Verification Team Report
Fall 2008

Identification of Program: Health, Physical Education and Athletics

Program Evaluation Team: Kevin Luckey, Christy Kling, Nadine Wade-Gravett, Judy Heys, Kelly McCann, Steve Ball, Michelle Hobbs, Bob Freschi

PEP Team Members: Carolyn Sanchez, Margaret Craig, Alejandro Guerrero

Status of Curriculum Revision:

- As of Spring 08, 35 courses were reviewed without substantive revisions.
- 15 courses require substantive revisions and are due by Fall 2009.
- 6 courses have been moved to obsolete or archived status.

Statement of Completion:

This is to verify that Health, Physical Education and Athletics Program Evaluation and Planning Report (PEPR) is complete and accurate. It contains and addresses all of the appropriate elements of program review.

Strengths of the Program:

After reviewing the report the Verification Team found the following:

- Highly qualified and dedicated faculty with an outstanding commitment to teaching and helping students achieve success. Because of their dedication overall enrollments in Health, Physical Education, and Athletics have increased.

- Health, Physical Education and Athletics equaled or, in most cases exceeded the institutional average retention and course completion rates for all equity groups during the last 3 year period.

- The new North Gym will be instrumental in offering even more classes that will meet student needs.

- The athletics department works collaboratively with Solano Community College. There is an agreement that is called the “Napa-Solano Agreement”, which allows student athletes who want to attend Napa Valley College or Solano Community College and participate in a sport that is not offered at their college but is offered at the other college participate in the sport. The agreement is working well for both schools.
• Strong connections with high school coaches within the recruiting area to help locate potential athletes to compete at the community college level.

• Involvement in the local community: Coaches run camps and clinics for young people in the community; Faculty participate in health related workshops and presentations; the soccer field has been used in the celebration of Earth day; and the swimming pool is used by community sport groups.

• Health, Physical Education and Athletics provides a full-time counselor to meet the personal and academic needs of athletes.

• The division has developed a non-credit enrollment option with The Upper Valley Campus. Students who face a repeatability issue can now enroll as a non-credit student and continue participating in their activity.

Areas of Program Improvement:

The Health, Physical Education and Athletics Division is doing an exceptional job. The following are areas for improvement:

• The locker rooms, team rooms and learning facilities are outdated and need to be updated. Only 62% of students surveyed felt that the learning facilities were clean and safe.

• Instructional equipment is needed throughout the program. The budget needs to allow for the purchase of new equipment to replace older, malfunctioning equipment.

• Hiring a full-time instructor/coach to coach a women’s sport would balance out the ration of full-time men’s and women’s head coach at two each. It would also enable the division to continue to build its curriculum and to meet the needs of diverse student enrollments.

• Technology needs to be updated throughout the division. A classroom is currently utilizing broken down video electronic systems, coaches’ offices need printers, and DVD’s will be needed in the new team rooms.

• The softball, baseball and soccer fields do not drain well; better drainage for those facilities is vital, especially during the rainy season.

Summary:

The Health, Physical Education and Athletics Division is a strong department that provides students high quality individual and team activity, academic, and intercollegiate athletic instruction and opportunities. Intercollegiate Athletics offers student athletes
high level competition and the opportunity to develop knowledge, attitudes, skills and values that will enable them to meet both athletic and academic goals

It is apparent to the PEP team that this division has a highly qualified and dedicated faculty with an outstanding commitment to teaching and helping students achieve success. Because of their dedication overall enrollments in Health, Physical Education, and Athletics have increased.

The PEP team believes that in order for the department to continue offering high quality programming, a full-time instructor/coach needs to be hired. In addition, locker rooms, team rooms and learning facilities are outdated and need to be updated. Technology also needs to be updated throughout the department. Instructional equipment is needed throughout the program. The budget needs to allow for the purchase of new equipment to replace older, malfunctioning equipment.

Finally, the division should be commended for its commitment to its mission of enhancing students’ current physical condition and to motivate each student to develop knowledge, attitudes, skill, and habits that will lead to lifelong health and fitness. The Health, Physical Education and Athletics Division continues to meet the needs of students and are providing a professional, positive, and empowering learning environments.
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

PART 1

PROGRAM: Health, Physical Education, & Athletics
DATE: April 24, 2008

1. MISSION
   A. Program Mission Statement
      The Napa Valley College Division of Health, Physical Education, and Athletics is committed to
      serving its community by providing quality individual and team activity, academic, and
      intercollegiate athletic instruction and opportunities to a diverse population.
      - Health and Physical Education endeavor to enhance each student’s current physical condition
        and to motivate each student to develop knowledge, attitudes, skills, and habits that will lead
        to lifelong health and fitness.
      - Intercollegiate Athletics embraces the same mission and offers student athletes high-level
        competition and the opportunity to develop skills, attitudes, and values that will enable them
        to meet both athletic and academic goals.

   B. The program falls within one or more of the following categories (check all that apply):
      ✔ Transfer/Degree
      ❑ Vocational
      ❑ Remediation
      ❑ Non-Credit/Community Services

2. ACCREDITATION AND EXTERNAL REVIEWS
   A. Review the Accreditation Planning Summary and results of previous program
      evaluations. Discuss the recommendations of the review teams relevant to the program
      and how the program responded.
      Not applicable.

   B. Indicate the sources of information used in Question 2A.
      ❑ Accreditation Self-Study Planning Agenda
      ❑ Accreditation Final Report
      ❑ Previous program evaluation recommendations
      Not applicable.
C. Review the recommendations from any other licensing or accreditation bodies. Discuss the recommendations of the review teams relevant to the program and how the program responded.

The governing body of the CCCAA (California Community Colleges Athletic Association) dictates that every athletic department in the California Community College system must be reviewed at least once every five years. On September 25, 2007, the Napa Valley College Athletic Department was visited by a four-member team from the Bay Valley Conference. The team’s purpose was to verify information contained in a departmental self-review. The team interviewed college administration, departmental personnel, and student-athletes. The BVC team compiled a report on their findings which contained recommendations and commendations.

The self-review, the visiting team report, and the Athletic Director’s response are attached as Appendix A to Part 1 of this Program Evaluation & Planning self-study report in order to reveal the various aspects of the review, and to point out how the athletic department views itself in comparison to how others in the profession see it.

D. Reflect on your responses in Section 2, Accreditation and External Reviews, and write objectives for improvement on Schedule A, Program/Discipline Plan.

3. CURRICULUM AND INSTRUCTION

A. Prepare/revise the Student Learning Outcomes Matrix.
This has been finished.

B. Review the course outlines of record:
   - Assess the appropriateness of the degree and certificate requirements.
     This division has no degrees or certificates at this time.
   - Evaluate the appropriateness of courses to the program.
     This has been finished, and courses are deemed appropriate.
   - Assess the appropriateness of current pre- and co-requisites and recommended preparation. Have pre- and co-requisites been validated through the NVC curriculum process?
     Our courses do not have co- and pre-requisites.
   - Determine which course outlines have not been updated since the last program evaluation or within the past five years.
     This has been finished, and all courses have been updated or are scheduled to be updated; see attached Curriculum Action Plan.
   - Write SLOs for the program and for each course.
     This task is in progress and should be completed by the end of Spring Semester 2008.

C. If you have not developed or revised program SLOs and course outlines for every course in your program, complete the Curriculum Action Plan. Follow the directions provided by the Curriculum Committee.
This task is in progress; see attached Curriculum Action Plan.
D. Describe how your program ensures that the syllabi for each instructor are congruent with the course outline. Describe what measures are taken if any syllabi are incongruent with the course outline.

Course outlines are submitted to the Dean, Health, PE, and Athletics. The Dean checks the syllabus. If the Dean determines that the course is incongruent with the course outline, then the instructor is directed to comply with the course outline.

E. Assess Student Learning Outcomes

- Explain the methods used to assess student learning outcomes. Describe which student performances were assessed and where the assessment occurred (please be specific).

At the date of this writing, student learning outcomes have not been assessed. Division-level outcomes have recently been written, and course-level outcomes are being revised in some cases and added to courses in most cases. When that job is complete, the outcomes will be assessed in the following ways: pre- and post-skills tests; asking students; performance evaluation; quantitative maxes; qualitative journals; team success (goal attainment); individual success (progress towards meeting individual goals); written assignments; certificate tests; presentations; and written tests.

- Summarize your findings from the data.
  Not yet applicable; see text above.

- Describe how you used the data and the results to improve teaching and student learning.
  Not yet applicable; see text above.

- An accreditation standard requires that the institution makes public expected learning outcomes for its degree and certificate programs. In what ways are the program’s expected learning outcomes made public? Check all that apply:

  Not yet applicable. The division’s student learning outcomes have not been made public up to this point because the division has not had outcomes. The division SLOs will be added to our website and posted in various places in our facility. Course SLOs will become part of the syllabus in each course.

  - Syllabi
  - Catalog
  - Brochure
  - Articulation/Transfer agreements
  - Website
  - Other ______________________________

F. Instructional Methods

- Discuss the methods used by the program to ensure that similar standards of academic rigor of the course outline of record are followed by all instructors in the discipline.

  A review of each instructor’s syllabus indicates that similar standards are being used by all instructors. In addition, the evaluation process and random observation of classes by the Dean addresses the rigor and the adherence to the course outline of record. In the future, time will be allotted in Flex Day division meetings to address the writing of course syllabi. A mini-
workshop will be created to help all Physical Education and Health faculty create accurate and informative course syllabi.

- Discuss the instructional methods used by program faculty to address the diverse student population and to encourage retention and persistence.

Student diversity in the physical education and health arenas is usually centered on age and physical condition. Adaptive physical education is offered to students who are recovering from injury or to students who possess physical challenges. In these classes, personalized programs are developed with the students, and instructional aides are vital in helping students who have special needs. In addition, activity classes hold students who come in at a variety of skill levels. Instructors assess the needs of the students and attempt to create a plan that will accommodate the needs of each student within the class. In some cases, the activity classes are designated as beginning, intermediate, or advanced, so that instruction can be focused more specifically on meeting the needs of students at a particular skill level.

- Discuss the instructional methods used by program faculty to address the differences in learning styles and to encourage retention and persistence.

Instructors within the division utilize various instructional techniques to address the visual, audio, and kinesthetic learning styles of the students. Lecture is certainly used in most classes, and that is normally combined with demonstration. In almost every physical education, health, and athletic class, students are involved in the process by actually participating in the activity that is being discussed in that particular class. Instructors utilize group work, student presentation, class discussion, and individual projects to foster a personal involvement in the courses.

G. Review existing articulation agreements with high schools and other colleges. Are they adequate? Current? Effective? If not, what changes will be made?

In athletics our department has an agreement with Solano College. It is called the Napa-Solano Agreement. Student athletes who want to attend Napa or Solano College and participate in a sport that is not offered at the student’s college of attendance, but is offered at the other college, may do so. Consequently, Solano students may participate in Napa Valley men’s soccer, men’s golf, and women’s golf. The agreement is working well for both schools and for the students.

H. Reflect on your responses in Section 3, Curriculum and Instruction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

4. COMMUNITY OUTREACH AND ARTICULATION

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

Recruitment is the name of the game in athletics. The philosophy of our department is to recruit locally and within our recruiting district, and to recruit legally. We have eight sports: men’s golf, women’s golf, men’s soccer, volleyball, men’s basketball, women’s basketball, softball, and baseball. Coaches in all of these sports contact the high school coaches within our recruiting area and locate athletes who can compete at the community college level. Athletes are invited to our campus to see the facilities, talk with a counselor, and meet the current athletes. Coaches follow up with these athletes via electronic, written, and phone communication. Coaches also visit high schools within our area, attend all-star contests and regular season competitions, and visit homes.

If an athlete from outside of our designated recruiting area is interested in attending Napa Valley College, our coaches must follow strict guidelines. First, the athlete must be the one to first
contact our coach, and that must be documented. Then, the coach may invite that athlete to our campus for a visit.

Community outreach is very important to the success of our athletic program. Our coaches run camps and clinics for young people within our community. The camps and clinics are usually run during the summer, but some are weekend clinics that operate during the academic year. Baseball, soccer, men’s basketball, women’s basketball, softball, and volleyball have all offered opportunities for the young people of our community to receive outstanding instruction in their sports. In addition, members of the Athletic Department provide information to the media, participate in interviews, and talk with teams and organizations.

The Storm Classic is an annual event hosted by the Athletic Department. It is a fundraising activity that also serves as a catalyst for recruitment and community outreach. The Classic is a golf tournament that pulls together many people from the college and community to participate in organization and planning. Community members have begun to look forward to the event for not only the good day of golf, but for their chance to learn more about the Athletic Department and its people.

The Assistant Athletic Director and Athletic Director have both made presentations to groups within the community. For example, in the fall of 2007, Nadine Wade-Gravett participated in a seminar on women’s athletics and spoke about the effects of Title IX on college athletics. Kevin Luckey presented a discussion to Napa High School athletes and parents concerning NCAA recruiting regulations and college entrance preparation.

Health and Physical Education have connected with the community in a variety of ways. Judy Heys, the Physical Education Coordinator, has worked with the Red Cross to provide training to law enforcement officers in CPR and First Aid. She has also been active in facilitating use of our swimming pool for community swim clubs and water polo teams. High school swimming and water polo programs also use our pool, and Judy has been a catalyst in organizing their complex schedules in a way that works for their programs and the college schedule.

Community facility usage has not been limited to the swimming pool. Teams and organizations use our gym, soccer fields, baseball field, softball field, track, tennis courts, and racquetball courts year around. The Optimists, for example, use our gym on weekends from October through February for their youth basketball leagues. Community members have formed clubs to use our racquetball courts. The tennis courts are open to the public until 10 pm daily.

The Earth Day Celebration uses our fields for their celebration in April. In reality, our venues are used almost daily throughout the year. The Facilities Department has done an outstanding job of working with our division to ensure that the public maximizes the use of our facilities while allowing the business of the division to run smoothly.

B. What has the program done to establish relationships with secondary schools and/or four-year institutions?

Relationships with secondary schools are vital to our recruiting success in athletics. As discussed in Part A, our coaches have established relationships with high school coaches in the area that lead to contacts with potential student-athletes. In addition, the Athletic Director has met with every high school athletic director in the area and offered his services in providing information to them, their athletes, and parents of athletes about NCAA recruiting rules, procedures, and preparation.

Relationships with four-year institutions are vital, also. One of the goals of an athletic program is to make sure that its athletes maximize their chances to attend a four-year school. To that end, our coaches have established relationships with four-year coaches at both the NAIA and NCAA
levels. Athletes who have demonstrated that they can compete at one of those levels have a good opportunity to meet their transfer goals when the relationships between our coaches and the four coaches are strong and when the reputation of our coaches is credible.

The athletic program now has a full time athletic advisor. Part of his duty is to ensure that athletes are provided with the information and guidance necessary to be able to transfer to the four-year institution of their choice. Jose Hurtado is the athletic advisor. He has made contacts with four-year institutions regarding transfer requirements. He is working to build relationships that will allow him to give accurate information to student-athletes.

C. What has the program done to establish relationships with the business community (if a vocational program)?

Ours is not a vocational program, but we have worked to establish relationships in the business community as described in Part A. It is important that we work even harder to establish those relationships, and plans exist to make that happen.

D. How has the involvement of the advisory committee helped in improving and/or promoting the program? (vocational programs only)

Not applicable.

E. Reflect on your responses in Section 4, Community Outreach and Articulation, and write objectives for improvement on Schedule A, Program/Discipline Plan.

REVIEWS AND SIGNATURES

Part I of the program evaluation report is to be reviewed by program faculty and staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the Office of Research, Planning and Development by May 1.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

PAGE 6 OF 65
PROGRAM EVALUATION AND PLANNING

STUDENT LEARNING OUTCOMES: PROGRAM LEVEL

HEALTH, PHYSICAL EDUCATION, & ATHLETICS

1. Students will use basic principles of health and wellness to develop an informed, personal approach to mental and physical health.

2. Students will understand the principles of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle.

3. Students will demonstrate and value knowledge of psychological and sociological concepts, principles, and strategies that apply to physical activity and sport.

4. Students will acquire knowledge and demonstrate skills to safely engage in physical activity.

5. Students will understand basic principles of anatomy, physiology, and/or biomechanics, and apply the knowledge to movement activity.

6. Students will acquire the personal skills and attitudes to function as a competitor or member of an athletic team.
# PROGRAM EVALUATION AND PLANNING

## STUDENT LEARNING OUTCOME (SLO) MATRIX

### HEALTH, PHYSICAL EDUCATION, & ATHLETICS

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</tr>
<tr>
<td>PHYE 171</td>
<td>Students will use basic principles of health and wellness to develop an informed, personal approach to mental and physical health.</td>
<td>Students will understand the principles of lifetime fitness and will incorporate fitness activities into a healthy and active lifestyle.</td>
<td>Students will demonstrate and value knowledge of psychological and sociological concepts, principles, and strategies that apply to physical activity and sport.</td>
<td>Students will acquire knowledge and demonstrate skills to safely engage in physical activity.</td>
<td>Students will understand basic principles of anatomy, physiology, and/or biomechanics and apply the knowledge to movement activity.</td>
<td>Students will acquire the personal skills and attitudes to function as a competitor or member of an athletic team.</td>
</tr>
<tr>
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<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>PHYE 176</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
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<td>X</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<td>PHYE 298 Mat Pilates</td>
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<td>PHYE 298 Critical Issues for Athletes</td>
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</table>
INSTRUCTIONAL PROGRAM EVALUATION SELF-STUDY

CURRICULUM ACTION PLAN

PROGRAM: Health, Physical Education, and Athletics

PROGRAM FACULTY: Nadine Wade-Gravett, Judy Heys, Christy Kling, Michelle Hobbs, Bob Freschi, Steve Ball

DATE: Spring 2008

1. COURSE REVIEW LIST AND TIMELINE
   A. COURSES REVIEWED WITHOUT SUBSTANTIVE REVISIONS
      The following courses have been revised within the last five (5) years and/or do NOT require substantive changes to remain current.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
</tr>
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<tbody>
<tr>
<td>HELH 100</td>
<td>PHYE 125 A</td>
<td>PHYE 156</td>
</tr>
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<td>HELH 106</td>
<td>PHYE 129</td>
<td>PHYE 172</td>
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<td>PHYE 109</td>
<td>PHYE 130</td>
<td>PHYE 173</td>
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<td>PHYE 110</td>
<td>PHYE 131</td>
<td>PHYE 176</td>
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<td>PHYE 113</td>
<td>PHYE 132</td>
<td>PHYE 200</td>
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<td>PHYE 118</td>
<td>PHYE 133</td>
<td>PHYE 204</td>
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<td>PHYE 120</td>
<td>PHYE 145</td>
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</tr>
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<td>PHYE 121</td>
<td>PHYE 148</td>
<td>PHYE 255</td>
</tr>
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<td>PHYE 122 A</td>
<td>PHYE 151</td>
<td>PHYE 285</td>
</tr>
<tr>
<td>PHYE 123 A</td>
<td>PHYE 290</td>
<td>PHYE 286</td>
</tr>
<tr>
<td>PHYE 287</td>
<td>PHYE 291</td>
<td>PHYE 292</td>
</tr>
<tr>
<td>PHYE 297</td>
<td>PHYE 146</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS
These courses are currently before the curriculum committee and will be reviewed this spring. Some of the revisions still need to be cleaned up, and that process will be finished by the end of April 2008. The division will eliminate the “A” that goes with 122, 123, and 125.
B. COURSES THAT REQUIRE SUBSTANTIVE REVISIONS: DUE BY FALL 2008

The following courses need substantive revisions to course description, content, objectives, assessment methods, assignments, or conditions on enrollment.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
<th>COURSE NUMBER</th>
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<tbody>
<tr>
<td>HELH 109 (Judy)</td>
<td>PHYE 169 (Christy)</td>
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</tr>
<tr>
<td>HELH 110 (Nadine)</td>
<td>PHYE 171 (Christy)</td>
<td></td>
</tr>
<tr>
<td>PHYE 134 (Nadine)</td>
<td>PHYE 178 (Steve)</td>
<td></td>
</tr>
<tr>
<td>PHYE 136 (Nadine)</td>
<td>PHYE 271 (Christy)</td>
<td></td>
</tr>
<tr>
<td>PHYE 137 (Nadine)</td>
<td>PHYE 272 (Christy)</td>
<td></td>
</tr>
<tr>
<td>PHYE 138 (Nadine)</td>
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<td>PHYE 140 (Nadine)</td>
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<td>PHYE 142 (Nadine)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYE 149 (Bob)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYE 160 (Christy)</td>
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</tr>
</tbody>
</table>

COMMENTS

These courses have not been revised. They will be revised by fall of 2008. The classes in the 130s are dance classes. They will be revised when a full-time dance instructor is hired. Nadine Wade-Gravett will do minor revision and add SLOs in the meantime. PHYE 178 needs to include the “non-traditional season” component.

C. COURSES TO BE MOVED TO OBSOLETE OR ARCHIVED STATUS

The following courses or course numbers are no longer relevant to our program. Those listed as Obsolete are outdated course numbers that correspond to currently offered courses. Those listed as Archive are courses that are no longer offered and which will be moved to Archived status.

<table>
<thead>
<tr>
<th>COURSE NUMBER: OBSOLETE</th>
<th>COURSE NUMBER: ARCHIVE</th>
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<td>PHYE 293</td>
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<td>PHYE 294</td>
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<td>PHYE 295</td>
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<tr>
<td>PHYE 296</td>
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</table>

COMMENTS

Most of these courses are intercollegiate sport classes. The sports are not currently offered at NVC.
## New Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Proposed Units/Hours</th>
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</thead>
<tbody>
<tr>
<td>PHYE 100 A</td>
<td>Beginning Swimming</td>
<td>0.5-1</td>
</tr>
<tr>
<td>PHYE 100 B</td>
<td>Intermediate Swimming</td>
<td>0.5-1</td>
</tr>
<tr>
<td>PHYE 100 C</td>
<td>Advanced Swimming</td>
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<tr>
<td>PHYE 102 A</td>
<td>Water Exercise (Beginning)</td>
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<td>PHYE 102 B</td>
<td>Water Exercise (Deep Water)</td>
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<td>PHYE 104 A</td>
<td>Water Polo (Basic Skills)</td>
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<tr>
<td>PHYE 104 B</td>
<td>Water Polo (Technical Skills Analysis)</td>
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<tr>
<td>PHYE 104 C</td>
<td>Water Polo (Defensive Skills)</td>
<td>1</td>
</tr>
<tr>
<td>PHYE 108 A</td>
<td>Bowling (Adaptive)</td>
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</tr>
<tr>
<td>PHYE 108 B</td>
<td>Bowling (Beginning)</td>
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<td>PHYE 108 C</td>
<td>Bowling (Masters)</td>
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<tr>
<td>PHYE 112 A</td>
<td>Golf (Introduction)</td>
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<tr>
<td>PHYE 112 B</td>
<td>Golf (Intermediate)</td>
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<tr>
<td>PHYE 112 C</td>
<td>Golf (Course Management)</td>
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<tr>
<td>PHYE 126</td>
<td>Judo</td>
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<td>PHYE 147 A</td>
<td>Swim for Fitness</td>
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<tr>
<td>PHYE 147 B</td>
<td>Swim for Fitness (Advanced)</td>
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<td>PHYE 161</td>
<td>Adaptive Dance</td>
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<td>PHYE 162</td>
<td>Adaptive Aquatics</td>
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<td>PHYE 177</td>
<td>Team Sports Intramurals</td>
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<td>Skills Analysis Racquetball</td>
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<td>PHYE 298</td>
<td>Skills Analysis Tennis</td>
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<td>PHYE 298</td>
<td>*Aquatic Fitness</td>
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<td>PHYE 298</td>
<td>*Basic Water Polo</td>
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<tr>
<td>PHYE 298</td>
<td>*Water Polo (Technical Skills Analysis)</td>
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<td>Strength Training and Conditioning</td>
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<td>Baseball Skills Analysis and Conditioning</td>
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<td>Theory of Softball</td>
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<td>Theory of Baseball</td>
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<tr>
<td>PHYE 298</td>
<td>Critical Issues for Student Athletes</td>
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</tr>
</tbody>
</table>

* Indicates that course may already be numbered.

**Comments**

These courses are currently in the Curriculum Committee process. They should be approved by April 2008. Some of the 298s have been given official numbers. Some have not. The 298s that have not been given official numbers need to go through that process. The courses are currently being edited. A new course needs to be offered that would work with PHYE 178 and another one needs to be developed that would work with 176. That course will become PHYE 174. Bob
Freschi will be the course author. The current Baseball Skills Analysis and Conditioning course will be expanded into a Sports Skills Analysis and Conditioning course, so that any intercollegiate athletic program could use it. Our athletes have repeatability issues with 176 and 178 courses if they are in our program for more than two years. In addition, the division is looking at creating new courses for activities that are popular within the community. New courses in dance will be proposed when a full-time dance instructor is hired. A theory of team sports course will also be developed; it will be a lecture course that will enable students to understand techniques, fundamentals, skills, and strategies that apply to a particular sport. Steve Ball will be the course author. All of these changes will be submitted to the Curriculum Committee by fall of 2008.

The following changes will also be made by the end of Spring Semester 2008:

- PHYE 104 B will become 105.
- PHYE 104 C will become 104 B.
- PHYE 112 C will become 111.
- The 298s will be numbered:
  - Skills Analysis Racquetball will become PHYE 119.
  - Skills Analysis Tennis will become PHYE 124.
  - Aquatic Fitness will become PHYE 144.
  - Basic Water Polo is 104 A.
  - Water Polo Technical Skills Analysis is 105.
  - Baseball Skills Analysis and Conditioning will expanded and become PHYE 174.
  - Theory of Softball and Theory of Baseball will become one class—Theory of Sport: PHYE 201.
  - Mat Pilates will become PHYE 154.

The course authors of these particular courses will make the changes that need to be made.

The faculty within this division began working on the curriculum in the spring of 2007. Courses were assigned to each faculty member for revision. The division agreed that certain new courses needed to be written to meet the needs of the students. Members of the division have worked diligently on the process since that time. Many of the courses had not been revised since the late 1980s. Many revised courses and new courses have been submitted to the Curriculum Committee and are being reviewed at this time. The division is committed to continuing the revisions, revising and adding course SLOs, and creating the new courses that have been outlined above. The year-long effort indicates that the task will be completed with due diligence.

3. **Course-Level Student Learning Outcomes**

The course level student learning outcomes have been written for most of the new courses and in most of the revised courses. Courses that have not been revised do not have student learning outcomes. Course student learning outcomes that have been written need to be revised to reflect the new division learning outcomes that have been developed during this study. Faculty authors will be cleaning up the existing outcomes and will add outcomes to courses that do not currently have them. These revisions will take place before the end of spring 2008. The faculty within the division has split up the courses. Each faculty member is responsible for specific courses within the curriculum.

4. **Degree or Certificate Revision Timeline**

This does not apply to this division currently.
PROGRAM EVALUATION AND PLANNING

PART 1

APPENDIX A

NVC ATHLETICS PROGRAM REVIEW

CALIFORNIA COMMUNITY COLLEGES ATHLETIC ASSOCIATION

FALL 2007

PART 1: NVC SELF-STUDY

PART 2: BAY VALLEY CONFERENCE ACCREDITATION TEAM REPORT

PART 3: NVC ATHLETIC DIRECTOR’S RESPONSE TO BVC REPORT
PART 1: NVC SELF-STUDY

Program Profile

1. Demographics
Napa Valley College had 6,908 credit students enrolled in the fall of 2005. Approximately 30% of those students attended full time. Approximately 57% of the students were female and 43% were male. Census data reveals that the split between female and male students has run close to the 60-40 level for a number of years. Approximately 53% of the student population is White, another 17% is Hispanic, 11% is Asian-Filipino-Pacific Islander, and approximately 5% is Black.

2. Geographic Setting
Napa Valley’s main campus is located south of downtown Napa. The college moved to this 160 acre location in 1965 from a location which was adjacent to Napa High School. The Napa River runs parallel to the west boundary of the campus and the Napa-Vallejo Highway borders the east campus boundary.
The Napa Valley runs north to south for approximately 30 miles and ranges from 1 to 5 miles wide. The valley population is around 127,000 people. The valley’s economy is fueled by the wine industry. Numerous vineyards and over 200 wineries have made the valley a tourist destination, and the hospitality industry is a major component of the county’s economy. A list of the Napa Valley’s major employer’s is included in this study.

3. Feeder High Schools
Napa High School, Vintage High School, St. Helena High School, Calistoga High School, New Technology High School, the Napa Valley Alternative School, and Napa Valley Community High School are the public high schools within the Napa Valley. Justin Siena High School is a private Catholic school in Napa. Napa Christian, Napa Valley Christian Academy, New Life Academy, and Pacific Union College Preparatory are also private schools. The contiguous district legislation has allowed Napa Valley College to recruit students from Sonoma, Solano, Lake, and Yolo county schools. The Governing Boards of Napa Valley and Solano colleges have an agreement that allows each school to host a number of sports for the other. Solano hosts Napa Valley students in football and women’s soccer. Men’s soccer and golf are hosted at Napa Valley. Students are allowed to take courses at each college to meet eligibility standards.

4. High School Graduates in Attendance
Napa and Vintage High Schools provide a combined 27.5% of the high school graduates to Napa Valley’s student population. Solano schools, particularly in Vallejo, are also vital to the enrollment. A complete list of high school graduates in attendance is provided in this report.

5. Four Year Colleges in Proximity
Four year colleges close to Napa Valley include: University of California- Berkeley, University of California-Davis; California State Universities Hayward, Sacramento, San Francisco, San Jose, and Sonoma; Private schools include St. Mary’s, Santa Clara, Chapman, Golden State University, Kennedy, University of Phoenix, University of San Francisco, and other smaller institutions.

6. Transfer Rates
For the 2005-06 academic year 63 Napa Valley students transferred to a UC and 265 transferred to a CSU. The Postsecondary Education Commission report is included in this document.
7. Community Colleges in Proximity
Community colleges close to Napa Valley College include Solano, Contra Costa, Laney, Diablo Valley, Los Medanos, Woodland, and Sacramento City College in Davis.

8. Other Characteristics
Napa County voters passed Measure N in November of 2002. The $133.8 million bond measure has provided for the remodeling of a number of structures on campus, including the gymnasium. New facilities in science, performing arts, and physical education are in progress. The softball and baseball facilities are receiving new dugouts and batting cages, and they will be completed this fall. A new tennis facility has been built on the west side of the gym.
Napa Valley College also has an Upper Valley campus which is located in St. Helena. It is famous for its culinary arts program. The college is also working with the Napa Unified School District to partnership in providing classes within the district’s new American Canyon High School.

Standard One: Adherence to COA Constitution and Bylaws and Other Rules and Regulations of the State and Conference

1. R-2 Compliance
All head coaches, assistants who recruit, the academic advisor, secretary, trainer, equipment personnel, vice-presidents of instruction and student services, and president are invited to an August R-2 meeting. During that meeting an exam is distributed to everyone and each question is discussed. The exam focuses on recruiting, academic eligibility, and transfer. A current constitution is distributed to everyone in attendance and questions concerning the constitution are discussed. Those who are unable to attend the group meeting then meet individually with the athletic director. Form R-1 is signed by all personnel who receive the training. Form R-3 is signed by head coaches who will be participating in the non-traditional seasons.
The college president then signs off on R-2 and R-3 in an individual meeting with the athletic director. The meeting allows for the president to ask questions or to voice concerns. Head coaches and the athletic director meet regularly throughout the year. Updates and clarifications on policies are communicated during those meetings. In addition, the athletic director communicates with the coaching staff personally and via e-mail if the state or the conference provides information.

2. Constitution Distribution
The athletic director, president, vice-presidents of instruction and student services, associate dean of admissions and records, trainer, equipment attendant, academic advisor, and all head coaches have updated copies of the state constitution, BVC constitution and bylaws, and relevant sport supplements.

3. Rule Violation Procedure
If Napa Valley College has violated a state constitution rule or policy, the following procedure is followed:
1. The athletic director calls the appropriate commissioner and confers with that commissioner regarding the infraction.
2. The athletic director writes a letter that outlines the infraction and the steps that are being taken to remedy the problem.
3. The athletic director then takes steps necessary to remedy the problem.
4. If the infraction involves the forfeiture of contests or involves another institution in any way, the athletic director communicates with that institution’s athletic director via phone and in written correspondence.

5. If Napa Valley College believes that another institution has violated the constitution, the appropriate procedure is for the personnel involved (usually a coach) to talk with the member of the other institution about the infraction. If he or she then feels that an infraction has occurred, the NVC athletic director is notified and he confers with the other institution’s athletic director. If a violation has occurred, then the guilty institution can self-report, or Napa Valley will provide written information which includes evidence to the commissioner.

Standard Two: Adherence to BVC Constitution, Bylaws, Rules and Regulations

1. **Copies of Bylaws to Stakeholders**
   Copies of the conference bylaws go to the athletic director, president, both vice-presidents, the associate dean of admissions and records, the trainer, the equipment room, the academic advisor, and all head coaches.

2. **Agendas of Meetings**
   Information from the BVC meetings has been passed on to the appropriate parties after the meeting has taken place, and issues that pertain to each party have been discussed. In his first months in the position, the new athletic director did not give the agenda or the minutes his only BVC meeting to all of the appropriate individuals. In the future the information will be distributed properly.

3. **Staff Participation in Sport Specific Meetings**
   Napa Valley College coaches participate consistently and regularly in Bay Valley Conference sport specific meetings. The coaches report pertinent items to the athletic director after the meetings.

Standard Three: Adherence to the Bay Valley Conference Philosophy Statement, and Proof of Activities that Support and Strengthen its Tenants

1. **Policy Statement Distribution**
   The Napa Valley College athletic philosophy is found in our student athlete handbook and it is echoed in our staff handbook. Both handbooks are provided at the end of this report.

2. **Philosophy Difference from five years ago?**
   The philosophy does not appear to be different than it was five years ago, but now the philosophy is written and distributed to coaches and athletes.

3. **Members of college administration and athletic department and working knowledge of conference and college philosophy**
   The president, both vice-presidents, the associate dean of admissions and records, our academic advisor, and our total athletic staff all have a reasonable understanding of our college and conference philosophy. The philosophy of the college and the conference reflect the belief systems of all parties involved. The college is committed to taking the actions to do even more to attain the goals embodied in the philosophies.
Standard Four: Activities Related to Processing Athletic Eligibility

1. Procedures used to complete the administration of Forms 1, 2, 3 and C.
   Forms 1 and 2 are completed before or at the beginning of each semester for fall and spring sports. Basketball forms are completed in early October. The athletic director meets with each team and its coach separately to fill out the forms. If a student/athlete does not make the team meeting or comes out late for a sport, he or she meets individually with the athletic director. When the forms are completed, the secretary sends tracers on transfers and compiles transcripts, and checks grade point average and educational plans. The athletic director then checks the forms for completeness and accuracy, does the head coach. The athletic and secretary also check the 9-12 and 18-24 and transfer rules that apply to each Form 1. The forms are then sent to the registrar for another check. Form C’s are to have been filled out and filed upon first contact. Once the forms are back from the registrar, the secretary compiles the Form 3 and sends it electronically to the COA office. Copies of the Form 1’s are sent to the BVC commissioner. Form 3s are distributed to coaches to check against their rosters.

2. Check for Completion
   The athletic director, the head coach, the secretary, and the registrar are all involved in checking the forms for accuracy and completeness.

3. Double Checks
   The athletic director and the secretary both double check the forms for completeness before they are sent. In addition, the coach’s check of the Form 3 is a final precaution.

4. Ultimate Responsibility
   The athletic director has the ultimate responsibility.

5. Storage of eligibility forms
   Completed eligibility forms are kept in a file cabinet in the athletic office. They go back to 2005. Older forms are kept in a locked storage area. The storage of our athletic eligibility records, however, is a part of our operation that needs to be cleaned up.

Standard Five: Activity Showing the Athletic Staff, Counselors and Other Related Personnel Have a Working Knowledge of Student-Athlete Recruiting Regulations

1. Recruiting Rules Explanation to Members of College Community
   Recruiting rules have been explained to the entire athletic staff via the R-2 meeting. The vice-president of instruction and academic advisor both have received explanations. More in the college community will be invited to our in-service meetings in the future.

2. Recruiting rules to the athletes
   Recruiting rules are explained to the athletes during the eligibility meetings before the sports seasons.

3. Do the feeder high schools understand the rules?
   By the time that the program review visitation takes place the athletic director will have visited each athletic director in the area and the rules will be explained. The NVC coaching staff has good
relationships with most of the high school coaches in the area, and if recruiting rules have not been discussed in the past they will be in the present.

4. Are Coaches and Student-Athletes Aware of the Penalties for Recruiting Violations?
Coaches are very aware of penalties for breaking constitution rules. Student-athletes are not aware of specific penalties, but they are aware that there are punishments for illegal recruiting.

5. Role in Informing Feeder High Schools of COA Recruiting and Subsidization Rules
Our role will be expanding in the future. The athletic director’s plan is to develop firm relationships with the high school athletic directors and to offer information regarding the COA rules and NCAA and NAIA guidelines.

Standard Six: Participation in Non-Competitive Activities Related to Athletic Competition

1. List which college members have participated in the following types of activities: Bay Valley Conference meetings, COA meetings, workshops, Conference Committee Sport Representatives.

The following list reveals what Napa Valley coaches and athletic directors have done in the recent past to fulfill their non-competitive role:

- Nadine Wade-Gravett (Former athletic director, current assistant athletic director): Participation in BVC meetings and COA convention; Administrative rep in men’s soccer.
- Michelle Hobbs (Softball Coach): Has attended BVC meetings; participation in conference coaches meetings.
- Bob Freschi (Baseball Coach): Has attended BVC meetings; participation in conference and state baseball coaches meetings.
- Steve Ball (Men’s Basketball Coach): Has attended BVC meetings; participation in conference and state basketball coaches meetings.
- Chris Kvidahl (Women’s Basketball Coach): Participation in BVC women’s basketball coaches meetings.
- Kelly Van Winden (Volleyball Coach): Participation in BVC volleyball coaches meetings; seeding rep for the BVC.
- Les Carroll (Soccer Coach): Participation in BVC men’s soccer coaches meetings; BVC soccer league statistician.
- Jim Wiechers (Men’s and Women’s Golf Coach): Participation in Big 8 men’s and women’s golf coaches meetings.
- Dana Buttny (Head Trainer): Member of NATA and CATA and attends their conventions.
- Kevin Luckey (Athletic Director): Attends BVC meetings; Attends COA conventions; Attends state athletic director conference in Tahoe; Administrative rep for men’s soccer.
Standard Seven: Activities Directed Toward Student-Athlete Support and Matriculation

1. List your College activities directed toward the support of the concept of student-athlete matriculation. Attach any documents to substantiate your activities.

   Student-athletes must go through the same matriculation process as the regular NVC student body.
   
   A. Admissions: Student-athletes fill out an admission form online or hard copy. Our athletes are encouraged to take a summer class so that they are classified higher in registration priority.
   B. Assessment: Some of the athletes are assessed at their high schools by the NVC counseling staff. The rest are assessed when they come to campus for orientation or recruiting trips. The assessment takes place in math and English.
   C. Orientation: All students go through a campus orientation online or in person. Student-athletes go through an athletic orientation before their sports season.
   D. Advisement/Counseling: Recruits meet with our athletic advisor during their recruiting visit if at all possible. All athletes meet with the academic advisor prior to their season of sport in order to make sure that their Individual Educational Plan is current. Our academic advisor is available to our athletes for visits that go beyond the educational plan.
   E. Registration: Priority registration is not available to athletes. We have discussed the issue with the administration and with Admissions and Records, but no move has been made to create a priority registration status for athletes.
   F. Student-athlete Handbook: We have created a handbook that is new to the program this year. It contains policies and procedures. And, it provides information on NCAA and NAIA transfer rules.

2. Describe services and/or interaction that the athletic department has with the counseling department.

   In January of 2007 the counseling division made the decision to provide a full time counselor for the athletic department. The dean of physical education and athletics has communicated regularly with the counseling division chair and the vice-president of student services concerning the success of the move. The counseling division and the physical education/athletic division share the expenses of the operation. In addition, the counseling division has been very helpful about seeing our athletes if the athletic counselor is overloaded.

3. Does your college provide a counselor assigned to counsel student-athletes? Is the assignment full-time?

   Jose Hurtado is our full time counselor. He has a private office within the athletic department. The athletic department secretary schedules his appointments.

4. Are priority registration, tutoring, or study tables available to your students?

   Priority registration is not available to our student-athletes. We do not provide tutoring specifically for our athletes, nor do we provide a study table. The college provides tutoring for any students, and the athletes are made aware of that service.

5. Do you have a counseling and guidance class for student-athletes? Is it mandatory?

   Presently, we do not have a guidance class for athletes. Our academic advisor, however, is developing a guidance class for our athletes. We are in the process of determining whether to offer the class as a regular class or a seminar. It will be mandatory.
6. **Do all student-athletes have an individual educational plan on file?**
   Yes, before each season of sport each athlete involved in that sport must have a current educational plan on file.

7. **What process is used to follow up and ensure that student-athletes, in fact follow their IEP?**
   The IEP is checked by the athletic counselor and the athletic director. The athletic director, the secretary, and admissions and records all check to make sure that the 9/12 and 18/24 rules are being followed.

8. **Does your department have a policy addressing a student-athlete’s need to miss a practice or a contest to study or to take a test?**
   Currently, our department has no policy in this area. Our coaches have worked well with the college faculty in the past to ensure that our student-athletes meet their commitments.

9. **Is there a college policy related to missing classes by student-athletes when traveling or participating in scheduled contests?**
   A college policy does not exist. During the athletic orientation, athletes are directed to communicate with their instructors about their athletic schedules. And, they are directed to attend all classes that they can attend and do all of the work that they are assigned. In addition, the athletic director e-mails all instructors schedules of contests and a note that encourages instructors to communicate with the coach, academic advisor, or athletic director if he or she encounters a problem with an athlete.

10. **Are student-athletes able to add and drop classes without approval?**
    Yes, at this time student-athletes can drop classes without approval. They are asked to see the coach, academic advisor, or athletic director before they do. We have asked the associate dean of admissions and records to consider a “red flag system” in order to prevent students from dropping classes.

11. **Does the athletic department monitor full-time enrollment status during the term? If so, how often? How is the monitoring accomplished?**
    The athletic eligibility is checked several times during the week. It is checked on the day that any team plays. We check by pulling up a Datatel report on the athletic classes. We check the athletic class roster against the team roster to make sure that everyone on the team is accounted for. If an athlete is below 12 units, equipment is not issued and the coach is notified immediately.

12. **Do student-athletes who have completed their eligibility have access to your student-athlete counseling program?**
    Our goal is that our student-athletes complete their academic goals, and the athletic advisor will be available to those athletes until they do.

13. **Significant information.**
    Solano College students who are part of an NVC program are tracked for eligibility during their seasons via communication on Friday’s with Solano College.
Standard Eight: Programs Designed to Foster Good Citizenship

1. **Does your College have a Substance Abuse Program?**
   Napa College has substance abuse policies. It does not have a substance abuse program. The student standards of conduct are attached.

2. **What is your College’s athletic decorum policy?**
   Napa Valley College athletics follow all BVC, Big 8, and COA rules regarding decorum and violations. NVC also has the student standards of conduct. Also, each athlete signs NVC’s athletic code of conduct during the eligibility orientation. It and the Form 1 cover decorum violations and consequences. The college has no stated policy about what it will do regarding athletic decorum violations.

3. **If you have a decorum policy, how are your student-athletes made aware of the policy?**
   Student-athletes are made aware of the state’s decorum policy during the eligibility orientation. The athletic director emphasizes the importance of sportsmanship and the possible consequences regarding a decorum violation.

4. **Is decorum handled entirely within the athletic program or is campus student services involved?**
   Decorum has been handled entirely within the athletic program.

5. **Does your college provide safe and well maintained athletic facilities?**
   NVC’s bond measure has provided a number of improvements and additions to our facilities (these have already been mentioned in the introductory remarks). The plans to continue to improve the facility are key to providing the kind of facility that will truly serve athletes. Plans are in the works to renovate the locker rooms and the shower facilities. The current lockers are run down and the shower area is antiquated. Athletic teams share team rooms with the general student body. The addition of an auxiliary physical fitness area would create the opportunity to make team rooms. Our baseball, softball, and soccer fields are well-maintained by the grounds crew, but they are very susceptible to flooding during any rain. The college has done studies concerning a French drainage system and they have created a drainage creek to alleviate some of the problem. But, the chances are very strong that normal rain will continue to create a problem for the outside programs. In short, the college has taken strides to improve inside and outside facilities, and follow through on future plans is essential for those facilities to truly be serviceable for our athletes.

Standard Nine: Activities that Demonstrate Commitment to Balanced Men’s and Women’s Programs and Opportunities

1. **What is your college’s level of commitment to balance athletic opportunities for men and women?**
   Our college has strong desire to balance the opportunities for men and women. Our athletic department has submitted a request through the budget planning process to add a sport. The added sport would logically be on the women’s side.

2. **Please list sports for men and women**
   Women’s sports: Golf, Volleyball, Basketball, Softball.
   Men’s sports: Golf, Soccer, Basketball, Baseball.
3. **What is the gender balance of your current coaching staff? Please list the name and gender of head coaches and assistant coaches in each sport.**

- Men’s Golf: Jim Wiechers (male)
- Women’s Golf: Jim Wiechers (male)
- Volleyball: Kelly Van Winden (female) head coach; Lauren Meanza (female) assistant coach.
- Men’s Soccer: Les Carroll (male) head coach; Omar Diaz (male) assistant coach.
- Men’s Basketball: Steve Ball (male) head coach; Rob Shantz (male) assistant coach.
- Women’s Basketball: Chris Kvidahl (male) head coach; Chris Morrison (male) assistant coach; Haidi Arias (female) assistant coach.
- Softball: Michelle Hobbs (female) head coach; Ron Smith (male) assistant coach.
- Baseball: Bob Freschi (male) head coach; Tim Masters (male) assistant coach; Travis Smith (male) assistant coach; Don Dubois (male) assistant coach; Warren Brusstar (male) assistant coach.

4. **Describe how your athletic training facilities are utilized? Do any policies exist regarding the use and operation of athletic training services? Please list the name and gender of the head athletic trainer, assistant trainers and student trainers. Are there separate hours for training room use by gender?**

The training room is open from mid-morning until after practices and events are finished in the evening during the fall, winter, and spring. The facility is open to all athletes. In season athletes have the top priority. The training room is open to men and women on an equal basis.

Dana Buttny (female) is our head trainer. She is assisted by Ron Smith (male). Our student trainer is Nicole Franckowiak (female). We have a number of volunteer student trainers.

5. **When teams of both genders compete in a sport (i.e. Basketball) and use the same facility for practices and contests, how is the use of the facility divided? How are practice and competition times determined?**

The head coaches have an excellent working relationship. They create a schedule based on student schedules, and coaches’ schedules. They confer on who will go first in double headers based on opponent’s needs (travel time), and whether both genders have had opportunities to play both late and early games. There have been no conflicts.

6. **What is your college’s philosophy for adding and dropping sports? What criteria are used when adding and dropping sports? Please list added and dropped sports over the past five years.**

NVC does not desire to drop sports. If over a period of time the department was having trouble creating a team, and the issue did not have to do with poor recruiting, then the college would consider dropping a team. Sports will be added based on public interest, gender equity, and financial support.

NVC dropped women’s basketball in 2005-06. The college did not desire to drop the team, but circumstances made it necessary. The program resumed in 2006-07.
If you are in a multi-college district, what is the district philosophy about a full compliment of athletic teams at all colleges in the district?

NVC partners with Solano College in the BVC and COA approved Napa-Solano agreement. Although NVC does not offer football, water polo, and women’s soccer, our athletes have the opportunity to compete in those sports at Solano. Solano athletes have the opportunity to compete for Napa Valley in men’s and women’s golf, and men’s soccer. The agreement allows both colleges to provide more opportunities for students to continue competition beyond high school.

Standard Ten: Evaluation of the Proportionate Numbers of District and Out of District and Out of State Athletes

1. What was the number of participants on each team that your institution sponsors during the last academic year?

<table>
<thead>
<tr>
<th>Team</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
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<tr>
<td>Men’s Soccer</td>
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<tr>
<td>Men’s Basketball</td>
<td>14</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>9</td>
</tr>
<tr>
<td>Softball</td>
<td>12</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>7</td>
</tr>
<tr>
<td>Baseball</td>
<td>29</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>3</td>
</tr>
</tbody>
</table>

2. What was the number of out of the recruiting area student-athletes on each team that your institution sponsors during the last academic year? These numbers include out of state students.

<table>
<thead>
<tr>
<th>Team</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
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</tr>
<tr>
<td>Men’s Soccer</td>
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</tr>
<tr>
<td>Men’s Basketball</td>
<td>1</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>1</td>
</tr>
<tr>
<td>Softball</td>
<td>2</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>0</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>2</td>
</tr>
<tr>
<td>Baseball</td>
<td>8</td>
</tr>
</tbody>
</table>

3. What was the number of out-of-state student athletes on each team that your institution sponsors during the last academic year?

<table>
<thead>
<tr>
<th>Team</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
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</tr>
<tr>
<td>Men’s Soccer</td>
<td>0</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>0</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>1</td>
</tr>
<tr>
<td>Softball</td>
<td>0</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>0</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>2</td>
</tr>
<tr>
<td>Baseball</td>
<td>3</td>
</tr>
</tbody>
</table>
4. Compare the percentage of out of recruiting area and out of state student–athletes to the percentage of out of district and out of state students in the general student body.

NVC had 112 athletes participate during the 2006-07 year. 15 of those athletes were from out of the area or out of state. 9 of those 15 athletes were from out of our area in California and 6 were from out of state. 2 of the 6 out of state athletes were middle aged women who went to high school out of state but are long time residents in the Napa community. Approximately 56% of the NVC student body is from within our recruiting area. 93% of our athletes are from within our recruiting area. Approximately 4% of NVC students are from out of state, while approximately 5% of our athletes are originally from out of state.

5. What impact, positive or negative, have out of recruiting area and out of state student-athletes had on your program?

Out of area athletes have not had a significant impact on the NVC program either positively or negatively. Most of our athletes come from within our recruiting area. The focus of the NVC athletic program recruiting is on doing the best that we can to attract athletes from within our area.

Standard Eleven: Institutional Fundraising Controls, Policies, and Procedures

1. Institutional controls for proper accounting, distribution of funds from foundations, trust accounts, donations, booster clubs

Funds are monitored by the athletic director. Proceeds from fundraisers for the department that are run through the Foundation are deposited into the athletic trust. They are then distributed to teams based on agreement within the coaching staff. Funds raised by individual teams are deposited in their trusts. Money spent from those trusts must be approved by the athletic director.

2. Athletic Director control

The athletic director has total control over all general fund and trust accounts.

3. Are accounting procedures in writing, and in what document do they appear?

Fiscal procedures are discussed in the division policy handbook. They are discussed in the physical education section. When the document is revised the procedures will be added to the athletic section.

4. Description of how revenue from foundations, trust accounts, booster clubs and donations are distributed to men’s and women’s athletics

Distribution of trust money is made through the athletic director. Each sport has use of the money that each brings in through their own fundraising. Departmental fundraising that has been run through the college foundation has been split among each sport program based on guidelines agreed upon by all of the coaches. The money goes from the foundation into the athletic trust. The athletic director then distributes each team’s split into the individual sports’ trust accounts.
Table of Contents

Program Profile    Pages 1-2
Standard One   Pages 3-4
Standard Two   Page 5
Standard Three   Page 6
Standard Four   Page 7
Standard Five   Page 8
Standard Six   Page 9
Standard Seven   Pages 10-12
Standard Eight   Page 13
Standard Nine   Pages 14-16
Standard Ten   Pages 17-18
Standard Eleven   Page 19

Appendix

1-Major Employers
2-High Schools Represented in Student Body 2006-07
3-Transfers to UC and CSU
4-Athletic Handbook
5-Division Handbook
6-Student Services Information
7-Student Conduct Policies
8-Athletic Advisor Duties
PART 2: BAY VALLEY CONFERENCE ACCREDITATION TEAM REPORT

Napa Valley College
Program Review on September 25, 2007
Report and Recommendations

Submitted By
Bay Valley Conference
Program Review Committee
Art Alatorre, Los Medanos College
Rod Beilby Yuba College
Thea Post, Yuba College
Shirley Baskin, Commissioner
Introduction and Overview

Demographically, Napa Valley has 6908 credit students enrolled as of the Fall 2005 Semester. Approximately 57% are female and 43% male with 30% of the total attending full time. The ethnic breakdown is 53% Caucasian, 17% Hispanic, 11% Asian, and 5% African American.

The main campus is located south of downtown Napa, moving to its current location in 1965. The population of this area is 127,000 people. The valley’s economy is fueled by the wine industry which has made this area a tourist destination. Thus, the hospitality industry is a major component of the county’s economy.

Standard One: Adherence to COA Constitution and By-Laws and Other Rules and Regulations of the State & Conference.

R-2 Compliance – All athletic personnel, support staff, and Administration participate in the August COA Compliance meeting developed by the Athletic Director. An exam is distributed focusing on recruiting regulations, academic eligibility, and transfer. Individuals who are unable to attend this meeting are expected to meet with the Athletic Director individually.

Once the individuals have completed the Compliance meeting, all individuals in attendance will sign the R-2 & R-3 (if participating in a non-traditional season) COA forms. The R-1 & R-3 forms are then signed by the President and Athletic Director and forwarded to the appropriate commissioners and COA office prior to competition.

COA/BVC Constitution(s) and By-Laws are distributed to all coaches and support staff(s) during the August meeting. Throughout the year the Athletic Director has regular coaches meetings and communicates through e-mail as information is dispersed by the COA office and the Conference Commissioner.

The “Rule Violation Procedure” that is outline in the Program Review document is consistent with procedures and guidelines used at other institutions and conferences throughout the state.

Recommendations:

1) New COA and/or BVC legislation and rule changes that have been adopted by the governing bodies should be included and discussed in the August Compliance meeting. Individual pages from the Constitution and By-Laws that include the “shaded” legislation that is new could be distributed to all coaches and staff.

2) Because of the new COA early deadline for completing Compliance training for coaches & staff prior to the first contest in the fall, it might be more practical to require Compliance training in August to only the fall sport coaching staffs and support staff(s). Later in the year (prior to the beginning of basketball & spring sports seasons) other Compliance training sessions could occur for the other coaches and staff(s). This would allow for more “personal” training for everyone involved and could be more beneficial when discussing new legislation and other related topics regarding Napa Valley College Athletic procedures and regulations to be followed throughout the year.


The Athletic Director issues copies of the BVC Constitution and By-Laws to all coaches, support staff(s) and Administration during the August Compliance meeting.

Information, Minutes from BVC meetings has been distributed to the appropriate individuals – coaches, support staff(s) & Administration – after they have taken place. Sport specific items are discussed individually with the coach(s) and Athletic Director.

Napa Valley College coaches participate regularly in BVC sport coaches meeting(s) throughout the year. The coaches will discuss items of importance with the Athletic Director if necessary.
Recommendations:

(1) In an effort to keep all head coaches, support staff, and Administration aware of future meetings and proposed legislative items from the COA and/or BVC it would be beneficial to distribute through e-mail AND hard copy Agenda(s), COA proposed legislation to all coaches and other stakeholders as soon as the information is available through the COA web-site and sent from the Conference Commissioner.

(2) Because much of the information that is dispersed does not pertain to every coach/individual, the Athletic Director could “highlight” the legislation that is pertinent to each coach/program. It also would be beneficial for each coach to meet with the Athletic Director to discuss the related legislation so that information can be shared and understood before the Conference Assembly meeting takes place. This would allow for a better understanding of the information and allow for informed decisions (voting) at Conference Assembly meetings in the fall and spring.

(3) After BVC Assembly meetings and COA Conventions/meetings take place, all minutes, summaries, and other pertinent information should be distributed to all coaches and staff. Policy items or Legislation that is approved and may have an immediate impact with particular programs at an institution may require a meeting to reinforce the information that was distributed.

Standard Three – Adherence to the Bay Valley Conference Philosophy Statement and Proof of Activities that Support and Strengthen its Tenants.

The Napa Valley College athletic philosophy and Policy Statement is found in both the Student Athlete Handbook and the Staff Handbook that was recently developed and distributed by the new Athletic Director. These documents seem to be appreciated by the coaches, staff, and student-athletes. They all value the organization and procedures that are included in these handbooks.

All members of the college Administration and Athletic Department are aware of the College and BVC philosophies as they are reviewed and documented in the student-athlete and staff handbook(s).

Recommendations:

(1) During the visitation it was noted that Napa Valley College does not have an approved policy that allows athletes to be excused from class(s) when traveling/participating in Napa Valley College sponsored athletic events. A policy should be developed and adopted by the College and an excused absence form developed that can be used by the athletes when they are aware of an athletic contest(s) that will not allow them to attend a class(s). Athletes would still be required to complete all assignments/tests/quizzes that are missed.

(2) After reviewing the Student-Athlete and Staff Handbook(s) there were some corrections that should be addressed:

NVC Physical Education/Athletic Staff Handbook:
Page 9 – paragraph 2 – refers to an “R-4” form – no such form.

NVC Student Athlete Handbook:
- Athletic Eligibility - Are all athletes required to be enrolled in the Intercollegiate Class?
- Transfer from another CCC – No more than 8 units taken in the summer can be counted toward the 12 unit residency requirement.
- Season of Participation – Athletes can participate with an outside team if it is a different sport.
- Transfer from a 4 year or out of state CC. – Must be enrolled in 9 degree, transferable classes and 18 of the 24 units must be degree, transferable classes & a 2.0 GPA & an Educational Plan.
- Injury – Illness waiver form – Appeal must be made through the Conference Commissioner. It should be noted that the waiver may not be granted by a four year institution.
- Decorum Policy – The handbook refers to a “3rd offense – there is no 3rd offense – 2nd offense & the athlete is no longer eligible.
- Officials – Physical contact with an official – 60 months suspension – The handbook refers to sitting “two subsequent games” – inaccurate.
• Tobacco Rule – If an athlete is ejected for tobacco use – in 2008 the coach will be ejected also.
• Under “Equipment” – it was explained that the equipment room attendant will wash all college uniforms. It does not state this in the handbook.

Standard Four: Activities Related to Processing Athletic Eligibility.
The system in place for completion of the required eligibility forms is effectively meeting the standard and ensures that the college is in full compliance with the requirements. Forms are completed in a timely and effective manner. The system of checks and double checks by the athletic director, secretary and coaches is a good safeguard to ensure that no mistakes are made and all participating athletes are eligible.

Recommendation:
The 12 unit check before every game by the secretary is a very cumbersome and labor intensive process that could result in potential errors. The college athletic director through their technology staff should pursue a more automated process that would take less time and reduce the potential for errors.

Standard Five: Activity Showing the Athletic Staff, Counselors and Other Related Personnel has a Working Knowledge of Student-Athlete Recruiting Regulations.
The athletic director does an excellent job of ensuring that all the athletic staff is informed of the recruiting rules as outlined in the COA Constitution and Bylaws through his scheduled R-2 meeting. It is commendable that the Vice President of Instruction and the academic advisor have also been informed of the recruiting rules. The athletic director is encouraged by this team to pursue and complete his plan to invite more members of the college community to learn about the recruiting rules in the future.

The athletic director is also encouraged to implement his plan to meet with the high school athletic directors in his service area and provide information regarding the COA rules and NCAA and NAIA guidelines to make sure that local athletes are afforded every opportunity to be eligible and make informed decisions about participation at the next levels.

There were no issues identified in this area.

Standard Six: Participation in Non-Competitive Activities Related to Athletic Competition.
The college President, coaches, students and all other support staff in the athletic department are very pleased with the selection and hiring of their athletic director Kevin Luckey. In the very short time that Kevin has been at the college and despite being new to athletics at the community college level; he has made an impact with the instructional staff at the college and has given the athletic program a very positive public relations image. Kevin has attended all conference meetings, COA workshops and conferences and has accepted the role of administrative representative for men’s soccer in the Bay Valley Conference.

The majority of the coaches and assistant athletic director have participated in BVC conference and COA meetings. The men’s basketball coach and the baseball coach have also participated in their sport’s state meetings. Their men’s soccer coach is the league statistician. Their volleyball coach is the seeding representative for the Bay Valley Conference.

Clearly the institution’s administration and the athletic director encourage their coaches to participate in other activities beyond their college sport and they have taken advantage of the opportunity to the benefit of the student athletes.

Standard Seven: Activities Directed Toward Student Athlete Support and Matriculation
Napa Valley has the student athlete go through the same matriculation process that is afforded every Napa Valley college student. Each student athlete has an individual education plan (IEP) on file before s/he begins participation in the sport. The IEP is checked to make sure that it is being followed. Currently, a college policy does not exist for the athlete who needs to miss a class due to athletic participation.
Athletic eligibility is monitored several times a week. Those athletes that have completed their participation but are still enrolled at Napa Valley continue to have access to any athletic services afforded any current athlete. One of the major strengths of the matriculation program is the presence of a full time athletic counselor.

**Commendation:**
Napa Valley is to be commended for having a full time athletic counselor on staff.

**Recommendations:**
(1) Napa Valley may want to look at instituting an early alert program for athletes to monitor progress in the classroom.
(2) It appears that there is some confusion in terms of who determines when the injured athlete can resume participation. This is something that should be clarified.

**Standard Eight: Programs Designed to Foster Good Citizenship**
Napa Valley has paid attention to the use of substance abuse and decorum policies. They are currently in the process of renovating facilities due to the passage of a bond measure. The athletic facilities will be upgraded and plans are under way to make this happen.

**Commendation:**
The college is to be commended that athletics has been included in the use of bond money to make the athletic facilities better and upgraded.

**Recommendations:**
(1) The college should pursue attending to the women’s locker room and to talk to female athletes who feel that it is not a safe environment.
(2) It appears that the college is short staffed in maintenance. Some of the coaches felt as if they had the burden of maintaining their playing surfaces as well as coaching.

**Standard Nine: Activities that Demonstrate Commitment to Balanced Men’s and Women’s Programs and Opportunities**
Napa Valley College offers an equal number of sports for females and males. As they add sports, they have a commitment to offer more sports for women athletes.

**Standard Ten: Evaluation of the Proportionate Numbers of District and Out of District and Out of State Athletes**
Napa Valley College has 112 athletes participating in their athletic program. 93% of their athletes are from within their recruiting district. Napa is serving their community well.
Napa Valley College’s out of state and out of district athletes are minimal (15 athletes) in number. Therefore, these students do not affect their athletic program in either a positive or negative way. These numbers reflect the Bay Valley Conference & Napa Valley College Philosophy & Policy Statements that are stated in the BVC Constitution and the Napa Valley College Handbook(s).

**Recommendation:**
Continue to actively recruit the in district and contiguous district athletes. Should the numbers on athletic teams be consistently low, discussion should take place to consider the viability of the program. What can be done to improve the numbers? Should we consider a different sport to offer?
Standard Eleven: Institutional Fundraising Controls, Policies, and Procedures

Proceeds from fundraisers for the department that are run through the Foundation are deposited into the athletic trust. Funds raised by individual teams are deposited in their trusts. Money spent from those trusts must be approved by the athletic director.

The athletic director has complete control over all general funds and trust accounts.

Napa Valley Athletic department holds an annual Golf Tournament to raise funds for the athletic department. The coaches have agreed upon the guidelines for dispersing the revenue from this tournament and any other fundraisers that may take place.

Recommendations:

(1) Coaches should get together to develop a plan for the department to provide resources to purchase athletic uniforms on a rotation basis. This was the procedure in the past.

(2) Continue to fund raise for general needs of the athletic department & individual programs.

(3) Develop and revise the accounting procedures in writing and add them to the athletic handbook.
PART 3: NVC ATHLETIC DIRECTOR’S RESPONSE TO BVC REPORT

Athletic Director Response to the Napa Valley College
Athletic Department Program Review

Four highly respected athletic leaders from the Bay Valley Conference visited the Napa Valley College athletic department on September 25, 2007. Their purpose was to review the accuracy of the athletic department self review. Art Alatorre and Shirley Baskin from Los Medanos College and Rod Beilby and Thea Post from Yuba College were the members of the visiting committee. Shirley Baskin is the commissioner of the conference. Rod Beilby and Art Alatorre are the athletic directors at their respective institutions, and Thea Post is a former coach at Yuba. The report was generally complimentary toward Napa College’s current attention to the athletic program. It made recommendations to the athletic director and the college concerning various aspects of the program, and some of those recommendations have already been addressed.

The report commended the college for two very important commitments. The decision to assign a full time counselor to the athletic department has not only been beneficial to the student-athletes at Napa Valley College, it has inspired other colleges in the conference to assess how they can better assist athletes academically to meet their needs in performance and preparation for transfer. The decision by the board, the administration, and the facilities committee to use bond money to upgrade and renovate athletic and physical education facilities was also acknowledged by the committee.

The committee had several recommendations in the area of communicating BVC and CCCAA meeting information and legislative items to coaches. The recommendations will be procedurally helpful in an effort to communicate as effectively as possible with all personnel. The committee also referred to various sections of our new athletic handbook and suggested corrections and/or additions. This recommendation has already been addressed. The recommendation to develop a uniform purchasing rotation plan is also currently being addressed.

Further recommendations that, if implemented, will require a team effort were the following:

1. Create an excused absence policy for athletes who miss class due to athletic travel.
2. Work on an automated process through technology that would reduce time spent in checking athletic eligibility. (The process has begun).
3. Institute an early alert program to monitor athletes’ progress in the classroom. (The process has begun).
4. Clarify who determines when an athlete can resume participation after an injury.
5. Attend to the feeling of some female athletes that the locker room is not safe.
6. Continue to find ways to attend to the maintenance of playing surfaces. A staff shortage means that coaches spend much time preparing and maintaining fields. (The maintenance staff works extremely hard to meet the needs—they are simply stretched thin.)
7. If numbers are consistently low in a sport, consider offering another sport. Look to offer more sports in women’s athletics.

The members of the athletic department appreciate the efforts of all of the individuals and entities that are assisting in the overall improvement of the athletic programs. Our goal continues to be to assist student-athletes to meet their academic and athletic goals and for our programs to be competitive in our conference. Program reviews are mandated for all community college athletic programs. Their purpose is to help those programs to meet their obligations to athletes and their goals. To that end, this program review has accomplished its purpose.

Kevin Luckey
Dean of Physical Education and Athletics
Napa Valley College
5. Enrollment Trends and Student Satisfaction

A. Review the enrollment trends data, and describe recent trends. Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

Enrollments in health, physical education, and dance increased 3% between 2005-2006 and 2007-2008. Enrollments in the college credit programs increased 8.4% during the same period. In athletics, enrollments increased by 2.6% during the same period. Actual numbers reveal that in dance, health, and physical education enrollments were at 4081 in 2005-2006, 3995 in 2006-2007, and 4205 in 2007-2008. Factors that influenced an enrollment increase that was less than the college average include the following:

- La Cancha, a health club in Napa, closed in 2005-2006 and that may have created some additional enrollments during that year.
- More of a factor, however, is the repeatability issue. Students are not able to enroll in a physical education class more than four times. Community members who are tennis players, racquetball players, spinners, swimmers, and dancers are dedicated to those activities. Large numbers of students were not able to enroll in the classes and that affected the overall enrollment trend.

Plans are in effect to increase enrollment. The division has developed a non-credit enrollment option in cooperation with The Upper Valley Campus. Students who face a repeatability issue can now enroll as a non-credit student and continue their activity. This fall approximately 125 students have taken advantage of this option. The numbers will not show up in credit enrollment trends, but the students are being served. The division has also hired a full time dance instructor. The commitment is to begin to offer a complete program in dance that expands course offerings to include social and cultural dance. The repeatability issue hit our dance curriculum particularly hard, and an expanded curriculum should create more vitality and draw new students from the community. Finally, it is important that we work more effectively as a division to advertise our curriculum and reach community members who currently do not know what we have to offer.

In athletics, enrollments were static because we have offered eight sports during the period of the study. Numbers on each team may vary slightly from year to year, but for the most part the size of a team will stay similar. For instance, a basketball team might range from 10 to 15 players, and a baseball team may be 30 to 35 players. The numbers will fluctuate based on who of the players who turn out during a particular year are able to make the team.

Enrollment numbers in athletics will only increase if we add sports. The desire is to add sports in the future. The decision to go ahead with that will depend on the college’s commitment to funding additional programs.
B. Review the load (WSCH/FTEF), productivity (FTES/FTEF), average class size, and financial data and describe recent trends.

Health and Physical Education perform above college norms for load and productivity. While the college has identified target load as 525 and target productivity at 17.5, recent data provided by the college researcher demonstrate college-wide load at approximately 391 and productivity at 13. The data provided for this report reflect load in Health and Physical Education as consistent from year to year, averaging about 400. The same is true for productivity, which has averaged about 13.5. Both are above college averages.

The division dean has considered the datasets above in concert with data on enrollment. Numbers for courses are consistent from year to year, except in Dance Production, Fitness Assessment, Walking for Fitness, and Sports Medicine. The repeatability issue limits Dance Production; Fitness Assessment and Walking for Fitness class sections have to be assessed to determine whether sections should be reduced. The Sports Medicine classes declined in numbers last year, and we will have to see if the trend continues. The division’s determination on these courses will take into consideration how possible course revision and scheduling can increase enrollment. Enrollment increases in these classes will affect positively the load and productivity performance.

Athletics load, productivity, and enrollment is limited by the size of team rosters. Athletics load has ranged from a low of 240 to a high of 326. Similarly, productivity has ranged from 8.00 to 10.88. Spring numbers are consistently lower than those in fall, reflecting the number of teams fielded in each semester, the size of the team rosters, and the numbers of coaches (full-time and adjunct faculty). It should be noted that, during the period covered by this data analysis, the college was unable to field one women’s sports team; this has now been resolved. We have offered eight sports during the period of the study, but load (and enrollment) can increase if we add sports in the future. The decision to proceed will depend on the college’s commitment to funding additional programs.

C. Review the program’s schedule of classes and the student satisfaction survey results; discuss whether course offerings are scheduled appropriately to meet student need.

The student satisfaction survey reveals that 93% of our students are satisfied with our course offerings. 87% of the students responded that they were satisfied with when the courses were offered. The division continues to have a commitment to study the schedule and determine when classes can be offered to better suit student needs. Our facilities are utilized from 6 in the morning until 8 at night on most days. The addition of the North Gym could be instrumental in offering even more classes at times that would meet more student needs.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

Overall, students are very satisfied with the experience that they have in the classes within this division. The students give the division a 90% approval rating in almost every area of instruction. Only 62% of the students, however, felt that the learning facilities were clean and safe. The college has requested modernization funds from the state to remodel most existing learning facilities and locker rooms. In addition, student comments revealed that some students would like to see a greater variety in the curriculum and class times, and that they are concerned about the repeatability issue. We are addressing the repeatability issue as outlined earlier, and we are currently revising and renewing our curriculum.
E. What documented labor market demand does this program address? Does the program offer unique training (and not represent unnecessary duplication of manpower training) in the area? (vocational programs only)

Not applicable.

F. Reflect on your responses to Section 5, Enrollment Trends and Student Satisfaction, and write objectives for improvement on Schedule A, Program/Discipline Plan.

6. **Student Equity and Success**

A. Review the data on enrollment, retention, and successful course completion (and grade distribution, to be phased in). Discuss program trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

Overall, enrollments are up in Health, Physical Education, and Athletics (Dance was included under PHYE during the period studied). From 2005-2006 through 2007-2008, enrollments increased in Health and Physical Education by 3% and in Athletics by 2.6%. Enrollments in all Napa Valley credit programs increased by 8.4% over the same period of time. The comparatively smaller increase in athletics as compared to the rest of the college can be attributed to the fact that the same number of sports and approximately the same number of roster spots on each team lead to a similar number of enrollments from year to year. In the Health and Physical Education program, however, the comparatively lower percentage can be attributed to several factors: 1) repeatability affected the number of students who could take certain courses such as Racquetball, all Dance classes, and Physical Fitness; 2) times that certain classes like Water Exercise were offered may not have been compatible with student schedules; 3) new curricula may not have been developed to meet the needs of students who could not repeat particular classes.

Program-level retention rate and successful course completion in Health, Physical Education, and Athletics have exceeded the college rate over the last three years. Health and Physical Education retained 86% to 88% of their students. Athletics retained 93.7% to 96.7%. Health and Physical Education had a successful course completion rate of 76% to 79%, and Athletics had a successful course completion rate of 90.7% to 95.4%.

Certain equity groups claimed a significantly smaller proportion of enrollments in Health and Physical Education from 2005-2006 to 2007-2008, as compared to the rest of the college. Consistently smaller groups were Filipinos, Hispanics, students ages 21-29 and 30-39, and non-disabled students. In 2005-2006 and 2006-2007, African-American enrollments were smaller in comparison to the rest of the college, and the same was true for Asians/Pacific Islanders in 2005-2006. By 2007-2008, enrollments for both groups compared to the rest of the college. In Athletics, enrollments for females, Asians/Pacific Islanders, Filipinos, students above 21, and disabled students were low in proportion to the rest of the college. Since athletics normally focus on a younger population, the age comparison can be explained. The one area that can be addressed in the very near future is the female population. Although the same number of sports is offered for both females and males, over 70% of the athletes are male. More female sport offerings would narrow the gap. Currently the Physical Education staff is reviewing its curriculum with an eye toward addressing the needs of all equity groups.

Health, Physical Education and Athletics equaled or, in most cases, exceeded the institutional average retention and course completion rates for all equity groups during the three-year period.
B. Identify strategies used to identify and assist students at risk; discuss their effectiveness.
Athletics identifies students at risk through mid-semester grade reports on all athletes. In addition, the academic advisor is in touch with instructors concerning individuals that he considers to be at risk. An orientation class for incoming athletes has been established to help minimize the student behaviors that create at-risk students. An early alert system would help to ensure that athletes who may be struggling in classes would receive necessary guidance and help.

Health and Physical Education instructors regularly hold one-on-one conferences with students who struggle in their classes. The instructors work to be aware of students who have special needs, so that instruction for those students is adapted to meet the needs. Most of the instructors attempt to follow the adaptive physical education model of personal conferencing in order to help meet individual student needs. Three steps that could enhance the effort to meet needs would be: 1) the use of student e-mail lists to communicate with students who may not attend regularly; 2) the development of a campus-wide advisor contact list that would enable instructors to connect students with advisors in a timely manner; and, 3) a division flex day that would allow instructors within the division to address methods of instruction that identify and meet the needs of students at risk.

C. What has the program done to formalize links with support services for students?
This division has participated in numerous activities to formalize links with student support services. A full-time academic advisor has been assigned to the Athletics Department. Every athlete completes an educational plan before he or she participates in a sport. The training room works closely with Health Services to make sure that all athletes go through health screening and physicals before they participate in a sport. Coaches work with Financial Aid to make sure that prospective athletes follow procedures that will allow them to maximize their opportunity for aid. Health instructors regularly invite counselors into classes to present material to students on various issues. The division works with the Outreach Committee to provide information and assistance to prospective Napa Valley College students at events such as NVC day.

D. Review the full-time/part-time instructor ratio. Discuss trends, and needs.
Health, Physical Education, and Dance currently has a 38 to 7 ratio of part-time staff to full-time staff. Athletics has 3 full-time coaches and 5 part-time coaches. The part-time staff is dedicated, qualified, and professional. Increased full-time staff, however, is necessary to continue to build the kind of division that meets all student needs. Our Dance curriculum, for instance, has been the same for over twenty years. This fall, a full-time Dance instructor is on board, and she is already submitting curriculum to build a dance program that addresses community needs. Both the academic and athletic programs maintain consistency when a full-time person is at the helm. Programs are promoted, instructors and coaches are accessible to students, curriculum oversight and development are possible, and division business is delegated and completed.

This division has seen an improvement in the vitality of athletic programs when full-time coaches are hired, and it is seeing the same with the addition of a full-time dance instructor. The division needs at least one more full-time coach and one more full-time instructor.

E. Review the data on degree/certificate completion and any job placement data available. Assess the effectiveness of your program. (vocational programs only)
Not applicable.

F. Reflect on your responses in Section 6, Student Success and Equity, and write objectives for improvement on Schedule A, Program/Discipline Plan.
7. **Planning & Budget Requests**

When answering the questions in this section, consider the staffing available and the existing budget, as well as the objectives that you included in Schedule A. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives. Schedule A will be your program plan and will be sent to your Division Chair/Dean to be included as part of the division plan. Complete Schedules B-F to justify requests for additional resources; please note “No request” on the appropriate schedule if you do not wish to request resources.

A. **Program/Discipline Plan**

Reflect on your responses to all of the questions above. If changes and/or improvements are needed, write objectives on Schedule A. Add other objectives that will further the mission of your program. The objectives must support the NVC Strategic Plan Goals and Objectives. In the right column of Schedule A, identify all additional resources that are needed to accomplish these objectives.

See Schedule A.

B. **Staffing**

Summarize the staffing resource needs identified in Schedule A, the Program/Discipline plan. Discuss any changes needed. Complete Schedule B, Request for New Permanent Faculty and Staff.

Dance, Health, Physical Education, and Athletics serves over four thousand students. At the present time, seven full-time instructors and thirty-eight part-time instructors teach the academic curriculum; three full-time instructor/coaches and four part-time coaches fill the eight head coaching slots in athletics. Two of the full-time staff in athletics coach men’s sports, and one coaches a women’s sport. A variety of reasons exist to hire another full-time Instructor/Coach and a full-time Physical Education Instructor.

A full-time Instructor/Coach, hired to coach a women’s sport, would balance out the ratio of full-time men’s and women’s head coaches at two each. At this point, male athletes outnumber female athletes by two to one. We must find ways to increase female participation. The best way is to offer one or more additional women’s sports. The best way to increase numbers in any individual sport is to hire a full-time person who can dedicate the energy needed to bring additional numbers into the sport. Additional women’s sports and an additional full-time Instructor/Coach hired to head a women’s sport would help to solve an imbalance.

In addition, the hiring of another full-time instructor in Health/Physical Education would enable the division to continue to build its curriculum and to meet the needs of a diverse student enrollment. The part-time staff is excellent, but they are not required to work on curriculum, nor are they required to assess the needs of an entire division and participate in strategies that will adjust a schedule to meet the needs of all students.

Finally, one full-time Classified utility employee is necessary. This new position is needed for many reasons. We have numerous jobs, including event supervision and management, pool cover worker, equipment repair, tennis court cleaning, and event driver that are covered by many people. One person presently, however, participates in all of those jobs and more. If we rolled all of those jobs into one job, then this person or a person like him would be available during a set schedule to serve the needs of the division.
C. Operational Budget

Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? Complete Schedule C, Request for Operating Budget Augmentation.

During the 2007-2008 academic year, divisions were asked to rewrite their budgets and to justify what was being asked for. This division did that. We were budgeting at $43,000 lower than what we asked for. All that we asked for was justified. In Physical Education, the division maintained budgetary levels that will work. That is not the case in Athletics, where Classified salaries, office supplies, athletic supplies, athletic entry fees, and dues were not compensated at a functional level. Also, if another sport is added, the budget will need to be enhanced.

D. Program-Specific Equipment

Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule D, Program-Specific Equipment Request.

Instructional equipment is needed throughout the program. The division’s equipment is used every day by many people. The equipment is working hard. The division has a pool, fields, weight room, physical fitness room, spinning room, dance room, and gym that all utilize equipment that wears out. Our budget needs to allow for the purchase of new equipment to replace older, malfunctioning equipment on a yearly basis. In addition, we will be moving the weight room and Adaptive Physical Education to a new building next year. A detailed list of needs can be found in Schedule D.

E. Technology

Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule E, Technology Request.

The division’s needs are many in technology. We have a classroom that utilizes a broken-down video electronics system. Our part-time personnel need at least two more computers. Printers are needed in coaches’ offices. At least two laptop computers are needed to fulfill statistical commitments to the community college athletic statistical services. Technology will be needed in new team rooms in order to review videos and DVDs. Some of the needs will be taken care of through already allocated bond money that will remodel the existing weight room and the APE room once those are moved to the new North Gymnasium. Some of our own fund-raising money will have to go towards meeting the needs, if the college is not able to fund the requests.

F. Facilities Improvement/Renovation

Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? Complete Schedule F, Facilities Improvement/Renovation Request.

The division has an excellent swimming pool, tennis courts, and gymnasium. The dance room and spinning room are functional. The soccer field, softball field, and baseball fields are adequate in terms of space; the dugouts and batting cages are superb for softball and baseball. Needs, however, do exist: The softball, baseball, and soccer fields do not drain well; work needs to continue to devise a plan to create better drainage for those facilities during the rainy season. The classroom, room 603, is small and is not equipped to utilize today’s teaching technology. The locker rooms and team rooms on the lower level of the gym are broken down and outdated;
lockers are small, and the areas are not what our students should have to use when showering and dressing at a quality community college.

The lower gymnasium area is a college priority when it comes to state modernization funds when they become available. And the facilities and maintenance department is continuing to study ways to improve the field drainage. These areas must continue to be a college priority if we are to truly run quality programs.

G. Professional Development

1) Compile the individual faculty and staff Professional Development Information surveys to summarize professional development accomplishments of your program.
   See attached surveys.

2) Complete Schedule G, Professional Development Needs, to indicate the areas of focus identified for future faculty/staff development. Note: Budget requests for Travel & Conference should be addressed on Schedule C, Operating Budget Augmentation.
   See Schedule G.

H. Learning Resources/Media Materials

Complete Schedule H, Learning Resources/Media Materials Request to identify learning resources (e.g., books, periodicals, DVDs) needed to enhance program success.
See Schedule H.
## PROGRAM/DISCIPLINE PLAN:
### HEALTH, PHYSICAL EDUCATION & ATHLETICS

<table>
<thead>
<tr>
<th>NVC STRATEGIC GOAL(S)</th>
<th>PROGRAM EVALUATION SECTION AND PAGE NUMBER</th>
<th>OBJECTIVES</th>
<th>PRIORITY IN RANK ORDER</th>
<th>PROGRAM ACTIVITIES/ACTIONS</th>
<th>RESOURCES*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 5</td>
<td>Section 5, pages 47-48</td>
<td>Modernize lower gym facility to create safe locker rooms, improved classrooms, team rooms, and useful office space. Solve field drainage problems for all fields.</td>
<td>1</td>
<td>Follow through on modernization plan based on state guidelines</td>
<td>▪ Provide matching funds as outlined by state guidelines ▪ $175,000.000 for French drains on fields</td>
</tr>
<tr>
<td>1, 4</td>
<td>Section 6, page 50</td>
<td>The division will strengthen intercollegiate athletic programs.</td>
<td>2a</td>
<td>Hire at least 1 full-time coach/instructor. The division will work to provide data and persuasion to appropriate decision-makers.</td>
<td>Funding for compensation for the additional faculty.</td>
</tr>
<tr>
<td>1</td>
<td>Section 5, pages 47-48</td>
<td>Add at least one intercollegiate sport to our athletic program</td>
<td>2b</td>
<td>Determine the right sport to add, based on sustainability and need; hire a coach, recruit athletes; gain conference acceptance; develop schedule</td>
<td>$10-$15K for uniforms, equipment, travel, meals, and lodging</td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>Section 6, page 50</td>
<td>The division will strengthen its academic programs and develop new curricula.</td>
<td>3a</td>
<td>Hire at least 1 full-time instructor. The division will work to provide data and persuasion to appropriate decision-makers.</td>
<td>Funding for compensation for the additional faculty.</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

* Program Evaluation Section
  1. Accreditation & External Reviews
  2. Curriculum & Instruction
  3. Community Outreach & Articulation
  4. Enrollment Trends & Student Satisfaction
  5. Student Equity & Success
# SCHEDULE A

## PROGRAM/DISCIPLINE PLAN:

### HEALTH, PHYSICAL EDUCATION & ATHLETICS

<table>
<thead>
<tr>
<th>NVC Strategic Goal(s) Addressed: 1–5</th>
<th>Program Evaluation Section and Page Number</th>
<th>Objectives</th>
<th>Priority in Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3</td>
<td>Curriculum Review Section 3</td>
<td>The division will continue to perfect the curriculum in order to meet the needs of the students and the academic program.</td>
<td>3b</td>
<td>Courses that have been assigned to faculty will be revised, and or edited. New course that have been assigned to author will be submitted by fall of 2008.</td>
<td>None</td>
</tr>
<tr>
<td>1, 2</td>
<td>Section 6, pages 47-50</td>
<td>Develop a flex day in-service for our division that would create teamwork, allow analysis of schedule, enrollments, retention, completion, equity, and curriculum</td>
<td>4</td>
<td>Develop the program, work to get the time set aside, make it worthwhile for the staff</td>
<td>Creating the time during flex day; payment to adjuncts for time spent</td>
</tr>
<tr>
<td>1, 2</td>
<td>Section 5, pages 47-48</td>
<td>Examine schedule closely to determine best times for all classes and to continue to examine all curriculum.</td>
<td>5</td>
<td>A four-hour division retreat;</td>
<td>At least one-half of a flex day</td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>Curriculum Review Section 3</td>
<td>The division will revise course-level student learning outcomes to courses that have outcomes and will add outcomes to those that do not.</td>
<td>6</td>
<td>Courses will be divided among faculty members and those faculty members will revise and add outcomes by the end of spring 2008.</td>
<td>None</td>
</tr>
</tbody>
</table>

* New requests should be defined on resource forms and included in the unit budget.

### Program Evaluation Section

1. Accreditation & External Reviews
2. Curriculum & Instruction
3. Community Outreach & Articulation
4. Enrollment Trends & Student Satisfaction
5. Student Equity & Success
**REQUEST FOR NEW PERMANENT FACULTY AND STAFF**

**Accreditation reference:** Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**List in priority order:** Project additional needs above and beyond the current status. Please include in your projected needs any known position that will be vacated due to retirement. Replacement positions are not guaranteed. Information will be used in the faculty and staff prioritization processes.

<table>
<thead>
<tr>
<th>Job Title and Justification</th>
<th>N/R*</th>
<th>FTE</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach/Instructor</td>
<td>New</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>As outlined in part seven of our PEP report, we need this person to take on a women’s sport in order to increase numbers of female participants in the total program and to help augment a noticeable imbalance between the numbers of female as compared to males in our athletic program.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Health/Physical Education Instructor        | New  | 1.0 |       |
| At this point we have thirty-eight part time instructors and seven full time instructors. In order to continue to update curriculum and meet the needs of all of the students, we need to add another person who is responsible for working with others to strengthen the curriculum and scheduling structures that will improve what the division can offer to students. |

| Utility Person                              | New  | 1.0 | TBA   |
| The division has numerous hourly classified jobs that are filled by many people. Some of those jobs would still need more than one person, but one person who could handle many duties would allow the division to have a dependable, responsible person available at all times. |

*N=New, R=Replacement

Submitted By: ______________________________  Approved By: ______________________________

Budget Center Manager  President/Vice President
REQUEST FOR OPERATING BUDGET AUGMENTATION

Budget Center: **680 PE and 441 AD**  
Activity **PG-9999**

**Accreditation Reference:** Financial planning is integrated with and supports all institutional planning.

**Operating Budget—List in priority order:** This section is used to request and justify non-capital outlay additions to your department's budget. This form applies only to Account Codes 113XX, 114XX, 523XX, 524XX, 54XXX and 55XXX.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52330 Classified Overtime</td>
<td>$773.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>52390 Classified Salary</td>
<td>$27,000.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>54510 Office supplies</td>
<td>$720.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>54510 Athletic Supplies</td>
<td>$4,750.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>55196 Athletic Entry Fees</td>
<td>$5,000.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>55310 Dues</td>
<td>$2,000.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>55130 Doctors Fees</td>
<td>$1,500.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>Conferences</td>
<td>$1,500.00</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Added Women’s Sport</td>
<td>$12,500.00</td>
<td>Increased FTES</td>
</tr>
<tr>
<td>680</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56470</td>
<td>$25,000</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>Closed-captioning for DVD/video</td>
<td>$5,000.00</td>
<td>ADA Compliance</td>
</tr>
<tr>
<td>Conferences</td>
<td>3,000.00</td>
<td>Retention and persistence</td>
</tr>
</tbody>
</table>

A detailed justification for all categories is provided in Part 7 of the PEP Report.

Submitted By:  
Approved By:  

Budget Center Manager  
President/Vice President
PROGRAM SPECIFIC EQUIPMENT REQUEST

Accreditation rationale: Equipment supports student learning programs and services and improves institutional effectiveness.

List in priority order: Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Infield tarps</td>
<td>$15,000.00</td>
<td>$500.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>4 Mannequins</td>
<td>$2,000.00</td>
<td>$200.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>Aquatics equipment</td>
<td>$5,000.00</td>
<td>$500.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>(Lane lines, clocks, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gym score clock</td>
<td>$2,500.00</td>
<td>$100.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>Weight room equipment</td>
<td>$10,000.00</td>
<td>$500.00</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>(Kettle balls, dumbbells, mounted rack for balls, calibrated weight scale, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mirrors for 601A</td>
<td>$2,000.00</td>
<td>$0</td>
<td>Retention and persistence</td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: ___________________________  Approved By: ___________________________

Budget Center Manager                  President/Vice President
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer-related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

List in priority order. Provide a general description of the project that includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A technology bundle in room 603. It would include a new wall-mounted 42” LCD monitor, DVD and videotape player, computer, and 19” (or better) LCD computer monitor. Installation and maintenance would be required. No additional furniture is needed, but the space will have to be modified to allow installation of the LCD. Room 603 is the only classroom in this division. Health classes and a variety of academic physical education classes serve large numbers of students. Our instructors currently have limited technology in the classroom.</td>
</tr>
<tr>
<td>2.</td>
<td>A wall-mounted 42” (or better) LCD monitor and DVD player in 601A. Installation required. No additional furniture. 601A is used for dance, and instructors would use the technology to allow students to view themselves and therefore improve techniques.</td>
</tr>
<tr>
<td>3.</td>
<td>Mounted LCD projectors and DVD players in new team rooms. Available for all coaches to bring teams to review drills and games and improve upon performance.</td>
</tr>
<tr>
<td>4.</td>
<td>Two laptops and printers for coaches. The laptops would be used by coaches to compile statistics at all games, home or away, and to be able to send data to statistical services.</td>
</tr>
<tr>
<td>5.</td>
<td>Two new computers for part-time workstation in main office area. The computers would need to be installed and maintained.</td>
</tr>
</tbody>
</table>

Cost estimates will be provided for priority projects only.

Submitted By: ______________________________
Approved By: ______________________________

Budget Center Manager President/Vice President
FACILITIES IMPROVEMENT/RENOVATIONS REQUEST

Accreditation reference: Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

List in priority order. Provide a description of the project that includes:
1. How the project supports the mission and objectives of your program
2. Project description
3. Location of the proposed project
4. Health and safety impacts of the project
5. On-going maintenance that will be necessary

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1. Continue to work on a plan for drainage of the softball and baseball fields.
   An experimental French drain system is supposed to be installed on one part of the baseball field this fall. The results need to be studied over the winter. If it works, then a comprehensive plan to address the needs of all the fields needs to be created. If it works, a major maintenance and political headache would be solved.
   The mission of our program is to provide a safe and usable educational environment for our students. If this field problem can be solved, then we will accomplish that goal.

2. Follow through as we can on the modernization plan for the downstairs gymnasium, and the remodeling of spaces vacated by the availability of the new North Gymnasium.
   The plan is drawn up, and now the funds need to be allocated. Our classrooms, team rooms, locker rooms, restrooms, and showers are badly outdated and in a deteriorating state. The student satisfaction survey revealed that one of the only areas that students saw as a genuine need for improvement was in the area of facilities. Further, modernization would provide apt access and functionality for disabled students and abate health and safety risks (and, consequently, exposure to risk for the district).

3. Addition of mirrors on the west wall of 601 A for the purposes of dance instruction.
   Installation will be needed.

---

Cost estimates will be provided for priority projects only.

Submitted By:            Approved By:
______________________________     ______________________________
Budget Center Manager         President/Vice President
PROFESSIONAL DEVELOPMENT NEEDS

*Accreditation reference:* The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. What training needs have been identified from your program review?
   1. Equipment room personnel need to be able to observe highly successful equipment rooms at other institutions in order to implement improvements at NVC.
   2. All personnel must be supported in attending conference and state association meetings in individual sports.
   3. Trainer should be supported in attending NATA and FWATA meetings.
   4. Athletic director should be supported in attending COA and CCCADA conferences.
   5. Certification and re-certification needs for all staff in CPR and First Aid.

2. What pedagogical training needs have been identified in your program review?
   1. Continued emphasis on teaching methodologies.
   2. Ongoing instruction in website building.

3. What types of technology does your program use? What technology training needs have you identified?
   1. Mainly individual computers.
   2. We have a giant need to improve our individual web pages and to build an attractive and informative website.

4. What are the leading publications specific to your discipline and/or program?

Submitted By: ______________________________  Approved By: ______________________________

Budget Center Manager  President/Vice President
# LEARNING RESOURCES/MEDIA MATERIALS REQUEST

## Books including Reference:
- Number of titles to add: 0
- Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:
  - Titles that provide: a multi-cultural perspective to the topics covered in the course; gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore; or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.
- Recommendations/comments:
- Estimated cost for new materials:

## Periodical Titles: (Newspapers, Journals, Magazines)
- Number of titles to add: 0
- Recommendations/comments:
- Estimated cost for new materials:

## Electronic Databases and Indexes:
- Number of databases to add: 0
- Recommendations/comments:
- Estimated cost for new materials:

## Media Collection (closed captioned or DVD):
- Number of titles to add: 0
- Recommendations/comments:
- Estimated cost for new materials:

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**Yes X No**  Are library/learning resource service hours adequate for this course/program?

**Yes X No**  Is the quantity of materials sufficient for students within needed time frame?

**Yes X No**  Will library/learning resources assignments be used in your course?

**Yes ___ No X**  Will this course/program require the assistance of library faculty for orientations or other information competency instruction?

_____  I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

X  To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.
Complete the following sections based on the completed program evaluation. This summary will be forwarded to the Planning Committee after the verification phase is complete.

**Program Achievements** (major achievements, changes, implementations, progress since last program review)
- A Dance discipline has been implemented, and all Physical Education Dance courses are now in the Dance discipline.
- New Dance courses have been written for Ballet Fitness, Cardio Salsa, Zumba, and Dance Styles.
- Student Learning Outcomes and a Mission Statement have been written for the division.
- Student Learning Outcomes have been written for almost every class.
- Nearly every existing class has been revised. Classes such as Foundations of Physical Fitness are now helping students to prepare to be certified as personal fitness instructors and trainers.
- The credit program has teamed with the non-credit program to serve students who previously could not take Physical Education courses due to repeatability issues.
- New classes have been added to meet student needs in athletics, physical education, and adaptive physical education.
- The Athletic Department has gone through a successful Bay Valley Conference program review.
- The women’s basketball team has been rebuilt after not being able to field the sport in 2005-2006.
- All athletic teams are now competitive in conference.
- A full time athletic advisor for athletes has been assigned to the Athletic Department.
- Facilities have been improved. The pool deck has been resurfaced, the gym has been remodeled, new dugouts and batting cages have been built for softball and baseball, and new tennis courts have been built.
- Three full-time faculty members have been hired.
- A permanent equipment room manager has been hired.
- Equipment has been updated in the weight room and adaptive physical education area.
- Equipment has been improved in the spinning room and yoga room.
- Two faculty members now serve the division in leadership roles; one is a Physical Education Coordinator and one is an Assistant Athletic Director.
- The division now has a dean.

**Strengths** (unique characteristics, special capacities)
- Seven full-time faculty members are all working together to strengthen the division’s programs and are finding ways to serve students, despite challenges that exist in facilities and/or funding.
- Over thirty adjunct staff members bring vitality, subject matter knowledge, and versatility into the division.
- The Classified staff in the division is professional and dedicated to serving the students and meeting the needs of the faculty and administration.
- The community is not only involved in taking our classes, but they utilize our pool, gym, tennis courts, and fields seven days a week and year round.
- Our head coaches in Athletics are knowledgeable and dedicated to building their programs and serving their athletes.
- The curriculum revision is rapidly addressing meeting all student needs.
- Communication within the division on all levels and teamwork creates a “can do” mentality among all staff.
- Members of the division communicate well with the campus community.
• Members of the division reach out to the community and participate in the community in a variety of ways.
• Members of the division are committed to the values of acceptance and the celebration of diversity.
• The division offers a program, Athletics, that ensures that the college will always have a large number of full-time students.
• Classes are offered from 6 a.m. until 9 p.m. on Monday through Thursday. Friday, Saturday, and Sunday classes are offered.

**Challenges (concerns, difficulties, areas for improvement)**

• The ratio of full-time to part-time instructors is well below what is necessary to facilitate the best possible work on curriculum development and other important faculty functions.
• The addition of the North Gym will create some alleviation to teaching area challenges, but the lower gymnasium is in need of modernization. Showers, restrooms, locker rooms, team rooms, and classrooms are broken down and uninviting.
• Softball, Soccer, and Baseball fields’ drainage issue needs to be solved.
• Number of assistant coaches is low. Assistant coaching stipend is low ($1,500.00). Assistants at the high-school level usually earn much more.
• Time must be allocated (Flex Day) to staff in order to continue good work in curriculum, student learning outcomes, instruction methods, training, and discussions concerning best practices.
• Continue to find ways to bring full-time and part-time staff together for collaboration.
• Upgrade the technology in every teaching area.
• Bring budget into line to address equipment and personnel needs, and genuine fixed costs.
• Continue to reach out to the community for feedback on our programs, and inform the community in all effective ways concerning classes and athletic programs.
• Continue to build competitive excellence in existing sports.
• Continue to search for ways to create curriculum that will reach out to underrepresented groups.
• Add athletic teams that are sustainable and that appeal to members of our community, and bridge the numbers gap between men and women participants in the program.
• Continue to study our schedule to make sure that course offerings are congruent with student needs.
• Continue to address methods to improve eligibility compliance, student success, and student support in athletics.

**Process: Briefly describe the process used to complete the PEP Report.**

The program evaluation began in the fall of 2007. The full-time division gathered on a number of occasions to evaluate curriculum, build a division mission, and create division student learning outcomes. The division met with Erik Shearer to continue work that had started in 2006 to revise and modernize the curriculum. Also, the division met with Jerry Somerville to receive guidance in the construction of student learning outcomes for the division and for courses. Division meetings continued to take place in 2008 to study data in all of the parts of the program review. The data was supplied by Robyn Wornall, and it covered a three year period. In addition, feedback from student surveys was considered.

Part-time instructors were invited into parts of the process for their feedback. They were instrumental in providing subject-matter information for the rewriting of a number of courses. The conclusions drawn from the data and supplied in this report, however, came mostly from the division’s full-time faculty.

This review was a team effort, and it is this division’s desire that it will help lead to increased productivity on our part and needed resources that will allow that productivity to take place, so that many more community and student needs will be met.
The program evaluation report is reviewed by the program faculty or staff, signed by the program evaluation chair and division chair or supervisor, and forwarded to the VP (Instruction or Student Services) or President, with a copy to the Office of Research, Planning, and Development for the verification phase.

| Program Evaluation Chair Signature: ______________________________ |
| Division Chair/Supervisor Signature: ______________________________ |
| Date: ______________________________ |

**VERIFICATION PHASE**

The verification team will review the Program Evaluation Report for accuracy and completeness, and the process used to develop the report (see verification team duties). Once the report is verified and shared with the PEP team, will be forwarded to the appropriate Vice President or President (for administrative services).

| Verified on: ______________________________ |
| Verification Committee Signatures: ______________________________ |

**ACKNOWLEDGEMENT PHASE**

The Vice President (or President for administrative services) reads and acknowledges the program and planning document and sends a letter to the program team and discipline/program faculty or staff, with copies to the Academic Senate President, the Planning Committee, and the President of the college (who will forward them to the Board of Trustees). The vice presidents and/or President will use program evaluation results to 1) base discussions and decision making on data and evaluation provided by program evaluation; 2) inform program planning; and (3) advocate for program needs.

| Vice President/President ______________________________ |
| Date Letter Sent: ______________________________ |
| Recommend review in 2 years: Yes _____ No ____ |