# Physical-Education, Health & Athletics 2009

## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Markovich</td>
<td>Primary Team Member</td>
<td><a href="mailto:matt.markovich@marin.edu">matt.markovich@marin.edu</a></td>
<td>485-9591</td>
<td>all</td>
<td></td>
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</tr>
<tr>
<td>Kathleen Smyth</td>
<td>Primary Team Member</td>
<td><a href="mailto:Kathleen.smyth@marin.edu">Kathleen.smyth@marin.edu</a></td>
<td>485-9578</td>
<td>All</td>
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<tr>
<td>Steve Berringer</td>
<td>Team Member</td>
<td><a href="mailto:steve.berringer@marin.edu">steve.berringer@marin.edu</a></td>
<td>485-9589</td>
<td>equipment</td>
<td></td>
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</tr>
<tr>
<td>George Adams</td>
<td>Team Member</td>
<td><a href="mailto:george.adams@marin.edu">george.adams@marin.edu</a></td>
<td>485-9669</td>
<td>Track and Field</td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<tr>
<th>Name</th>
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<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Eva Long</td>
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College of Marin Program Review Signature Page• CG v.1 February 2008
Program Overview—Introduction
Physical-Education,-Health-&-Athletics-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

-Our department plays a pivotal role in educating the COM student population and greater community about reducing their risks of lifestyle diseases including obesity, diabetes, cancer, osteoporosis, injuries, and cardiovascular disease.

-Additionally, through our Wellness and Fitness Skills Certificate Program we offer training and continuing education opportunities to wellness and fitness professionals, including personal fitness trainers and athletic coaches. Noteworthy, the lecture courses we offer provide students the opportunity to transfer to four year institutions with a strong foundation in their chosen area of interest. We have high-quality instructors who are passionate about promoting life-long learning regarding wellness, fitness, health, and athletic lifestyles.

-Athletics- Our department provides student-athletes in our recruiting areas the opportunity to participate and experience intercollegiate athletics. We expect each participant to develop their skills academically, athletically and socially. Our recruiting area includes Marin, Sonoma, San Francisco, and Contra Costa counties. Each student-athlete must be enrolled in 12 or more units while in-season. Also, they are required to have completed 24 units throughout one school year 18 of which must be applicable to a degree, transfer, remedial, and or a certificate. A GPA of 2.0 to be eligible for their second season of competition is also required.

-Retention is one of primary objective within our department. Our student-athlete relationship begins with the recruiting process by assessing the needs of each individual student-athlete. Our coaches support the individual student-athletes on and off the playing fields. Our coaches push our student-athletes and guide them to meet the academic standards we establish. With our coaches and administration supporting our student-athletes academically we expect our retention numbers to go up. Our other primary goal is getting our student-athletes transfer to four-year colleges to continue their academic and/or athletic careers is facilitated. Around 90% of our student-athletes when asked if they wanted to transfer to a four year school would say absolutely yes. We have around 140 student-athletes every year; our goal is to transfer around 70 student-athletes every year.

II. Program Purpose
Pathway: Transfer
Briefly describe how your program fits into the pathways you have chosen.

-One of our department goals is to serve as a vehicle for students to matriculate to four-year institutions in wellness and fitness related fields as well as fulfill the physical activity graduation requirement.
Another goal is to be utilized as a resource center for the promotion of wellness and fitness on this college campus as well as the greater surrounding community.

Our third goal is to provide proper training preparation for national certifications in personal fitness training.

Additionally, our goal is to offer continuing education and professional development opportunities for wellness and fitness professionals.

An overriding continuing theme in our department is to increase academic support services for all students enrolled in physical and health education classes. Due to our physical distance from the main campus students feel isolated from the support services that currently exist at the college. Therefore, our goal has been to create a study area/computer lab in the physical education complex. I am happy to say that we now have a study area. We only have 1 computer in the room and over the next year will be looking to add at least 4 more. The P.E. and Athletic department has a part-time hourly student-athlete study hall coordinator funded through the EEIF. Our department will continue to work on improving the academic support services for all students enrolled in physical and health education classes. We are now providing around 25% of what we could provide them.

Our goal is to update program review on a yearly basis. We want to maintain the high quality of instruction by establishing institutional financial support for continuing education and ongoing certifications for our instructors. These are necessary to teach our classes, for example CPR/AED certification. Increase our visibility in the community by implementing a sound marketing strategy. For example, having a recruiting booth at sporting events hosted at COM. To enhance our curricular diversity we believe that we require an increase in our unit load. Thus allowing us to meet the always evolving needs of the health, wellness and fitness industries.

Our goal is to further pursue these opportunities. We intend to collect, analyze and interpret data as suitable to improve and support professional development, curriculum, scheduling, and instructional equipment. To maintain the integrity of our department one of our major goals is to support the annual unit allocation for our department coordinator.

We are working on and implementing a plan to maintain unit allocation from semester to semester when classes are dropped due to low enrollment.

Our department wants to and are offer more web-based classes.

We want to maintain the quality and integrity of our athletic fields, pools, and track for classes, COM athletic teams, and community rentals. To help us maintain them we want to garner some of the income that these fields generate.

Improve communication between Community Education's Open College Program and credit class instructors to enhance safety by issuing open college rosters in a timely
fashion. Enhance communication within the PE & Athletic department. For example having more formal and informal department meetings.

-To continue to develop a sound website to promote physical education, health education and athletics. Athletics Our goal is to create an environment that is conducive to the academic, athletic, and personal development of the student-athlete.

-Another goal is to guide our participants in intercollegiate athletics to further their academic and athletic careers at four-year institutions. We hope to provide student-athletes with a positive educational experience that affords immediate and long-term personal growth. Our goal is that student-athletes transfer the skills that they have learned through sport to all other aspects of their lives.

-To provide high quality sports medicine services to our student-athlete population. Enhance our recruiting capabilities. For example, by sponsoring high school athletic championships via field and pool rental waivers.

-To increase the retention, AA completion, transfer, and success rates of our student-athletes.

III. Students Served
Briefly outline what students are served in your program.
- Degree/transfer - Lifelong learners - Vocational - Web-based - Student-athletes - Re-entry - Career Changers - Retirees According to the DQB, almost 42% of our PE and 64% of our HED student populations are in the 18-24 age groups. Approximately 42% of our PE and 20% of our HED student populations are 35 + in age.

-Our gender trends are parallel to the trends of COM as a whole, populated by more females on average (53) than males (47) enrolled in our classes. Nearly 35% of our population is non-white.

-Athletics- Every year we typically serve 140 full time student-athletes between the ages of 17 to 24 years old. Yet, we have had student-athletes as mature as 50 years old. This group is ethnically, socially, and economically diverse. This population tends to vary greatly in skill level and academic propensity.

IV. Program History
Briefly outline the recent history of your program.
- Based upon the results of surveys conducted in 2000 and 2001 with COM students, faculty, staff and the greater Marin community, the possibilities for the breadth of offerings we can have are multitudinous. However realistically we are unable to staff and equip all of those possibilities due to the limited number of units we can offer and financial constraints.

-We had a COM Wellness and Fitness interdisciplinary task force which was instrumental in getting the Wellness and Fitness Skills Certificate Program curriculum established. We currently have a Wellness and Fitness Advisory Board that consists of faculty and members of the community.
The Personal Fitness Trainer Skills Certificate was approved in Fall 2005. This certificate constitutes a skill and knowledge set that enables students to either begin as an entry-level Personal Fitness Trainer (PFT) or advance in their already existing PFT careers.

Enrollment tripled in many of our wellness and fitness lecture classes when we decided to offer them via the internet. Based upon student feedback this mode of delivery has proven to meet their needs of accessing educational opportunities. We have created an opportunity to partner with California University of Pennsylvania (CUP) and the National Academy of Sports Medicine on an exciting new academic venture. Those two institutions have developed highly visible 100% online Bachelor's Degree and Master's Degree Programs in the area of exercise science.

We discussed, if COM creates an entirely online associate's degree in wellness and fitness, becoming a bi-directional feeder system between our College and their University. Physical activity classes have always been the enduring staple of our Physical Education curriculum. The enrollment in these classes have always been consistently high, especially in our weight training, swimming, and yoga sections.

Athletics - The athletic department has historically been extremely under funded and under supported which has hamstrung the recruiting and retention process. Given these conditions we still have been able to persevere and create success with some of our athletic teams. Please see attached team sport highlight summaries for more detailed information.

Our baseball program is one of the top programs in the Bay Valley Conference. We participated in the baseball state play-offs in 2001, 05, 06,07,08, and 09 capturing the Bay Valley Conference Championship in 2006 and 2009. Not only have they done well on the scoreboard this team also excels academically. - The Women's Basketball Team has been revitalized in 2007-2008 after not being able to field a team last year.

During the last four years the Men's Basketball Program has had 15 sophomores transfer to four year colleges. - In the 2002 Football Season, College of Marin quarterback Geary Davenport passed for 781 yards and nine touchdowns breaking the NCAA passing record of all-time. Marin receiver Nick Royer broke the national JC record for career receptions when he made 16 catches for 265 yards and two touchdowns in the same game.

The Men's and Women's Swimming and Diving Team has had great individual success, producing numerous California State Champions, Bay Valley Conference Swimmers of the Year and All-Americans. -The Men's Water Polo Team produced 2 All-Americans and numerous All-Conference players. The Water Polo Team was switched to a Women's team in 2006. This first year team recorded a strong record and 2 All-Conference players.
Our Track and Field program has produced numerous state level meet qualifiers and All-Americans.

Our Men's soccer team finished the 2008 season with 26 roster players and went to the Northern California Soccer Playoffs for the first time ever. Returning standout defender was named first team all-conference, most valuable Defender for the BVC for two years in a row, and earned an invitation to play in the state championship sophomore bowl.

Our department currently offers the following intercollegiate athletic programs:
Baseball (M) Basketball (M/W) Soccer (M/W) Swim and Dive (M/W) Track and Field (M/W) Volleyball (W) Softball (W)

In the last two year we have gone from having 6 Female student-athletes in 2007-2008, to 39 Female student-athletes in 2008-2009, to hopefully 70 female student-athletes in 2009-2010.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Physical-Education,-Health-&-Athletics-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?
-We serve each pathway by providing every student an opportunity to focus on all dimensions of well being. In each area, Basic Skills, Career and Technical, Cultural Enrichment, Lifelong Learning, and Transfer, students have an affordable place to focus on their health and wellness.
III. How does your program/discipline help students meet these goals?
-By providing a variety of activities and courses that emphasize all aspects of wellness including the physical, social, environmental, emotional, spiritual and intellectual.

IV. How do you measure your success?
-Success is measured by the number of students who enroll in our courses, by course and instructor evaluations and by success and retention rates provided through program review.

V. How do you make sure your students are able to get through your program in a timely fashion?
-We offer a variety of classes throughout the day, evening and weekend so that all students have an opportunity to take an activity class. Our academic classes have the option to be taken face to face or as distance education.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The only significant barriers influencing student access to our courses continues to be the denial of high school students to sign up for any Physical Education course. Our numbers dropped about 100 from F04 to F08. We believe that number correlates with exclusion of high school students.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The student success rate for PE in the F08 was 87.5% and increase of 8.4% from F04.

The student success rate in the HED courses, specifically the online HED courses has been below the campus average. However improvements have been seen in HED 130. There was an increase of 27.8% from F04 to F08. There is a campus wide concern regarding the success rates of the online courses. We believe the improvements are due to clarification of student expectations in the online courses.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The student retention rates for PE courses is well above the college average, showing a slight increase in F04 to F08, 89.9% to 93% respectively.

The student retention rate for HED courses has steadily climbed from 83.1% in F04 to 89.1% in F08. Since a number of our HED courses are online we have made an effort to make course expectations known to the students early so that they are aware of the unique requirements to complete the courses.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☐ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
Course scheduling for students needs
New offerings/additional sections
Articulation for transfer or COM GE
Recruitment/outreach
Student/job market demand change
Faculty availability
Facilities & technology
Professional development

V. Please explain and provide additional details regarding your choices above:

- The success rate in the HED courses may be improved with updating the Blackboard system.

- The system is extremely dated and not an intuitive format. Students often complain about the dated technology.

- The online courses tend to be very large, over 50, at the beginning of the semester. If another section could be offered, thereby keeping the student numbers more manageable, the instructors could give students a better sense of community and possibly increase success and retention.

- All of our activity courses are very popular. We need to continue to create new course that meet the fitness trends in our area. However, we are limited by the number of units allocated to our department. Recent cutbacks have affected our ability to offer more popular courses.
Facilities Questionnaire
Physical-Education,-Health-&-Athletics-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

-The modernization project is complete in the P.E. and Athletics complex. The facilities within the building are fantastic. There are still two potential facility problems within the P.E. and Athletics department.

1) The first one is on the softball field. We have added an intercollegiate softball team to the athletic department. So we need to upgrade the facility. Everything will be upgraded for the coming season except the softball complex will not have a score board. This potentially could be a Title IX issue. Since our baseball field has a scoreboard our softball field should have a score board.

2) The second issue is the football/track and field complex. The football field requires a significant amount of work in order to make it a safe playing field surface. The track has been assessed and labeled unsafe. Specifically the track lanes, long jump and triple jump runway, pole vault runway and vaulting box, high jump and pole vault landing pits and high jump apron are not safe to host sporting events.

Keeping facilities safe and functioning will increase the probability that we can retain full time students. Quality facilities will enhance the recruiting of local student-athletes and students. Coaches and instructors will be able to execute a diverse array of drills on the football field and track while improving the overall quality of our program.
Curriculum
Physical-Education,-Health-&-Athletics-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

- Within the last 5 years PE/HED completed their program review and updated all our courses.

- In F10 we will update our course outlines again.

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

- In the last year we updating and revised a number of our courses so that there would be an option to teach them online. This option seems to give students more access but the issue continues to be the lower retention rates with the online courses.

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

- We have had some discussions with the Basic Skills instructors to create learning communities with our online courses. Because the online courses require proficient reading and writing skills it made sense to collaborate with the Basic Skills department. Many students who are not strong in reading and writing are intimidated by the online courses. By creating the learning community student success would improve.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

- We successfully offered two new course last fall, Sports Nutrition and Zumba. Enrollment exceded expectations.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

- We have developed the online option for all of our lecture courses including a hybrid version of the Personal Trainer Certification course.

- Student access will improve by offering an online version for all of our courses.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

- At this time we have no plans to add or increase material fees for any of our classes.
Five College Learning Outcomes:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.

2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.

5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

   We offer a certificate in Personal Fitness Training.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

   - Develop practical skills in teaching, evaluating, and motivating participants in healthy activities.
   - Properly screen and identify possible contraindications
   - Demonstrate the knowledge and ability to instruct proper performance of injury prevention techniques.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

   i. Written, Oral and Visual Communication

      - Students are required to research and write article summaries on topics that pertain to the material presented in class.
      - Students give oral presentations on their areas of interest.
      - Students must demonstrate the proper technique for a variety of exercises.

   ii. Scientific and Quantitative Reasoning

      - Students conduct a variety of physical assessments by collecting and interpreting data and comparing the results to the norm charts for each assessment.

   iii. Critical Thinking

      - Analyze proper technique and body mechanics utilized during exercise and physical activity.
      - Conceptualize the relationship of intensity, volume, rest and
recovery in anaerobic and aerobic training.

- Evaluate exercise participants’ abilities to use appropriate weight loss techniques, set short/long-term goals, and recognize considerations for healthy weight loss.

- Synthesize gross anatomy and exercise physiology in relation to resistance training.

iv. Problem Solving

- Students design a program for various special populations focusing on safe and effective exercises

v. Information Literacy

- Students must conduct research using the internet, periodicals and books to evaluate various theories and techniques of exercise.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?
   - Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      - All of our activity courses count toward the general education requirement.
   ii. Scientific and Quantitative Reasoning
      - All of our activity courses count toward the general education requirement.
   iii. Critical Thinking
      - All of our activity courses count toward the general education requirement.
   iv. Problem Solving
      - All of our activity courses count toward the general education requirement.
   v. Information Literacy
      - All of our activity courses count toward the general education requirement.

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
   - All of our course outlines of record do include Student Learning Outcomes

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
   - 100% of our faculty members include SLOs in their course syllabi

3. Assessment:
   i. How often do you assess these SLOs?
      - We assess 3 classes each semester
      - We assess 2 SLOs for each of the 3 classes
3. Assessment:
ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

- We assessed 3 classes in the fall 2009

- Sports Nutrition, Personal Fitness Trainer Certification, Drugs and Society

- The 7 SLOs that we assessed had consistent numbers, 5 of SLOs scored above 90%, 1 scored around 50%, and 1 scored around 35%

3. Assessment:
iii. What improvements have you made or do you plan to make in the future?

- Continued education on the SLOs and the assessment process will improve the overall consistency of the education process

3. Assessment:
iv. What do you plan to assess this year? Who will you assess? How will you assess?

- We plan to assess our weight training courses

- We plan to assess our weight, control, exercise and nutrition course

- We plan to assess our advanced first aid/first responder course
Instructional Equipment
Physical-Education,-Health-&-Athletics-2009

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS... (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests". Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
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<tbody>
<tr>
<td>01</td>
<td>1800 Students</td>
<td>Over $200 Each</td>
<td>P.E. and Athletics</td>
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Description and part number for ordering:
Treadmills: The P.E. and Athletics department are in the need for 3 commercial treadmills.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
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<tbody>
<tr>
<td>3</td>
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<td>$13,500.00</td>
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One-time expenses: (e.g. construction, electrical, installation)
- Electrical is already set up

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
- Gym doctors to upkeep the equipment is already in place

Item to be shared with the following Department/Program: (Include any shared expenses)
- To be shared with P.E., Athletics, Community Education.

Do you have space for this equipment?  Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   - "B" The treadmills are needed for all of our weight and fitness courses. They would allow our students access to safe equipment.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   - This equipment is not required to meet Title 5 and or ED Code.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
This is not necessary for students to succeed in a series of courses.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

-Access will be improved for the entire department. New treadmills will bring more students to the P.E. department.

-Close to 880 students will be served by the upgrade of treadmills.

-This is vital to attracting new students; we compete on a daily basis with local health clubs getting new treadmills would help us out tremendously.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

-With the addition of the treadmills students will be able to calculated heart rate percentages for weight loss, cardiovascular conditioning while on the treadmills.

-Students will have an understanding of being more fit.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

-These outcomes will be measured through final exams.

-We currently have 1 treadmill that is safe for running in our weight room.

Additional Justification for this item:
## Instructional Operating Supplies

### Physical-Education, Health & Athletics - 2009

#### I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>6 Classes</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

### Broad Category (for example in Chemistry - "Chemicals")

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
</table>

### Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   - ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   - ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

2. Is it necessary for students to succeed in a series of courses?

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
Broad Category (for example in Chemistry - "Chemicals")
Men's and Women's soccer jersey's, Game shorts, Balls, Soccer nets, Travel bags, Warm up suits, Game Socks, Corner flags, Game balls, Cones, Practice bibs.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5455.0</td>
<td>4670.0</td>
<td>785.0</td>
</tr>
</tbody>
</table>

Type: Increasing Cost
How Long?: Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Items to be shared with our Men's and Women's Soccer teams and with our Soccer P.E. classes.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   "A"

2. Is it necessary for students to succeed in a series of courses?
   No

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: To Support: Discipline Area
03 6 Classes P.E. and Athletics

Broad Category (for example in Chemistry - "Chemicals")
Men's and Women's basketball game jerseys and shorts, Practice jerseys and shorts, Basketsballs, Travel bags, Shooting shirts, Scorebooks.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item to be shared with the following Department/Program: (Include any shared expenses)
Men's and Women's basketball teams and with Basketball Classes.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   "A"

2. Is it necessary for students to succeed in a series of courses?

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>8 Classes</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Swim and Dive Suits for Women, Swim and Dive Suits for Men, Lane line flags, Replacement parkas, Travel bags, Travel team sweat suits.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2160.0</td>
<td>2160.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type None
How Long? None

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?

2. Is it necessary for students to succeed in a series of courses?

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies
   This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
   Note: Please group requests into broad categories of items required to teach a class.
   Make ONE entry for each category.
   Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

   Priority: | To Support: | Discipline Area
   05 | 15 Classes | P.E. and Athletics

   Broad Category (for example in Chemistry - "Chemicals")
   Abdominal crunch strap, Anatomical study aids from american 3B scientific, Basic agility ladders, Pro nylon ankle/wrist/thigh straps, Pro tricep rope, Rack with 44 pairs of deluxe vinyl dumbbells, resist-a-ball stability balls, Revolving 48” lat bar, Single grip hand straps, Stability ball wall storage racks.

   Annual Cost | Previous Cost | Amount of Increase
   2500.0 | 2426.25 | 0.0

   Type | How Long?
   None | Ongoing/Recurring

   Item to be shared with the following Department/Program: (Include any shared expenses)
   to be shared with all PE classes and Athletic department.

   Justification for Item (See Rating Rubric)
   1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   "A"
2. Is it necessary for students to succeed in a series of courses?
No

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td>40 Students</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Baseball travel bags, Game balls, Replacement team jackets, Game jerseys, Replacement game pants, Scorebook, Practice balls, Helmets, Protective Screens, L-Screens, Fungo's, Ball Bin, Catchers Gear, Bases, Infield Skirt, Batting cage net, Mound Tarp, drag, Rakes, All weather balls, Tees.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>11000.0</td>
<td>10870.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type
Increasing Cost Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
Equipment to be used by our Baseball Program.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
"A"

2. Is it necessary for students to succeed in a series of courses?
No

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting
new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

I. Consumable Instructional Operating Supplies

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>07</td>
<td>40 Classes</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

| Broad Category (for example in Chemistry - "Chemicals") | Softball travel bags, Game balls, Replacement team jackets, Game jerseys, Replacement game pants, Scorebook, Practice balls, Helmets, Protective Screens, L-Screens, Fungo's, Ball Bin, Catchers Gear, Bases, Infield Skirt, Batting cage net, Mound Tarp, drag, Rakes, All weather balls, Tees. |

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>8000.0</td>
<td>8000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>

Item to be shared with the following Department/Program: (Include any shared expenses)

Equipment to be used by our Softball Program and Softball Class.

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • "A" means that your discipline cannot teach your course(s) without the requested equipment.
   • "B" means that your course(s) would be greatly enhanced with the requested equipment.
   • "C" means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   "A"

2. Is it necessary for students to succeed in a series of courses?
   No

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   - 40 Students will annually benefit from this request.
   - It is vital to attracting new student-athletes.
4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

---

**I. Consumable Instructional Operating Supplies**

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>50 Students</td>
<td>P.E. and Athletics</td>
</tr>
</tbody>
</table>

**Broad Category (for example in Chemistry - "Chemicals")**

Volleyball Uniforms, Volleyball Travel Bags, Volleyball Nets, Volleyballs, Scorebook, Volleyball warm-up uniforms, knee pads.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000.0</td>
<td>5000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**

Increasing Cost

**How Long?**

Ongoing/Recurring

**Item to be shared with the following Department/Program:** (Include any shared expenses)

To be shared with PE and Athletics.

**Justification for Item (See Rating Rubric)**

1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?

   "A"

2. Is it necessary for students to succeed in a series of courses?

   No

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area
Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class.
Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional
Equipment.

Priority: To Support: Discipline Area
09 20 Students P.E. and Athletics

Broad Category (for example in Chemistry - "Chemicals")
Track and Field jerseys, Shorts, Travel bags, Travel sweat suits, Discus, Javelin,
Starting blacks, Measuring tape, Stop watches.

Annual Cost Previous Cost Amount of Increase
2575.0 1600.0 975.0

Type How Long?
Increasing Cost Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)
To be used by our Men's and Women's Track and Field Teams.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a
     future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   "A"

2. Is it necessary for students to succeed in a series of courses?
   No

3. How will access for students be improved? How many students (annually) will benefit from
   this request? Is it required to accommodate existing students? Would it be vital to attracting
   new students?

4. What student learning or other outcomes are expected? Is it important to the achievement
   of student goals?

5. How will these outcomes be measured for future planning? What data or evidence supports
   your request?
Non-Instructional Requests

Part I : Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

This section will be filled out by the Department Chair
Physical-Education,-Health-&-Athletics-2009

I. Non-Instructional Equipment and Supplies

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>1800 Students</td>
<td>Office Supply Budget</td>
</tr>
</tbody>
</table>

Type
Not Applicable

Status
Previously funded ongoing expense

Description and part number for ordering:
Paper, pens, pencils, markers, staples, envelopes, folders, binders, printer ink, clip boards, photocopy machine toner

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,500.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$1,500.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)
To be shared with P.E. and Athletics Department

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?
All teachers, coaches, and athletic director will use these supplies.

2. How will access for students be improved?

I. Non-Instructional Equipment and Supplies

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>1800 Students</td>
<td>Office Computer</td>
</tr>
</tbody>
</table>

Type
Upgrade

Status
Previously funded ongoing expense

Description and part number for ordering:
- The P.E. and Athletics department generally use this money for replacing old equipment around the office.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
</table>

http://programreview.marin.edu/OEReportPart1.jsp

2/22/2010
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
- A lot of the faculty computers and printers are on the older side. We try and replace some equipment every year.

Item to be shared with the following Department/Program: (Include any shared expenses)
- To be shared with the P.E. and Athletics department.

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
- Our instructors will use these supplies and equipment.

2. How will access for students be improved?
Non-Instructional Requests

Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair
Physical-Education,-Health-&-Athletics-2009

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics: Meals/Travel</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Travel Expenses - Van rentals, Gas, and Toll

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>41200.0</td>
<td>39448.3</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
- You see an increase of travel money due to the increase in gas prices and due to the increase in cost per van rental. The increase would be more if it were not due to the cost containment actions taken by the BVC.

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics: Meals/Travel</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Providing meals for students on away contests

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>9000.0</td>
<td>4500.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
- We are asking for an increase in our meal money due to the increase in teams and due to the amount that we typically spend per kid, per trip. Right now we have $4500.00 which does not cover meals for every trip and for every team. It has been a good addition to the program but doubling the amount allocated to these student-athletes is the right thing to do. Many days these kids are on the road for 8 hrs representing the school, we should be able to buy them something to eat.
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics: Meals/Travel</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
- Travel for conference meetings.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500.0</td>
<td>1500.0</td>
</tr>
</tbody>
</table>

**Justification**
Please comment on request in terms of how it benefits your program, faculty and/or students:
- This allows us to travel and represent the College of Marin at all of our conference meetings.

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II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics: Umps/Referees</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
- Officials, Umpires, Refs for all Home Events

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>28000.0</td>
<td>23000.0</td>
</tr>
</tbody>
</table>

**Justification**
Please comment on request in terms of how it benefits your program, faculty and/or students:
- The annual cost for officials is going up from last year because we did not have to pay for officials for our basketball games due to our gym being under construction.

---

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awards/Graduation</td>
<td>New and will be ongoing</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
- Awards Banquet for Academic and Athletic Excellence

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
</table>
Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

-This $3,000.00 would go towards an annual dinner for the student-athletes to recognize their academic and athletic excellence. This benefits our program by showing our student-athletes that we care about the excellent things they did throughout the year. It also shows them that we appreciate their hard work. Lastly it shows them that we weigh academic excellence as much as we weigh athletic excellence.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dues/Membership</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Conference Dues and Memberships.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7000.0</td>
<td>7000.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

-This ongoing requests allows our athletic program to exist in the BVC. Also it allows our track and field teams and Swim and Dive teams to be hosted in other conferences.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>New and will be ongoing</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
- The state requires us to send our Athletic Trainer to the National Training Association Conference and the National Strength and Conditioning Association Conference. This used to be funded out of a different area now it is being funded out of the P.E. and Athletics Budget. We also would like to be able to fund re-certifications for our P.E. Staff.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2500.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

- These certifications are a requirement for our Athletic Trainer. Keeping him certified and current with all procedures and protocols is a benefit to all students.
that use the physical education complex. Joe is our first responder in the P.E. and Athletics department. Kathleen and George need their strength and conditioning certification renewed every year and our department would like to take care of this. Usually they pay for the recertification out of their pockets.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Training Room Supplies, Tape, Underwrap, Alcohol prep pads, Memory foam sheet, White pillow cases, Biofreeze, Poly ice bags, Transmission gel, Calamine Lotion, Skin lube, Elastic Band, Freshette Towelettes, Compression Foam, Iso-quin hand wash, prossage heat, ADH foam corn pad, Advil, Medco high intensity penlight, Aluminum crutches, Helmet Hugger, Coal Vinyl, Mortrix Rdu2020,

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>12000.0</td>
<td>11185.55</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
-Training room supplies are a necessity to be shared with all PE classes and Athletic Teams. We have a responsibility to our student-athlete and visiting student-athletes to take care of their safety. This equipment allows us to do that.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Recruiting/Marketing</td>
<td>New and will be ongoing</td>
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</table>

Description and part number for ordering:
Recruiting and Marketing Budget for Intercollegiate Athletics

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7000.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:
-We as a department need to be able to produce recruiting materials and promote our program overall and on an individual sport basis. We also need to be able to travel to recruit and bring families on campus for tours. We are requesting $1,000.00 per sport in order to increase the awareness of our program. This recruiting money will help bring more student-athletes to our campus and it will bring the awareness of your campus to the surrounding communities. This recruiting money will help bring
more student-athletes to our campus and it will bring the awareness of your campus to the surrounding communities.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/Entry Fee</td>
<td>Previously funded with cost increase</td>
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</table>

Description and part number for ordering:

Tournament Entry Fees

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<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>6500.0</td>
<td>5425.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

- The increase of roughly $1,000.00 is due to the addition of two sports that compete in tournaments. All tournaments have entry fees attached. We currently have 7 sports that compete in tournaments.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.
Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

- Maintenance on equipment in office and weight room.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000.0</td>
<td>1441.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

- The P.E. and Athletics department from time to time have to service and repair equipment. In order to keep the weight room equipment safe and to prolong its life we contract out to the Gym Doctor 2 or 3 times a year to come in and service the equipment. Also we contract out to keep our office equipment working.
# Faculty Members

## Physical-Education,-Health-&-Athletics-2009

### I. Program Faculty

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>George R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Berringer</td>
<td>Steve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bird</td>
<td>Connor G</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Blende</td>
<td>Sunny</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Shared W/other program (s):
  - Full-time, tenured: No
  - Adjunct, ETCUM: No
  - Emergency Hire: No

**Years of Service:**
- 15
- 10
- 2

**Specialty:**
- Weight Training Speed Training Track and Field Football Sport Psychology
- Baseball
- Physical Education

**Leadership:** List involvement in committees or other service
- Professional Standards Committee Past Health and Safety Committee member
- National Strength and Conditioning Association member
- Past Wellness and Fitness Task Force Member
- California Community College Baseball Coaches Association
- American Baseball Coaches Association Associate
- Scout - Atlanta Braves Marin Merchant's Baseball Club
<table>
<thead>
<tr>
<th>Status:</th>
<th>Shared W/other program (s):</th>
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</thead>
<tbody>
<tr>
<td>Adjunct, ETCUM</td>
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</tbody>
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<table>
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<tr>
<th>Status:</th>
<th>Shared W/other program (s):</th>
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<tr>
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</tbody>
</table>

<table>
<thead>
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<th>First Name</th>
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<th>Year Retired:</th>
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<tbody>
<tr>
<td>Campos</td>
<td>Carlos</td>
<td></td>
<td>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</td>
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<table>
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<tr>
<th>Years of Service:</th>
<th>Specialty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nutrition</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fredrick</td>
<td>Dario</td>
<td>M</td>
<td>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</td>
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<td></td>
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<table>
<thead>
<tr>
<th>Years of Service:</th>
<th>Specialty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Soccer Coach</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

- Physiological Advisor for NorCal HS Mountain Bike League
- American College Sports Medicine Member

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furuya</td>
<td>Bruce</td>
<td>T</td>
<td>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</td>
</tr>
<tr>
<td></td>
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<td>4.0 4.0 0.000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Service:</th>
<th>Specialty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Yoga Exercise Physiology Biomechanics Cycling</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

- Outreach Steatwide Academic Athletic Committee
- Clinician Men and Women's Basketball Consultant for Academics and Athletics
### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goldman-Rogow</td>
<td>Cheryl</td>
<td>L</td>
<td></td>
</tr>
</tbody>
</table>

#### Status:
- Shared W/other program (s):
- Full-time, tenured: No

#### Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>15.0</td>
<td>0</td>
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</tr>
</tbody>
</table>

#### Years of Service: Specialty:
- Sport and Exercise Psychology
- Health Education
- Coaching Education
- Swimming
- Aerobic Fitness

#### Leadership: List involvement in committees or other service
- Mentor Trainer for the Positive Coaching Alliance
- Association for Applied Sport Psychology
- Member American Psychological Association
- Member United States Olympic Committee
- Sport Psychology Registry
- Various COM Hiring Committees
- Past Student Learning Outcomes
- Committee Member
- Past Discipline Review Committee Member
- Past Curriculum Committee Member
- Past Academic Senate Member
- Past Accreditation Committee Member
- Past IVC Revitalization Task Force Member

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### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Granucci</td>
<td>Dave</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Status:
- Shared W/other program (s):
- Emergency Hire: No

#### Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>3.0</td>
<td>00.000</td>
</tr>
</tbody>
</table>

#### Years of Service: Specialty:
- Basketball

#### Leadership: List involvement in committees or other service

---

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haley</td>
<td>Jean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Status:
- Shared W/other program (s):
- Adjunct, ETCUM: No

#### Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>00.000</td>
</tr>
</tbody>
</table>

#### Years of Service: Specialty:
- Swimming

#### Leadership: List involvement in committees or other service

---

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartfield</td>
<td>Nicole</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Status:
- Shared W/other program (s):
- Emergency Hire: No
Leadership: List involvement in committees or other service

- Coach Rep to BVC for Swimming and Diving COM Rep to BVC for Intercollegiate Athletics
- Chairman of Zone 3 Pacific Swimming (SF - Oregon Border) Senior Chairman of Pacific
- Swimming Past Health and Safety Committee member Past President and Vice President of
- California Community College Coaches Association Five hiring committees

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lager</td>
<td>Warren</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

Status: Full-time, tenured No

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Limm</td>
<td>Pete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Part-time, RETCUM No

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLoughlin</td>
<td>Susan</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

Status: Adjunct, RETCUM No

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naythons</td>
<td>Jessica</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status:
### Nelson Tannea

**Status:** Full-time, tenured  
**Shared W/other program (s):** Yes

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>4.0</td>
<td>2.0</td>
<td>0.0</td>
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</tbody>
</table>

**Years of Service:** 31  
**Specialty:** Pilates Adapted Physical Education

**Leadership:** List involvement in committees or other service  
- Sabbatical Committee

### Powers April

**Status:** Emergency Hire  
**Shared W/other program (s):** No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>5.5</td>
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</tbody>
</table>

**Years of Service:** 3  
**Specialty:** Basketball Sport Psychology

**Leadership:** List involvement in committees or other service

### Purcell Shawn W

**Status:** Adjunct, ETCUM  
**Shared W/other program (s):** Yes

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>6.0</td>
<td>0.0</td>
<td>0.0</td>
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</tbody>
</table>

**Years of Service:** 21  
**Specialty:** Triathlon Training

**Leadership:** List involvement in committees or other service  
- IDEA Member  
- National Academy of Sports Medicine Member  
- American Psychological Association Member

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<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scarcella</td>
<td>Joseph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaver</td>
<td>Roberta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smith</td>
<td>Lindsay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smyth</td>
<td>Kathleen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Rocky Alice

**Status:** Shared W/other program(s):
- Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
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</tbody>
</table>

**Years of Service:** 31

**Specialty:** Yoga

**Leadership:** List involvement in committees or other service

### Scarcella Joseph

**Status:** Shared W/other program(s):
- Other: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
<td>0.</td>
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</tr>
</tbody>
</table>

**Years of Service:** 3

**Specialty:** Athletic Injuries

**Leadership:** List involvement in committees or other service

### Shaver Roberta

**Status:** Shared W/other program(s):
- Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
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</table>

**Years of Service:** 26

**Specialty:** Tennis

**Leadership:** List involvement in committees or other service

### Smith Lindsay

**Status:** Shared W/other program(s):
- Adjunct, ETCUM: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<tbody>
<tr>
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<td>9.0</td>
<td>3.0</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Years of Service:** 1

**Specialty:** Volleyball

**Leadership:** List involvement in committees or other service

### Smyth Kathleen

**Shared W/other program**
Status: Full-time, tenured  Yes

<table>
<thead>
<tr>
<th></th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.0</td>
<td>17</td>
<td>18.0</td>
<td>00.000</td>
</tr>
</tbody>
</table>

Years of Service: 19  Specialty: Physical Education Health Education

Leadership: List involvement in committees or other service
- PE Program Coordinator
- Marin Services for Women Volunteer Personal Fitness Trainer
- Co-coordinator for St. Patrick's youth volleyball program
- Volunteer coach for St. Patrick's youth volleyball
- CPR training for COM PE faculty
- Numerous hiring committees
- Past Academic Senate member Past Curriculum Committee member

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studholme</td>
<td>John</td>
<td>B</td>
<td></td>
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</table>

Status: Emergency Hire  No

<table>
<thead>
<tr>
<th></th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>9.0</td>
<td>5.0</td>
<td>00.000</td>
</tr>
</tbody>
</table>

Years of Service: 3  Specialty: Soccer

Leadership: List involvement in committees or other service
- Co-director Coevers NorCal

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughan</td>
<td>Michele</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Adjunct, ETCUM  No

<table>
<thead>
<tr>
<th></th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>3.05</td>
<td>5.05</td>
<td>00.000</td>
</tr>
</tbody>
</table>

Years of Service: 2  Specialty: Personal Fitness Training

Leadership: List involvement in committees or other service
- Wellness and Fitness Advisory Committee

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.
   - We have 4 full time faculty instructors

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.
We do not have a difficulty finding part-time instructors.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?
- 1 full time faculty has retired in the last 10 years
- We have 12 units taught by RETCUM faculty each year

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
- There has been 0 new full time faculty hires in the last 10 years

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).
- Our teaching units have not been reduced due to FT Faculty retirements

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.
- No

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.
- We are not looking to add additional units
- We are looking to add a full time instructor to better serve our students
- We currently have around 60% of our units being taught by part-time instructors
- We currently only have 2 full-time coach/instructors for our 9 teams

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.
- Student-athletes demand a lot of attention and they are a big cohort for College of Marin
- Full time coaches are around to recruit more athletes to the campus and to guide them better when they are on the campus
- With full time coaches our retention rates and transfer rates will go up as a department
- Full time coaches will bring more full time students to campus

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
- This instructor would teach under P.E., Athletics and Health Education

http://programreview.marin.edu/TUReportFaculty.jsp 2/22/2010
# Non-Instructional Support Staff

## Physical-Education, Health-&-Athletics-2009

### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connor Bird</td>
<td>Hourly</td>
<td>Other</td>
<td>20</td>
<td>1250 Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**
- Part Equipment
- Part Game Management
- Part Maintenance

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Kukahiko</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>38</td>
<td>1250 Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**
- Supports P.E., Athletics, Community Ed, Adapted P.E., and Non-Credit Programs

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Scarcella</td>
<td>Full-Time</td>
<td>Other</td>
<td>38</td>
<td>500 Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**
- Member of National Athletic Training Association
- National Strength and Conditioning Association
- Instructor of Community CPR/AED and First Aid

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Berringer</td>
<td>Full-Time</td>
<td>Other</td>
<td>37</td>
<td>1250 Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**
- COM Head Baseball Coach
- California Community College Baseball
- Coaches Association
- American Baseball Coaches Association Associate
- Scout - Atlanta Braves Marin Merchant's Baseball Club
The Athletic department is requesting an increase in our assistant coach's stipends.

- Right now they are $1,250.00 which is the lowest in the conference.
- We would like to increase our assistant coach's stipends to $5,000.00 and put them on a 10 month contract.

Student learning and success will be improved by:

- Right now our assistant coaches just come to campus for practice and usually just work during the semester of competition. Putting them on a 10 month contracts would require them to be around the campus more and involving them with the academic side of the student-athletes.
- Having more coaches involved with the student-athletes on their academics will improve the success of the student-athletes.

Access will be improved by:

- Putting our assistant coaches on 10 month contracts would allow them to be a lot more involved with recruiting and retention of our student-athletes. Right now that all falls on the head coach.

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The PE and Athletics department are requesting a full time Student-Athletic Academic Coordinator/Sports Information Director. This position will serve as the coordinator for an academic support chain for all student-athletes as well as the primary media relations contact for the P.E. and Athletics program.

This person will have the opportunity on the academic side to will improve student learning and success by:
• Providing a liaison between the student-athletes and faculty and coaches
• Providing our student-athletes with an academic coach that will help our athletes stay on track with their academic goals.
• Running a student-athlete study hall
• Administering grade and attendance checks 6 times a year
• Setting up and coordinate tutors for student-athletes
• Communicating with coaches on academic progress of student-athletes
• Conducting and coordinating basic skills workshops
• Creating and updating education plans
• Supporting students with selecting appropriate class schedules
• Building relationships with student-athletes around the idea of an Academics Firsts Environment
• Helping retain our student-athletes
• Helping our student-athletes transfer to four year institutions

This Person will have the opportunity on the sports information side and academic Side to improve access to student-athletes in Marin county by:
• Writing and producing weekly press releases
• Producing media guides, game programs and help coordinate the production of posters, schedule cards and other promotional material
• Organizing and coordinating event management responsibilities for the P.E. and Athletics departments
• Updating event results, event stories, statistics and general information For the P.E. and Athletics Department
• Publishing and Update the department's website
• Building relationships with student-athletes in the county around the idea of an Academics Firsts Environment
• Giving our coaches a powerful pawn to stand behind in the recruiting game

The Student Learning Outcomes the position of Academic Coordinator/Sports Information Director will provide the P.E. and Athletics department are:
• Higher retention rate for our student-athletes
• Higher transfer rate for our student-athletes
• Higher percentage of Marin County student-athletes enrolling in College of Marin
• Continued improvement in our female student-athlete numbers
Higher percentage of our student-athletes taking and passing core courses

These student learning outcomes will be measured by:

- Compiling a report at the end of the year on our student-athletes academic progress
- Tracking our student-athletes after they leave College of Marin to see if they transfer
- Producing a survey at the end of each semester to our student-athletes to see how they are using the academic services provided by this position.
- Keep track of percentage of Marin county student-athletes enrolled at College of Marin.
- Keeping track of our retention numbers from semester to semester

Shared Resources: If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Program Summary
Physical-Education,-Health-&-Athletics-2009

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)

Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

-Our department educates the COM student population and greater community about reducing their risks of lifestyle diseases including obesity, diabetes, cancer, osteoporosis, injuries, and cardiovascular disease by emphasizing the behavior modification process.

-Highly passionate instructors and coaches in our department attend conferences and workshops to stay updated with the current trends in their area of expertise.

-Our department offers web-based classes which have improved overall enrollment and accessibility for student sub-populations such as, single mothers/fathers, full-time workers, ESL, geographically challenged, and physically challenged individuals. Use of a wellness and fitness advisory committee and task force.

-Provide professional development opportunities.

-Create an environment conducive for students to transfer the skills they are learning in the classroom or on the field to other aspects of their lives. Utilizing our coping and teamwork skills during adverse situations.

-Community service efforts: volunteer personal fitness training at Marin Services for Women, Career Day at Drake High School, departmental booth at Marin County Fair, pool access to the community over the summer, volunteer coaches, etc.

-Our department has started a Student-Athlete Academic Services Program. funded with EEIF money. We have started a study hall, and grade and attendance check system.

-We have also started a partnership with the tutoring center and the Math and English Labs.

-With the new building we have created a study center for our student-athletes.

-This system is only a skeleton of where we would like to go. We will need some funding but we already have shown some success with feedback from the coaches and from faculty.

-See student Athlete Handbook for outline of Student-Athlete Academic Services Program.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Please refer to the student and access equipment justification section for explanation and evidence of the following required resources:

-Web-based class orientation meeting

-Hire a new full-time faculty member
- Develop effective support services for COM student-athletes
- More sections of web-based classes
- Increase teaching units to offer a wider variety of courses
- Please refer to the other expenses justification section for explanation and evidence of the following required resources: Support to attend meetings, workshops, and conferences
- Awards banquet for academic and athletic excellence
- Student-athlete meal compensation
- Fully stock our athletic training room with medical supplies
- Support our coaches to actively recruit capable student-athletes
- Please refer to the facilities justification section for explanation, Repaired football field and track

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

- Update program review on a yearly basis
- Establish institutional financial support for continuing education and ongoing certifications for our instructors Attend meetings, workshops, and conferences
- Implement a sound marketing strategy- to increase our fundraised dollars
- Established a on-site student-athlete study hall
- We have increased thu number of on-line courses we offer and we have increased the number of on-line courses we could offer
- We have sent through curriculum hybrid courses
- Support the needed annual unit allocation for our department coordinator.
- Maintain the quality and integrity of our athletic fields, pools, and track for classes, COM athletic teams, and community rentals.
- Continue to develop a sound website to promote physical education, health education and athletics.
- Repair football field and track in order to provide a safe playing field for students and the community.
- We are working on a fundraising program for each team
- We have added two new women's teams
- Host an awards banquet for academic and athletic excellence at the end of every semester
- Provide meals during and transportation to and from all away contests for every student-athlete
- Actively recruit capable student-athletes
- Hire a new full-time faculty member
- Develop effective support services for our student-athletes

**IV. Assessment of 2008 Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Based on program review,

- The Bond has produced close to $35,000 of new weight equipment
- College of Marin started a women's volleyball team and a women's softball team
- The Bond has created equal facilities for both our men's and women's teams
- Our student-athlete academic service program has grown since last year. We still have a long way to go but the progress is good
- We have created 3 new courses that are filling every semester
- We have put more courses on-line for next semester
- We have come together to form a marketing and fundraising strategy
- We are holding monthly coaches meetings

**V. Fall 2009 Requests Summary:**
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

- #1 Request is for a full time student-athlete academic coordinator / Sports information director

  - We need this position to help with our retention rates and our transfer rates. This position will also free up time from the athletic director which will allow him to fundraise, promote, and market our program at a higher level.

- #2 Request is for a full time instructor.

  - We are looking to add a full time instructor to better serve our students
  - We currently have around 60% of our units being taught by part-time instructors
  - We currently only have 2 full-time coach/instructors for our 9 teams
  - Student-athletes demand a lot of attention and they are a big cohort for College of Marin
- Full time coaches are around to recruit more athletes to the campus and to guide them better when they are on the campus

- With full time coaches our retention rates and transfer rates will go up as a department

- Full time coaches will bring more full time students to campus

- #3 Request is for Treadmills in the weight room

- This is vital to attracting new students; we compete on a daily basis with local health clubs getting new treadmills would help us out tremendously.

- With the addition of the treadmills students will be able to calculated heart rate percentages for weight loss, cardiovascular conditioning while on the treadmills.

- Students will have an understanding of being more fit.

#4 Request for an increase of $4500.00 in student-athlete meal money.

- We are asking for an increase in our meal money due to the increase in teams and due to the amount that we typically spend per kid, per trip. Right now we have $4500.00 which does not cover meals for every trip and for every team. It has been a good addition to the program but doubling the amount allocated to these student-athletes is the right thing to do. Many days these kids are on the road for 8 hrs representing the school, we should be able to buy them something to eat.

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
   - Worked on entire review with the faculty - I have no additional comments

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   - Worked on entire review with the faculty - I have no additional comments

3. Please comment on the faculty and staff sections.
   - Worked on entire review with the faculty - I have no additional comments

4. Other comments
Area Directors and Deans Comments
Physical-Education,-Health-&-Athletics-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.
   This is a comprehensive and well-done review of the PE and Athletics areas. Kudos to all involved in putting this together.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

3. Please comment on the faculty and staff sections.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

5. Other comments
   The department is requesting a full-time student-athlete academic coordinator/sports information director position. As the EEIF grant expires that funds the current academic coordinator position, this need is urgent and high-priority. It MUST be funded.

   There are also facilities issues that should, in my opinion, be addressed:

   1) The first one is on the softball field. An intercollegiate softball team has been added to the athletic department. So we need to upgrade the facility. Everything will be upgraded for the coming season except the softball complex will not have a score board. This potentially could be a Title IX issue. Since our baseball field has a scoreboard our softball field should have a score board.

   2) The second issue is the football/track and field complex. The football field requires a significant amount of work in order to make it a safe playing field surface. The track has been assessed and labeled unsafe. Specifically the track lanes, long jump and triple jump runway, pole vault runway and vaulting box, high jump and pole vault landing pits and high jump apron are not safe to host sporting events.