of sport.
 - iii) Of the 12 units, at least 9 shall be attempted in courses counting toward the associate degree, remediation, transfer, and/or certification as defined by the college catalog and are consistent with the student athlete’s education plan.
- g) The athletic department has become a part of the “Scholar Baller” academic achievement program. This program has been an immediate success. Included with the program is a student success center with computers and printers.
- h) With the academic support available to athletes it is very possible to complete the requirements to graduate with their AA degree within 2 years.

RECOMMENDATIONS:

- a) The COA/WSC recommended the hire of women to coach women. We have hired two full-time female faculty members/head coaches.
- b) In the last Western State Conference program review (2004), 32% of athletic program participants were female, while the campus census has the female population at over half (53%). Notably, Women Swim and Track and Field, programs that formerly carried more participants, are far below past FTES numbers as reported in the OLAP data. It is recommended that the department form a committee to investigate best practices and uses of department resources to stem the decline of valuable FTES to the department and College since each athlete lost has a direct impact of captured FTES.
- c) The physical education competitive athletics program should continue to utilize resources such as Athletic Counselors, Recruitment Personnel, and College Success to continue the positive retention and renewed growth of programs with stable numbers and those with declining participation

FEASIBILITY:**COMMENDATIONS:**

- a) The physical education competitive athletics faculty is highly qualified to instruct classes with each faculty member holding a Masters Degree or meeting coaching minimum qualifications.
- b) Physical education competitive athletics instructors keep courses up to date.
- c) Physical education competitive athletics instructors network with professional colleagues both locally and statewide.
- d) Faculty have demonstrated creativity in the development, implementation and continuation of traditional and non- traditional course curriculum.
- e) The physical education competitive athletics program has benefited from the following facility improvements:
 - 1) Stadium- resurfaced field with “Field Turf” and installed new lights.
 - 2) Baseball Field- Recently completed new batting cages and hitting workout facility
 - 3) Practice Field – resurfaced field with “Field Turf”.
 - 4) Track and Field – remodeling of the field events area.
 - 5) Weight Room- Brand new equipment has recently been purchased to upgrade the facility.
- f) The physical education competitive athletics program has benefited from the hiring of a sports information coordinator and the job he does providing information about the program both on the college web page and area print media outlets.
- g) The “Scholar Baller” program has been implemented into the competitive athletic program to promote excellence in the classroom as well as on the field of play.

- h) The physical education competitive athletics program has a full-time athletic counselor to promote success in the classroom and enhance transferability of student athletes.
- i) The Citrus College competitive athletics program facilities include an aquatic center, fitness center, golf-driving range, all-weather track, football stadium, baseball stadium, soccer field, gymnasium, softball stadium(under construction), weight room, locker rooms and training room.

RECOMMENDATIONS:

- a) The Physical Education Individual and Team Program will continue to try and increase the number of female students in the individual and team sports courses in order to more closely mirror the gender populations on campus.
- b) Remove PE 156, Physical Conditioning for Intercollegiate Sports from the physical education fitness program review and into the physical education competitive athletics program review area.
- c) The physical education competitive athletics program should continue to enhance facilities.
 - o expanded weight room facilities and addition of new equipment
 - o floor level bleachers for gymnasium
 - o side baskets that attach to ceiling
 - o 40 second clock for football
 - o upgraded bleachers for baseball field
 - o additional rehab equipment for training room
 - o wireless shot clock for gymnasium
 - o new timing system for track and field
 - o sports information/press box area for baseball/softball fields
 - o sounds system for gymnasium and softball field
- d) The physical education competitive programs should continue to try research and utilize various forms of technology to enhance performance.
 - o wireless access for gymnasium, baseball, softball fields and stadium
 - o general computer upgrade for athletic department
 - o new copier and printer for field house
 - o additional lap top computer for sports information office
- e) The physical education competitive programs should continue to utilize the full time athletic counselor to ensure success in the classroom and transferability of student/athletes.

COMPLIANCE

COMMENDATIONS:

- a) All competitive athletic courses comply with state and federal regulations.

- b) All competitive athletic courses comply with district policies and mission statement.
- c) Competitive athletic courses articulate with California State Universities and University of California systems.
- d) Competitive athletic courses currently follow the Program Review mission.
- e) The competitive athletics program completes a yearly Equity in Athletics Disclosure Act (EADA) report to provide information to the Department of Education as a condition for the college to continue in the Federal student financial aid programs.
- f) The competitive athletics program completes a bi-annual Gender Equity report to provide information to the Western State Conference (WSC) as a condition for the college to continue as a member of the WSC in good standing.
- g) The competitive athletics program completes a Program Review by Western State Conference Commissioner and program review committee every six years to continue as a member in good standing of the WSC.

RECOMMENDATIONS:

- a) The competitive athletics program should continue to strive for compliance with Title IX requirements in existing federal laws. Develop and implement a survey to satisfy prong three of Title IX.
- b) Continue evaluation of existing programs to ensure maximum recruiting efforts to strengthen enrollment numbers.
- c) Develop a statement of gender equity philosophy that reflects the actions of the college personnel to provide an atmosphere that accommodates the needs, interests, and abilities of the female student athlete.
- d) Data utilized for the gender equity self-study submitted to the WSC indicates that on average the female population of the college is 53 percent compared to 32 percent for men. In the physical education competitive athletics courses 33 percent are female and 67 percent are male. The difference is outside the acceptable range of 8 percent. It is recommended that a strategy be developed to address this difference.

**CITRUS COLLEGE LIBRARY FALL 2007
PROGRAM REVIEW: PRECOMPETITIVE (PE, HEALTH, ATHLETICS)**

LIBRARY ACTIVITY:

Library Research Orientations: -1-

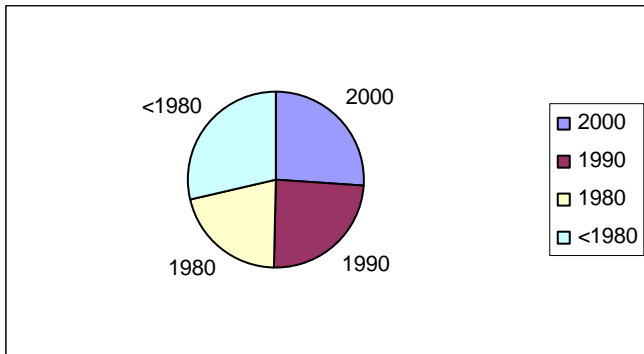
Circulation of materials in subject area
2 % of total library circulation

DEWEY CALL NO.:

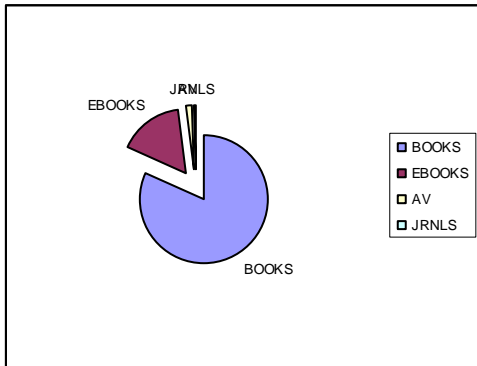
Dewey Call No.	
610-619.99	273
790-799.99	548

Sample subject headings relevant to Precompetitive PE, Health, Athletics: Physical fitness; Health; Exercise; Nutrition; Self-Care; Vitality; Athletics; Athletics Coaching; Sports; Boxing; College Sports; Physical Education and Training; Track and Field; Triathlon; etc.

AGE OF COLLECTIONS



LOCATIONS OF COLLECTIONS



BOOKS	669
EBOOKS	135
AV	12
JRNLS	5

ELECTRONIC JOURNALS AVAILABLE IN DATABASES:

[Diet & Clinical Nutrition \(59\)](#)

[Recreation & Sports \(145\)](#)

[Sports Medicine \(4\)](#)

DATABASES AVAILABLE AT CITRUS, BY SUBJECT:

<p>Mega Databases EBSCO Lexis Nexis</p> <p>Arts & Music Grove Art Online Grove Music Online</p> <p>Automotive Alldata Online Auto Repair Reference Center</p> <p>Biography Biography Resource Center Gale Virtual Reference Library / Biography Lexis Nexis / People Twayne's Author Series</p> <p>Business Business Source Premier Gale Virtual Reference Library / Business Regional Business News</p> <p>Career & College Eureka Online Vocational & Career Vocational Biographies</p> <p>Citrus Links Blackboard Citrus Library Catalog ChiTester Tuition Funding Sources Turnitin.com</p> <p>Communication Communication & Mass Media</p> <p>Contemporary Issues (see also Newspapers) CQ Researcher Issues & Controversies Country Info CountryWatch</p> <p>Education ERIC MAS Ultra School Edition Primary Search Professional Development Turnitin</p>	<p>Financial Aid Tuition Funding Sources</p> <p>Government/Law Military & Government Lexis Nexis</p> <p>Health & Medicine Alt HealthWatch CINAHL Health Source: Nursing Health Source MEDLINE Learning Express Test Prep</p> <p>History & Social Sciences Annals of American History Online History Reference Center Issues & Controversies: American History MagillOnHistory SIRS Researcher</p> <p>Library Technology Library, Information Science & Technology Abstracts</p> <p>Literature & Book Reviews Book Index with Reviews Books in Print with Reviews Gale Literature Reference Centre Literary Reference Center MagillOnLiterature Plus Twayne's Author Series</p> <p>Newspapers Los Angeles Times Lexis Nexis Newspaper Source Regional Business News</p> <p>Psychology & Child Development Psychology & Behavioral Science</p> <p>Reference Works Encyclopaedia Britannica Online Funk & Wagnalls New World Encyclopedia Oxford English Dictionary Webster's 3rd New International Dictionary</p> <p>Religion & Philosophy Religion & Philosophy</p> <p>Science Biology Journals Ebsco Animals Encyclopedia of Life Sciences</p>
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Student Demographic Data

		2001-02	2002-03	2003-04*	2004-05	2005-06	2006-07
Gender	Female	122 31%	142 34%	152 42%	128 32%	118 29%	117 30%
Gender	Male	269 69%	275 66%	221 58%	277 68%	289 71%	275 70%
Age	< 17						
Age	17 - 19	145	157	155	160	179	164
Age	20-24	84	100	63	68	68	81
Age	25-29	3	6	5	3	2	4
Age	30-39	1	2	1	2	1	
Age	40-49						
Age	50-59						
Age	60-69						
Ethnicity	Hipanic	85	105	86	84	82	92
Ethnicity	Caucasian	77	87	67	77	73	76
Ethnicity	Black	46	44	42	42	64	51
Ethnicity	Asian	12	13	13	14	10	9
Ethnicity	Filipino						
Ethnicity	Native American	3	2	3	1	3	3
Ethnicity	Pacific Islander						
Ethnicity	Other Non White	3	5	7	7	6	6
Ethnicity	Unknown	165	161	155	148	169	156
ED Goal	AA or AS Degree	223	259	219	236	249	246
ED Goal	Degree & Transfer	223	259	219	236	249	246
ED Goal	Transfer No Degree						
ED Goal	Certificate	10	6	5	4	1	3
ED Goal	Job Skills						
ED Goal	Personal						
ED Goal	Unknown						

* Missing Baseball & Softball in OLAP Cubes

Key Program Performance Indicator	2001-02 Year 1	2002-03 Year 2	2003-04 Year 3	2004-05 Year 4	2005-06 Year 5	2006-07 Year 6
Program Access						
Majors						
New Majors						
Courses Offered						
Day	18	18	18	18	18	18
Evening						
Weekend						
Short Term						
Distance Education						
Classes Offered (# of Sections)						
Day	18	18	18	18	18	18
Evening						
Weekend						
Short Term						
Distance Education						
Registrations						
Weekly Student Contact Hours	3884.9	4107.9	4028.3	4068.3	4068.3	3928.2
Full Time Equivalent Students	129.53	127.63	134.28	135.61	135.61	130.94
Non-Traditional/Special Populations						
Available Jobs						
Program Resources						
Full-Time Equivalent Faculty	2	2	2	2	2	2
Credit Reimbursement Rate	\$2,794.76	\$2,850.73	\$2,790.53	\$2,922.30	\$3,259.71	\$3,476.34
Revenue-FTEs x Reimbursement Rate	\$362,005	\$363,839	\$374,712	\$396,293	\$442,049	\$455,192
Total District Program Budget						
Personnel						
Grants						
Key Program Performance Indicator						
Supplies						
Industry Contributions						
VTEA						
Program Efficiency						
Productivity - WSCH/FTEF (525=good)	1942.45	2053.95	2014.15	2034.15	2034.15	1964.1
Average Class Size	21.72	23.17	20.22	22.5	22.6	21.78
Fill Rate at Census	32.03	56.45	49.44	53.92	52.71	49.33
FTEs per FTEF	64.765	63.815	67.14	67.805	67.805	65.47
Cost per FTEs						
Cost per Major						
Program Success						
Course Retention (D or better)	94%	95%	97%	96%	95%	98%
Course Success - Any Course (C or better)	89%	94%	96%	94%	93%	94%
Course Success - Advanced Course (C or better)						

Major Persistence
Degrees Awarded
Certificates Awarded
Skills Awards
Licenses
Transfers
Performance Following
Transfer
Student Satisfaction
Employment Rate
Employment Retention
Employer Satisfaction